

**WESTERN SYDNEY**  
UNIVERSITY



**School of Education**

**Master of Teaching (Birth – 5/ Birth -12)**

**Early Childhood Subject TEAC7103  
PROFESSIONAL EXPERIENCE 3-5 Years**

**A Guide to Placement Requirements  
for the Mentor Teacher & Pre-service Teacher**

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## Attendance requirements:

Pre-Service Teachers are required to attend professional experience for 25 days

- All Orientation Days; and
- All days of Professional Experience (including EXPO).

Orientation Days are 6 hour days.

During the remainder of the Professional Experience placement Pre-Service Teachers are encouraged to work the same shift as setting staff. It is required that Pre-Service Teachers be at the setting for no less than 7.5 hours per day during the professional experience days, whether they are placed in a Child Care Centre or a Preschool. This excludes a half hour mandatory lunch break.

**That means that you must be at the centre a minimum of 7.5 hours per day.**

If a Pre-Service Teacher is absent for any reason she/he must:

- notify the setting;
- notify the WSU, School of Education, Professional Experience Office;
- write absent on the timesheet for any full day absence;
- complete the Absence from Professional Experience online form;
- provide documentation as to the reason for the absence;
- make up the missed day/s: please note any missed days must be made up with full days or half days, not additional hours;
- document the dates on which missed days were made up.

**Mentor Teachers are required to sign the attendance record on a daily basis (should be downloaded by the Pre-service Teacher from the vUWS site) provide daily feedback and complete the Final Report document.**

## Community of Practice Circles

Preservice teacher's attend 2 Community of practice Circles (CPC) during placement. These are designed as a support for the Pre-service teacher and provide an opportunity for sharing information, clarifying requirements and building understanding.

The first CPC is planned for the Pre-service Teacher Conference day on 19<sup>th</sup> May. Pre-service teachers do not attend placement that day.

CPC 2 will occur in the latter part of week 3 and may be conducted in person at a specified site or via ZOOM. The Pre-service teacher is permitted to include the 2 hours taken for CPC into their worked time for the day. If the Pre-service teacher is required to attend a location other than their placement setting they are permitted to include reasonable travel time between and the placement setting and CPC location or visa versa.

**In order to receive a Satisfactory Grade for Professional Experience 3-5 Years, Pre-service Teachers must have completed all orientation days and Professional Experience days and have these verified by the Mentor Teacher. They must also receive a Satisfactory Assessment of their practical work from the Mentor Teacher and University Advisor in the Professional Experience Report**

## Introduction

Professional Experience is an integral part of the early childhood teacher education program at WSU. It provides pre-service teachers with authentic opportunities to put theory into practice in a supportive and encouraging environment.

Staff from the early childhood program work in partnership with Mentor Teachers and University Advisors during placement. Mentor Teachers play an important role in this partnership by mentoring pre-services teachers and supporting their growth as professionals in the workplace.

University Advisors also contribute to this community of practice as they meet regularly with pre-service teachers to help them to link theory to practice.

The Pre-service Teacher contributes to the partnership by bringing with them into their setting new knowledge that they can share and in so doing they add to the community of practice existing within the setting.

Professional Experience 3-5 years is the second and final Professional Experience placement for Pre-service Teachers completing the Master of Teaching Birth – 5 years. Some Pre-service Teachers will continue on to complete 1 final placement in a Primary School and graduate with a Master of Teaching (Birth – 12 Years).

Directors or Mentor Teachers will receive email information about the placement and a number of email attachments with information relevant to the professional experience placement. Attachments initially include the Professional Experience Handbook and the Teacher Pay Claim form. Later the Mentor Teacher will receive a copy of the Final Report for Professional Experience 3-5 Years.

Pre-service teachers receive a Feedback Book and Time sheet which they are responsible for printing out and sharing with the Mentor Teacher. Pre-service teachers are responsible to ensure that their Mentor Teacher completes their Feedback Book.

Pre-service teachers have a number of tasks to complete each week. A checklist is available on the following pages. The Pre-service teacher and the Mentor Teacher can each use the Checklist to help ensure that the Pre-service teacher is on track for successful completion of the placement and to make sure that they as the Mentor are completing requirements.

## Pre- service Teacher

### *Before you commence your placement*

- Complete the student profile and forward it to your setting. You may need to attend an induction before commencing placement. This is not included as part of your PE days for recording your attendance.
- Place a copy of your student profile into your Portfolio.
- Add your philosophy of teaching to your Portfolio.
- Begin to develop the professional learning goals that you would like to achieve during this placement. To do this you need to:
  - i. Reflect on your previous placement and experience and identify your strengths and the areas that were identified as areas for improvement. You will have identified some of these yourself, others will have been identified by your Mentor Teacher or by your University Advisor.
  - ii. Develop two professional learning goals based on your strengths and/ or areas for improvement.
  - iii. Develop one further goal based on the Subject outcomes and the Australian Professional Standards for Teachers. See the link to the NESA website on vUWS to access the standards.
  - iv. Document your goals in your Case Study Report and keep a hard copy in your portfolio

## Mentor Teacher

### *Before the commence your placement*

Initially, Mentor Teachers can take the following steps to maximise Pre-service Teacher success and minimise the possibility of failure:

- prepare the children positively for the arrival of the Pre-service Teacher;
- read through the handbook to familiarise yourself with the aims and purpose of the placement
- ensure that there is an orientation plan for the Pre-service Teacher
- make sure you are prepared to spend some time each day with the Pre-service Teacher

<i>Orientation and beginning of observations ( days 1-5)</i>	
Pre-service Teacher	Mentor Teacher
<ul style="list-style-type: none"> <li>• Discuss the requirements for PE and any assignments with your Mentor.</li> <li>• Familiarise yourself with the setting and commence a <b>Situational Analysis</b>. ( this will be part of your Case Study so you will use the format provided) <ul style="list-style-type: none"> <li>i. Analyse the implications for practice. Focus on how the particulars of this setting will affect what <b>you</b> do during PE.</li> <li>ii. Briefly include the setting philosophy and the curriculum approaches and pedagogies, evident in practice, in your situational analysis.</li> <li>iii. <b>Write a Reflection</b> on how your philosophy relates to that of your setting. Note the commonalities and where are the differences? How will you accommodate to the differences? What negotiation may be required? This is part of your professional learning.</li> <li>iv. <b>Write a Reflection</b> on the way the learning environment is used- use of space, time, grouping, resources and some of the interests of the children- and how the learning environment is used to support children’s investigation, critical thinking, pro-social behaviour and autonomy. This will be used to help you plan your learning environment and experiences later in the placement.</li> <li>v. Your documentation must be meaningful– that is, you must be able to use the information to inform your planning.</li> </ul> </li> <li>• Develop one additional <b>professional learning goal</b> that relates to your understanding of this particular setting and the potentials and challenges it may present.</li> <li>• <b>Set up your child portfolios</b> for the three – four focus children you have identified to be part of your Case Study which will demonstrate your effectiveness as a teacher. Include: <ul style="list-style-type: none"> <li>I. Informed consent from parent/s.</li> <li>II. Any family information, surveys or jottings from staff about the child.</li> <li>III. Initial observations of the child.</li> </ul> </li> </ul>	<p>Discuss with the Pre-service Teacher:</p> <ul style="list-style-type: none"> <li>• communication methods and appropriate meeting times between Mentor Teacher and Pre- service Teacher;</li> <li>• specific requirements of the placement;</li> <li>• children who may be appropriate as focus children during the placement;</li> <li>• setting and room details that are relevant for successful teaching;</li> <li>• routines, expectations and responsibilities associated with Pre-service Teachers’ roles need to be clear;</li> <li>• any staff/student teacher policy or induction documents appropriate for a Pre-service Teacher, including WH&amp;S; and</li> <li>• location of resources and requirements/processes for using particular resources</li> </ul> <p>Sign the Pre-service Teacher’s Time sheet daily</p> <p>Complete 1-2 sets of writing feedback on the Pre-service Teacher’s</p> <ol style="list-style-type: none"> <li>1. situational analysis</li> <li>2. personal professional goals</li> <li>3. initial observations</li> </ol> <p>Complete Week 1 feedback sheet</p> <p>Please see appendix 1 &amp; 2 related to the feedback</p>

