

ECE6180 HAT GUIDELINES FOR PLANNING – SEMESTER 1, 2025

| DOCUMENTATION AND PLANNING | |
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| <p>Professional Experience File</p> <p>Organised, professional collation of planning and documents</p> <p>Available at school for Mentor Teacher, University Supervisor, School Practice Coordinator and Principal</p> | <ul style="list-style-type: none"> • Working with Children Check • Department of Education - Nationally Coordinated Criminal History Check <hr/> <ul style="list-style-type: none"> • An informative cover page • The ECE6180 Professional Experience Information and Guidelines • Personal Teaching Philosophy • Contextual information • A Western Australian Curriculum Overview <hr/> <ul style="list-style-type: none"> • Final copies of all Learning Experience Plans, Daily Work Pads and Forward Planning Documents • Where planning is collaborative, each Pre-service Teacher should have a final copy of the Learning Experience Plan with all resources. • Copies of all associated resources for each learning experience if applicable • Assessment and evaluation of student progress in the achievement of specific learning goals • Monitoring Tool • Self-reflections for each learning experience • Copies of feedback from the Mentor Teacher, University Supervisor etc. |
| <p>Learning Experience Plans</p> <p>Required for all learning experiences during the Distributed Days and Weeks 1 & 2 of the block</p> <p>Pre-service Teachers are required to use the template provided</p> | <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 given 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. |
| <p>Daily Work Pads</p> <p>Week 3: Transition to Daily Work Pad Week 4: Daily Work Pad required</p> <p>Pre-service Teachers are required to use the template provided</p> | <ul style="list-style-type: none"> • Pre-service Teachers are expected to continue to plan in considerable detail and should complete one Daily Work Pad per day with the same level of detail as required in the individual learning experience plans. • Mentor Teachers are asked to take into account the individual strengths and rate of development of the Pre-service Teacher in determining their progression to the Daily Work Pad format in Week 3. • All Pre-service Teachers are required to be working from a Daily Work Pad by the beginning of Week 4. • The Daily Work Pad is a public document. It should reflect professional standards of literacy and presentation and be readily available to Mentor Teachers, the School Principal, Practice Coordinator and University Supervisors. |

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| <p>Forward Planning Document</p> <p>Required for Weeks 3-4</p> | <ul style="list-style-type: none"> • 1 x 2-week Forward Planning Document in English to be implemented in weeks 3 - 4 • Forward Planning due to Mentor Teacher for review and feedback by: Friday of Week 2 for implementation from Monday Week 3. <p><i>Please note: the school may request the required Forward Planning to be completed in Mathematics due to whole school requirements/needs. The pre-service teacher must inform the ECE6180 Unit Coordinator of this change prior to the block placement.</i></p> |
| <p>Resource Collection</p> <p>Pre-service Teachers are required to compile a resource collection for future use.</p> | <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 (e.g. ideas, tasks or projects for integrating learning) • Assessment/evaluation documentation • 'Special event' resources (i.e. Easter, Mother's Day, W.A. Week, etc.) |
| <p>Professional Portfolio / ePortfolio</p> | <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 of their own, (during the Distributed Days) to a more informed choice and refinement of goals using relevant documentation during the Professional Experience Block.