**Bachelor of Education (Primary)**

**PPA2360**

**MENTOR TEACHER CHECKLIST**

Mentor Teachers play a crucial role in guiding and supporting our Pre-service Teachers. In particular effective mentors:

* model best practice in teaching and learning
* guide Pre-service Teachers in establishing and maintaining professional relationships
* create opportunities for Pre-service Teachers to achieve professional growth through meaningful reflection
* provide constructive feedback in a supportive environment
* monitor Pre-service Teacher’s progress against the criteria for assessment for the professional experience

Our goal is to encourage Pre-service Teachers to become confident and collaborative educators equipped with the skills and knowledge required to succeed.

University Supervisors work with Mentor Teachers and Pre-service Teachers, as well as other school staff, to enhance the learning, teaching and professional development of our future teachers.

This checklist is a critical step in the collation of evidence and information which will impact on the final outcome of the practicum.

Please complete this checklist prior to the first University Supervisor visit. This document provides the opportunity for Mentor Teachers to reflect on the progress of the Pre-service Teachers and should be used to provide relevant feedback and further comments in all areas, including the wellbeing of your Pre-service Teacher. The criteria are drawn from the Final Evaluation Form and provide an opportunity for Mentor Teachers to inform the assessment process.

We appreciate the expertise you bring to your role and your efforts in supporting our Professional Experience program.

**IN BRIEF**

* Provides specific feedback to inform assessment
* Completed prior to the Interim Report and the Final Evaluation Form
* Includes comment on progress and concerns

**Bachelor of Education (Primary): PPA2360**

**MENTOR TEACHER CHECKLIST**

Pre-service Teacher:       Year level:

School:       Mentor Teacher:

**Please indicate the Pre-service Teacher’s progress in each of the following:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 1: Know Students and how they learn** | Not evident | Limited Development | Satisfactory development | Very well developed |
| * Identifies learning goals that are matched to student needs. * Plans learning experiences to respond to the physical, social and intellectual needs of students. |  |  |  |  |
| **Standard 2: Know the content and how to teach it** | Not evident | Limited Development | Satisfactory development | Very well developed |
| * Plans for learning using appropriate curriculum and assessment guidelines. * Organises and sequences content. * Applies basic literacy and numeracy teaching strategies. * Incorporates the use of digital resources and tools to enhance learning |  |  |  |  |
| **Standard 3: Plan for and implement effective teaching and learning** | Not evident | Limited Development | Satisfactory development | Very well developed |
| * Plans purposeful and sequential learning experiences using knowledge of student learning and content. * Engages students by using a variety of teaching strategies and resources, including ICT. * Uses clear, expressive, acceptable verbal and non-verbal communication. * Uses correct written communication. * Employs questioning strategies which enhance student learning and thinking. |  |  |  |  |
| **Standard 4: Create and maintain supportive and safe learning environments** | Not evident | Limited Development | Satisfactory development | Very well developed |
| * Demonstrates interest in students and their learning. * Organises, allocates and manages time, resources and physical space. * Provides clear directions and instructions to support student engagement with learning experiences clear and appropriate directions. * Maintains routines and procedures that guide student behaviour routines and procedures that guide student behaviour. * Listens to and responds appropriately to student questions, comments and ideas. * Uses praise and encouragement to foster students’ self-esteem. * Supports student well-being and safety. * Encourages students to assume responsibility for their behaviour. * Endeavours to apply positive management techniques to respond to off-task or inappropriate behaviour. |  |  |  |  |
| **Standard 5: Assess, provide feedback and report on student learning** | Not evident | Limited Development | Satisfactory development | Very well developed |
| * Plans learning experiences which build on prior knowledge. * Uses informal assessment strategies (e.g. anecdotal notes, questioning, checklists) relevant to planned experiences and intended goals Providing clear feedback to students in a timely manner. * Provides clear feedback to students in a timely manner. * Uses assessment data to evaluate student learning and modify teaching. |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Standard 6: Engage in professional learning** | Not evident | Limited Development | Satisfactory development | Very well developed |
| * Seeks feedback from Mentor Teacher to promote self-reflection and action. * Accepts advice and assistance from Mentor Teacher to identify professional learning needs. * Begins to identify theories, concepts and ideas which underpin his/her preferred approach to teaching and learning. * Demonstrates an awareness of the variety of curriculum resources available for planning. * Acknowledges the role of the *National Professional Standards for Teachers* in identifying professional learning needs. |  |  |  |  |
| **Standard 7 : Engage professionally with colleagues, parents, carers and communities** | Not evident | Limited Development | Satisfactory development | Very well developed |
| * Accepts and responds to advice in a positive manner. * Adheres to principles of confidentiality. * Acts with fairness in all dealings with school personnel, students and parents. * Works in a respectful and cooperative manner with all members of the school community. * Maintains a professional level of interaction. * Works collaboratively with teaching partner and Mentor Teacher to support the classroom learning program. * Applies the key principles described in codes of ethics and conduct for the teaching profession. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ECU Professional Requirements** | Not evident | Limited Development | Satisfactory development | Very well developed |
| * Fosters positive relationships and respect for all students. * Shows respect for the ethos of the school and its values. * Displays initiative and enthusiasm in the classroom. * Demonstrates a professional standard in all written communication. * Demonstrates a professional standard in all verbal and non-verbal communication. * Organises Professional Experience documentation appropriately. * Submits learning experience plans within required timeframes and guidelines. * Collaborates with Mentor Teacher and supports professional duties as appropriate (e.g. playground duty). * Is punctual and reliable. * Maintains an appropriate professional standard of dress and grooming. |  |  |  |  |
| Comment: | | |  |  |

Mentor Teacher:       Date: