**PPA6150**

**GRADUATE DIPLOMA OF TEACHING (Secondary)**

**MASTER OF TEACHING (Secondary)**

**MENTOR 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 the Final Evaluation Form
* Includes comment on progress and concerns

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**MENTOR 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** | Working Towards | Developing  well |
| * Identifies learning goals that are matched to students needs * Prepares purposeful learning experiences * Links clear and specific learning outcomes to learning experiences |  |  |
| **STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT** | Working Towards | Developing  well |
| * Plans for learning using appropriate curriculum and assessment guidelines * Organises and sequences content * Applies appropriate teaching strategies that are responsive to all children * Demonstrates a competent level of learning area content knowledge |  |  |
| **STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING** | Working Towards | Developing  well |
| * Plans learning experiences that build on prior knowledge * 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 correct written communication Uses clear, expressive, acceptable verbal and non-verbal communication * Employs questioning strategies which enhance student learning and thinking * Provides demonstrations and explanations that are clear and suited to the level of the students |  |  |
| **STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS** | Working Towards | Developing  well |
| * 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 * 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 * Supports student well-being and safety * Establishes clear expectations for standards of behaviour * Endeavours to apply positive management techniques to respond to off-task or inappropriate behaviour * Adheres to Duty of Care in an ethical manner |  |  |
| **STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING** | Working Towards | Developing  well |
| * Uses informal assessment strategies (e.g. anecdotal notes, questioning, checklists) relevant to planned learning experiences and intended goals * Provides clear feedback to students in a timely manner * Designs and uses a basic recording system of student achievement * Beginning to use assessment data to evaluate student learning and modify teaching |  |  |
| **STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING** | Working towards | Developing well |
| * Undertakes self-reflection to initiate action * Accepts advice and assistance from Mentor Teacher to identify professional learning needs * Begins to articulate own developing approach to teaching and learning * Demonstrates an awareness of the variety of curriculum resources available for planning |  |  |
| **Standard 7: Engage professionally with colleagues, parents, carers and communities** | Working towards | Developing well |
| * 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-where possible * Works in a respectful and cooperative manner with all members of the school community * Maintains a professional level of interaction * Works collaboratively with Mentor Teacher and colleagues to support the learning environment learning program. |  |  |
| **ECU PROFESSIONAL REQUIREMENTS** | Working towards | Developing well |
| * Demonstrates professionalism at all times * Demonstrates a positive commitment to teaching and learning * 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 learning environment * Demonstrates professionalism in all written communication * Demonstrates professional standards 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: