

IPP3260 PLANNING DOCUMENTS – SEMESTER 2, 2026

Pre-service Teachers are required to prepare all relevant documentation according to the guidelines and due dates provided below. Planning documents should be flexible working documents, the purpose of which is to underpin sound teaching which meets the needs of all students.

The Professional Experience File should indicate a professional attitude as well as evidence of thoughtful and thorough organisation and preparation. Mentor Teachers should monitor Professional Experience Files to ensure that the appropriate level of detail and standard of presentation is maintained.

DOCUMENTATION AND PLANNING	
Professional Experience (PEx) File Organised, professional collation of planning and documents Documentation should be available at all times for reviewing by the Mentor Teacher, University Supervisor, School Practice Coordinator and Principal	- Working with Children Check - Department of Education - Nationally Coordinated Criminal History Check - Mandatory Reporter Training - An informative cover page - The IPP3260 Professional Experience Information and Guidelines - Pre-service Teacher's Personal Philosophy (<i>Finalised in PEx file for Block placement</i>) - Contextual Analysis (<i>Data to be collected during the Distributed Days and finalised with Teaching Implications before Block placement</i>) - A Curriculum Overview (Western Australian Curriculum) - Class timetable and class list - Final copies of all Learning Experience Plans, Daily Work Pads and Forward Planning Documents - 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 all feedback from the Mentor Teacher, University Supervisor etc.
Learning Experience Plans Required for all learning experiences during Distributed Days and Weeks 1 and 2 of Block- <i>However Week 2 – may progress to DWP (MT and US agree on transition)</i> Pre-service Teachers are required to use the template provided	- 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>Development</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. - 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. - Learning Experience Plans should be completed 2 days in advance and provided to the Mentor Teacher for feedback.

Daily Work Pads May be considered during Week 2 - in agreement with MT and US Required for Weeks 3-4 Pre-service Teachers are required to use the template provided	• 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. • 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 (<i>DWP may commence in Week 2 if Mentor Teacher and University Supervisor agree</i>) • 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. • Daily Work Pads should be completed 2 days in advance and provided to Mentor Teacher for feedback • It is a flexible working document which is clearly linked to Forward Planning Documents
Forward Planning Document Required for Weeks 3-4	• 1 x 2 week Forward Planning Document in English to be implemented in weeks 3-4 • Forward Planning due to Mentor Teacher for review and feedback by: - English Forward Planning – due by Friday of Week 2 for implementation from Monday Week 3. <i>Please note: the school may request the required Forward Planning to be completed in Mathematics due to whole school requirements/needs. The pre-service teacher must inform the IPP3260 Unit Coordinator of this change prior to the block placement.</i>
Resource Collection Pre-service Teachers are required to compile a resource collection for future use. Contributes to professional learning.	• Organisation of the classroom environment (floors, walls, desks, etc.) • Classroom timetable and use of routines 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 • Suitable songs and musical activities • Suitable stories and poems • Selected examples of student work • Curriculum ideas (eg. ideas, tasks or projects for integrating learning) • Assessment/evaluation documentation • 'Special event' resources (i.e.W.A. Week, etc.)
Professional Portfolio Contributes to professional learning.	• It is recommended that Pre-service teachers begin to accumulate evidence for future use – not assessed • Evidence should be collected and some attempts made to upload these to the ePortfolio set up during the course work at ECU. The evidence can be organised according to the seven Standards of the <i>Australian Professional Standards for Teachers (APST)</i>