Pre-service Teacher	Mentor Teacher
<p><b>This is the week when you commence planning and implementing experiences</b></p> <ul style="list-style-type: none"> <li>• Negotiate regular <b>meeting times</b> with your Mentor Teacher so that you can:                             <ol style="list-style-type: none"> <li>a) share your observations of individual children and the group of children with your Mentor Teacher,</li> <li>b) seek feedback about your planned project with children.</li> <li>c) Provide your plans, for feedback by your Mentor Teacher, in advance of implementation.</li> <li>d) Negotiate with your mentor which experiences she/he will observe and provided written feedback on ( expected 2 – 3 per week)</li> </ol> </li> <li>• Regularly <b>evaluate progress toward meeting your goals.</b> This means thinking about how effective your strategies are in helping you to achieve your goals. It is not a description of what you have done each day.</li> <li>• You must commence <b>the implementation of 2 planned experiences per day</b> from day 6. You can use some of the planned experiences to gather information to inform your interest-based project with children.</li> <li>• <b>Add observations</b> to your child portfolios. You need to ensure you are gathering meaningful information about funds of knowledge, dispositions and skills. You can write an observation at the end of each planned experience. You can also write an observation for anything that you observe that adds to your understanding of the child</li> <li>• At the end of this <b>2 weeks develop a focus child summary/profile</b> for each focus child. Include current funds of knowledge (in all the KLA’s), skills, interests and learning dispositions and any particular directions for future learning and development. This will be included in your case study report.</li> <li>• Immerse yourself in the routine and activities of the setting by:                             <ol style="list-style-type: none"> <li>I. Participating in routine times and where applicable managing these,</li> <li>II. Taking small groups for stories, movement or music experiences (spontaneous)</li> </ol> </li> </ul>	<p>To support the Pre-service teacher:</p> <ul style="list-style-type: none"> <li>• model quality teaching and learning practice;</li> <li>• set regular times for communication and the provision of feedback</li> <li>• understanding that the Pre-service Teacher does not assume duty of care of children and that, consequently, overall supervision responsibility is always exercised by the Mentor Teacher;</li> </ul> <p>Review &amp; discuss:</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Focus child summary/profile</li> <li>• Plans – more than 1 learning intention in each plan., linked to Key Concept Areas/ learning domains</li> <li>• Pre-service teacher’s immersion in the room</li> <li>• Ideas and topic for the project with children</li> </ul> <p>Complete necessary documentation, including:</p> <ul style="list-style-type: none"> <li>• 2-3 written feedback sheets</li> <li>• timesheet</li> </ul> <p>Please see Appendix 3 – 4 related to feedback</p>

<i>Professional Experience days (Days 10 – 14)</i>	
Pre-service Teacher	Mentor teacher
<ul style="list-style-type: none"> <li>• Continue to <b>negotiate a time to meet</b> with your Mentor Teacher and continue to seek feedback as you have in the first part of your placement.</li> <li>a) You will provide your plans, for feedback by your Mentor Teacher, in advance of implementation.</li> <li>b) You will negotiate how far in advance of implementation the plans are required.</li> <li>c) Negotiate with your mentor which experiences will be observed and provided with written feedback (expected 2-3 per week)</li> <li>d) Continue to share your observations with your mentor</li> <li>• <b>Continue to reflect</b> on your learning and growth as a professional. Use feedback from your Mentor Teacher, your own assessment of your developing pedagogy and practice and happenings in the room to inform your reflection. Document this in your Portfolio Section 2. You will use some of this reflection in your Case Study at Expo.</li> <li>• Continue to <b>evaluate the professional learning goals</b> that you set.</li> <li>• <b>Plan and implement 2 experiences per day</b> using the recommended planning format</li> <li>• <b>Begin to implement your project</b> and if necessary build children’s enthusiasm by adding a range of provocations. You must maintain documentation of the project in a way that it is accessible to children and families. This may be in terms of a wall display or the development of a book or some other format. This will allow children to revisit what they have been doing and discuss their learning as well as making visible the learning that has been taking place, for parents</li> <li>• <b>Begin discussions with your Mentor Teacher</b> about your plans for the setting up the learning environment and the way that you will document the programme during the final 2 weeks of placement.</li> <li>• Take more responsibility for routines and groups at various times of the day</li> <li>• Continue to add to your child portfolios</li> </ul>	<p>To support the Pre-service teacher:</p> <ul style="list-style-type: none"> <li>• model quality teaching and learning practice;</li> <li>• set regular times for communication and the provision of feedback</li> <li>• understanding that the Pre-service Teacher does not assume duty of care of children and that, consequently, overall supervision responsibility is always exercised by the Mentor Teacher;</li> </ul> <p>Review &amp; discuss:</p> <ul style="list-style-type: none"> <li>• Observations – adding regularly to focus children’s portfolio (follows planning cycle)</li> <li>• Plans – learning intentions, differentiated teaching strategies</li> <li>• Pre-service teacher’s immersion in the room</li> <li>• Implementation of the project with children</li> <li>• Documenting the program and planning the learning environment</li> </ul> <p>Complete necessary documentation, including:</p> <ul style="list-style-type: none"> <li>• 2-3 written feedback sheets</li> <li>• Midway report</li> <li>• timesheet</li> </ul> <p>Please see Appendix 5 midway report</p>



