

## PPA4311 PLANNING DOCUMENTS – SEMESTER 1, 2024

Assistant Teachers (AT) are required to prepare all relevant documentation according to the timelines 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. Mentor Teachers (MT) should monitor Professional Experience files to ensure that the appropriate level of detail and standard of presentation is maintained. These documents must be available at all times.

PROFESSIONAL EXPERIENCE FILE/S		
Before commencement of the ATP	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 Days	<ul style="list-style-type: none"> <li>Complete 5 planning days full time or equivalent part time</li> <li>Planning days can be observation and professional planning, ATs are not expected to be teaching during this time</li> </ul>
Commencement of the ATP Week 1	Planning Documents/ Programs	<ul style="list-style-type: none"> <li>Consolidate week 1-4 Forward Planning Documents (Program) for each class in Major Learning area</li> <li>Provide learning experience plans as negotiated</li> <li>Begin Forward Planning (Programming) for Minor Learning area</li> <li>AT will prepare Forward Planning Documents for every class they take from when they commence teaching</li> </ul> <p>Evidence of curriculum planning documents – Australian Curriculum documents, W.A. Curriculum (where still mandated) and Assessment Outline, Scope &amp; Sequence Documents</p>
By Week 5	All Forward Planning completed for Major Learning area.	<ul style="list-style-type: none"> <li>Complete week 5-8 Forward Planning Document/Program - Major Learning area</li> <li>Consolidate Forward Planning/Programming for Minor Learning area</li> </ul>
Throughout the Professional Experience	Assessment Data	<ul style="list-style-type: none"> <li>Record evidence 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>
	Lesson Plans/ Daily Work Pad	<ul style="list-style-type: none"> <li>A Learning Experience/Lesson Plan for each lesson taught as per negotiation with MT/University Supervisor (US), completed at least 2 days in advance and provided to MT for feedback</li> <li>Lesson plans should include sufficient information to ensure that teaching is effective</li> <li>As ATs become more proficient at teaching, the level of detail needed and expected in lesson plans will be reduced and the daily work pad model can be used, if agreed by the MT and US</li> <li>A flexible working document that is clearly linked to Forward Planning Documents/Programs</li> </ul>
	Resources and teaching aids	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Assignments/design briefs</li> <li>Tests/ exam questions</li> <li>Use of ICT</li> </ul>
	Reflections	<ul style="list-style-type: none"> <li>Consistent and active reflection is vital for professional growth: ATs are required to complete reflections on each lesson taught which must be available to MTs and US to check</li> </ul>
	QTPA	Developing and consolidating components, B and C
	Professional Portfolio	This is not a requirement, but it is recommended that ATs begin to accumulate evidence for future use