

WPL4205 PLANNING REQUIREMENTS – SEMESTER 2, 2019

DOCUMENTATION AND PLANNING			
<p>Professional Practice 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> <p>Please note: Planning documents are due on Friday 2nd August (end of week 2)</p>	<ul style="list-style-type: none"> • Working With Children Check • Nationally Coordinated Criminal History Check 		
<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> <p>Please note: Planning documents are due on Friday 2nd August (end of week 2)</p>	<ul style="list-style-type: none"> • An informative cover page • Philosophy of Teaching and Learning • Professional Growth Plan • The WPL4205 Professional Practice Information and Guidelines • Situational Analysis – data collation template and written analysis • Final copies of all Learning Experience Plans and Daily Work Pads. • Copies of all associated resources for each learning experience if applicable • Assessment and evaluation of student progress in the achievement of specific learning goals • Reflections completed on a daily basis • Copies of all feedback from the Mentor Teacher and University Supervisor 		
	<p>Each Forward Planning Document should include: A Learning Area Rationale to be included on the template provided A 4 week overview A 4 week Forward Planning Document on the template provided</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>Option 1 Mathematics English Two other learning areas</p> </td> <td style="width: 50%;"> <p>Option 2 Mathematics English One integrated program</p> </td> </tr> </table>	<p>Option 1 Mathematics English Two other learning areas</p>	<p>Option 2 Mathematics English One integrated program</p>
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<p>Learning Experience Plans</p> <p>Required for all learning experiences during the Distributed Days and week 1 of the block practice.</p> <p>Pre-service Teachers are required to use the template provided</p> <p>Learning experience plans must be given to the Mentor Teacher 2 days in advance</p>	<ul style="list-style-type: none"> • Specific learning goals should be clear and stated in behavioural terms to ensure they are observable and measureable. • A clear link should be evident 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 given to demonstrate sequential development of learning. • Evidence of differentiated learning is required. • 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>Transition from Learning Experience Plans to Daily Work Pads</p> <p>From block practice Week 2</p> <p>Transition to be managed by Mentor Teachers</p>	<ul style="list-style-type: none"> • Transition to Daily Work Pads in Week 2 is at the discretion of the Mentor Teacher. • Mentor Teachers are asked to take into account the individual strengths and rate of development of the Pre-service Teacher in determining their progression to the Daily Work Pad format. • By the beginning of Week 3 all students should have progressed to working from detailed Daily Work Pads in all learning areas. • Individual learning experience plans are no longer required. • Ongoing reflections are required using the suggested format as a guide
<p>Daily Work Pads</p> <p>Required from block practice week 3.</p> <p>Daily Work Pads must be given to the Mentor Teacher 2 days in advance</p>	<ul style="list-style-type: none"> • Must contain the headings: <i>Time, Specific Learning Goals, Learning Experiences, Focus Questions, Resources and Assessment.</i> • Pre-service Teachers are expected to continue to plan in considerable detail. • The Daily Work Pad is a public document. It should reflect professional standards of literacy and presentation and be readily available to Mentor Teachers, the School Principal, Practice Coordinator and University Supervisors.
<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 • Curriculum ideas (eg. ideas, tasks or projects for integrating learning) • Assessment/evaluation documentation • 'Special event' resources (i.e. Easter, Mother's Day, WA Week, etc.).
<p>Professional Portfolio</p> <p>The development of a Professional Portfolio is not an assessment point but may assist in gaining future employment.</p>	<p>A Professional Portfolio is a document intended to demonstrate or showcase one's development as a teacher. It tells the story of a person's work over a period of time and includes the collection of evidence designed to demonstrate best practice in teaching and learning. The Professional Portfolio is a purposeful collection of best work that is selective and reflective and is a showcase of best effort, development and achievement.</p> <p>Pre-service Teachers should begin preparing their Professional Portfolio as a record of their professional growth and development as a Pre-service Teacher and their experiences during Professional Practice. It can demonstrate less tangible achievements such as professional development, insights and an understanding of teaching and how one goes about improving teaching. It is suggested that the evidence collected is organised into the seven Standards of the <i>National Professional Standards for Teachers</i>.</p>