WPL6215 (HAT) TEACHING REQUIREMENTS – SEMESTER 2, 2025

This placement will follow the principles outlined in the ECU School of Education Paid Professional Experience Placements Document.

The teaching guidelines for this professional experience have been modified to reflect the professional progression and experiences of Pre-service Teachers by term 4 of the program. The teaching load has been adjusted to allow the PsTs to meet their contractual obligations to their school. Ideally PsTs should spend the five weeks full time in their Professional Experience placement classroom. However, in order to meet the requirements for assessment, PsTs should spend a minimum of 3 days in their placement classroom working alongside a Mentor Teacher.

In the first three weeks, the PST will continue to meet their contractual commitments for the days allocated to paid employment in conjunction with meeting the guidelines for teaching on their practicum days. Regardless of whether the PST is in the practicum classroom for 3,4 or 5 days, teaching should not exceed 50% of a full-time teacher's workload on those days. This allows valuable time for PsTs to observe their Mentor Teacher's working with the students and to support the learning program.

Moving into the final two weeks of the practice, PsTs are required to increase their teaching up to 80% of a full-time teacher's workload in their placement classroom. PsTs are required to meet the learning needs of their students in all learning areas. This will mean ensuring that they are across content taught in the days they are not working with those children so that the continuity of the learning program is maintained.

It is appreciated that many events can impact on classroom timetables. Mentor Teachers (MT) are encouraged to use their professional judgement as to how Graduate Pre-service Teachers can best support student learning, while developing their own skills.

RECOMMENDED TEACHING and PLANNING SCHEDULE

The teaching schedule for the 5-week block practice is divided into two components. It is important that schools support the managed increase in planning and teaching from component one to component two as detailed in these guidelines.

| Weeks 1 - 3 | Up to 0.4 FTE workload as per contract (1 - 2 days)

50% of Mentor Teacher's load (3 – 4 days) | • Maximum of 2 days allocated to meeting contractual obligations either in the placement classroom or elsewhere in the school. Teaching load should be as per current arrangements.
• Minimum of 3 days working with the Mentor Teacher in the placement classroom to deliver the learning program.
• PsTs should commence teaching from their forward planning document in week 1 of the block practice.
• Teaching on these 3 days should not exceed 50% of a full-time teacher's workload.
• The remaining 50% of the time should include frequent opportunities to observe the Mentor Teacher, assisting and supporting the MT in the learning program and, where appropriate, opportunities to engage in team teaching. |

Weeks 4 - 5	Up to 0.4 FTE workload as per contract (1 - 2 days) Up to 80% of Mentor Teacher's load (3 – 4 days)	• Maximum of 2 days allocated to meeting contractual obligations either in the placement classroom or elsewhere in the school. Teaching load should be as per current arrangements. • Minimum of 3 days working with the Mentor Teacher in the placement classroom to deliver the learning program. • PsTs should continue teaching from their forward planning document • Work towards taking responsibility for up to 80% of the learning program in the final two weeks. • PsTs should seek opportunities to plan and teach in specialist areas for their students where appropriate. • PsTs should have some opportunities to observe MTs and specialist teachers.
Other Responsibilities	For the full 5-week block	• PsTs should have the same number of DOTT periods as their Mentor Teacher. • PsTs are required to continue to do early morning, recess, lunch and after school duties as scheduled.