

ECE6260 GUIDELINES: TEACHING

Graduate Certificate

The final professional experience for the Graduate Certificate Early Childhood is a minimum 30-day placement in a 3 - 5 setting. For the Graduate Certificate Teacher (GCT) not completing the Professional Experience in their own classroom, the teaching undertaken increases systematically during the Professional Experience towards the GCT taking on the full teaching responsibility for the final stages of the placement. **For the GCT completing the professional experience in their own classroom, 100% responsibility for teaching would begin from day 1.** The following information outlines the recommended teaching schedule in this situation

MODEL 1

Six Week Block Professional Experience (or equivalent) in K/PP placement.

The following is only a recommended progression of the expected teaching load for the GCT not teaching in their own classroom. Mentor Teachers can vary this schedule based on the context and the ability of the GCT.

KINDERGARTEN/PRE-PRIMARY	
Week 1 Days 1 - 5	Spend the first 2 days getting to know the context and the children. From day 3, take responsibility for planning, implementing, and evaluating learning experiences for 25% of the teaching and learning program. Observe, participate in, and support children's learning.
Week 2 Days 6 – 10	Each day take responsibility for planning, implementing, and evaluating learning experiences for 30% of the teaching and learning program. This should include as many subject areas as possible across the week. Participate in the activities of the class, supporting the work of the Mentor Teacher.
Week 3 Days 11 – 15	Progressively increase to 60% of the Mentor Teacher's normal teaching load. This planning should include sequential activities to ensure the ongoing assessment and adaptation of programs to meet the needs of the children in the class and continue to incorporate all learning areas.
Week 4 Days 16 - 20	Progressively increase to 80% of the Mentor Teacher's normal teaching load. The planning should incorporate ALL the activities focused on either Literacy or Numeracy within the class for this period as well as other learning areas to make up the 80%.
Week 5 & 6 Days 21- 30	Take full responsibility (100%) for the teaching and learning program. Planning documents need to be prepared and evaluated for the learning across the whole period of this final week.

For part-time professional experiences, the teaching schedule should align as closely as possible with this by matching the days outlined.

MODEL 2

Six Week Block Professional Experience (or equivalent) in K/PP placement and Four Week Block in Junior Primary

The following is only a recommended progression of the expected teaching load. Mentor Teachers can vary this schedule based on the context and the ability of the Graduate Certificate Teacher (GCT).

KINDERGARTEN/PRE-PRIMARY	
Week 1 Days 1 - 5	Spend the first 2 days getting to know the context and the children. From day 3, take responsibility for planning, implementing, and evaluating learning experiences for 25% of the teaching and learning program. Observe, participate in, and support children's learning.
Week 2 Days 6 –10	Each day take responsibility for planning, implementing, and evaluating learning experiences for 30% of the teaching and learning program. This should include as many subject areas as possible across the week. Participate in the activities of the class, supporting the work of the Mentor Teacher.
Week 3 Days 11-15	Progressively increase to 60% of the Mentor Teacher's normal teaching load. This planning should include sequential activities to ensure the ongoing assessment and adaptation of programs to meet the needs of the children in the class and continue to incorporate all learning areas.
Week 4 Days 16 - 20	Progressively increase to 80% of the Mentor Teacher's normal teaching load. The planning should incorporate ALL the activities focused either on Literacy or Numeracy within the class for this period as well as other learning areas to make up the 80%.
Week 5 & 6 Days 21 - 30	Take full responsibility (100%) for the teaching and learning program. Planning documents need to be prepared and evaluated for the learning across the whole period of this final week.
JUNIOR PRIMARY COMPONENT	
Week 7 - 8 Days 30 - 40	Spend the first 2 days getting to know the context and the children. Observe, participate in, and support children's learning. From Day 3, take increasing responsibility for planning, implementing, and evaluating learning experiences progressively increasing to 80% of the teaching and learning program. This planning should include sequential activities to ensure the ongoing assessment and adaptation of programs to meet the needs of the children in the class and continue to incorporate all learning areas.
Week 9 - 10 Days 41-50	100% of the Mentor Teacher's normal teaching load. The planning should incorporate ALL the activities focused on either Literacy or Numeracy within the class for this period as well as other learning areas. Planning documents need to be prepared and evaluated for the learning across the whole period of this final week.

For part-time professional experiences, the teaching schedule should align as closely as possible with this by matching the days outlined.