Professional Experience - Mentor Information

EDU80003 Professional Internship: Research Project

Required days: 20 days, any missed days should be made up in negotiation with the Mentor

Required setting: Lower Primary Setting (Years F-2)
Or Middle-Upper Primary Setting (Years 3 – 6)

Overview:
This is the last Professional Experience Unit of the Master of Teaching (Primary). Pre-service Teachers are to complete 20 days of professional experience within the allocated teaching block. In preparation for their professional experience in schools, Pre-service Teachers will engage with unit materials that prepare them for professional experience in a primary school setting. The in-school experience encourages Pre-service Teachers to achieve a high level of professional autonomy and accountability as well providing an opportunity to conduct a small scale self-study research project. Whilst on professional experience, Pre-service Teachers are expected to involve themselves in the life of the school and reflect on their practice and performance in discussion with their Mentor and their Swinburne Online eLearning Advisor (online tutor, also known as eLA). Pre-service Teachers will teach individual children, small groups, and will teach whole class lessons.

This is an internship after the 'Ready to Teach' practicum, therefore the Pre-service Teacher is expected to engage in all aspects in the role of primary teaching with support of a Mentor and on-line teaching. The role of the Mentor in the professional setting is crucial to both the University and the Pre-service Teacher in facilitating and supporting professional experience, and we acknowledge and appreciate the significant time that is devoted to this task. In an effort to ensure that this experience is rewarding for all parties, we hope that the information contained in this document, clarifies and assists in defining the role.

Learning of Objectives of this Unit

<table>
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<th>Learning Objectives</th>
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<td>1. Plan and assess for effective teaching, creating and maintaining safe and</td>
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<td>challenging learning environments and reflect critically on teaching and learning</td>
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<td>in primary school settings.</td>
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<td>2. Collaborate with other teachers in teaching and learning.</td>
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<td>3. Apply professional knowledge, and engagement in addressing key issues confronting</td>
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<td>the teaching profession.</td>
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<td>4. Design, conduct and report on a small research project related to issues</td>
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<td>encountered within the classroom.</td>
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The expectations from the Mentor:

- Familiarise yourself with the Swinburne Online Professional Experience Handbook and Mentor website
- Discuss the professional experience requirements with the Pre-service Teacher and provide a school induction.
- Communicate school policies and procedures.
- Set expectations for professional conduct. I.e. Start and finish times that mirror the Mentors work hours.
- Encourage the Pre-service Teacher’s involvement in all aspects of the school life when appropriate (e.g. staff/level meetings, yard duty etc.).
- Guide the Pre-service Teacher in establishing and maintaining professional relationships with students, staff and families.
- Encourage increasing responsibility for teaching as the professional experience progresses.
- Provide the Pre-service Teacher with support and guidance with all aspects of teaching.
- Negotiate planning time with the Pre-service Teacher (e.g. specialist timetable or after school hours).
- Share your planning and assessment.
- Model and explain techniques and strategies for teaching.
- Share and discuss classroom management strategies.
- Observe the Pre-service Teacher teaching, and provide ongoing, honest and constructive feedback.
- Schedule regular meetings to discuss planning and progress.
The reporting responsibility of the Mentor:
We acknowledge the challenge and responsibility that comes with assessing Pre-service Teachers. While we may not physically visit the school, support is available through the Professional Placement Team. You are welcome to approach us anytime to discuss a Pre-service Teachers’ performance or professionalism. We place great faith in your professional judgement and request an honest validation of the Pre-service Teacher’s progress and final assessment.

To give a Pre-service Teacher the best chance of success, a Support Plan can be submitted at any time throughout the professional experience. If you feel that an unsatisfactory result is warranted, your decision will be supported and appreciated by the University.

1. The Pre-service Teacher is expected to initiate and schedule regular meeting with the Mentor to discuss their goals aligned with along with evidence and reflection to demonstrate how the goals are achieved. The Pre-service Teacher is expected to take initiative in their teaching of your class.

2. Please complete and submit the final report form, immediately on or the day after the final placement day. For a detailed explanation of the assessment and reporting process, please refer the Professional Experience Handbook. The Mentor is required to sign off on the number of completed days. Any missed days need to be made up in consultation with the Mentor Teacher and the missed days policy outlined in the Professional Experience Handbook.

Weekly Expectations:
Throughout this internship, Pre-service Teachers are expected to set specific teaching goals that are aligned with learning objectives of this unit, as well as the Australian Professional Standards for Teachers (Graduate). The Pre-service Teacher should be guided to move forward from the Graduate to Proficient level within these standards. The following template is an example only. Pre-service Teachers are encouraged to create in consultation with their Mentors, their own templates that is most suitable.

<table>
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<tr>
<th>Weekly goals</th>
<th>Pre-service Teacher Teaching expectations</th>
<th>Mentor expectations</th>
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<tbody>
<tr>
<td></td>
<td>Action plans</td>
<td>Comments</td>
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<td>Evidence</td>
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Unit Assessment Requirements:
Throughout the professional experience, the Pre-service Teacher will be expected to work towards the following assessment tasks.
1. Reflective Journal
2. Research Report
3. Mentor’s Report

Note: As a Mentor your feedback on teaching performance, written plans and reflective practice is important however you are not required to ‘mark’ written work.

Supportive resources:
- A range of information and resources regarding code for research conducts, research ethics, policies and forms are available on: http://www.research.swinburne.edu.au/ethics/integrity/
- Professional Experience Placement Handbook
  - Provides information on the placement requirements as well as policies and guidelines
- Professional Experience Assessment Report
  - Can be used as an overview as it outline the Placement Standards our students must meet

If required the Pre-service Teacher can provide you with these resources on request.

Should you have any queries please contact the Professional Placement Team directly:
Phone: 1300 797 765 or Email: placements@swinburneonline.com