

PPA3260 TEACHING REQUIREMENTS – SEMESTER 2, 2024

Pre-service Teachers (PsT) will 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. Pre-service Teachers also benefit greatly from professional conversations with Mentor Teachers about teaching practice. They will also work collaboratively with school staff to develop an understanding of the organisation and management of the curriculum in the junior primary context.

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. Pre-service Teachers should undertake all planning prior to each teaching day and should have documentation available for Mentor Teachers to view the day before it is to be implemented.

| STRUCTURE OF THE PROFESSIONAL EXPERIENCE | |
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| <p>Distributed Days</p> <p>Wednesdays 04/09, 11/09, 18/09, 09/10, 16/10</p> | <p>During Distributed Days, PsTs will initially focus on orientation, begin compiling their Contextual Analysis support the Mentor Teacher (MT) in all aspects of the teaching and learning program. They will actively observe and take a variety of small group and whole group learning experiences.</p> |
| <p>4 Week Block Professional Experience</p> <p>Monday 28/10 to Friday 22/11</p> | <p>By the final week of the Block professional experience, PsTs will have progressed to assuming responsibility for 70% of the teaching and learning program and two full days of teaching under the guidance of the MT.</p> |

| DISTRIBUTED DAYS RECOMMENDED TEACHING SCHEDULE | | |
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| Day 1 Wednesday 04/09 | Observation | Participate in individual or small group teaching. |
| Day 2 Wednesday 11/09 | Observation | Assist in an activity planned by the MT and work with a small group of students. |
| Day 3 Wednesday 18/09 | 1-2 small group experiences | Manage 1-2 small group learning experiences, planned in collaboration, and with guidance from the Mentor Teacher |
| Day 4 Wednesday 09/10 | 1 small group experience 1 whole class learning experience | Write a <i>Learning Experience Plan</i> for one small group learning experience and a short whole class learning experience, then teach and evaluate. |
| Day 5 Wednesday 16/10 | 2 whole class learning experiences | Write 2 whole class <i>Learning Experience Plans</i> , then teach and evaluate. Discuss the planning requirements for your 3-week Block |

| RECOMMENDED TEACHING and PLANNING SCHEDULE | | |
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| Week 1 | 2 per day | <ul style="list-style-type: none"> Plan, teach and evaluate two learning experiences per day. Complete individual learning experience plans for each learning experience using template provided. Assist and support your Mentor Teacher in the learning program. Finalise Forward Planning Document for Weeks 3 to 4. |
| Week 2 | 2 half days 2 per day | <ul style="list-style-type: none"> Plan, teach and evaluate a minimum of 2 learning experiences per day. Work towards 2 half days in the week incorporating the 2 learning experiences. Include transitions in the planning process. Assist and support your Mentor Teacher in the learning program |
| Week 3 | 1 full day 50% of Mentor Teacher's load | <ul style="list-style-type: none"> Implement week 1 of your Forward Planning Document in Literacy or Numeracy. Plan, teach and evaluate lessons daily, working towards the responsibility for managing 1 full day. Pre-service Teachers should assume responsibility for up to 50% of the Mentor Teacher's timetable for the week. This should include teaching from your Forward Planning Document as well as learning experiences planned in other learning areas. Use a Daily Work Pad format for planning including all details that would be prepared on a learning experience plan. Assist and support your Mentor Teacher in the learning program. |
| Week 4 | 2 full days 70% of Mentor Teacher's load | <ul style="list-style-type: none"> Implement week 2 of your Forward Planning Document in Literacy or Numeracy. Plan, teach and evaluate lessons daily, working towards the responsibility for managing 2 full days. Pre-service Teachers should assume responsibility for up to 70% of the Mentor Teacher's timetable. This should include teaching from your Forward Planning Document as well as learning experiences planned in other learning areas. Use a Daily Work Pad format for planning including all details that would be prepared on a learning experience plan. Assist and support your Mentor Teacher in the learning program. Complete a new Professional Growth Plan, identifying areas for development for your ATP. |

ATTENDANCE

Any absence has the potential to impact on the Pre-service Teacher's ability to meet the requirements of the Professional Experience. An absence of up to 20% of the Professional Experience may require the Pre-service Teacher to make up the equivalent period of time. An absence of more than 20% may prevent the Pre-service Teacher from satisfactorily meeting the requirements of the Professional Experience. Progress (and any requirement to make up missed days) will be determined by the Professional Experience Unit Coordinator in consultation with the Mentor Teacher and the University Supervisor.