



Professional Experience - Mentor Information

EDU40005 Ready to Teach Early Childhood: Practicum 5E

Required days: 20 days full time. Any missed days must be made up.
Required setting: Preschool – Early Childhood setting **Age Group:** 3-5 years

Overview:

This is the *fifth* Professional Experience Unit of the Bachelor of Education (Early Childhood). Pre-service teachers (PST) are required to complete 20 days of supervised professional experience within the allocated teaching block. In preparation for their professional experience, PSTs will engage with unit materials that will prepare them for the expectations of this 'Ready to Teach Practicum'. Pre-service teachers are expected to involve themselves fully in the life of the early childhood setting and reflect on their practice and performance in discussion with their Mentor and Swinburne Online eLearning Advisor (eLA). As this is the final early childhood professional experience unit within the course, PSTs 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 responsibility within the first two weeks of this professional experience and 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 for 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 an induction.
- Communicate the setting's philosophy, policies and procedures.
- Share expectations for professional conduct.
- Encourage the PST's involvement in all aspects of the setting's life when appropriate (e.g. staff meetings, professional development, excursions and events etc.).
- Guide the PST in establishing and maintaining professional relationships with children, 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 behaviour guidance strategies.
- Share your planning and assessment.
- Encourage collaboration with children, families and teachers.
- Negotiate planning time with the Pre-service Teacher.
- 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 and a meeting to complete the final report at the conclusion of the professional experience.

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 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 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 & 2	<ul style="list-style-type: none"> • Introduce Pre-service Teacher (PST) to children, families and staff • Discuss practicum expectations and establish practicum goals with PST • Discuss daily/weekly schedules including any specialist programs and/or upcoming events • Discuss relevant information about individual children's health, interests, needs, skills and relevant background information • Share current and prior planning documents, including assessment and reporting procedures • Provide opportunities for the PST to scaffold learning with individual children and support small group work as they familiarise themselves early in the week • Enable opportunities for increased responsibility over the two weeks • Encourage PSTs to make modifications to and take responsibility for some of the learning experiences within the curriculum • Support and guide the PST in planning; help to interpret observations, share knowledge, question PST's intentions and discuss ideas • 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 	<ul style="list-style-type: none"> • Familiarise yourself with the setting and relevant policies and procedures • Discuss and unpack the practicum expectations, including required evidence for your assessments, with your Mentor and establish practicum goals • Establish professional relationships with your Mentor, children, staff and families • Collect relevant background information about children that would help to support teaching and learning. (e.g. health issues including allergies, behaviour /inclusion plans, language, religious and cultural information) • Actively participate in all aspects of the setting's life including professional development, meetings, special events etc. • Use a variety of methods to observe and document children's participation in the curriculum including indoor, outdoor and routine experiences. • Analyse your observations to identify children's learning, interests, strengths and areas of challenge • Scaffold learning with individual children, support small group work and plan/take responsibility for individual learning experiences • Provide feedback to children

	<p>hypothetical if they are not represented in the group)</p> <ul style="list-style-type: none"> • Provide ongoing feedback on PST's observations and planning • Provide prompts to encourage reflective practice • 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 • Schedule a meeting with the PST to complete and submit the Interim Progress Report at the end of 10 days of placement. • If PST is making UNSATISFACTORY progress please contact Swinburne online immediately 	<ul style="list-style-type: none"> • Teach and model literacy and numeracy skills • Record daily reflections that demonstrate your ability to develop professional relationships with children, families and staff • Interpret observations and plan the curriculum including indoor, outdoor and routine experiences. Share your plan with your Mentor prior to week 3 • Actively ask for feedback from your Mentor, make any necessary modifications to your planning and set goals for improvement • Actively participate in the Interim Report meeting on Day 10.
3 & 4	<ul style="list-style-type: none"> • Encourage and support the PST as they implement their planned curriculum and assume full teaching responsibilities for the final two weeks • Provide ongoing feedback on the planned curriculum and teaching strategies • Continue to encourage the PST to become fully involved in all aspects of the setting life • Provide feedback about the PSTs documentation and assessment of children's learning and how this has been shared with children and families • Discuss opportunities for professional development and networking that you are involved in or think the PST could be involved in • Continue to question the intention and practices of the PST 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. • Negotiate and schedule any missed days to be made up as soon as possible 	<ul style="list-style-type: none"> • Assume full teaching responsibilities for the final two weeks • Implement the planned curriculum, • Maintain professional relationships with your Mentor, students, staff and families • Implement proactive and consistent behaviour guidance strategies • Draw on a range of teaching strategies to support the participation and learning for each child in the indoor and outdoor curriculum • Document and assess children's learning making links to relevant theory and the EYLF. Share your understandings with children, families and the teaching team • Continue to actively participate in all aspects of the setting's life • Where possible, seek out opportunities for professional development • Seek constructive feedback on all aspects of teaching and set goals for future development • Reflect on and evaluate your professional experience • 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. **Folio** that requires PSTs to provide evidence of how they have planned, implemented and evaluated the curriculum during their professional experience. PSTs are also required to document and assess children's learning and share this with children, families and the teaching team.
2. **Reflection** on their teaching performance with a focus on how you have demonstrated competency in standards six and 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