



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.

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Pre-service Teacher's [eLearning Advisor](#) directly. The Pre-service Teacher can provide contact details if required.

Professional Experience Report

Curriculum Planning and Assessment for Infants

Practicum 3E – EDU30003

Assessing Professional Practice

We place great faith in the Mentor and the Nominated Supervisor's professional judgement and request an honest validation of the Pre-service Teacher's progress and final assessment. Considering the level expected for the particular professional experience, Mentor teachers and the nominated supervisors are asked to make a professional judgement and assess the overall performance of the Pre-service Teacher.

Practicum EDU30003 is the third practicum in the Bachelor of Education (Early Childhood) and Pre-service teachers are required to complete 10 days with children aged from birth to two years. In order to satisfactorily complete this practicum, the Pre-service Teacher is required to meet the relevant Australian Professional Standards for Teachers at Graduate stage (AITSL, 2014). To assist you in assessing the Pre-service Teacher, examples from Project Evidence (2012) have been used or adapted and included in the shaded area on each page.

The reporting responsibility of the Mentor:

1. If there is a **CAUSE FOR CONCERN** at any time during this practicum, the Mentor is required to contact the Pre-service Teacher's [eLearning Advisor](#) and complete the Professional Experience Support Plan. This is to be submitted to the [eLearning Advisor](#) by the Mentor.
2. Complete and submit the final report form, **immediately** on or the day after the final placement day.

The reporting responsibility of the Pre-service Teacher is:

1. To make sure all documents are completed in a timely manner and submitted by the required dates.
2. To participate in the interim & end of assessment reporting process.

This professional experience report contains the following sections:

Part A: Final report – To be completed at the end of the professional experience

Part B: Support plan – ONLY to be completed if requested by Swinburne Online

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Pre-service Teacher's [eLearning Advisor](#) directly. The Pre-service Teacher can provide contact details if required.

PART A: FINAL REPORT – EDU30003

Final Report - Level Achieved against each of the Australian Professional Standards for Teachers (Graduate)

For each of the standards, Pre-service Teachers will be assessed as:

- **0 Not demonstrated** the student has not demonstrated the professional standard at a relevant level. **If a Pre-service Teacher is awarded a 0 for any of the standards they must receive an UNSATISFACTORY overall result.**
- **1 Demonstrated occasionally** the student has been able to demonstrate the professional standard at a relevant level, albeit occasionally. It is accepted that Pre-service Teachers enrolled in EDU10001, EDU20006 and EDU60015 may mostly reflect this level in their Interim and final assessments.
- **2 Demonstrated regularly** the student has demonstrated the professional standard regularly during their professional experience. It is accepted that Pre-service Teachers enrolled in **EDU30003**, EDU30015 and EDU70012 may mostly reflect this level in their Interim and final assessments.
- **3 Demonstrated consistently** the student has consistently demonstrated the Professional standard throughout their professional experience. It is accepted that Pre-service Teachers enrolled in EDU40005, EDU40006, EDU40012 and EDU80015 may mostly reflect this level in their Interim and final assessments.

Standard 1- Know the students and how they learn [Professional Knowledge Domain]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved (insert 0-3)
1.1 Physical, social and intellectual development and characteristics of students		
1.2 Understand how students learn		
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds		
Mentor comments:		
Nominated Supervisor (Optional if required)		
Professional Knowledge	Examples of evidence	
1.1	<ul style="list-style-type: none"> • Uses a range of strategies to collect information about children and learn about individual differences within the group. • Observations identify and record the differences exhibited by individual children including development, interests and strengths. • Plans routines and play experiences that support individual children’s learning, development, interests and strengths. • Adapts teaching to support individual children’s learning during routines and play experiences. 	
1.2	<ul style="list-style-type: none"> • With the guidance of the Mentor, the Pre-service teacher plans and implements a curriculum that is informed by observations of children. • Planned learning experiences demonstrate an understanding of how children learn. • The EYLF and theories inform observations, curriculum planning and documentation of learning. • The curriculum includes experiences that cater for a variety of interests and stages of development. • Reflections and curriculum evaluations address the effectiveness of teaching strategies in relation to learning achieved by children. 	
1.3	<ul style="list-style-type: none"> • Demonstrates an awareness of inclusive language and teaching strategies. • Demonstrates an understanding of and responds to children from diverse backgrounds sensitively and respectfully. • Reflects on teaching practices and adapts strategies to respond better to diverse needs. • The planned curriculum includes materials and experiences that reflect diverse cultures. • Uses open-ended materials, key words from children’s languages and when appropriate, follows children’s routines from home. 	

