

ECE6160 HAT GUIDELINES 2026 – PLANNING

Students are required to prepare all relevant documentation according to the timelines provided below. Planning and assessment documents should be flexible working documents, the purpose of which is to underpin sound teaching which meets the needs of all students. Mentor Teachers and University Supervisors should monitor Professional Experience Documentation to ensure that the appropriate level of detail and standard of presentation is maintained. These documents must be printed and readily available at school, at all times.

| DOCUMENTATION AND PLANNING | |
|--|--|
| <p>Professional Experience File</p> <p>Organised, professional collation of planning and documents.</p> <p>Available at school for reviewing by the Mentor Teacher, University Supervisor, School Practice Coordinator and Principal.</p> <p>Forward Planning Documents are due no later than Friday of Week 3 for implementation Week 4.</p> | <ul style="list-style-type: none"> • Working With Children Check (WWCC) • DoE - Nationally Coordinated Criminal History Check (NCCHC) • Mandatory Reporter Training (MRT) <hr/> <ul style="list-style-type: none"> • An informative cover page (Name, Student Number, Unit, MT Name, Year) • Personal Teaching Statement • The ECE6160 Professional Experience Information and Guidelines • Professional Growth Plan • Contextual Analysis <hr/> <ul style="list-style-type: none"> • 1 x 3-week Mathematics Forward Planning Document and Rationale • 1 x 3-week English Forward Planning Document and Rationale • 1 x 3-week Integrated / other learning area Forward Planning Documents and Rationale • Weekly Plan – an overview of all the learning experiences and organisation of the indoor and outdoor environments • Final copies of all Learning Experience Plans and Daily Work Pads. • Copies of all associated resources for each learning experience if applicable. • Assessment and evaluation of student progress in the achievement of specific learning goals. Records demonstrate all aspects of the planning, teaching and assessment cycle • Reflections for each learning experience. • Copies of all feedback from the Mentor Teacher, University Supervisor etc. |
| <p>Learning Experience Plans or DWP</p> <p>Planning template required will be confirmed with PEx Unit Coordinator based on context of placement .</p> | <ul style="list-style-type: none"> • 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>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. • Evidence of differentiated learning. • Each Learning Experience Plan must include an evaluation of student learning and self-evaluation. • Students are required to monitor and document children's 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 Student. |
| <p>Daily Work Pads</p> | <ul style="list-style-type: none"> • One Daily Work Pad for each day from Week 1 of the Block PEx or DDays as determined. • Required headings: <i>Time</i>, <i>Specific Learning Goals</i>, <i>Learning Experiences</i>, <i>Focus Questions</i>, <i>Resources and Assessment</i> (adjust to suit context). |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Students are expected to continue to plan in considerable detail. • Completed at least 2 school days in advance and provided to Mentor Teacher for feedback. • 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, School Practice Coordinator and University Supervisor. |
| <p>Resource Collection</p> <p>Students are required to compile a resource collection for future use.</p> <p>Contributes to professional learning.</p> | <ul style="list-style-type: none"> • Organisation of the classroom space (floors, walls, desks, etc.) • Classroom timetable and use of routines, rules 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 • Selected examples of student work • Curriculum ideas (eg. ideas, tasks or projects for integrating learning) • Assessment/evaluation documentation • 'Special event' resources (i.e. Easter, Mother's Day, W.A. Week, etc.) |
| <p>Professional Portfolio/ ePortfolio</p> <p>The development of a Professional Portfolio is <u>not an assessment point</u> but may assist in gaining future employment.</p> <p>Contributes to professional learning.</p> | <ul style="list-style-type: none"> • A Professional Portfolio is a document intended to demonstrate or showcase one's development as a teacher. It tells the story of a person's work over a period of time and includes the collection of evidence designed to demonstrate best practice in teaching and learning. The Professional Portfolio is a purposeful collection of best work that is selective and reflective and is a showcase of best effort, development and achievement. • This is not a requirement however it is recommended that Students should begin preparing their Professional Portfolio as a record of their professional growth and development as a Student and their experiences during Professional Experience. It can demonstrate less tangible achievements such as professional development, insights and an understanding of teaching and how one goes about improving teaching. • It is suggested that the evidence collected is organised into the seven Standards of the <i>Australian Professional Standards for Teachers</i>. |