WPL6115 (HAT) GUIDELINES FOR TEACHING – SEMESTER 1, 2026

When Pre-service Teachers begin this Professional Experience, they have completed only a few weeks of their teacher education course, and so have a limited background in general teaching skills and curriculum areas. 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	
Distributed Days 5 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 class learning experiences. A Learning Journal has been provided to guide observations and preparation. The completion of this journal should be after the school day. During the day, students should prioritise working with the students and becoming involved in the classroom activities.
4 Week Block	By the end of the 4-week block, Pre-service Teachers will have progressed to teaching a range of small group, individual whole class and whole class sequential learning experiences 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.	

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 explain during the preparation prior to the Professional Experience. 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 *Learning Experience Plan* template provided. Pre-service Teachers should undertake all planning prior to the distributed practice day in readiness for implementation and provide the learning experience plan to the Mentor Teacher for feedback at least two days in advance.

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 RECOMMENDED TEACHING SCHEDULE		
Day 1	Observation	Participate in individual or small group teaching.
Day 2	Observation	Assist in an activity planned by the MT and work with a small group of students.
Day 3	2 small group experiences	Manage 2 small group learning experiences, planned in collaboration, and with guidance from the Mentor Teacher
Day 4	1 whole class learning experience 1 small group experience	Write a Learning *Experience Plan* for a short whole class learning experience and one small group learning experience, then teach and evaluate.
Day 5	2 whole class learning experiences	Write 2 whole class Learning *Experience Plans*, then teach and evaluate. Discuss the planning requirements for your 4 week Block

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.

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 in this Professional Experience. In a first Professional Experience 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.

BLOCK PRACTICE RECOMMENDED TEACHING SCHEDULE		
Week 1	Learning Experience Plan	Plan, teach and evaluate a combination of *5 learning experiences* including some whole class and some small *group* learning experiences in the week.
Week 2	Learning Experience Plan	Plan, teach and evaluate a combination of *8 learning experiences* including some whole class and some small *group* learning experiences in the week.
Week 3	Learning Experience Plan	Plan, teach and evaluate *10 whole class learning experiences* in the week.
Week 4	Learning Experience Plan	Plan, Teach and evaluate 15 learning experiences in the week including sequential planning in at least 2 learning areas.
Duties Other Than Teaching (DOTT)	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. Pre-service Teachers should provide support for the Mentor Teacher when not teaching and engage in a full range of teaching and learning activities that are part of the role of a teacher.	
NB: English, Mathematics and The Arts are covered in university studies in the same semester as this Professional Practice. Students may require additional support if required to plan and teach in other learning areas.		