<i>Professional Experience days (days 15 – 19)</i>	
Pre-service Teacher	Mentor teacher
<p>Drawing on your knowledge of the children in your room you will begin to <b>plan the learning environment &amp; programme for the room.</b></p> <p>This means that you will:</p> <ul style="list-style-type: none"> <li>- Consult with other educators in the room to find out what provisions they would like included in the learning environment (indoors and/or outdoors).</li> <li>- Set up the learning environment either indoors or outdoors ( you can do this as part of a team you don't have to do all the work yourself)</li> <li>- Document the planned programme ( your experiences and those of the other Educators. Ensure you include learning intentions.)</li> <li>- Ensure that you have more than 1 learning intention for each experience and that at least 1 learning intention relates to one of the Key Concept Areas.</li> </ul> <p><b>Document an assessment of the learning</b> and any follow ups for the various experiences at the end of the day/ during the day. You can do this in consultation with other educators.</p> <p>Document an <b>evaluation of the learning environment.</b> Identify any changes to the spaces and resources to be used, groupings for children and any changes to routines.</p> <p>You will <b>continue to implement your project</b> and to maintain documentation of the project in a way that it is accessible to children and families. This may be in terms of a wall display or the development of a book or some other format. This will allow children to revisit what they have been doing and discuss their learning as well as making visible the learning that has been taking place, for parents</p> <p><b>You must plan and implement 2 experiences of your own each day.</b> You do not need full experience plans for these experiences. Show them on the planning format you are using.</p> <p>You will use this format for documenting the program for the room for days 15-25. You may experiment to find a format that works for you and shows the learning intentions for the experiences each day.</p> <p>You will <b>continue to take responsibility for some of the large and small group times and routines.</b></p>	<p>To support the Pre-service teacher:</p> <ul style="list-style-type: none"> <li>• Allow the Pre-service Teacher to take increasing responsibility for the room;</li> <li>• set regular times for communication and the provision of feedback</li> <li>• understanding that the Pre-service Teacher does not assume duty of care of children and that, consequently, overall supervision responsibility is always exercised by the Mentor Teacher;</li> </ul> <p>Review &amp; discuss:</p> <ul style="list-style-type: none"> <li>• the programming format and appropriateness of documentation</li> <li>• the experiences planned by the PST</li> <li>• Implementation of the project with children</li> <li>• Ability to manage the room and challenging behaviours</li> </ul> <p>Complete necessary documentation, including:</p> <ul style="list-style-type: none"> <li>• 2-3 written feedback sheets</li> <li>• Comments ready for University Advisor visit</li> <li>• timesheet</li> </ul> <p>See Appendix 6 &amp; 7</p>

<i>Professional Experience days (Days 20-25 (6 days))</i>	
Pre-service Teacher	Mentor Teacher
<p>During the <b>final 6 days of your placement</b> you should take <b>responsibility for planning the indoor and outdoor learning environments</b> including the documentation of the program for the room. This means that you will:</p> <p>Consult with other educators in the room to find out what provisions they would like included and any learning focus that they may have.</p> <p>Document the planning for each day and link the planning to outcomes from the Early Years Learning Framework. You should include your own plans for your project and other experiences that you will manage as well as what other educators want.</p> <p>Ensure that you have more than 1 learning intention for each experience and that at least 1 outcome relates to one of the Key Concept Area's</p> <p><b>Document an assessment of the learning</b> and any follow ups for the various experiences of the day at the end of each day /during the day. You can do this in consultation with other educators.</p> <p><b>Document an evaluation of the learning environment.</b> Identify any changes to the spaces and resources to be used, groupings for children and any changes to routines that will enhance outcomes for children.</p> <p>You must <b>plan and implement 2 experiences of your own each day..</b> Show them on the planning format you are using and make sure they are clearly identified as your own</p> <p>You will record this planning using a planning format that you have developed or you may use the centre format</p> <p><b>Review the child summaries</b> ( the goals you set for each focus child)</p> <p><b>Develop a new child summary</b> for each focus child that documents the changes in funds of knowledge, skills and dispositions that have become evident during your time at the centre.</p> <p>Include in your final summary for each child, links to demonstrate how the experiences you have provided and your teaching strategies has impacted on the child's learning.</p> <p><b>Review your project</b> with children and provide an overview of children's learning as a result of the project.</p> <p><b>Check</b> that your Mentor teacher has received the <b>Final Report</b> and has completed it before the final day. Your Mentor needs to provide you with the original of the final report.</p>	<p>To support the Pre-service teacher:</p> <ul style="list-style-type: none"> <li>• Allow the pre-service teacher to take increasing responsibility for the room;</li> <li>• set regular times for communication and the provision of feedback</li> <li>• understanding that the Pre-service Teacher does not assume duty of care of children and that, consequently, overall supervision responsibility is always exercised by the Mentor Teacher;</li> </ul> <p>Review &amp; discuss:</p> <ul style="list-style-type: none"> <li>• the programming format and appropriateness of documentation</li> <li>• the experiences planned by the PST</li> <li>• Implementation of the project with children</li> <li>• Growing capacity as a room leader</li> </ul> <p>Complete necessary documentation, including:</p> <ul style="list-style-type: none"> <li>• 2 written feedback sheets</li> <li>• Final report</li> <li>• timesheet</li> </ul> <p>See Appendix 8</p>

## Appendices

## Appendix 1 Mentor Feedback sheet

Pre-service Teachers are required to demonstrate to the University that they meet the Australian Professional Teaching Standards at the graduate level in order to graduate from their course. Your written feedback helps them to support that claim. Your feedback also supports them to make appropriate changes to their professional practice

The purpose of the following feedback sheet is to provide the Pre-service Teacher with feedback on their situational analysis, their own professional goals for placement and their initial observations of children.

You may use one, 2 or more of this feedback sheet during week 1

## Mentor Teacher Feedback sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The Mentor Teacher will provide feedback to the Pre-service Teacher at least 3 times in each week (twice only in week 1).

Highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement

### Focus of the feedback:

- Professionalism & ethical behavior**(APST 7)
- Situational Analysis** ( APST 1)
- Observations** (APST 1)
- Analysis of learning** (APST 2, 3, 5)
- Planning** (APST 2, 3)
- Professional goals & evaluation** (APST 6)
- Interactions with children/staff** (APST 4, 6)
- Managing diverse behaviour** ( APST 4)

### Observations and Comments about the focus area:

### Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: \_\_\_\_\_

Date:

### Pre-Service teacher reflection on feedback

Pre-service Teacher Signature: \_\_\_\_\_

Date:

## Appendix 2 WEEK 1 Feedback sheet

This feedback sheet is to be used at the end of week 1 to check that the Pre-service Teacher has completed all necessary tasks this week.

## Mentor Teacher Feedback week 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Mentor Teacher will provide feedback to the Pre-service Teacher at least twice in week 1 of the placement.

This feedback sheet should be used to highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

Feedback in the first week should be linked to the area Professional Knowledge and Professional Engagement outlined in the Australian Professional Standards for Teachers.

	Y	N
Has the pre-service teacher completed a Situational Analysis (APST 1.3, 1.4, 1.6)	<input type="checkbox"/>	<input type="checkbox"/>
Has the pre-service teacher identified professional learning goals and strategies to achieve the goals ( APST 6.1)?	<input type="checkbox"/>	<input type="checkbox"/>
Has the pre-service teacher been professional and ethical in their interactions and behaviour with staff and children in the setting (APST 7.1)?	<input type="checkbox"/>	<input type="checkbox"/>
Does the pre-service teacher have an understanding of key service policies and procedures relating to safety, health and Wellbeing and the requirements of the Education and Care Services National Regulations (APST 7.1, &7..2)?	<input type="checkbox"/>	<input type="checkbox"/>
Does the pre-service teacher understand setting policy in relation to engaging with families, privacy and confidentiality and the setting's media and social media policies ( APST 7.1, 7.3)?	<input type="checkbox"/>	<input type="checkbox"/>
Has the Pre-service teacher obtained informed consent to work with focus children ( APST 7.1, 7.3)	<input type="checkbox"/>	<input type="checkbox"/>

Comments relating to the above:

Mentor signature: \_\_\_\_\_

## Appendix 3 Pre-service Teacher Planning

During week 2 the Pre-service teacher will develop a focus child profile/summary for each of their focus children. This summary, based on observations and other information gathered, will identify for each focus child

- Funds of knowledge in each key concept area
- Learning Dispositions
- Learning goals that the Pre-service Teacher sets for the child to achieve during placement in each key concept area and perhaps in relation to learning dispositions.

The following template is the required template for planning experiences in weeks 2 and 3 of the placement.

Pre-service teachers need to be clear about the learning intentions for each experience. They need to document more than 1 learning intention for each experience.

Learning intentions need to be specific enough that the Pre-service Teacher can identify what the criteria would be to show that the learning intention was successfully achieved.

In our teaching we promote integrated curriculum as the most effective way for children in this age range to learn.

Each learning intention needs to be linked to a key concept area or to a learning disposition or skill.



**EXPERIENCE PLAN Format**

Experience Date : .....

Name of Experience : .....

Rationale for the Experience	You should reference the relevance of this learning and how it is linked to a previous learning.
Learning intentions	<p>In the learning intentions- keep this clear and simple.</p> <p>You need at least 2 learning intentions perhaps one linked to dispositions or skills to be developed and one linked to key concept areas ( Language and Literacy, Mathematics and Numeracy, Science, Technology, Creative Arts, Understanding of the World Around the Child (HSIE) or physical health, development and wellbeing.</p> <p>What is documented in this section will be analysed. It needs to be observable. Eg Language and Literacy – for children to build and use vocabulary about dinosaurs. Building vocabulary supports children to interact verbally with others in meaningful ways (EYLF Outcome 5 Children interact verbally and non-verbally with others for a range of purposes)</p> <p>Mathematics: for children to identify numbers 1-5. This supports children’s growing mathematical understanding as they see numbers in the world around them (EYLF Outcome 4 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating)</p>
Strategies	<p>Strategies include teaching strategies, steps in the learning process and resources</p> <p>Remember here that you have children with varying knowledge and abilities so you need to talk about more than one strategy and if you are targeting a specific strategy at particular children then you need to briefly outline why.</p>
Questions to support & guide the learning	<p>Based on the process what are the questions to support the learning. Remember do not give the children the answer. Try and encourage them to investigate. For example, if you were measuring two pieces of wood. You would ask: <i>what can you notice?</i> So the children state one is longer than the other. Then assist them in labelling this as difference in length. Rather than saying: <i>can you see the difference.</i> In this example you have given them the label. When children find the label themselves they can apply this learning (label ) to other situations. This is what Escamilla refers to as the <b>connection</b> or transferring the learning.</p>
Analysis of the learning & evaluation of strategies & resources	<p>In this section the dispositions, skills or key concepts stated in the learning intention need to be analysed to identify the learning that has become evident. You will need to make a note of your observations from the experience in order to provide an analysis.</p>

	Analysis of the strategies & resources required. The analysis identifies and comments on the relevance of the strategies and resource to support the intended learning.
Next step (Implications)	The next step comes from the key words /concepts stated in the analysis. Consider how the findings from the analysis can be used to extend and support the child's ongoing learning - the steps in the learning process. Your analysis should also have commented on teaching strategies & resources. How can you build on these to enhance the learning process. Are there new provocations to include.

In order to analyse the learning Pre-service Teachers should write a group observation documenting what happened during the experience. They should identify whether their learning intentions have been achieved within the group.

The group observation can be included in each focus child's portfolio and a more targeted analysis can be made for the individual focus child. Remember to identify the learning that was evident.

*In following this process the Pre-service Teacher should be able to add at least one observation to their focus children's individual portfolios on almost a daily basis to show their progress in learning. The Pre-service teacher could have around 40 observations of their focus children. They are expected to maintain regular observations of each focus child.*

**During weeks 4 and 5 Pre-service Teachers move to including their experiences on either the centre's planning format or developing their own format. They will take responsibility for documenting the program and for planning the learning environment**

The Pre-service Teacher must include on the planning format the learning intentions for their experiences and must evaluate how effective they have been in achieving the learning intention.

Mentor Teacher feedback is still required in relation to this planning and implementation.

#### APPENDIX 4.a. Mentor Teacher Feedback sheet.

The following feedback sheet is one of two feedback sheets to be used over the 4 remaining weeks of placement.

This is intended as a quick and easy way to provide feedback on a focus area and should be used once or perhaps twice each week.

Feedback should be linked to the Professional Teaching Standards. Please see the link below.

<https://educationstandards.nsw.edu.au/wps/wcm/connect/5b21b98c-116b-4f2e-a386-56e77c48f5a8/proficient-teacher-evidence-guide-early-childhood-teachers.pdf?MOD=AJPERES&CVID>

## Mentor Teacher Feedback

PST Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Mentor Teacher will provide feedback to the Pre-service Teacher at least 3 times in each week. Two feedback formats are available for the mentor teacher to use. It is important that whichever feedback format is used, the Mentor teacher links to the Professional Teaching Standards.

Highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

### Focus of the feedback:

- Professionalism & ethical behavior** (APST 7)
- Situational Analysis** ( APST 1)
- Observations** (APST 1)
- Analysis of learning** (APST 2, 3, 5)
- Planning** (APST 2, 3)
- Professional goals & evaluation** (APST 6)
- Interactions with children/staff** (APST 4, 6)
- Managing diverse behaviour** ( APST 4)

### Implementation of Experiences

- Teaching strategies** ( APST 1, 3)
- Children's responses** (APST 1, 3, 4)
- Evaluation of the experience including resources, space, time, teaching strategies etc** (APST 1, 2, 3, 4, 5, 6)
- Planning of the program** (APST 2, 3, 4)
- Set up of the environment** (APST 3, 4)
- Other**

**Observations and Comments about the focus area:**

**Future Goals for Pre-service Teacher regarding focus:**

**Mentor Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Pre-Service teacher reflection on feedback**

**Pre-service Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#### APPENDIX 4 .b. Mentor Teacher Feedback.

The following feedback sheet is the second of two feedback sheets to be used over the 4 remaining weeks of placement.

Pre-service teachers require some in depth feedback on their planning and implementation of experiences and they need to show that they have reflected on that planning.

Please use the following set of feedback sheets **at least once every week** to provide in depth Feedback for your pre-service teacher.

The feedback needs to be linked to descriptors of the Australian Professional Standards for Teachers.

## Mentor Teacher Feedback

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Mentor Teacher will provide feedback to the Pre-service Teacher at least 3 times in each week during weeks 2 – 5 of the placement.

This feedback sheet should be used to highlight any positive aspects of the Pre-service Teacher’s knowledge of the children, understanding of key concepts to be taught and teaching practice, or aspects that the Mentor Teacher feels are in need of improvement. To Be used in conjunction with the Experience Plan

Feedback needs to be linked to the Professional Knowledge and Professional Practice outlined in the Australian Professional Standards for Teachers.

<b>Mentor Teacher comment on planning</b> <b>In weeks 2 &amp; 3 this will relate to the experience plans. In weeks 4 &amp; 5 this will relate to discussion of planned experiences documented on the program.</b>		
Pre-service Teacher knowledge of the children and knowledge of content (understanding of how to extend what children already know and can do).	Pre-service teacher understanding of appropriate strategies to support learning, understanding of differentiated strategies for the diversity of learners, capacity to develop a sequence of learning.	Which Standard descriptors will be observed

<b>Observation of Pre-service Teacher</b>			
<b>Standard Descriptor</b>	<b>Teaching practice</b>	<b>Observation Strengths</b>	<b>Record of decision against the Standard Descriptor</b>
Focus on standards 3, 4 5 & 6	What teaching and learning strategies did you observe aligned to the Standard Descriptors? What teaching practice did you observe? How did this demonstrate the agreed Standard Descriptors? You can comment here on things like appropriate & challenging learning goals, the structure of the experience, the sequencing of appropriate extensions of learning, effective communication, management of diverse behaviours, assessment of learning and ability to modify practice to better support learning.	Evaluate how well the teacher’s practice demonstrated the agreed Standard Descriptors.	Observed / Partially observed / Not observed (select one) Other comments

## Reflection

Standard Descriptor	Pre-service Teacher's reflection on the experience	Mentor's feedback
	What are your key reflections on your teaching practice? How did you demonstrate the agreed Standard Descriptors?	Comment/feedback on the agreed Standard Descriptors that were successfully demonstrated and observed. What advice would you give to assist the further development of the agreed Standard Descriptors that were partially observed or not observed to improve teaching practice?

Pre-service Teacher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mentor's signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 5 Midway Report

In preparation for Community of Practice Circle (CPC) 2 Mentor Teachers are requested to complete a midway report.

The midway report will help to identify Pre-service Teachers who are struggling to meet requirements. The Pre-service teacher should have this document with them for CPC 2

Please think about each area and identify if the Pre-service Teacher's performance has been

- Unsatisfactory
- Beginning to develop
- Developing well

If any item is not yet relevant, eg. Planning the program, please indicate N/A in that item

If your pre-service has a number of areas where they are unsatisfactory they will need to be identified as Requiring Additional Support. Mentor Teacher's should use the form in the back of the Pre-service Teacher's Feedback book. Make sure the University Advisor know that you have placed the Pre-service Teacher as Requiring Additional Support.

