

## PPA6150 HAT@ECU TEACHING REQUIREMENTS

During the first Professional Experience, HAT Pre-service Teachers (PsT) are given the opportunity to work with teachers and their classes, to learn and practice essential teaching skills and critically evaluate and reflect on their own experiences.

The focus of the first Professional Experience is on the PsT's major learning area. PsT's are expected to carry out observation in their minor learning area, then progress to participating and teaching in their minor area in the fourth and fifth weeks of Professional Experience. Where appropriate, variations from this schedule may be negotiated with the PsT and the University Supervisor. When PsT's are not engaged in teaching lessons, they should support the work in the classroom under the direction of the Mentor Teachers. All learning experiences taught in Weeks 2 – 5 will be supported by the Mentor Teacher's planning documents. Learning Experience Plans should include a high level of detail.

STRUCTURE of the PROFESSIONAL EXPERIENCE and RECOMMENDED TEACHING SCHEDULE		
<b>Week 1</b>	Observation only	<ul style="list-style-type: none"> <li>• Be familiar with school policies and resources.</li> <li>• Observe Mentor Teachers and make arrangements for observation in Minor teaching area</li> <li>• Visit other areas of the school where appropriate</li> <li>• Keep copy of observation notes</li> </ul>
<b>Week 2</b>	Observe daily in Major and/or Minor teaching area  Participate daily in Major learning area  Plan, teach and evaluate 4-5 lessons per week in Major learning area (20% teaching load)	<ul style="list-style-type: none"> <li>• Observe Mentor Teachers</li> <li>• Participate in class activities supporting the Mentor Teacher, the teaching program and student learning</li> <li>• Teach from Learning Experience Plans</li> <li>• Use Forward Planning Document as a flexible working document (focus class)</li> </ul>
<b>Week 3</b>	Observe daily in Major and/or Minor learning area  Participate daily in Major and Minor learning areas  Plan, teach and evaluate 4-5 lessons per week in Major learning area (20% teaching load)	<ul style="list-style-type: none"> <li>• Observe Mentor Teachers</li> <li>• Participate in class activities supporting the Mentor Teacher, the teaching program and student learning</li> <li>• Teach from Learning Experience plans</li> <li>• Use Forward Planning Document as a flexible working document (focus class)</li> </ul>
<b>Weeks 4-5</b>	Participate daily in either Major or Minor learning area(s)  Plan, teach and evaluate 8-10 lessons per week in Major learning area (40% load)  Plan, teach and evaluate 4-5 lessons per week in Minor learning area* (20% load)	<ul style="list-style-type: none"> <li>• Observe Mentor Teachers</li> <li>• Participate in class activities supporting the Mentor Teacher, the teaching program and student learning</li> <li>• Teach from Learning Experience plans</li> <li>• Use Forward Planning Document as a flexible working document (focus class)</li> </ul> <p><i>*If minor area is not offered or classes are not available, students can teach 60% in their Major learning area.</i></p>
<b>DOTT time / Duties</b>	Pre-service Teachers should have the same DOTT allocation as their Mentor Teachers. They are expected to participate in all school activities as members of the school team, including playground duties and staff meetings. Extra-Curricular participation is optional and is to be negotiated between the Pre-service Teacher and Mentor Teacher.	