

## PPA2360 PLANNING REQUIREMENTS – Semester 2, 2019

For each successive Professional Practice the Pre-service teacher should keep Learning Experience Plans available in a dedicated Professional Practice File.

Anecdotal notes, reflections and feedback through discussions with the Mentor Teacher will all inform the planning of future learning experiences.

The Professional Practice File should indicate a professional attitude as well as evidence of thoughtful and thorough organisation and preparation.

The best of these learning experiences could be used as evidence of professional development to include in a Professional Portfolio.

<b>PROFESSIONAL PRACTICE FILE and DOCUMENTATION</b>	
	<ul style="list-style-type: none"> <li>• Documentation should be available at all times for reviewing by Mentor Teachers, University Supervisors and School Practice Coordinators.</li> <li>• Professional Practice Files should demonstrate a high level of organisation and a high standard of presentation of all documents.</li> <li>• Documents should be word-processed, where possible, or written neatly and legibly.</li> </ul>
<b>Clearances</b>	<ul style="list-style-type: none"> <li>• Working With Children Check</li> <li>• Nationally Coordinated Criminal History Check</li> </ul>
<b>Cover Page</b>	<ul style="list-style-type: none"> <li>• Pre-service Teacher's name</li> <li>• Course Title e.g. <i>Bachelor of Education (Primary)</i></li> <li>• Unit Code <i>PPA2360</i></li> <li>• Dates of Professional Practice</li> <li>• Name of school</li> <li>• Principal</li> <li>• School Practice Coordinator</li> <li>• Mentor Teacher(s) and corresponding year level</li> <li>• University Supervisor</li> </ul>
<b>General Documents</b>	<ul style="list-style-type: none"> <li>• Situational Analysis to be completed in week 1</li> <li>• PPA2360 Guidelines for Professional Practice</li> <li>• Useful information about the school and classroom</li> <li>• A class timetable</li> <li>• A class list</li> </ul>
<b>Planning Documents</b>	<ul style="list-style-type: none"> <li>• Individual Learning Experience Plans</li> <li>• Assessments of student learning</li> <li>• Reflections</li> <li>• Professional Growth Plan</li> <li>• Feedback from Mentor Teacher and University Supervisor</li> <li>• Resources</li> </ul>
<b>Professional Portfolio</b>	It is recommended that Pre-service Teachers begin to accumulate evidence for future use – not for assessment