**Bachelor of Education (Primary)**

**Bachelor of Education (Primary, 1-10)**

**PPA1260**

**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 professional experience.

Please complete this checklist for 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 Final Evaluation Form
* Includes comment on progress and concerns

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**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 |
| * Begins to identify 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. |  |  |  |  |
| **Standard 3: Plan for and implement effective teaching and learning** | Not evident | Limited Development | Satisfactory development | Very well developed |
| * Plans sequential learning experiences using knowledge of student learning and content (with Mentor Teacher assistance). * Incorporates the use of digital resources and tools to engage students. * Uses clear, expressive, acceptable verbal and non-verbal communication. * Uses correct written communication. * Begins to employ questioning strategies which enhance student learning. |  |  |  |  |
| **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. * Provides clear directions and instructions to support student engagement. * Maintains routines and procedures that guide student behaviour. * Listens to and responds appropriately to student questions, comments and ideas. * Uses encouragement to foster students’ self-esteem. * Demonstrates an awareness of student well-being and safety. * Endeavours to apply practical approaches to manage off-task behaviour (e.g. low key responses). |  |  |  |  |
| **Standard 5: Assess, provide feedback and report on student learning** | Not evident | Limited Development | Satisfactory development | Very well developed |
| * Begins to develop learning experiences which build on prior knowledge. * Uses simple assessment strategies (e.g. anecdotal notes, questioning, checklists) as a basis for on-going planning. * Provides appropriate feedback to students in a timely manner. * Begins to use 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 |
| * Acknowledges the role of the *National Professional Standards for Teachers* in identifying professional learning needs * Seeks feedback from Mentor Teacher to promote self-reflection and action. * Accepts advice and assistance from Mentor Teacher to identify professional learning needs. * Demonstrates an awareness of the variety of curriculum resources available for planning. |  |  |  |  |
| **Standard 7 : Engage professionally with colleagues, parents, carers and communities** | Not evident | Limited Development | Satisfactory development | Very well developed |
| * Adheres to principles of confidentiality. * Works in a respectful and cooperative manner with all members of the school community. * Accepts and responds to advice in a positive manner. * Maintains a professional level of interaction. * Collaborates with 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: