Professional Experience - Mentor Information

EDU70012 Supervised Professional Experience 2

> **Required days:** 20 days full time. Any missed days must be made up.
> **Required setting:** Lower or upper primary setting (Years F-6)

Overview:

This is the *second* Professional Experience Unit of the Graduate Diploma of Teaching (Primary) and Master of Teaching (Primary). Pre-service Teachers are required to complete 20 days of supervised professional experience within the allocated teaching time. In preparation for their professional experience in schools, Pre-service Teachers will engage with unit materials that will prepare them for the expectations and responsibilities of this second professional experience, with a particular focus on planning for literacy and numeracy as general capabilities as outlined within the Australian Curriculum. 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 are expected to progressively increase their teaching responsibilities throughout the professional experience, building up to teaching a minimum of **0.6** of a full time load.

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, with a particular focus planning for literacy and numeracy as general capabilities, as outlined within the Australian Curriculum.
- 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.

*Please note: The following table of expectations is based on the fulltime four week block model. Therefore, for those Pre-service Teachers participating in the distributed practicum model (fewer days each week, over a longer duration) it is expected that the weekly expectations will be distributed according to the progression of the practicum, in negotiation with the Mentor.

Week	Mentor expectations	Pre-service Teacher expectations
1	- Introduce Pre-service Teacher (PST) to students, families and staff - Discuss strategies to assist the PST in establishing relationships with students and families - Discuss practicum expectations and requirements relating to confidentiality and the use of photographs - Establish practicum goals with PST - 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 at least **three** full 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 - Provide prompts to encourage reflective practice - Schedule a meeting with the PST by the end of the first week to discuss progress and establish goals for the following week	- Familiarise yourself with the setting and relevant policies and procedures - Discuss and unpack the practicum expectations with your Mentor - Establish practicum goals and benchmarks with your Mentor - Establish professional relationships with your Mentor, students, staff and families - Observe classes, routines and children's needs/interests and accurately document all observations - Scaffold learning with individual children - Support small group work - Support the planning/teaching of at least **three** whole class lessons - Observe and identify classroom behaviours and management strategies - Record reflections that demonstrate your ability to develop professional relationships with children, families and staff - Actively ask for feedback from your Mentor and set goals for improvement

2	• Provide opportunities for the PST to take increased teaching responsibility (minimum of **0.4** of a full time load) including planning and teaching lessons and the day-to-day running of the class • 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 • Encourage the PST's involvement in all aspects of the school life when appropriate (e.g. staff/ level meetings, yard duty etc.) • Discuss and encourage participation in assessment and moderation processes • Provide prompts to encourage reflective practice • Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks • **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**	• Continue to develop professional relationships with your Mentor, students, staff and families • Trial a range of management strategies • Take responsibility for a minimum of **0.4** of a full time load including planning and teaching lessons and the day-to-day running of the class • Plan for literacy and numeracy as General Capabilities within the Australian Curriculum • 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/unit planning and communication with students, staff and families
3 & 4	• Provide opportunities for the PST to take increased teaching responsibility (a minimum **0.6** of a full time load) including planning and teaching lessons and the day-to-day running of the class • Provide ongoing feedback on lesson/unit plans and effectiveness of teaching • Encourage PST to become fully involved in all aspects of the school life, including extra curricula activities, professional development etc. • 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.** • **Negotiate and schedule any missed days**	• Maintain professional relationships with your Mentor, students, staff and families • Continue to observe classes • Take responsibility for a minimum of **0.6** of a full time load including planning and teaching lessons and the day-to-day running of the class • Implement proactive management strategies • Continue to actively participate in all aspects of the school life including extra curricula activities, professional development etc. • 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**

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

Supervised Professional Experience 2 – EDU70012

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 EDU70012 is the second practicum in the Graduate Diploma of Teaching (Primary) and Master of Teaching (Primary) courses. 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. To complete and submit an Interim Progress Report form by midway through the professional experience (**day 10**). This is to be submitted to Swinburne Online.
2. If the Pre-service Teacher receives a **CAUSE FOR CONCERN** result on the Interim Progress Report, 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.
3. To 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. Please note the Interim Progress Report form is part of the practicum hurdle requirement.
2. To participate in the interim & end of assessment reporting process.

