**BACHELOR OF EDUCATION (Early Childhood) IPP3260**

**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 University Supervisor visit. This document provides the opportunity for Mentor Teachers to reflect on the progress of the Pre-service Teacher 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 (if required) the Final Evaluation Form
* Includes comment on progress and concerns

**BACHELOR OF EDUCATION (Early Childhood) IPP3260**

**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 |
| * Adapting learning experiences to respond to the physical, social and intellectual needs of students.

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

 * Incorporating strategies to support students with disabilities.
* Using strategies that are responsive to the needs of Aboriginal and Torres Strait Islander students as appropriate.
 | [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ]  |
| **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 students.
* Building respect for Indigenous and non-Indigenous Australian histories, culture and languages.
 | [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ]  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 3: Plan for and implement effective teaching and learning** | Not Evident | Limited Development | Satisfactory Development | Very well developed |
| * Setting challenging goals that consider student characteristics and abilities.
* Structuring experiences and content in a sequential manner.
* Engaging students 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 student learning.
* Incorporating strategies to involve parents, families or carers in the educative process.
 | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  |
| **Standard 4: Create and maintain supportive and safe learning environments** | Not Evident | Limited Development | Satisfactory Development | Very well developed |
| * Identifying strategies that promote student 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 student behaviour.
* Responding appropriately to challenging behaviour.
* Supporting student well-being and safety.
* Demonstrating awareness of ethical issues and teacher responsibilities surrounding the use of ICT with students.
 | [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ]  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 students in a timely manner.
* Making consistent and comparable judgements.
* Using assessment data to modify teaching.
* Keeping appropriate records of student achievement.
* Providing feedback to parents or carers and assisting in reporting on student achievement.
 | [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ]  |
| **Standard 6: Engage in professional learning** | Not Evident | Limited Development | Satisfactory Development | Very well developed |
| * Discussion of the Australian Professional Standards for Graduate 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.
 | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  |
| **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.
 | [ ] [ ] [ ]  | [ ] [ ] [ ]  | [ ] [ ] [ ]  | [ ] [ ] [ ]  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ECU Professional Requirements** | Not Evident | Limited Development | Satisfactory Development | Very well developed |
| * Fostering positive relationships and respect for all students.
* 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 Practice 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.
 | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  |
| Comment:       |

Mentor Teacher:       Date: