

ATP4440 TEACHING SCHEDULE – SEMESTER 1, 2025

General Guidelines

The allocation of teaching time for Assistant Teachers is carefully devised to allow a gradual increase in the responsibility for the teaching program. This is to ensure there are adequate opportunities for Assistant Teachers to observe Mentor Teachers modelling best teaching practice. Where appropriate, variations from this schedule may be negotiated with the Assistant Teacher and the University Supervisor. When Assistant Teachers are not engaged in teaching lessons, they should support the work in the classroom under the direction of the Mentor Teachers. In weeks 1-4 the Assistant Teacher will need the support of the Mentor Teacher's planning documents as a basis for some of their teaching. As the Assistant Teacher assumes a greater proportion of the teaching load, their own Forward Planning documents will become the basis of the teaching program. The Assistant Teacher should begin teaching from the 8-week learning area program prepared prior to the commencement of the ATP. Assistant Teachers are not required to write individual learning experience plans. Daily Work Pads should include a high level of detail and provide all planning information, resources and curriculum links.

STRUCTURE of the ATP and RECOMMENDED TEACHING SCHEDULE		
Term 1, 2025	5 Planning visits Can be full or half days to total 5 full days Attendance to be negotiated with Mentor Teachers	<ul style="list-style-type: none"> Assistant Teachers interact with students, collaborate with Mentor Teachers and collate information for on-campus planning tasks. Complete an attendance log to be signed by the Mentor Teacher or another staff member at school Plan for first weeks of the ATP May teach small group or whole class lessons at the discretion of the Mentor Teacher
Term 2, 2025 Week 1	Plan, implement and evaluate a minimum of 5 learning experiences	<ul style="list-style-type: none"> Observe Mentor Teachers Participate in class activities supporting the Mentor Teacher, the teaching program and student learning Visit other areas of the school where appropriate
Weeks 2-3	By the end of week 3 , students should take responsibility for up to 40% of the Mentor Teacher's load	<ul style="list-style-type: none"> Observe Mentor Teachers Participate in class activities supporting the Mentor Teacher, the teaching program and student learning
Weeks 4-5	By the end of week 5 , students should take responsibility for up to 70% of the Mentor Teacher's load	<ul style="list-style-type: none"> Observe Mentor Teachers Participate in class activities supporting the Mentor Teacher, the teaching program and student learning From Week 5 teach from Forward Planning Documents in Mathematics, English and 2 others.
Weeks 6-8	From week 6 , progressively increase teaching load from 80% to 100% of the Mentor Teacher's load	<ul style="list-style-type: none"> Show leadership in class management and activities, implementing the teaching program and directing student learning Teach from Forward Planning Documents in Mathematics, English and 2 others.
DOTT time / Duties	Assistant 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.	