

## WPL6115 GUIDELINES FOR PLANNING – SEMESTER 1, 2026

<b>DOCUMENTATION AND PLANNING</b>	
<p><b>Professional Experience File</b></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>	<ul style="list-style-type: none"> <li>• Working with Children Check</li> <li>• Nationally Coordinated Criminal History Check (issued by the Department of Education)</li> <li>• Mandatory Reporter Training (MRT)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• An informative cover page</li> <li>• The WPL6115 Professional Experience Information and Guidelines</li> <li>• Contextual information</li> <li>• A Curriculum Overview</li> <li>• Distributed Days Learning Journal</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Final copies of all Learning Experience Plans</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 feedback from the Mentor Teacher, University Supervisor etc.</li> </ul>
<p><b>Learning Experience Plans</b></p> <p>Required for all learning experiences during the Distributed Days and 4 weeks of the block practice</p> <p>Pre-service Teachers are required to use the template provided</p>	<ul style="list-style-type: none"> <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>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.</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> </ul>
<p><b>Resource Collection</b></p> <p>Pre-service Teachers are required to compile a resource collection for future use.</p>	<ul style="list-style-type: none"> <li>• Organisation of the classroom space (floors, walls, desks, etc.)</li> <li>• Classroom timetable and use of routines, rules 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>• Selected examples of student work (remove names to preserve confidentiality)</li> <li>• Curriculum ideas (eg. ideas, tasks or projects for integrating learning)</li> <li>• Assessment/evaluation documentation</li> <li>• 'Special event' resources (i.e. Easter, Mother's Day, W.A. Week, etc.)</li> </ul>
<p><b>Professional Portfolio / ePortfolio</b></p>	<ul style="list-style-type: none"> <li>• Pre-service Teachers should begin to collate evidence of their progress and achievements for inclusion in a Professional Portfolio.</li> <li>• This is not for assessment</li> </ul>

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.