Standard 2- Know the content and how to teach it [Professional Knowledge Domain]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved (insert 0-3)
2.1 Content and teaching strategies of the teaching area		
2.3 Curriculum, assessment and reporting		
2.5 Literacy and numeracy strategies		
Mentor comments:		
Nominated Supervisor (Optional if required)		
Professional Knowledge	Examples of evidence	
2.1	<ul style="list-style-type: none"> • Has an understanding of and draws on a range of strategies for supporting children’s learning in different experiences including routines. • Independently collects and/or creates appropriate resources and sets up inviting and engaging experiences for children. • Evidence of knowledge about concepts and skills being learnt during particular experiences. • Responds to Mentor feedback and adjust planning and experiences. 	
2.3	<ul style="list-style-type: none"> • Develops a clear curriculum plan that is underpinned by the EYLF and includes a range of experiences to enhance children’s learning and development in the indoor and outdoor environments and throughout routines. • Draws on previous planning and assessment documents to inform future planning. • Uses a range of methods to reflect on and evaluate all aspects of the curriculum and use this to make modifications and to inform future plans. 	
2.5	<ul style="list-style-type: none"> • Demonstrates an awareness of the practices, principles and outcomes in the EYLF. • Consults with the Mentor and is aware of the curriculum documents and policies used in the setting. • Uses appropriate strategies and play/routine experiences to support children’s learning and language development (eg. storytelling, singing, questions, statements and key words in home languages). • Plans for and supports children’s early language and math skills. 	

Standard 3- Plan for and implement effective teaching and learning [Professional Practice Domain]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved (insert 0-3)
3.1 Establish challenging learning goals		
3.2 Plan, structure and sequence learning programs		
3.3 Use teaching strategies		
3.4 Select and use resources		
3.5 Use effective classroom communication		
<i>Mentor comments:</i>		
<i>Nominated Supervisor's comments (Optional):</i>		
Professional Knowledge	Examples of evidence	
3.1	<ul style="list-style-type: none"> • Consults with mentor about current learning goals for children. • Develops appropriate and realistic learning goals for group and individual children. • Identifies goals for learning, skills and values. • Goals demonstrate a high expectation for children as learners. • Curriculum and learning plans build on interests and strengths and include strategies to challenge children. 	
3.2	<ul style="list-style-type: none"> • Evaluates the effectiveness of teaching strategies and curriculum plans in relation to children's learning. • Scaffolds children's learning in play and routines. • Uses observations and evaluations to forward plan. 	
3.3	<ul style="list-style-type: none"> • Plans for and uses a range of strategies where appropriate for whole group, small group, and individual learning experiences. • Identifies practices and reflects on a range of teaching strategies such as modelling, co-constructing, questioning, describing, and listening. 	
3.4	<ul style="list-style-type: none"> • Selects appropriate resources to implement planned learning experiences. • Includes natural and improvised materials in learning experiences. • Uses props and visual aids to support children's learning in play and routines. 	
3.5	<ul style="list-style-type: none"> • Demonstrates awareness of positioning and body language. • Gets down on children's level and uses voice effectively to interact with children and provide warnings about routines and transitions. • Offers respectful verbal encouragement and positive feedback. • Engages in experiences with children. 	

Standard 4- Create and maintain supportive and safe learning environments [Professional Practice Domain]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved (insert 0-3)
4.1 Support student participation		
4.2 Manage classroom activities		
4.3 Manage challenging behaviour		
4.4 Maintain student safety		
4.5 Use ICT safely, responsibly and ethically		
<i>Mentor comments:</i>		
<i>Nominated Supervisor's comments (Optional):</i>		
Professional Knowledge	Examples of evidence	
4.1	<ul style="list-style-type: none"> • Observes and discusses behaviour guidance methods used by the Mentor. • Distinguishes between various children's skills, interests, behaviours, developmental stage and understandings. • Identifies a range of strategies that support children's learning and discovery. • Enthusiastically engages with children and participates in routines and experiences. 	
4.2	<ul style="list-style-type: none"> • Gathers information about current routines and learning experiences. • Effective planning and implementation of three learning experiences in consultation with the Mentor. • Engages with children and provides clear guidance in planned experiences. • Supports smooth flowing transitions and contributes to creating a calm environment for children. • Supports children through routines such as nappy changing/toileting, meals and sleep times. 	
4.3	<ul style="list-style-type: none"> • Follows Mentor's expectations for behaviour management. • Observes various behaviours and discuss their relationship to developmental expectations. • Identifies challenging behaviours and seek advice. • Discusses range of possible strategies to guide various types of behaviour. • Experiments with a range of appropriate strategies in everyday experiences. • Understands the difference between proactive and reactive strategies. • Learns the education setting's policies in relation to behaviour and attempt to reinforce these policies. 	
4.4	<ul style="list-style-type: none"> • Awareness of relevant policies and procedures of early childhood setting. • Follows the setting's hygiene procedures in routines. • Identifies and follows procedures for children's meal and sleep routines. • Identifies areas of the EYLF and/or NQS that relate to children's wellbeing and safety. • Positions self for effective supervision of children. • Models and encourages sun smart behaviours. 	
4.5	<ul style="list-style-type: none"> • Finds relevant resources and information using ICT. • Follows the setting's policies/guidelines in relation to taking, storing and sharing photographs and information about children using ICT. • Consults with Mentor re the suitability of ICT resources and experiences. 	

Standard 5 - Assess, provide feedback and report on student learning [Professional Practice]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved (insert 0-3)
5.1 Assess student learning		
5.2 Provide feedback to students on their learning		
5.4 Interpret student data		
5.5 Report on student achievement		
<i>Mentor comments:</i>		
<i>Nominated Supervisor's comments (Optional):</i>		
Professional Knowledge	Examples of evidence	
5.1	<ul style="list-style-type: none"> • Pre-service teacher is familiar with the assessment and documentation procedures used within the setting. • Demonstrates a basic understanding of how the EYLF supports assessment. • Shares observations of children's learning, both informally through conversations and in written work. • With mentor has effectively evaluated curriculum learning plans. 	
5.2	<ul style="list-style-type: none"> • Demonstrates an understanding of the place of feedback within the teaching process • Observes educators and identifies interactions that provide children with feedback • Use play and routines as an opportunity to give verbal and non-verbal feedback to children 	
5.4	<ul style="list-style-type: none"> • Uses children's background information to inform curriculum planning and pedagogy. • Familiarises self with prior planning documentation and uses this to inform future plans. • Uses observations of children's learning to inform planning of experiences. • Recognises that data relating to infant development and growth can be used to inform practice. • With mentor support has effectively evaluated learning plans. 	
5.5	<ul style="list-style-type: none"> • Acknowledges that children's assessed skills and interests can be used to plan future curriculum. • Observes and understands the planning and assessment process used by the early childhood setting. • Identifies strategies/methods to share assessments with children, families and other professionals. 	

Standard 6 – Engage in professional learning [Professional Engagement]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved (insert 0-3)
6.3 Engage with colleagues and improve practice		
<i>Mentor comments:</i>		
<i>Nominated Supervisor’s comments (Optional):</i>		
Professional Knowledge	Examples of evidence	
6.3	<ul style="list-style-type: none"> Identifies and discusses professional strengths and challenges. Seeks feedback about professional behaviour and all aspects of teaching from Mentor. Applies constructive feedback from supervisors/mentors to improve teaching practices and outcomes for children. 	

