

IPP2260 TEACHING GUIDELINES - Semester 2, 2026

The following schedule is a guide only and Mentor Teachers are encouraged to use their professional judgment as to how Pre-service Teachers can best support student learning, while developing their own skills. Negotiating changes to the teaching load where the strengths or weaknesses of the Pre-service Teachers or the challenges of the class indicate that this is appropriate, are welcomed. It is appreciated that many events can impact on classroom timetables and the suggested teaching load may not always be possible. When Pre-service Teachers are not taking responsibility for the learning/teaching program, including allocated DOTT time, they should support the work in the classroom under the direction of the Mentor Teacher.

STRUCTURE OF THE PROFESSIONAL EXPERIENCE

4 Week Block Professional Experience

2nd November – 27th November 2026

Interim Report Due:	Friday 13 th November 2025
Final Evaluation and Overall Results Form Due:	Friday 27 th November 2025

RECOMMENDED TEACHING SCHEDULE – WEEK 1

It is most important that Pre-service Teachers are provided with opportunities to observe lessons in all learning areas during the first week to better prepare for their own teaching.

Week 1 (Orientation to setting)	INDIVIDUAL PLACEMENT <i>(1 Pre-service Teacher per classroom)</i>	COLLABORATIVE PLACEMENT <i>(2 Pre-service Teachers per classroom)</i>
Mon 2nd	- Assist the Mentor Teacher and Education Assistant in all aspects of the program. - Assist in the preparation and maintenance of the learning environments. - Collate contextual information about the Kindergarten/Pre-primary and school. - Discuss with the Mentor Teacher appropriate small group learning experiences to implement on days 4 & 5. - Complete reflections as per the reflection guide.	- Assist the Mentor Teacher and Education Assistant in all aspects of the program. - Assist in the preparation and maintenance of the learning environments. - Collate contextual information about the Kindergarten/Pre-primary and school. - Discuss with the Mentor Teacher appropriate small group learning experiences to implement on days 4 & 5. - Complete reflections as per the reflection guide.
Tues 3rd		
Wed 4th		
Thurs 5th	- Plan, teach, evaluate, and reflect on <i>1 small group learning experience</i> per day. - Day 4 complete a written reflection as outlined in the reflection guide. - Become increasingly involved in	- Each pre-service teacher to plan, teach, evaluate, and reflect on <i>1 small group learning experience</i> per day. - Day 4 complete a written reflection as outlined in the reflection guide.

Fri 6th	all aspects of the program, assisting the Mentor Teacher and Education Assistant. Begin a purposeful collection of resources for Resource File	Become increasingly involved in all aspects of the program, assisting the Mentor Teacher and Education Assistant.
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DOTT Time: Ideally, the Pre-service Teacher should have the same DOTT allocation as the Mentor Teacher and utilise this time to work on their planning in collaboration with the Mentor Teacher. The teaching schedule may need to be adjusted to allow for DOTT time.

FOLLOWING 3 WEEKS - RECOMMENDED TEACHING SCHEDULE

	INDIVIDUAL PLACEMENT <i>(1 Pre-service Teacher per classroom)</i>	COLLABORATIVE PLACEMENT <i>(2 Pre-service Teachers per classroom)</i>
Week 2	DAYS 1, 2 & 3 - Plan, teach, evaluate, and reflect on <i>1 small group learning experience per day</i> on Day 1 and 2 and then <i>2 small group experiences</i> on Day 3, as well as incorporating incidental teaching as required. DAYS 4 & 5 - On Day 4 and 5, plan, teach, evaluate, and reflect on <i>1 small group and 1 whole group learning experience per day</i>. - Continue to be involved in all aspects of the program, assisting the Mentor Teacher and Education Assistant - Assist in the preparation and maintenance of the learning environments. - Continue to collect resources and materials for your Resource File. - Discuss the Interim Report with the Mentor Teacher and file a copy. - Together, set specific personal goals for the remainder of time.	DAYS 1, 2 & 3 - Plan, teach, evaluate, and reflect on <i>1 small group learning experience per day</i> on Day 1 and 2 and then <i>2 small group experiences</i> on Day 3, as well as incorporating incidental teaching as required. DAYS 4 & 5 - On Day 4 and 5, plan, teach, evaluate, and reflect on <i>1 small group and 1 whole group learning experience per day</i>. - Continue to be involved in all aspects of the program, assisting the Mentor Teacher and Education Assistant - Assist in the preparation and maintenance of the learning environments. - Continue to collect resources and materials for your Resource File. - Discuss the Interim Report with the Mentor Teacher and file a copy. - Together, set specific personal goals for the remainder of time.

Week 3	• Pre-service Teacher to plan, teach, evaluate, and reflect on <i>2 whole group learning experiences across the week</i>. • Pre-service Teacher to plan, teach, evaluate, and reflect on <i>4 small group learning experiences across the week</i>, for example 1 small group experience each day. • Be responsible for transitions between these experiences, as well as incorporating incidental teaching as required. • Assist in the preparation and maintenance of the learning environments.	• Each Pre-service Teacher to plan, teach, evaluate, and reflect on <i>2 whole group learning experiences across the week</i>. • Each Pre-service Teacher to plan, teach, evaluate, and reflect on <i>4 small group learning experiences across the week</i>, for example 1 small group experience each day. • Be responsible for transitions between these experiences, as well as incorporating incidental teaching as required. • Assist in the preparation and maintenance of the learning environments.
Week 4	• <i>Plan, teach, evaluate, and reflect on a morning or afternoon session each day (1-1.5 hours)</i> (Pre-service Teachers should alternate having morning and afternoon sessions). • Include a sequence of 2 whole-class learning experiences that are sequential and demonstrate a logical progression of content to show that assessment is informing planning. • Be responsible for implementing regular routines and incorporating transitions for the session. • Assist in the preparation and maintenance of the learning environments. • Continue to collect resources and materials for Resource File. • Discuss Evaluation form with Mentor Teacher and file a copy in Professional Experience File.	• Each Pre-service Teacher to <i>plan, teach, evaluate, and reflect on a morning or afternoon session each day (1-1.5 hours)</i> (Pre-service Teachers should alternate having morning and afternoon sessions). • Each Pre-service Teacher to include a sequence of 2 whole-class learning experiences that are sequential and demonstrate a logical progression of content to show that assessment is informing planning. • Be responsible for implementing regular routines and incorporating transitions for the session. • Assist in the preparation and maintenance of the learning environments. • Continue to collect resources and materials for Resource File. • Discuss Evaluation form with Mentor Teacher and file a copy in Professional Experience File.

*** Please note: Pre-service teachers will need to adjust the teaching schedule to suit the allocation of DOTT time.**