

## PPA3260 GUIDELINES FOR PLANNING – SEMESTER 2, 2025

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.

### PROFESSIONAL EXPERIENCE FILE and DOCUMENTATION

- Documentation should be available at all times for reviewing by Mentor Teachers, University Supervisors, School Practice Coordinators and Principals.
- 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.

<p><b>Professional Experience (PEX) File</b></p> <p>Organised, professional collation of planning and documents</p>	<p><b>Clearances</b></p> <ul style="list-style-type: none"> <li>• Working with Children Check (WWCC)</li> <li>• Department of Education - Nationally Coordinated Criminal History Check (NCCHC)</li> <li>• Mandatory Reporter Training (MRT)</li> </ul> <ul style="list-style-type: none"> <li>• An informative Cover Page</li> <li>• PPA3260 Guidelines for Professional Experience</li> <li>• Situational Analysis to be completed by the end of DDs</li> <li>• A class timetable</li> <li>• A class list</li> </ul> <ul style="list-style-type: none"> <li>• Final copies of all Learning Experience Plans, Daily Work Pads and Forward Planning Documents</li> <li>• Copies of all associated resources for each learning experience if applicable</li> <li>• Assessment and evaluation of student progress in the achievement of specific learning goals</li> <li>• Self-evaluations for each learning experience</li> <li>• Copies of all feedback from the Mentor Teacher, University Supervisor etc.</li> </ul>
<p><b>Planning Documents</b></p>	<p><b>Learning Experience Plans</b></p> <ul style="list-style-type: none"> <li>• Required for all learning experiences during Distributed Days and Weeks 1 and 2.</li> <li>• Specific learning goals should be clear and stated in behavioural terms to ensure they are observable and measurable.</li> <li>• A clear link between selected goals and the assessment strategies to be implemented to evaluate the students' achievement of these.</li> <li>• The headings of <i>Introduction</i>, <i>Development / 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.</li> <li>• Each Learning Experience Plan must include an evaluation of student learning and self-evaluation.</li> <li>• Pre-service Teachers are required to monitor and document student progress and achievement using a variety of strategies.</li> <li>• It would be appreciated if Mentor Teachers could provide written feedback following each learning experience implemented by the Pre-service Teacher.</li> <li>• Learning Experience Plans should be completed <b>2 days in advance</b> and provided to the Mentor Teacher for feedback.</li> </ul>

	<p><b>Forward Planning Document</b></p> <ul style="list-style-type: none"> <li>• 1 x 2-week Forward Planning Document in English or Mathematics prepared on template provided</li> <li>• Due to Mentor Teacher by the <b>Friday of week 1</b> for review and feedback. Final version is due at the end of Week 2.</li> <li>• To be implemented from Monday Week 3.</li> </ul> <p><b>Daily Work Pad</b></p> <ul style="list-style-type: none"> <li>• Detailed Daily Work Pad using template provided (weeks 3 – 4)</li> <li>• Must contain the headings: <i>Time, Specific Learning Goals, Learning Experiences, Resources, Evaluation and Notes</i></li> <li>• Pre-service Teachers are expected to continue to plan in considerable detail.</li> <li>• A minimum of one page for each day as per the template provided</li> <li>• Daily Work Pads should be completed 2 days in advance and provided to Mentor Teacher for feedback</li> <li>• It is a flexible working document which is clearly linked to Forward Planning Documents</li> <li>• The Daily Work Pad is a public document. It should reflect professional standards of literacy and presentation and be readily available Teachers, the School Principal, Practice Coordinator and University Supervisors.</li> </ul>
<p><b>Professional Portfolio</b></p>	<p>It is recommended that Pre-service Teachers begin to accumulate evidence for future use – not for assessment</p> <p>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 Australian Professional Standards for Teachers.</p>
<p><b>Resource Collection</b></p> <p>Pre-service Teachers are required to compile a resource collection for future use.</p> <p>Contributes to professional learning.</p>	<ul style="list-style-type: none"> <li>• Organisation of the classroom environment (floors, walls, desks, etc.)</li> <li>• Classroom timetable and use of routines and procedures</li> <li>• Teaching strategies (motivation, transitions, gaining attention, beginning and concluding learning experiences)</li> <li>• Classroom management strategies</li> <li>• Assessment strategies</li> <li>• Communication with home/parents/carers and the wider school community</li> <li>• Suitable songs and musical activities</li> <li>• Suitable stories and poems</li> <li>• Selected examples of student work</li> <li>• Curriculum ideas (eg. ideas, tasks or projects for integrating learning)</li> <li>• Assessment/evaluation documentation</li> <li>• 'Special event' resources (i.e.WA. Week, etc.)</li> </ul>