

ECS1240 PLANNING GUIDELINES – SEMESTER 1, 2026

Pre-service Teachers are required to have a dedicated Professional Experience File which they will take to the school on each Distributed Day.

- It should be available at all times for reviewing by Mentor Teachers 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

The Professional Experience file for this First Year Professional Experience should contain:

An informative cover page, including such details as:

- Pre-service Teacher's name
- Course Title e.g. *Bachelor of Education (Early Childhood Studies)*
- Unit Code *ECS1240*
- Dates of Professional Experience
- Name of school
- Principal
- School Practice Coordinator
- Mentor Teacher(s) and corresponding year level (if applicable)

ECS1240 Professional Experience Guidelines x 3 (Planning [this page], Teaching & Assessment)

ECS1240 Professional Observation Guide

For students 18 years and above:

- The Department of Education *Nationally Coordinated Criminal History Check*
- A photocopy of the *Working with Children Check*
- *Mandatory Reporter Training (MRT)*

Weekly observations from the designated topics for reflective journal entries (see below)

The Learning Experience Plan (LEP) for the small group learning experience to be conducted on Day 6.

Pre-service Teachers may also choose to include useful information about the school (e.g. policies) and about the classroom (timetable, routines etc).

NB: Pre-service Teachers cannot apply for a *Working with Children Check* card or *Nationally Coordinated Criminal History Check* until they are 18.

PROFESSIONAL OBSERVATION JOURNAL

Pre-service Teachers are required to conduct weekly observations of, and reflections on, their school-based experiences. The specified topics listed in the Teaching Requirements are intended to give purpose to Pre-service Teachers' weekly observations and to provide a starting point for professional dialogue.

These tasks remain the responsibility of the Pre-service Teacher and it is not intended that Mentor Teachers provide assistance with the journal writing process, other than reading the journal entries each week and engaging in discussions about the topics with Pre-service Teachers.