This professional experience report contains the following sections:

Part A: Interim report – To be completed by day 10
Part B: Final report – To be completed at the end of the professional experience
Part C: Support plan – ONLY to be completed if a Cause for Concern is received on the interim report

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: INTERIM REPORT – EDU70012

Interim Report – Assessing Pre-service Teacher's progress against each Domain of Teaching

The Australian Professional Standards for Teachers are grouped into three broad Domains – Professional Knowledge (Standards 1 and 2), Professional Practice (Standards 3, 4 and 5) and Professional Engagement (Standards 6 and 7). At the Interim Report stage, Pre-Service Teachers will be assessed as follows:

- **SP Satisfactory Progress** the student is making satisfactory progress towards this Domain at the level indicated.

- **WT Working Towards** the student is working towards satisfactory progress towards this Domain at the level indicated, or has not yet had a suitable opportunity to demonstrate competence in this Domain. In either case, this Domain may require attention in the second half of the placement (but no additional documentation is required).

- **CC Cause for Concern** the student is not making satisfactory progress towards this Domain at the level indicated. This Domain will require focused attention in the second half of the placement and a Support Plan must be submitted along with the Interim Report.

Pre-service Teacher:		Student number:	
Number of days completed in this phase: *Please note: Missed days should be made up in negotiation with the mentor.*		**Missed days:**	**Days made up:**
Mentor:		**Principal/Director:**	
Nominated Supervisor:		**Year level/Age group:**	

Based on the level achieved in the first phase of this placement, the Pre-Service Teacher is assessed at the following level of achievement (Please tick the appropriate box)

Professional Knowledge: Demonstrates current professional knowledge and skills to begin planning for and managing learning programs.	**SP** ☐	**WT** ☐	***CC** ☐
Professional Practice: Demonstrates a growing capacity to begin to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment.	**SP** ☐	**WT** ☐	***CC** ☐
Professional Engagement: Demonstrates the capacity to begin developing effective relationships with the school community to enhance learning opportunities.	**SP** ☐	**WT** ☐	***CC** ☐

*_IMPORTANT_*: **If one or more CC results are indicated against the Domains of Teaching above, submission of this Interim Report must be accompanied by a completed Professional Experience Support Plan.**

When completing the above assessment of interim progress, please make a judgement based on the Pre-Service Teacher's achievement to date against the practical interpretations of each standard, situated in the shaded area underneath each.

Comments (Optional): Mentor Teacher

Signatures

Mentor:

Pre-service Teacher:

Nominated Supervisor:

Date:

PART B: FINAL REPORT – EDU70012

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**
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	• Identifies and records the differences exhibited by students in the classroom through observations and discussions • Uses strategies to learn some of the differences within the group of students e.g. observation, discussion with mentor, establishment of prior learning, assessment data • Lessons are written and delivered with attention to catering for the range of learning styles of students by using a range of activities • Individual student support is given
1.2	• With the guidance of the Mentor, plans and implements a series of lessons indicating an understanding of the variety of ways the observed students learn • Plans and delivers lessons that demonstrate an understanding of the variety of ways students learn • Observations are written with attention to the different theory based learning styles of students • Lessons are written and delivered with attention to catering for the range of learning styles of students by using a range of activities • Reflections address the effectiveness of teaching strategies in relation to learning achieved by students

1.3	• Shows awareness of the use of inclusive language and strategies and implements these • Shows understanding of, and responds to, sensitivities of students from diverse backgrounds • Uses reflection to adjust teaching strategies to respond better to diverse needs	

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
2.1 Content and teaching strategies of the teaching area	
2.2 Content selection and organisation	
2.3 Curriculum, assessment and reporting	
2.5 Literacy and numeracy strategies	
2.6 Information and Communication Technology (ICT)	

Mentor comments:

Nominated Supervisor (Optional if required)

