**ECE6160 - Master of Teaching**

**(Early Childhood Studies)**

**MENTOR TEACHER CHECKLIST**

Mentor Teachers (MT) play a crucial role in guiding and supporting our Master of Teaching Students.

In particular effective mentors:

* model best practice in teaching and learning
* guide students in establishing and maintaining professional relationships
* create opportunities for students to achieve professional growth through meaningful reflection
* provide constructive feedback in a supportive environment
* monitor student’s progress against the criteria for assessment for the Professional Experience.

Our goal is to encourage students to become confident and collaborative educators equipped with the skills and knowledge required to succeed.

University Supervisors (US) work with the MT and student, as well as other school staff, to enhance the learning, teaching and professional development of our future early childhood 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 US visit. This document provides the opportunity for MT to reflect on the progress of the student and should be used to provide relevant feedback and further comments in all areas, including the wellbeing of your student. The criteria are drawn from the Final Evaluation Form and provide an opportunity for MT 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

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**MENTOR TEACHER CHECKLIST**

Student Name:       Year level:

School:       Mentor Teacher:

Please indicate the Student’s progress in each of the following:

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| **Standard 1: Know students and how they learn** | Not Evident | Limited Development | Satisfactory Development | Very well developed |
| * Adapting learning experiences to respond to the physical, social and intellectual needs of children.

 * Using teaching strategies that are responsive to the cultural, linguistic, religious and socioeconomic backgrounds of children.
* Differentiating teaching to meet the individual learning needs of children.

 * Incorporating strategies to support children with disabilities.
* Using strategies that are responsive to the needs of Aboriginal and Torres Strait Islander children as appropriate.
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| **Standard 2: Know the content and how to teach it** | Not Evident  | Limited Development | Satisfactory Development | Very well developed |
| * Using content knowledge and concepts to structure teaching and learning.
* Organising and sequencing content.
* Planning for learning using appropriate curriculum, assessment and reporting guidelines.
* Integrating literacy and numeracy across learning areas.
* Implementing ICT to expand learning opportunities for children.
* Building respect for Indigenous and non-Indigenous Australian histories, culture and languages.
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| **Standard 3: Plan for and implement effective teaching and learning** | Not Evident | Limited Development | Satisfactory Development | Very well developed |
| * Setting challenging goals that consider children’s characteristics and abilities.
* Structuring experiences and content in a sequential manner.
* Engaging children by using a variety of teaching strategies and resources, including ICT.
* Using appropriate verbal, non-verbal and written communication skills.
* Using appropriate questioning strategies.
* Displaying the flexibility to adapt plans during learning experiences.
* Using various strategies to evaluate the teaching program to improve children’s learning.
* Incorporating strategies to involve parents, families or carers in the educative process.
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| **Standard 4: Create and maintain supportive and safe learning environments** | Not Evident | Limited Development | Satisfactory Development | Very well developed |
| * Identifying strategies that promote child engagement and participation in learning.
* Organising, allocating and managing time, resources and physical space.
* Giving clear and appropriate directions.
* Maintaining routines and procedures that guide children’s behaviour.
* Responding appropriately to challenging behaviour.
* Supporting children’s well-being and safety.
* Demonstrating awareness of ethical issues and teacher responsibilities surrounding the use of ICT with children.
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| **Standard 5: Assess, provide feedback and report on student learning** | Not Evident | Limited Development | Satisfactory Development | Very well developed |
| * Using informal and formal strategies relevant to planned learning experiences and intended goals.
* Providing clear feedback to children in a timely manner.
* Making consistent and comparable judgements.
* Using assessment data to modify teaching.
* Keeping appropriate records of children’s achievement.
* Providing feedback to parents or carers and assisting in reporting on achievement.
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| **Standard 6: Engage in professional learning** | Not Evident | Limited Development | Satisfactory Development | Very well developed |
| * Discussion of the Australian Professional Standards for Teachers and their learning needs.
* Demonstrating an awareness of appropriate sources of professional learning for teachers.
* Accepting advice and assistance from mentors and professional colleagues.
* Developing and articulating a coherent approach and philosophy to learning and teaching.
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| **Standard 7: Engage professionally with colleagues, parents, carers and communities** | Not Evident | Limited Development | Satisfactory Development | Very well developed |
| * Applying the key principles described in codes of ethics and conduct for the teaching profession.
* Complying with relevant legislative and organisational policies and processes.
* Working respectfully, sensitively and confidentially with parents and carers.
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| **ECU Professional Requirements** | Not Evident | Limited Development | Satisfactory Development | Very well developed |
| * Fostering positive relationships and respect for all children.
* Showing respect for the ethos of the school and its values.
* Displaying initiative and enthusiasm in the classroom.
* Demonstrating a professional standard in all written communication.
* Organising Professional Experience documentation appropriately.
* Meeting requirements for timely submission of teaching plans and documentation.
* Collaborating with Mentor Teacher to share professional duties.
* Maintaining a professional standard in conduct, dress, grooming, punctuality and reliability.
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Comment:

Mentor Teacher:       Date: