



Professional Experience - Mentor Information

EDU20006 Curriculum, Planning and Assessment for Primary: Practicum 2

Required days: 21 days full time. Any missed days must be made up.

Required setting: Lower Primary Setting (Years F-2)

Overview:

This is the **second** Professional Experience Unit of the Bachelor of Education (Early Childhood) and (Primary) however, it is the first professional experience in a primary setting. The first experience was in an Early Childhood setting. Pre-service Teachers are to complete 21 days of supervised professional experience within the allocated teaching block. In preparation for their professional experience in schools, Pre-service Teachers will engage with unit materials that prepare them for the professional experience in a primary school setting, with a particular focus on curriculum, planning and assessment. Whilst on professional experience, Pre-service Teachers are expected to involve themselves in the life of the school and reflect on their practice and performance in discussion with their Mentor and their Swinburne Online eLearning Advisor (online tutor, also known as eLA). Pre-service Teachers will be introduced to the teaching of individual children or small groups, progressing to the planning and teaching of whole class lessons.

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 a school induction.
- Communicate school policies and procedures.
- Share expectations for professional conduct.
- Encourage the Pre-service Teacher's involvement in all aspects of the school life when appropriate (e.g. staff/level meetings, yard duty etc.).
- Guide the Pre-service Teacher in establishing and maintaining professional relationships with students, staff and families.
- Encourage increasing responsibility for teaching as the professional experience progresses.
- Provide the Pre-service Teacher with support and guidance with all aspects of planning.
- Negotiate planning time with the Pre-service Teacher (e.g. specialist timetable or after school hours).
- Share your planning and assessment.
- Model and explain techniques and strategies for teaching.
- Share and discuss classroom management strategies.
- Observe the Pre-service Teacher teaching, and provide ongoing, honest and constructive feedback.
- Schedule regular meetings to discuss planning and progress.
- Schedule a midway progress meeting with the Pre-service Teacher to complete interim report.

The reporting responsibility of the mentor:

We acknowledge the challenge and responsibility that comes with assessing Pre-service teachers. While we may not physically visit the school, 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 appreciated by the University.

- Discuss the Pre-Service Teacher’s progress midway through the professional experience (**day 10**). If a Pre-service Teacher is making **unsatisfactory** progress, the Mentor is required to contact the Professional Placement Team immediately and if requested by the team, complete the Professional Experience Support Plan in collaboration with the Nominated Supervisor. This is to be submitted to the Swinburne Online Professional Placement Team by the Mentor.
- 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 and the missed days policy outlined in the Professional Experience Handbook.

Weekly Expectations:

Throughout this professional experience, Pre-service Teachers 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. Students are expected to liaise with the Mentor Teacher to arrange to visit the school, prior to commencing teaching duties to familiarise themselves with the school, to discuss expectations and to plan for week 1.

Week	Mentor expectations	Pre-service Teacher expectations
Day 1 only	<ul style="list-style-type: none"> • Welcome student • Introduce Pre-service Teacher to children, families and staff • Discuss practicum expectations with PST and establish practicum goals • Discuss planning and preparation for week 	<ul style="list-style-type: none"> • Establish a professional relationship with Mentor, students, staff and families • Familiarise yourself with the setting, including: expectations, timetables and policies • Liaise with Mentor for planning and practicum goal setting • Observe classes
1	<ul style="list-style-type: none"> • Provide strategies for documenting observations • Provide prompts to encourage reflective practices • Discuss strategies to assist the Pre-service Teacher in establishing relationships with students and families • Unpack weekly routines with PST including any specific class, year level, specialist and/or whole school events that may need to be considered when planning • Share current and prior planning documents, including assessment and reporting procedures • Discuss individual children’s development, interests, needs and relevant background information • Discuss strategies for teaching children from diverse cultural backgrounds including Aboriginal and Torres Strait Islander students (this can be hypothetical if they are not represented in the class) • Provide opportunities for the PST to scaffold learning with individual children, support small group work and support the planning/teaching of whole class lessons • Support and guide the planning and development of lessons; help to interpret observations, share knowledge, question PST’s intentions and discuss ideas • Provide ongoing feedback on PST’s written observations • Schedule a meeting with the PST by the end of the first week to discuss progress and establish goals for the following week 	<ul style="list-style-type: none"> • Continue to establish professional relationships with Mentor, students, staff and families • Observe classes and record observations • Scaffold learning with individual children • Support small group work • Support the teaching of whole class lessons • Ask for feedback from Mentor • Assist with daily routines and support teaching and learning • Observe and record the teaching and management strategies used by your Mentor • Identify and record the individual needs of the students • Establish a neat and organised professional experience folder • Observe and discuss with Mentor, how the English and Mathematics programs are structured, planned and assessed

<p>2</p>	<ul style="list-style-type: none"> • Provide feedback on verbal and non-verbal communication • Provide feedback on PST's documentation • Support and guide the planning and development of lesson plans; help to interpret observations, share knowledge, question PSTs intentions and discuss ideas • Provide opportunities for the PST to take increased responsibility for lessons (approximately three whole class lessons) • Encourage the PST's involvement in all aspects of the school life when appropriate (e.g. staff/ level meetings, yard duty etc.) • Provide prompts to encourage reflective practice • Schedule a meeting with the Pre-service Teacher to complete the Interim Progress Report at the end of this week • 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"> • Continue to develop professional relationships with your Mentor, students, staff and families • Continue to observe classes and record observations • Continue to teach individual children and small groups • Teach approximately three whole class lessons • Trial a range of management strategies, as modelled by Mentor • Observe and assist with marking. • Provide feedback to students • Actively participate in all aspects of the school life including extra curricula activities, professional development etc. • Continue to reflect on your practice and ask your Mentor for feedback about all aspects of your teaching practice including your lesson planning and communication with students, staff and families.
<p>3 & 4</p>	<ul style="list-style-type: none"> • Provide ongoing feedback on lesson plans and effectiveness of teaching • Provide opportunities for the Pre-service Teacher to take increased teaching responsibility (a minimum 0.4 of a full time load) in a range of Key Learning Areas (where possible) • Ongoing discussion and support with classroom management • Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice • Complete the Final Report on the last day. A copy is to be made for the setting, the Pre-service Teacher and one to be sent to the Professional Placements Team • Provide constructive feedback on all aspects of teaching and set goals for future development • Schedule any missed days. 	<ul style="list-style-type: none"> • Develop and maintain professional relationships with your Mentor, students, staff and families • Continue to observe classes and record observations • Continue to teach individual children and small groups • Plan and teach whole class lessons for a minimum 0.4 of a full time load (including English and Mathematics) • Implement proactive management strategies • Continue to actively participate in all aspects of the school life including extra curricula activities, professional development etc. • Seek constructive feedback on all aspects of teaching • Evaluate your second professional experience and set goals for future development • Record reflections about professional strengths and challenges • Participate in the final assessment on the last day • Negotiate and schedule any missed days.

Unit Assessment Requirements:

Throughout the professional experience, the Pre-service Teacher will be expected to work towards the following assessment tasks:

1. Lesson plans, including comments by the Mentor and Pre-service Teacher.
2. Reflective practice assignment, recording and evaluating the practicum experience.

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