

WPL6115 (HAT) GUIDELINES FOR PLANNING – SEMESTER 1, 2026

| DOCUMENTATION AND PLANNING | |
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| <p>Professional Experience File</p> <p>Organised, professional collation of planning and documents</p> <p>Available at school for reviewing by the Mentor Teacher, University Supervisor, School Practice Coordinator and Principal</p> | <ul style="list-style-type: none"> • Working with Children Check • Nationally Coordinated Criminal History Check (issued by the Department of Education) • Mandatory Reporter Training (MRT) <hr/> <ul style="list-style-type: none"> • An informative cover page • The WPL6115 Professional Experience Information and Guidelines • Contextual information • A Curriculum Overview • Distributed Days Learning Journal <hr/> <ul style="list-style-type: none"> • Final copies of all Learning Experience Plans • Copies of all associated resources for each learning experience if applicable • Assessment and evaluation of student progress in the achievement of specific learning goals • Self-evaluations for each learning experience • Copies of feedback from the Mentor Teacher, University Supervisor etc. |
| <p>Learning Experience Plans</p> <p>Required for all learning experiences during the Distributed Days and 4 weeks of the block practice</p> <p>Pre-service Teachers are required to use the template provided</p> | <ul style="list-style-type: none"> • Specific learning goals should be clear and stated in behavioural terms to ensure they are observable and measurable. • A clear link between selected goals and the assessment strategies to be implemented to evaluate the students' achievement of these. • The headings of <i>Introduction</i>, <i>Body</i> and <i>Conclusion</i> should be used to ensure each component is fully considered. Detail should be included to demonstrate sequential development of learning. • Each Learning Experience Plan must include an evaluation of student learning and self-evaluation. • Pre-service Teachers are required to monitor and document student progress and achievement using a variety of strategies. • It would be appreciated if Mentor Teachers could provide written feedback following each learning experience implemented by the Pre-service Teacher. |
| <p>Resource Collection</p> <p>Pre-service Teachers are required to compile a resource collection for future use.</p> | <ul style="list-style-type: none"> • Organisation of the classroom space (floors, walls, desks, etc.) • Classroom timetable and use of routines, rules and procedures • Teaching strategies (motivation, transitions, gaining attention, beginning and concluding learning experiences) • Classroom management strategies • Assessment strategies • Communication with home/parents/carers and the wider school community • Selected examples of student work (remove names to preserve confidentiality) • Curriculum ideas (eg. ideas, tasks or projects for integrating learning) • Assessment/evaluation documentation • 'Special event' resources (i.e. Easter, Mother's Day, W.A. Week, etc.) |
| <p>Professional Portfolio / ePortfolio</p> | <ul style="list-style-type: none"> • Pre-service Teachers should begin to collate evidence of their progress and achievements for inclusion in a Professional Portfolio. • This is not for assessment |

Due to the Pre-service Teachers' limited knowledge of the Western Australian Curriculum they will progress from choosing specific learning goals with guidance from the Mentor Teacher, (during the Distributed Days) to a more informed choice and refinement of goals using relevant documentation during the Professional Experience Block.

Learning areas covered: English, Mathematics and The Arts.