

## PPA6460 HAT@ECU PLANNING DOCUMENT – SEMESTER 1, 2026

Pre-service Teachers 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 should monitor Professional Experience (PEX) 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.

<b>PROFESSIONAL EXPERIENCE FILE</b>		
Beginning term 2	Have current clearances	<ul style="list-style-type: none"> <li>• Working with Children Check</li> <li>• Nationally Coordinated Criminal History Check</li> <li>• MRT training certificate</li> </ul>
	Planning days	<ul style="list-style-type: none"> <li>• Students will attend placement for the equivalent of 5 days across the 3 weeks preceding the block PEX</li> <li>• During these visits students may:                             <ul style="list-style-type: none"> <li>▪ Observe/participate in classes or school events</li> <li>▪ organise timetable for block PEX</li> <li>▪ begin planning for block PEX including FPD for one focus class</li> <li>▪ engage in collegial conversations/meetings/PD with MT and other key school staff</li> </ul> </li> </ul>
Commencement of Professional Experience (PEX) block	Planning documents	<ul style="list-style-type: none"> <li>• A forward planning document in ECU template (with rationale) for <i>one focus class</i> you teach for the duration of the practicum due Week 1 of PEX</li> <li>• Planning documents must be clearly linked to the Australian or Western Australian Curriculum and Achievement Standards or subject Assessment outline</li> </ul>
Throughout the professional experience period	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>
	Daily Workpad	<ul style="list-style-type: none"> <li>• Daily Workpad model will be adopted and adapted to suit context of school's planning requirements and used for every class in the teaching day</li> </ul>
	TPA	<ul style="list-style-type: none"> <li>• Student will create, collect and collate TPA planning, diagnostic and impact evidence</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>
Throughout the professional experience period	Reflections	Consistent and active reflection is vital for professional growth. Pre-service Teachers are required to complete weekly reflections which must be available to Mentor Teachers and University Supervisor on request
	Professional portfolio	It is recommended that Pre-service Teachers begin to accumulate evidence for future use (not for assessment).

\* May also be referred to as a *learning and teaching program, unit plan, or program*