Professional Knowledge	Examples of evidence
2.1	• Has a good knowledge of content appropriate teaching strategies and uses a variety of them to engage students and deliver the content effectively • Develops resources independently • Uses language/terms/definitions and written resources accurately • Reflects on the link between teaching strategies and student understanding of concepts, and adjusts lesson plans accordingly.
2.2	• Develops well-structured lesson plans within the unit • Uses strategies/approaches to check student understanding during lessons • Uses appropriate resources for students at the learning stage • Scaffolds instructional explanations
2.3	• Willing to attend parent teacher meetings to observe where possible • Uses a range of effective questioning techniques • Participates in marking and moderating assessment tasks – Conferencing • Shows an understanding of and willingness to follow current assessment • Reflects on last lesson, makes an assessment about collective understanding and uses this for the new lesson
2.5	• Awareness of the curriculum documents and policies within the school • Teaching and modelling of grammatical and English language conventions • Teaching/modelling of appropriate numerical conventions • Explicit teaching of the language of a content discipline • Planning and teaching of activities that improve the language, literacy and numeracy of students
2.6	• Awareness of school policy • Sources resources within the school that would be appropriate for learning experiences • Is willing to communicate digitally • Identifies/recognises alternative ICT that could be used in classes • Proficient with selected ICTs

• Uses relevant ICT within the teaching and learning program • Uses ICT to promote engagement and understanding • Uses ICT in resource development and planning • Explicitly teaches the use of ICT with students, where appropriate • Monitors the ethical use of ICT	

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**
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	
Mentor comments:	
Nominated Supervisor's comments (Optional):	

Professional Knowledge	Examples of evidence

3.1	• Identifies objectives/goals for students as established by the school/faculty/unit
	• Sets learning objectives and develops lesson plans that attempt to enable acquisition of this learning objective
	• Awareness of the need to differentiate learning goals
	• Articulates goals for strategies used in class
	• Identifies goals for:
	    • Content learning
	    • Classroom management
	    • Skills
	    • Values
	• Develops clear, stated learning objectives that match the needs of students
	• Expects that goals are met and checks this
	• Recognises short and long term goals in lesson plan materials

3.2	• Reflects on the success of strategies in promoting student learning in a lesson, in the context of the previous and subsequent lesson • Scaffolds difficulty, complexity and application over a lesson/course of a sequence of lessons • Ability to contribute to the planning and implementation of engaging and worthwhile student learning • Reflects on the success of strategies in promoting student learning over the course of a sequence of lessons in the context of goals/objectives

3.3	• Uses a range of strategies to engage students. These might include: whole group, small groups, whiteboard, Smartboard, ICT, peer teaching, multiple intelligences • Relates strategies appropriately to coherent pedagogies • Demonstrates diversity of approaches across a sequence of lessons • Ability to change/adapt some strategies within a lesson in response to student performance/understanding/engagement • Uses effective questioning techniques that maximises involvement • Encourages critical and creative thinking through oral and written questions
3.4	• Locates and collects resources developed by the school for specific learning programs/units • Uses ready-made resources (e.g. Text books) and uses own additional resources (where appropriate) • Uses the internet for resources • Uses ICT to engage students • Uses diverse resources specific to content/concepts • Balances bias/recognition of bias in the use of resources • Provides props, visual aids, cues to support understanding for students with a wide range of levels of prior knowledge and understanding
3.5	• Shows an ability to relate to and work with children • Encourages wide participation • Moves effectively within a learning space • Shows effective questioning to check for understanding (open and closed questions) • Body language is open, encouraging and 'safe' • Uses appropriate: volume, pitch, tone, projection of voice, language, forms of address, grammatical conventions, body language, gesture (hands-up sign) • Responds appropriately to student behaviours/contributions • Provides informal feedback (inclusive, elaborative) to build student engagement • Demonstrates an active and engaging presence; not seated, narrow, restrictive delivery of teaching • Uses gestures to communicate • Delivers clear instructions • Uses eye contact effectively

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**
4.2 Manage classroom activities	
4.3 Manage challenging behaviour	
4.4 Maintain student safety	
4.5 Use ICT safely, responsibly and ethically	
Mentor comments:	
Nominated Supervisor's comments (Optional):	
Professional	**Examples of evidence**

