



Professional Experience - Mentor Information

EDU10001 Introduction to curriculum planning and assessment: Practicum 1

Required days: 20 days full time. Any missed days must be made up.

Required setting: Early childhood setting

Age group: 2-5 years

Overview:

This is the **first** Professional Experience Unit of the Bachelor of Education (Early childhood/Primary). Pre-service Teachers are to complete 20 days of supervised professional experience with children aged 2-5 years within the allocated teaching block. In preparation for their professional experience in early childhood settings, Pre-service teachers will engage with unit materials that prepare them for professional experience, introducing them to curriculum planning and assessment in early childhood education. Whilst on professional experience, Pre-service Teachers are expected to involve themselves in the life of the early childhood setting and reflect on their practice and performance in discussion with their Mentor and their Swinburne Online eLearning Advisor (eLA). Pre-service Teachers will be introduced to all aspects of teaching, eventually taking responsibility for planning, implementing and evaluating an indoor, outdoor and routine experience.

The role of the Mentor in the professional setting is crucial to both the University and the Pre-service Teacher in facilitating and supporting professional experience, and we acknowledge and appreciate the significant time that is devoted to this task. In an effort to ensure that this experience is rewarding for all parties, we hope that the information contained in this document, clarifies and assists in defining the role.

The expectations from the Mentor:

- Familiarise yourself with the Swinburne Online Professional Experience Handbook and website.
- Discuss the professional experience requirements with the Pre-service Teacher and provide an induction.
- Communicate the philosophy, policies and procedures and share expectations for professional conduct.
- Encourage the Pre-service Teacher's involvement in all aspects of the educational setting's life (e.g. excursions, special events, extra-curricular activities, staff meetings, etc.).
- Guide Pre-service Teacher in establishing and maintaining relationships with students, staff and families.
- Encourage increasing responsibility for routines and experiences as the professional experience progresses.
- Provide support and guidance with all aspects of planning.
- Negotiate planning time (4 -12.5 hours per week, around a minimum of 25 hours contact time with children. We acknowledge this will vary depending on setting and programs).
- Share your planning and assessment of children's learning including links to the EYLF.
- Model and explain techniques and strategies for teaching.
- Share and discuss the expectations and guidance strategies for children's behaviour.
- Observe the Pre-service Teacher and provide ongoing, honest and constructive feedback.
- Schedule regular meetings to discuss planning and progress, including a meeting to complete Interim Report.

The reporting responsibility of the mentor:

We acknowledge the challenge and responsibility that comes with assessing Pre-service Teachers (PST). Although we will not physically visit the early childhood setting, support is available through the Swinburne Online website and the Professional Placement Team. We place great faith in your professional judgement and request an honest validation of the Pre-service Teacher's progress and final assessment. If you feel that an unsatisfactory result is warranted, your decision will be supported and accepted by the University.

- Please complete an **Interim Progress Report** form by midway through the professional experience (**day 10**). Make a copy for yourself and return to the PST for submission to their eLA. If the PST **receives an UNSATISFACTORY** result by **day 10** of the practicum, the Mentor is requested to contact the Professional Placement Office and to complete the **Professional Experience Support Plan**.
- Please complete and submit the **final report form immediately** after the final placement day. For a detailed explanation of the assessment and reporting process, please refer to the Professional Experience Handbook. The Mentor is required to sign off on the number of completed days. Any missed days need to be made up in consultation with the Mentor teacher and the missed days policy outlined in the Professional Experience Handbook.

Weekly Expectations:

Throughout this first professional experience, Pre-service Teachers (PSTs) are expected to undertake the specific teaching roles that are outlined below, as a minimum requirement. Any additional teaching opportunities are at the discretion of the Mentor Teacher and in negotiation with the Pre-service Teacher (PST).

Week	Mentor expectations	Pre-service Teacher expectations
1	<ul style="list-style-type: none"> • Welcome and introduce PST to children, families and staff. • Discuss expectations, routines and key policies, procedures and documents. • Provide strategies for documenting observations. • Provide prompts to encourage reflective practices. • Discuss strategies to assist the PST in establishing relationships with students and families. • Discuss individual children's strengths, needs and interests. • Where possible, share current planning documents with the PST. 	<ul style="list-style-type: none"> • Familiarise yourself with the setting, including: philosophy, expectations and policies. • Establish professional relationships with children, staff and families. • Record general observations about routines and experiences • Assist with daily routines and engage in all aspects of the curriculum • Record reflections about the teaching and communication strategies used by your Mentor. • Establish a neat and organised professional experience folder. • Familiarise yourself with all aspects of the curriculum • Ask questions about how particular learning experiences are planned, implemented and assessed with your mentor
2	<ul style="list-style-type: none"> • Provide feedback on verbal and non-verbal communication and observations. • Support and guide the development of learning plans. • Provide prompts to encourage reflective practices. • Schedule a meeting with the PST to complete the Interim Progress Report at the end of this week. 	<ul style="list-style-type: none"> • Continue to make observations and support the curriculum • In consultation with your mentor, plan and implement at least one learning experience. • Use planned teaching strategies to support learning. • Record observations about how children engage in the planned experience.

	<ul style="list-style-type: none"> • Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks. • Complete a Support Plan if required. 	<ul style="list-style-type: none"> • Record reflections about communication and relationships with children, families and teachers. • Initiate a meeting with your Mentor to complete the Interim Progress Report at the end of this week • Set goals for the remaining two weeks of your professional experience in consultation with your Mentor.
3	<ul style="list-style-type: none"> • Provide support to assess learning. • Provide feedback on learning plans and effectiveness of teaching. • Provide opportunities for the PST to take increased responsibility for routines and experiences. • Ongoing discussion and support with behaviour guidance. 	<ul style="list-style-type: none"> • Take increased responsibility for planning and implementing learning experiences • Embed a range of intentional teaching strategies within your practice, with the support and guidance of your Mentor. • Make sure that you take the time to critically reflect on all aspects of your professional experience and make conclusions about what has worked, not worked, key learning and insights. • Continue to observe children’s learning • With the support of your Mentor evaluate your learning plans • Seek ongoing feedback from your Mentor.
4	<ul style="list-style-type: none"> • Complete the Final Report on the last day. A copy is to be made for the setting, the PST and one to be sent to the Professional Placements Office. • Provide constructive feedback on all aspects of teaching and set goals for future development. • Schedule any missed days in consultation with the PST. 	<ul style="list-style-type: none"> • Evaluate second learning experience. • Plan and implement third learning experience. • Record reflections about professional strengths and challenges. • Make a time to meet with your Mentor and complete the final report. • Obtain a copy of the final report and set goals for future development. • Make arrangements for any missed days

Unit Assessment Requirements:

Throughout the professional experience, the Pre-service Teacher will be expected to work on learning plans (1 indoor, 1 outdoor and 1 routine based experience) and a reflection task.

Note: As a Mentor your feedback on teaching performance, written plans and reflective practice is important however you are not required, nor expected, to ‘mark’ written work.

Supportive resources:

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Professional Placement Team:

Phone: 1300 797 765

Email: placements@swinburneonline.com