Standard 7 – Engage professionally with colleagues, parents/carers and the community [Professional Engagement]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved (insert 0-3)
7.1 Meet professional ethics and responsibilities		
7.2 Comply with legislative, administrative and organisational requirements		
7.3 Engage with the parents/carers		
<i>Mentor comments:</i>		
<i>Nominated Supervisor’s comments (Optional):</i>		
Professional Knowledge	Examples of evidence	
7.1	<ul style="list-style-type: none"> Dresses, speaks and behaves in a professional manner. Interactions with children, families and staff are respectful. Familiar with the ECA code of ethics and the settings and jurisdictional professional codes of conduct. 	
7.2	<ul style="list-style-type: none"> Is aware of and follows the setting’s key policies and procedures and knows where these are located. Is aware of and follows workplace health and safety guidelines (e.g. hand washing, team lifting, and evacuation procedures). Communicates effectively to ensure Mentor knows where Pre-service Teacher is. Remains under the supervision of Mentor/ employed educator at all times when with children. 	
7.3	<ul style="list-style-type: none"> Records reflections about how the mentor communicates and maintains relationships with families. With the support of the mentor applies strategies to communicate and establish professional relationships with families. Eg greets and farewells parents by name on arrival and introduces self as a pre-service teachers when appropriate. 	

Final professional experience summary and comments

This section has been provided to record an accurate summary of the professional experience by all participants. It can also be a space to reflect on strengths and create goals for future improvement.

Mentor comments:

Pre-Service Teacher comments:

Nominated Supervisor comments (Optional):

Reference Only
Not for use

Professional Experience Final Report
Curriculum Planning and Assessment for Infants
Practicum 3E – EDU30003

Pre-service Teacher :	Student number:	
Number of days completed: <i>Please note: Missed days should be made up in negotiation with the mentor.</i>	Missed days:	Days made up:
Educational setting address and contact details:		
Mentor:	Principal/Director:	
Nominated Supervisor	Year level/age group:	

<p>Overall Performance</p> <ul style="list-style-type: none"> • Satisfactory. A teaching performance that is satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. <u>The Pre-service Teacher has not received a 0 for any of the assessed Standards.</u> • Unsatisfactory. A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. <u>The Pre-service Teacher has received a 0 for any of the assessed Standards and/or is deemed by the Mentor and the Nominated supervisor to be not achieving the required level for the stage of practice.</u> • Not completed. Teaching performance has not yet reached a satisfactory level for this stage due to exceptional circumstances and will be dealt with on a case to case basis. (For examples of 'Result Deferred' refer to the practicum handbook). 	
<p>Based on the level achieved for each standard the final overall result for the Pre-service Teacher is assessed as: (Please tick the appropriate box)</p> <p><input type="checkbox"/> Satisfactory – <i>The Pre-service Teacher has received 1-3 for every standard</i></p> <p><input type="checkbox"/> Unsatisfactory – <i>The Pre-service Teacher has received a 0 for one or more standards</i></p> <p><input type="checkbox"/> Not completed – <i>The Pre-service Teacher has not completed the required number of days</i></p>	
Signatures	
Mentor signature	
Pre-service Teacher	
Nominated Supervisor	
Date	

PART B: Professional Experience Support Plan

This form is only required to be completed if the Pre-service Teacher receives a **CAUSE FOR CONCERN** result on the Interim Progress Report. Please contact the Pre-service Teacher's [eLearning Advisor](#) and complete the following Support Plan in consultation with the Pre-service Teacher. This is to be submitted to the [eLearning Advisor](#) by the Mentor.

Pre-service Teacher:	Student number:	Date:
Number of days completed:	Missed days:	Days made up:
Educational setting address and contact details:		Year level/age group:
Mentor:		
Nominated Supervisor:		

The following three sections are to be completed by the Mentor teacher:

<p>Major areas of concern</p> <p><i>Please identify which areas from the Australian Professional Standards for Teachers (Graduate) and/or any other areas of concern regarding teacher professional conduct that need to be improved on by the Pre-service Teacher.</i></p>	<ol style="list-style-type: none"> 1. 2. 3.
<p>Actions required by the Pre-service Teacher</p>	<ol style="list-style-type: none"> 1. 2. 3.
<p>Support from the Mentor and collaboration with nominated supervisor</p>	
Signatures	
Mentor signature	
Pre-service Teacher	
Nominated Supervisor	
Date	

The following sections are to be completed by Swinburne Online:

Support from Swinburne Online	
Date for review	
Review comments/notes	