

## ATP4440 PLANNING DOCUMENTS – SEMESTER 1, 2025

### General Guidelines

Assistant Teachers 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 should monitor Professional Experience 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.

| PROFESSIONAL EXPERIENCE FILE/s    |   |  |
|-----------------------------------|---|--|
| Commencement of the ATP<br>Week 1 | Clearances<br>(originals not required)  | <ul style="list-style-type: none"> <li>Working With Children Check</li> <li>Nationally Coordinated Criminal History Check (DoE)</li> </ul>   |
|                                   | Personal Teaching Statement<br>Professional Growth Plan<br>Situational Analysis | These documents have been completed as part of the preparation for ATP and should be placed in the professional experience file.   |
|                                   | Planning Documents  | <ul style="list-style-type: none"> <li>1 x 8-week Overview in one learning area</li> <li>1 x Learning Area Rationale for this overview</li> <li>1 x 4-week Forward Planning Document for this learning area</li> <li>These documents have been completed as part of the preparation for ATP.</li> </ul>  |
| Monday Week 4                     | 4-week Forward Planning document for teaching from week 5                       | <ul style="list-style-type: none"> <li>1 x 4-week Forward Planning Document to complete the 8-week program</li> </ul>  |
|                                   | Planning Documents in preparation for teaching from week 5                      | <ul style="list-style-type: none"> <li>1 x 4-week Forward Planning Document for Mathematics</li> <li>1 x 4-week Forward Planning Document for English</li> <li>2 x 4-week Forward Planning Documents in each of 2 other learning areas</li> <li>Planning documents to include a learning area rationale, a brief overview and a detailed forward planning document</li> <li>ATs are encouraged to adapt the template provided to suit their context and teaching style</li> </ul>                        |
| Throughout the practice period    | Assessment Data<br>(In a separate file)   | Records demonstrating all aspects of the planning, teaching and assessment cycle   |
|                                   | Daily Work Pads   | <ul style="list-style-type: none"> <li>One Daily Work Pad for each day from week 1</li> <li>Completed at least 2 days in advance and provided to Mentor Teacher for feedback</li> <li>A flexible working document which is clearly linked to Forward Planning Documents</li> <li>Assistant Teachers are encouraged to adapt the template provided to suit their context and teaching style</li> </ul> <p><b>Assistant Teachers are not required to complete individual learning experience plans</b></p> |
|                                   | Reflections   | Consistent and active reflection is vital for professional growth. Assistant Teachers are required to complete daily professional reflections which must be available to Mentor Teachers and University Supervisors  |
|                                   | Professional Portfolio / ePortfolio   | This is not for assessment, but it is recommended that Assistant Teachers begin to accumulate evidence for future use.   |