

## PPA2211 PLANNING DOCUMENT – Semester 2, 2025

Planning documents should be flexible working documents, the purpose of which is to underpin sound teaching which meets the needs of all students. Mentor Teachers should monitor Professional Experience Files to ensure that the appropriate level of detail and standard of presentation is maintained. These documents must be readily available at school at all times.

PROFESSIONAL EXPERIENCE FILE/s		
Commencement of the Professional Experience Week 1	Clearances	<ul style="list-style-type: none"> <li>Working with Children Check</li> <li>Department of Education Nationally Coordinated Criminal History Check</li> </ul>
	Planning Documents	<ul style="list-style-type: none"> <li>Begin planning 1 x 2.5-week Forward Planning Document (Program) for one class in the Major Learning Area including a Learning Area rationale.</li> <li>Evidence of curriculum planning documents – WA Curriculum and Scope &amp; Sequence documents, SCSA teaching and assessment support materials, and/or National Curriculum documents</li> </ul>
Throughout the Professional Experience	Assessment Data	<ul style="list-style-type: none"> <li>Records demonstrating all aspects of the planning, teaching and assessment cycle</li> <li>Evidence of assessment and marking</li> <li>Development of a recording system of student achievement</li> </ul>
	Learning Experience Plans	<ul style="list-style-type: none"> <li>A Learning Experience/Lesson Plan (LEP) for each lesson taken, as per the template provided.</li> <li>LEP completed 2 days in advance and provided to Mentor Teacher for discussion and feedback</li> <li>Learning Experience Plans clearly linked to Forward Planning Document</li> <li>Lesson plans should include sufficient information to ensure that teaching is effective.</li> <li>Pre-service Teachers, Mentor Teachers and University Supervisors will need to ensure that they share common expectations as to the detail required</li> </ul>
	Reflections	<ul style="list-style-type: none"> <li>Consistent and active reflection is vital for professional growth. Pre-service Teachers are required to complete reflections for each lesson which must be available to Mentor Teachers and University Supervisor</li> <li>Complete Structured Self-Evaluation forms after each lesson</li> <li>Document clear goals for the next Professional Practice</li> </ul>
	Professional Portfolio	It is recommended that Pre-service Teachers begin to accumulate evidence for future use (not for assessment).