Knowledge	
4.2	• Demonstrates micro skills/teaching activity planning and executing. Communicates to the class the outcomes and time frames • Gives clear directions/instructions • Checks understanding of instructions • Writes up the lesson agenda • Has simple routines for entering the room, distributing and using equipment, transitions and teaches these to the students
4.3	• Reinforces Mentor's expectations for behaviour management • Establishes behaviour expectations • Identifies behaviour problems in the classroom, seeks advice and acts upon that advice • Discusses a range of possible strategies to manage various types of classroom behaviour • Observes and identifies various classroom behaviours • Experiments with a range of strategies • Implements proactive strategies and changes lesson plans to manage behaviours • Corrects inappropriate behaviour • Implements the school behaviour management policy
4.4	• Conducts own audit and discusses potential risks with Mentor • Responds to potentially unsafe situations • Becomes familiar with and follows school policies • Documents what strategies/policies and legislation are relevant to school/student/teachers • Demonstrates independent reflective practices/capacity which can translate to future actions
4.5	• Follows school protocol in relation to ICT use • Displays 'common sense' in relation to appropriate resources • Demonstrates within planning, a broad range of issues/strategies for safe/ ethical/responsible use (e.g. inappropriate site/content/language) • Knows where and how to access /copy • Knows and relates school rules and policies with regards ICT use • Knows the school's procedures for using the computer room • Has clear methods of monitoring students – plans for entering and leaving • Consults with Mentor regarding the suitability of resources and activities

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**
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	
Mentor comments:	

Nominated Supervisor's comments (Optional):

Professional Knowledge	Examples of evidence
5.1	• Demonstrates a working knowledge of informal and formal, diagnostic, formative and summative assessment and why we use them • Designs assessment for single lessons and uses this to inform future practice • Uses existing assessment tasks within a unit • Observes and assists with marking and recording
5.2	• Assists with marking and gives feedback under the guidance of the Mentor • Creates and uses opportunities to give feedback to students on their learning e.g. response to answers, response to class work, response to homework
5.4	• Uses knowledge of student understanding and Mentor feedback from a lesson to inform subsequent lessons • Collaborates with the Mentor to evaluate student learning and modifies subsequent lessons and/or units • Knows the school processes for supporting learning
5.5	• Knows a range of reporting strategies such as formal and informal • Knows how to interpret and use strategies • Keeps accurate records • Uses different methods of gathering evidence • Knows the procedures for recording results • Knows legislative requirements

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**
6.1 Identify and plan professional learning needs	
6.3 Engage with colleagues and improve practice	
Mentor comments:	
Nominated Supervisor's comments (Optional):	

Professional	Examples of evidence

Knowledge	
6.1	• Understands the importance of regular professional development in all learning areas • Considers how ICT can improve personal goals and professional practice • Understands the Australian Professional Standards for Teachers (Graduate) and how to use them for setting improvement goals
6.3	• Discusses areas for improvement with Mentor • Applies constructive feedback from Mentor to improve teaching practices • Seeks feedback for improvement

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**
7.1 Meet professional ethics and responsibilities	
7.2 Comply with legislative, administrative and organisational requirements	
7.3 Engage with the parents/carers	
Mentor comments:	
Nominated Supervisor's comments (Optional):	

Professional Knowledge	Examples of evidence
7.1	• Dresses, speaks and behaves in a professional manner • Interacts with children, families and staff respectfully • Familiar with the jurisdictional professional codes of conduct/ethics
7.2	• Seeks advice from Mentor on the relevant legislative, administrative and organisational policies and processes required for teachers
7.3	• 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

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):

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

Overall Performance

- **Satisfactory**. A teaching performance that is satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Pre-service Teacher has not received a 0 for any of the assessed Standards.

- **Unsatisfactory**.   A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. 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.

- **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).

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)

☐ **Satisfactory** – *The Pre-service Teacher has received 1-3 for every standard*

☐ **Unsatisfactory** – *The Pre-service Teacher has received a 0 for one or more standards*

☐ **Not completed** – *The Pre-service Teacher has not completed the required number of days*

Signatures	
Mentor signature	
Pre-service Teacher	
Nominated Supervisor	
Date	

PART C: 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:	
Major areas of concern *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.*	**1.** **2.** **3.**
Actions required by the Pre-service Teacher	**1.** **2.** **3.**
Support from the Mentor and collaboration with nominated supervisor	
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	