

PPA3260 GUIDELINES FOR TEACHING – SEMESTER 2, 2026

Pre-service Teachers (PsT) will benefit from mentoring that provides purposeful guidance, encouragement and support in developing their teaching skills as well as the opportunity to demonstrate their particular strengths. Pre-service Teachers also benefit greatly from professional conversations with Mentor Teachers about teaching practice. They will also work collaboratively with school staff to develop an understanding of the organisation and management of the curriculum in the junior primary context.

It is recommended that Pre-service Teachers have an opportunity to teach across learning areas, contexts and organisational arrangements. However, these opportunities will depend on the classroom teachers' (and school) routines and needs and therefore, the timetable below is a flexible guide only. Pre-service Teachers should undertake all planning prior to each teaching day and should have documentation available for Mentor Teachers (MT) to view the day before it is to be implemented.

STRUCTURE OF THE PROFESSIONAL EXPERIENCE

Distributed Days 5 Wednesdays	During Distributed Days, PsTs will initially focus on orientation, begin compiling their Situational Analysis support the Mentor Teacher in all aspects of the teaching and learning program. They will actively observe and take a variety of small group and whole group learning experiences.
Block Professional Experience 4 Week Block	By the final week of the Block professional experience, PsTs will have progressed to assuming responsibility for 70% of the teaching and learning program and two full days of teaching under the guidance of the MT.

DISTRIBUTED DAYS RECOMMENDED TEACHING SCHEDULE

Day 1	Observation	Observation and support MT in classroom activities. Begin compiling Situational Analysis (or continue to develop in detail now on placement)
Day 2	Observation	Observation and support MT in classroom activities
Day 3	2 small group experiences	Observation, plan teach and evaluate 2 small group learning experiences. Planned in collaboration, and with guidance from the MT.
Day 4	1 small group experience 1 whole class learning experience	Observation, plan, teach and evaluate 1 small group learning experience and 1 whole-class learning experience (specific aspect of Learning Area rather than block of teaching - short and discrete in timeframe). Planned in collaboration, and with guidance from the MT.
Day 5	2 whole-class learning experiences	Observation, plan, teach and evaluate 2 whole-class learning experiences (specific aspects of a Learning Area rather than block of teaching). Planned in collaboration, and with guidance from the MT. Discuss planning requirements for the 4-week Block (commencing week 2 overall) component of professional experience with MT including Forward Planning requirement.

RECOMMENDED TEACHING and PLANNING SCHEDULE

Week 1 2 whole-class learning experiences per day	• Participate in class activities, supporting the MT in all aspects of their work. • Interact with students; observe and support their learning. • Discuss planning requirements with MT – direction and support with Forward Planning document to implement weeks 4 and 5. • Plan, teach and assess two whole-class learning experiences each day (specific lessons rather than blocks of Learning Area teaching). • Document evaluation of student learning and reflect on own performance. • Complete Situational Analysis by end of week 1 (first week of Block).
Week 2 2 whole class learning experiences per day working towards 2 half days of teaching	• Plan, teach and evaluate a minimum of 2 whole-class learning experiences per day. • Work towards 2 half days of teaching in the week incorporating the 2 learning experiences. • Document evaluation of student learning and reflect on own performance.
Week 3 50% of the MT's teaching load and one full day	• Continue to be involved in all aspects of the program assisting and collaborating with MT • Plan, teach and evaluate learning experiences daily. This should include teaching from week one of own Forward Planning documents as well as learning experiences planned in other learning areas. • Teaching responsibilities should equate to approximately 50% of the MT's teaching load working towards the responsibility for managing one full day. • Required use of a Daily Work Pad format using the template provided by ECU. • Document evaluation of student learning and reflect on own performance.
Week 4 70% of the Mentor Teacher's teaching load and two full days of teaching	• Continue to be involved in all aspects of the program assisting and collaborating with MT. • Plan, teach and evaluate learning experiences daily. This should include teaching from week two of Forward Planning documents as well as learning experiences planned in other learning areas. • Teaching responsibilities should equate to 70% of the Mentor Teacher's teaching load working towards the responsibility for managing two full days. • Required use of a Daily Work Pad format using the template provided by ECU. • Document evaluation of student learning and reflect on own performance. • Complete a new Professional Growth Plan, identifying areas for development for your ATP.

DUTIES OTHER THAN TEACHING (DOTT)

The Pre-service Teacher should have the same DOTT allocation as the MT and utilise this time to work on their planning in collaboration with the MT.

SCHOOL/COMMUNITY INVOLVEMENT

Pre-service Teachers are expected to participate in the full range of activities normally associated with the role of a teacher. In particular, they should be increasingly involved in the day-to-day duties within their setting and assist Mentor Teachers in all forms of duty. Pre-service Teachers are encouraged to participate in excursions, incursions, sporting and cultural activities and professional development activities where appropriate.

ATTENDANCE

Any absence has the potential to impact on the Pre-service Teacher's ability to meet the requirements of the Professional Experience. An absence of up to 20% of the Professional Experience may require the Pre-service Teacher to make up the equivalent period of time. An absence of more than 20% may prevent the Pre-service Teacher from satisfactorily meeting the requirements of the Professional Experience. Progress (and any requirement to make up missed days) will be determined by the Professional Experience Unit Coordinator in consultation with the Mentor Teacher and the University Supervisor.