Overview:
This is the third Professional Experience Unit of the Bachelor of Education (Primary) and the first professional experience in an upper primary setting (Years 3-6). Pre-service Teachers are required to complete 20 days of supervised professional experience within the allocated teaching time. In preparation for their professional experience in schools, Pre-service Teachers will engage with unit materials that will prepare them for this professional experience in an upper primary setting, with a particular focus on curriculum and pedagogy. 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 are expected to take a large percentage of full class teaching at this stage of their course, building up to a minimum of 0.6 of a full time load.

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.

The expectations from the Mentor:
- Familiarise yourself with the Swinburne Online Professional Experience Handbook and website.
- Discuss the professional experience requirements with the Pre-service Teacher and provide a school induction.
- Communicate school policies and procedures.
- Share expectations for professional conduct.
- 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 planning.
- 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.
- Schedule a midway progress meeting with the Pre-service Teacher to complete interim report.

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 Swinburne Online website and the Professional Placement Team. We place great faith in your professional judgement and request an honest validation of the Pre-service Teacher’s progress and final assessment. If you feel that an unsatisfactory result is warranted, your decision will be supported and appreciated by the University.

- Discuss the Pre-service Teacher’s progress midway through the professional experience (day 10). If a Pre-service Teacher is making unsatisfactory progress, the Mentor is required to contact the Professional Placement Team immediately and if requested by the team, complete the Professional Experience Support Plan in collaboration with the Nominated Supervisor. This is to be submitted to the Swinburne Online Professional Placement Team by the Mentor.

- Please complete and submit the final report form, immediately after the final placement day. For a detailed
explanation of the assessment and reporting process, please refer to 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 and the missed days policy outlined in the Professional Experience Handbook.

**Weekly Expectations:**
Throughout this professional experience, Pre-service Teachers are expected to undertake the specific teaching roles that are outlined below, as a minimum requirement. Any additional teaching opportunities are at the discretion of the Mentor Teacher and in negotiation with the Pre-service Teacher.

*Please note:* The following table of expectations is based on the fulltime four week block model. Therefore, for those Pre-service Teachers participating in the distributed practicum model (fewer days each week, over a longer duration) it is expected that the weekly expectations will be distributed according to the progression of the practicum, in negotiation with the Mentor.

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<thead>
<tr>
<th>Week</th>
<th>Mentor expectations</th>
<th>Pre-service Teacher expectations</th>
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<tbody>
<tr>
<td>1:</td>
<td>• Introduce Pre-service Teacher (PST) to students, families and staff</td>
<td>• Familiarise yourself with the setting and relevant policies and procedures</td>
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<td>• Discuss strategies to assist the PST in establishing relationships with students and families</td>
<td>• Discuss and unpack the practicum expectations with your Mentor</td>
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<td>• Discuss practicum expectations and requirements relating to confidentiality and the use of photographs</td>
<td>• Establish practicum goals and benchmarks with your Mentor</td>
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<td></td>
<td>• Establish practicum goals with PST</td>
<td>• Establish professional relationships with your Mentor, students, staff and families</td>
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<td>• Unpack weekly routines with PST including any specific class, year level, specialist and/or whole school events that may need to be considered when planning</td>
<td>• Observe classes, routines and children’s needs/interests and accurately document all observations</td>
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<td>• Share current and prior planning documents, including assessment and reporting procedures</td>
<td>• Scaffold learning with individual children</td>
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<td>• Discuss individual children’s development, interests, needs and relevant background information</td>
<td>• Support small group work</td>
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<td>• Discuss strategies for teaching children from diverse cultural backgrounds including Aboriginal and Torres Strait Islander students (this can be hypothetical if they are not represented in the class)</td>
<td>• Support the planning/teaching of at least three whole class lessons</td>
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<td>• Provide opportunities for the PST to scaffold learning with individual children, support small group work and support the planning/teaching of at least three full lessons</td>
<td>• Observe and identify classroom behaviours and management strategies</td>
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<td>• Support and guide the planning and development of lessons; help to interpret observations, share knowledge, question PST’s intentions and discuss ideas</td>
<td>• Record reflections that demonstrate your ability to develop professional relationships with children, families and staff</td>
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<td>• Provide ongoing feedback on PST’s written observations</td>
<td>• Actively ask for feedback from your Mentor and set goals for improvement</td>
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<td>• Provide prompts to encourage reflective practice</td>
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<td>• Schedule a meeting with the PST by the end of the first week to discuss progress and establish goals for the following week</td>
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<td>2:</td>
<td>• Provide opportunities for the PST to take increased teaching responsibility (minimum of 0.4 of a full time load) including planning and teaching lessons and the day-to-day running of the class</td>
<td>• Continue to develop professional relationships with your Mentor, students, staff and families</td>
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<td>• Continue to support the planning and development of lessons and a unit of work; help to interpret observations, share knowledge, question PST’s intentions and discuss ideas</td>
<td>• Trial a range of management strategies</td>
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<td>• Take responsibility for a minimum of 0.4 of a full time load including planning and teaching lessons and the day-to-day</td>
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| **3 & 4:** | **Unit Assessment Requirements:**  
Throughout the professional experience, the Pre-service Teacher will be expected to work towards the following assessment tasks:  
1. **Folio** that includes one lesson plan, one unit plan (both plans using the Swinburne Online Templates) and two examples demonstrating the PST’s ability to develop professional relationships.  
2. **Reflection** based on the Pre-service Teacher’s growth and development throughout the practicum experience.  

**Note:** As a Mentor your feedback on teaching performance, written plans and reflective practice is important; however, you are not required, nor expected, to ‘mark’ written work.  

**Supportive resources:**  
Should you have any queries and/or concerns at any time throughout the practicum, please contact the Professional Placement Team directly:  

Phone: **1300 797 765**  
Email: placements@swinburneonline.com  

| Encourage the PST’s involvement in all aspects of the school life when appropriate (e.g. staff/level meetings, yard duty etc.) | running of the class  
Discuss and encourage participation in assessment and moderation processes | Teach and model literacy and numeracy skills  
Provide prompts to encourage reflective practice | Observe and assist with marking  
Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks | Provide feedback to students  
Schedule a meeting with the PST to complete and submit the Interim Progress Report at the end of 10 days of placement | Actively participate in all aspects of the school life including extra curricula activities, professional development etc.  
If PST is making UNSATISFACTORY progress please contact Swinburne online immediately | Continue to reflect on your practice and ask your Mentor for feedback about all aspects of your teaching practice including your lesson/unit planning and communication with students, staff and families  
Provide opportunities for the PST to take increased teaching responsibility (a minimum 0.6 of a full time load) including planning and teaching lessons and the day-to-day running of the class | Maintain professional relationships with your Mentor, students, staff and families  
Provide ongoing feedback on lesson/unit plans and effectiveness of teaching | Continue to observe classes  
Encourage PST to become fully involved in all aspects of the school life, including extra curricula activities, professional development etc. | Take responsibility for a minimum of 0.6 of a full time load including planning and teaching lessons and the day-to-day running of the class  
Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice | Implement proactive management strategies  
Complete the Final Report on the last day. A copy is to be made for the setting, the Pre-service Teacher and one to be sent to the Professional Placements Team | Continue to actively participate in all aspects of the school life including extra curricula activities, professional development etc.  
Provide constructive feedback on all aspects of teaching and set goals for future development. | Where possible, seek out opportunities for professional development  
Negotiate and schedule any missed days | Evaluate your third professional experience  
Participate in the final assessment on the last day. | Seek constructive feedback on all aspects of teaching and set goals for future development  
Negotiate and schedule any missed days |