



Professional Experience – Mentor Teacher Information

EDU30003 Curriculum planning and assessment for infants: Practicum 3E

Required days: 10 days full time. Any missed days must be made up.
Required setting: Early Childhood Education Setting **Age Group:** Birth to two years

Overview:

This is the **third** Professional Experience Unit of the Bachelor of Education (Early childhood). Pre-service Teachers are to complete 10 days of supervised professional experience 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 the professional experience, introducing them to curriculum planning and assessment for infants 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 (online tutor, also known to as eLA). Pre-service Teachers will be introduced to all aspects of teaching, eventually taking responsibility for planning, implementing and evaluating an indoor and outdoor curriculum including routines for a minimum of three days. Given the length of the practicum and the age of the children, it would not be appropriate for Pre-Service Teachers to change everything in the existing curriculum. Pre-Service Teachers are however required to plan and implement an indoor and outdoor curriculum in which they make a significant contribution and introduce some original ideas. Ideally Pre-Service Teachers will be encouraged to engage with contemporary styles of documentation including the use of photographs. Please discuss any restrictions, policies and guidelines with the Pre-Service Teachers.

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 when appropriate (e.g. excursions, special events, staff meetings, etc).
- Guide the Pre-service Teacher in establishing and maintaining professional relationships with children, staff and families.
- Share relevant information about children's backgrounds, health, development and routines.
- Discuss any guidelines for observing children and taking photographs of environments and/ or children.
- Encourage increasing responsibility for teaching, routines and the curriculum as the professional experience progresses.
- Provide the Pre-service Teacher with support and guidance with all aspects of planning.
- Negotiate planning time (around the minimum of 25 hours contact time with children)
- Share your planning for and assessment of children's learning including links to the EYLF.
- Model and explain techniques and strategies for teaching.
- Share and discuss developmental expectations and behaviour guidance strategies.
- Observe the Pre-service Teacher teaching and provide ongoing, honest and constructive feedback.
- Schedule meetings to discuss planning and progress.

The reporting responsibility of the Pre-service Teacher:

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.

1. Discuss the Pre-Service Teacher's progress midway through the professional experience (**day 5**). 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.
2. Please complete and submit the final report form, **immediately on or the day after** the final placement day. For a detailed explanation of the assessment and reporting process, please refer 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 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.

Week	Mentor expectations	Pre-service Teacher expectations
1	<ul style="list-style-type: none"> • Introduce Pre-service Teacher (PST) to children, families and staff • Discuss strategies to assist the PST in establishing relationships with students and families • Share strategies for documenting observations and discuss issues and requirements relating to confidentiality and the use of photographs • Discuss individual children's development, interest, routines, needs and relevant background information • Share policies about and support participation in nappy, sleep and meal routines • Share prior and current planning documents with the Pre-service Teacher • Provide feedback on PST's written observations and interpretations of these • Provide opportunities for the PST to take increased responsibility for the curriculum • Provide feedback on the learning experience plan • Support the planning of the curriculum; help to interpret observations, share knowledge, question PSTs intentions and discuss ideas • Provide prompts to encourage reflective practice • Schedule a meeting with the Pre-service Teacher to discuss progress by the end of the week • If PST is making UNSATISFACTORY progress please contact Swinburne Online immediately • Provide constructive feedback on all aspects of teaching and set goals for the following week 	<ul style="list-style-type: none"> • Familiarise self with the setting and relevant policies, documents and procedures • Establish relationships with children, staff and families • Actively support the implementation of the overall curriculum • Scaffold learning with individual children. • Support small group play • Under supervision, participate in routines including nappy changing, meal and rest times • Document observations of children's learning in routines, indoor and outdoor experiences • Identify and record children's interests and strengths • In consultation with your mentor, select a focus child to observe and plan a learning experience based on their interests and strengths • Gain permission to record observations and if appropriate use photographs for assessments • Record reflections on your professional conduct, communication and relationships with children, families and teachers • In collaboration with your Mentor, begin planning the indoor and outdoor curriculum • Ask for feedback from your Mentor and set goals for improvement

2	<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.
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Unit Assessment Requirements:

Throughout the professional experience, the Pre-service Teacher will be expected to work on the following tasks for assessment by Swinburne Online:

1. One Individual Learning Experience Plan using the Swinburne Online Template
2. A Curriculum Plan including the indoor and outdoor environments and routines
3. Two examples of documentation that assess and communicate children's learning
4. Reflections on practice with a focus on relationships with children and communication with families.

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