

PPA6250 [HAT] TEACHING REQUIREMENTS – SEMESTER 2, 2026

The allocation of teaching time for Pre-service Teachers in their second teaching practice is carefully chosen to allow a gradual increase in the responsibility for the teaching program. This is to ensure that there are adequate opportunities for Pre-service Teachers to observe Mentor Teachers modelling best teaching practice. Where appropriate, variations from this schedule may be negotiated with the Pre-service Teacher, Mentor and the University Supervisor. When Pre-service Teachers are not engaged in teaching lessons, they should support the work in the classroom under the direction of the Mentor Teachers. The five-week Forward Planning Documents (FPD) prepared by the Pre-service Teacher as well as the Learning Experience Plans (LEP) should include a high level of detail.

20% load = 1 class= 4-5 periods per week.

STRUCTURE of the PEx and RECOMMENDED TEACHING SCHEDULE		
Term 3	Planning meeting- Negotiate timetable with Mentor Teacher(s)	- Pre-service Teachers collaborate with MTs and collates information for FPD's - Plan for first week drafting LEP's and FPD's - Participate in lessons if picking up new classes for the PEx block
Week 1	- Participate in 1 lesson per day in Major and/or Minor learning area - Teach 60% of a fulltime teacher's load	- Observe Mentor Teacher(s) where possible - Participate in class activities supporting the Mentor Teacher, the teaching program and student learning - Plan, implement and evaluate learning experience plans (mapped from FPD)
Weeks 2-3	- Participate in 1 lesson per day in Major and/or Minor learning area - Teach 60% of a fulltime teacher's load	- Observe Mentor Teacher(s) where possible - Participate in class activities supporting the Mentor Teacher, the teaching program and student learning - Teach from completed forward planning documents - Plan, implement and evaluate daily learning experience plans or daily work pad- including one reflection per day.
Weeks 4 - 5	- Participate in 1 lesson per day in Major and/or Minor learning area - Teach 60% of a fulltime teacher's load	- Observe Mentor Teacher(s) where possible - Participate in class activities supporting the Mentor Teacher, the teaching program and student learning - Teach from completed forward planning documents - Plan, implement and evaluate daily work pad- including one reflection per day.
DOTT time / Duties	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. One shared DOTT period with the mentor per week should be scheduled to go through the monitoring tool.	

*The 60% load consists of 40% teaching in pre-service teacher's major and 20% in minor where possible. Alternatively, the teaching load can comprise of 60% in the pre-service teacher's major.