



## Professional Experience - Mentor Information

EDU40005 Ready to Teach Primary – Practicum 4E

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

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

### Overview:

This is the **fourth** Professional Experience Unit of the Bachelor of Education (Early Childhood). Pre-service Teachers are required to complete 20 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 expectations of this 'Ready to Teach Practicum', with a particular focus on catering for individual student needs. Pre-service Teachers are expected to involve themselves fully 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). As this is the final professional experience unit within the course, Pre-service Teachers will be required to demonstrate competency across all seven of the Australian Professional Standards for Teachers (Graduate). Pre-service Teachers are expected to take on a large percentage of whole class teaching within the first two weeks of this professional experience and are required to assume **full teaching responsibility for the final two weeks**.

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 (PST) and provide a school induction.
- Communicate school policies and procedures.
- Share expectations for professional conduct.
- Encourage the PST's involvement in all aspects of the school life when appropriate (e.g. staff/level meetings, professional development, yard duty etc.).
- Guide the PST in establishing and maintaining professional relationships with students, staff and families.
- Encourage the PST to critically and regularly reflect on their practice in line with the Australian Professional Standards for Teachers (Graduate).
- Provide the PST with support and guidance with all aspects of planning.
- Model, share and discuss teaching and classroom management strategies.
- Share your planning and assessment, with a particular focus on catering for individual student needs.
- Encourage collaboration.
- Negotiate planning time with the Pre-service Teacher (e.g. specialist timetable or after school hours).
- Observe the Pre-service Teacher teaching, and provide ongoing, honest and constructive feedback.
- Share and discuss teacher wellbeing strategies with the PST (e.g. managing planning and teaching workloads).
- Schedule regular meetings to discuss planning and progress.
- Schedule a midway progress meeting with the PST 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.

| Week | Mentor expectations  | Pre-service Teacher expectations   |
|------|--|--|
| 1    | <ul style="list-style-type: none"> <li>• Introduce Pre-service Teacher (PST) to students, families and staff</li> <li>• Discuss practicum expectations and establish practicum goals with PST</li> <li>• 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</li> <li>• Share current and prior planning documents, including assessment and reporting procedures</li> <li>• Provide opportunities for the PST to scaffold learning with individual children and support small group work as they get to know the students and become familiar with the setting early in the week. By the end of the week, PSTs are expected to be planning and teaching whole class lessons. Teaching responsibilities should equate to approximately <b>0.4</b> of a full time load</li> <li>• Support and guide the planning and development of lessons and a unit of work; help to interpret observations, share knowledge, question PST's intentions and discuss ideas</li> <li>• Discuss individual children's development, interests, needs and relevant background information</li> <li>• Encourage PST to identify (and where appropriate, implement) 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)</li> <li>• Provide ongoing feedback on PST's written observations</li> </ul> | <ul style="list-style-type: none"> <li>• Familiarise yourself with the setting and relevant policies and procedures</li> <li>• Discuss and unpack the practicum expectations with your Mentor</li> <li>• Establish practicum goals and benchmarks with your Mentor</li> <li>• Establish professional relationships with your Mentor, students, staff and families</li> <li>• Observe classes, routines and children's needs/interests and accurately document all observations</li> <li>• Observe and identify classroom behaviours and management strategies, as modelled by the Mentor</li> <li>• Scaffold learning with individual children, support small group work and plan/teach whole class lessons. Teaching responsibilities should equate to approximately <b>0.4</b> of a full time load.</li> <li>• Record reflections that demonstrate your ability to develop professional relationships with students, families and staff</li> <li>• Actively ask for feedback from your Mentor and set goals for improvement</li> </ul> |

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|                  | <ul style="list-style-type: none"> <li>• Provide prompts to encourage reflective practice</li> <li>• Schedule a meeting with the Pre-service Teacher by the end of the first week to discuss progress and establish goals for the following week</li> </ul>   |   |
| <b>2</b>         | <ul style="list-style-type: none"> <li>• Provide opportunities for the PST to take increased teaching responsibility (minimum of <b>0.6</b> of a full time load) including planning and teaching lessons and the day-to-day running of the class</li> <li>• Continue to support the planning and development of lessons and a unit of work; help to interpret observations, share knowledge, question PST's intentions and discuss ideas</li> <li>• Encourage the PST's involvement in all aspects of the school life when appropriate (e.g. staff/level meetings, professional development, yard duty etc.)</li> <li>• Discuss and encourage active participation in assessment and moderation processes</li> <li>• Provide prompts to encourage reflective practice</li> <li>• Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks</li> <li>• <b>Schedule a meeting with the PST to complete and submit the Interim Progress Report at the end of 10 days of placement</b></li> <li>• <b>If PST is making UNSATISFACTORY progress please contact Swinburne online immediately</b></li> </ul> | <ul style="list-style-type: none"> <li>• Continue to develop professional relationships with the Mentor, students, staff and families</li> <li>• Develop a clear and consistent approach to classroom management</li> <li>• Take responsibility for a minimum of <b>0.6</b> of a full time load including planning and teaching lessons and the day-to-day running of the class</li> <li>• Use a variety of strategies to cater for individual student needs</li> <li>• Teach and model literacy and numeracy skills</li> <li>• Assess, evaluate and record student learning</li> <li>• Provide feedback to students</li> <li>• Actively participate in all aspects of the school life including extra curricula activities, professional development etc.</li> <li>• Continue to reflect on your practice and ask your Mentor for feedback about all aspects of your teaching practice including your lesson/unit planning and communication with students, staff and families.</li> </ul> |
| <b>3 &amp; 4</b> | <ul style="list-style-type: none"> <li>• <b>Encourage and support the PST as they assume full teaching responsibilities for the final two weeks</b></li> <li>• Provide ongoing feedback on lesson/unit plans and effectiveness of teaching</li> <li>• Continue to encourage the PST to become fully involved in all aspects of the school life, including extra curricula activities, professional development etc.</li> <li>• Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice</li> <li>• <b>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</b></li> <li>• <b>Provide constructive feedback on all aspects of teaching and set goals for future development.</b></li> <li>• <b>Negotiate and schedule any missed days</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Assume full teaching responsibilities for the final two weeks</b></li> <li>• Maintain professional relationships with your Mentor, students, staff and families</li> <li>• Implement proactive and consistent management strategies</li> <li>• Continue to actively participate in all aspects of the school life including extra curricula activities, professional development etc.</li> <li>• Where possible, seek out opportunities for professional development</li> <li>• Seek constructive feedback on all aspects of teaching and set goals for future development</li> <li>• Reflect on and evaluate your third professional experience</li> <li>• <b>Participate in the final assessment on the last day.</b></li> <li>• <b>Negotiate and schedule any missed days</b></li> </ul>   |

### Unit Assessment Requirements:

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

1. **Folio** that requires the PST to plan, implement and evaluate one unit of work throughout the professional experience and critically reflect on this process.
2. **Reflection** on how the PST has demonstrated competency across all seven of the Australian Professional Standards for Teachers (Graduate).

**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](mailto:placements@swinburneonline.com)