

ECE6180 GUIDELINES FOR TEACHING – SEMESTER 2, 2025

When Pre-service Teachers begin this Professional Experience, they have completed only a few weeks of the unit, and so have a limited background in general teaching skills and curriculum areas in the junior primary context. Pre-service Teachers will therefore 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.

Initially, the emphasis for this Professional Experience should be on an orientation to teaching and the complex role of a teacher. As the Professional Experience progresses, the focus will move to developing the confidence, knowledge and skills of a **beginning** teacher.

STRUCTURE OF THE PROFESSIONAL EXPERIENCE	
5 Distributed Days Term 3 (Wednesdays)	These days are focused primarily on orientation. Pre-service Teachers are required to carry out weekly observations in a classroom. During this time, Pre-service Teachers will actively observe and take a variety of small group and whole group learning experiences.
4 Week Block Term 4	By the end of the 4-week block, Pre-service Teachers will have progressed to teaching the whole class with guidance from Mentor Teachers.
The Pre-Service Teacher's planning during the Distributed Days and the 4-week block will be based on the Mentor Teacher's Forward Planning documents.	

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 indoor/outdoor supervision and duty. Pre-service Teachers are encouraged to participate in excursions, incursions, sporting and cultural activities and professional development activities.

DISTRIBUTED DAYS

The following is a guide only and Mentor Teachers are encouraged to use their professional judgement as to how Pre-service Teachers can best support student learning while developing their own skills.

The teaching tasks outlined below will be defined and explained in class at university. 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. All learning experiences should be completed in detail on the University Learning Experience Plan template provided. Pre-service Teachers should undertake all planning prior to the distributed professional experience day in readiness for implementation.

DISTRIBUTED DAYS RECOMMENDED TEACHING SCHEDULE

Day 1	Observation	Tasks to be set in ECE unit – Contextual Analysis
Day 2	Observation	Tasks to be set in ECE unit – Contextual Analysis
Day 3	Two small group learning experiences	<ul style="list-style-type: none"> English Mathematics
Day 4	One small group learning experience One whole class learning experience	<ul style="list-style-type: none"> English Science
Day 5	Two whole class learning experiences	<ul style="list-style-type: none"> Mathematics Science

4 WEEK BLOCK

The recommended teaching schedule for the 4-week block is intended as a guide only. Mentor Teachers are encouraged to use their professional judgement and negotiate changes to these requirements where the strengths or weaknesses of the Pre-service Teacher, or the challenge of the class, indicate that this is appropriate. Where placements include two Pre-service Teachers in one classroom, collaborative and team teaching is acceptable to ensure each Pre-service Teacher meets the teaching requirements of the professional experience.

It is important to consider the developmental level of the Pre-service Teacher at this point in their course. Pre-service Teachers should not be expected to take on the responsibilities of full time teaching until Week 4. Master of Teaching Pre-service Teachers benefit greatly from opportunities to observe the Mentor Teacher modelling strategies and approaches across the curriculum and in different teaching situations. Pre-service Teachers also benefit greatly from professional conversations with Mentor Teachers about teaching practice.

Please note, by Week 4 the Pre-service Teacher is expected to comply with the recommended teaching schedule in order to meet the overall requirements of the Professional Experience. Mentor Teachers decide on the learning areas for the suggested teaching schedule outlined below. Pre-service Teachers have knowledge of English, Mathematics and Science learning areas.

RECOMMENDED TEACHING SCHEDULE FOR BLOCK

Week 1	Learning Experience Plan	Monday and Tuesday: plan, teach and evaluate 1 whole class learning experience and 1 small group learning experience. Wednesday – Friday: plan, teach and evaluate 2 whole class learning experiences per day.
Week 2	Learning Experience Plan	Plan, teach and evaluate 3 learning experiences per day, to consist of: 2 whole class learning experiences. 1 small group (English or Maths) learning experience, working with that SAME group for the week.
Week 3	Daily Work Pad	Plan, teach and evaluate 3 learning experiences per day, to consist of: 2 whole class learning experiences. 1 small group learning experience (English or Maths) which includes responsibility for multiple group supervision.
Week 4	Daily Work Pad	Plan, teach and evaluate for half day teaching for two to three days in this week (i.e., Monday, Tuesday and Wednesday). Plan, teach and evaluate a <i>minimum</i> of two full days of teaching (i.e., Thursday and Friday).
Duties Other Than Teaching	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.	