

WPL6115 GUIDELINES FOR PLANNING – SEMESTER 1, 2024

DOCUMENTATION AND PLANNING	
Professional Experience File Organised, professional collation of planning and documents Available at school for reviewing by the Mentor Teacher, University Supervisor, School Practice Coordinator and Principal	<ul style="list-style-type: none"> Working with Children Check (<i>photocopy acceptable</i>) DoE - Nationally Coordinated Criminal History Check (<i>number display acceptable</i>)
	<ul style="list-style-type: none"> An informative cover page The WPL6115 Professional Experience Information and Guidelines Contextual information A Curriculum Overview Distributed Days Learning Journal
	<ul style="list-style-type: none"> Final copies of all Learning Experience Plans Copies of all associated resources for each learning experience if applicable Assessment and evaluation of student progress in the achievement of specific learning goals Self-evaluations for each learning experience Copies of feedback from the Mentor Teacher, University Supervisor etc.
Learning Experience Plans Required for all learning experiences during the Distributed Days and 4 weeks of the block practice Pre-service Teachers are required to use the template provided	<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 included to demonstrate sequential development of learning. Each Learning Experience Plan must include an evaluation of student learning and self-evaluation. Pre-service Teachers are required to monitor and document student 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 Pre-service Teacher.
Resource Collection Pre-service Teachers are required to compile a resource collection for future use.	<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 (remove names to preserve confidentiality) 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.)
Professional Portfolio / ePortfolio	<ul style="list-style-type: none"> Pre-service Teachers should begin to collate evidence of their progress and achievements for inclusion in a Professional Portfolio. This is not for assessment

Due to the Pre-service Teachers' limited knowledge of the Western Australian Curriculum they will progress from choosing specific learning goals with guidance from the Mentor Teacher, (during the Distributed Days) to a more informed choice and refinement of goals using relevant documentation during the Professional Experience Block.