

IPP2260 PLANNING REQUIREMENTS – Semester 2, 2026

For each successive Professional Experience, the Pre-service teacher should keep learning experience plans available in a dedicated Professional Experience File. Assessments, reflections, and feedback through discussions with the Mentor Teacher will all inform the planning of future learning experiences.

The Professional Experience File should indicate a professional attitude as well as evidence of thoughtful and thorough organisation and preparation. The best of these learning experiences could be used as evidence of professional development to include in a Professional Portfolio.

PROFESSIONAL EXPERIENCE FILE and DOCUMENTATION	
- Documentation should always be available for reviewing by Mentor Teachers, University Supervisors and School Practice Coordinators. - Professional Experience Files should demonstrate a high level of organisation and a high standard of presentation of all documents. - Documents should be word processed, where possible, or written neatly and legibly.	
Professional Experience File Organised, professional collation of planning and documents. Available at school for reviewing by the Mentor Teacher, University Supervisor, School Practice Coordinator and Principal	- Working with Children Check (WWCC) - Department of Education - Nationally Coordinated Criminal History Check (MCCHC) - Mandatory Reporter Training (MRT)
	Cover Page that includes: - Pre-service Teacher's name - Course Title e.g. <i>Bachelor of Education (Early Childhood)</i> - Unit Code IPP2260 - Dates of Professional Experience - Name of school - Principal - School Practice Coordinator - Mentor Teacher(s) and corresponding year level. - Education Assistant(s) - University Supervisor
	General Documents - Contextual Analysis - IPP2260 Planning, Teaching and Assessing Guidelines for Professional Experience - Useful information about the school and classroom. - A class timetable/routine. - A class list
	Planning Documents - Individual Learning Experience Plans (Pre-service Teachers are required to use the template provided). - Assessment of student learning. - Reflections as outlined in the reflection guide. - Feedback from Mentor Teacher and University Supervisor.

Pre-service Teachers are required to compile a resource collection for future use.	Resource Collection • 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.)
Professional ePortfolio	• Pre-service Teachers should begin to collate evidence of their progress and achievements for inclusion in a Professional ePortfolio. • This is not for assessment.