## Mentor Teacher CPC 2 Feedback

### (Midway Formative Assessment)

Please indicate N/A if an item is not relevant at this stage

**US** = Unsatisfactory; **B**= Beginning to develop; **D**=Developing well

STANDARD	US	B	D
<b>Standard 1: Demonstrates knowledge of children and how they learn (links to ULO 2)</b>			
a) Maintains an ongoing child portfolio for each focus child.(1.1,)			
b) Uses a range of techniques to observe and document children’s play, learning, interests, dispositions and relationships.(1.1, 1.2, 1.3)			
c) Demonstrates understanding of children, their family and community contexts in planning for children’s learning.(1.3, 1.4, 1.6)			
d) Provides evidence of ongoing documentation about the learning, development, interests, strengths and dispositions of each child in the focus group.(1.1)			
e) Provides an initial child summary outlining children’s funds of knowledge across Key Learning Areas, interests, dispositions and relationships (1.1, 1.5)			
f) Demonstrates an understanding of theory and research about how children learn, including children from diverse backgrounds, and what implications this will have for teaching.(1.2)			
g) Supports children’s learning through the use of a range of teaching techniques such as role modelling, scaffolding, and questioning. (1.4, 1.5, 1.6)			
<b>Standard 2 Demonstrates knowledge of the content of Key Learning Areas and the Early Years Learning Framework and how to teach it (links to ULOs 2, 3, 5 and 6).</b>			
a) Identifies appropriate learning outcomes and plans experiences according to children’s interests and capabilities. (2.3)			
b) Builds on children’s interests and funds of knowledge in planned and spontaneous experiences linking the learning focus to the outcomes of the Early Years Learning Framework.& key learning areas (2.2)			
c) Demonstrates understanding of sequences of learning in the areas of creative arts, language and literacy, mathematics, human society, physical education health and wellbeing and science and technology. (2.2, 2.4, 2.5, 3.2)			
d) Evaluates the effectiveness of learning experiences: the learning focus, resources and pedagogical strategies to inform future planning. (2.1, 2.2, 2.3)			
e) Effectively plans and implements a project with children. (2.2)			
f) Demonstrates ability to follow a sequence of learning in the project to extend children’s learning over a period of time(2.3)			

<b>Standard 3. Plans for and implements effective teaching and learning (links to ULOs 4, 5, 6).</b>			
<b>STANDARD</b>	<b>US</b>	<b>B</b>	<b>D</b>
a) Implements planned and spontaneous experiences that integrate creative arts, language and literacy, mathematics, human society, physical education health and wellbeing and science and technology to support children's learning. (3.2, 3.3)			
b) Uses intentional teaching to support children's growing understanding in the areas of science and technology, mathematics, creative arts, literacy, human society, physical education health and wellbeing. (3.2, 3.3, 3.6)			
c) Provides rich and diverse resources that reflect children's social worlds.(3.4)			
d) Provides open ended resources to foster investigation and critical thinking.(3.4)			
e) Provides appropriately challenging experiences. ( 3.1 )			
f) Provides opportunities for the co-construction of knowledge.(3.1)			
g) Evaluates the effectiveness of learning experiences: the learning focus, resources and pedagogical strategies. (3.6)			
h) Incorporates technologies effectively into children's play experiences, learning centres and projects. (3.4, 2.6)			
i) Evaluates the program and in consultation with other educators plans follow up experiences and the inclusion of additional resources to extend children's learning. (3.6)			
j) Effectively manages small and large group experiences and routines. ( 3.5)			
k) Demonstrates short term and longer term planning to extend children's learning (3.1)			
<b>Standard 4. Creates and maintains supportive and safe learning environments (links to ULOs 3, 6 &amp; 7).</b>			
a) Engages children effectively and motivates independent and co-operative learning. (4.1, )			
b) Uses resources and interactions to support and promote investigation, problem solving and critical thinking in a context of safety. (4.1, 4.2)			
c) Assesses the strengths of the total learning environment. (4.4)			
d) Consults with educators to analyse the learning environment and determine any changes to support children's investigation, problem solving critical thinking and prosocial learning.(4.2, 4.4, 4.5)			
e) Undertakes risk assessment when planning the learning environment (4.4, 4.5)			
f) Reflects on the learning environment. Communicates a rationale for potential modifications in planning learning environments that demonstrates an understanding of safety, space, time, participants and resources-including technologies, small groups, child initiation, predictability and flexibility and understanding of the role of evaluation. (4.1)			
g) Consults with others and takes a lead role in planning and documenting the program that demonstrates balance and choice of learning opportunities. ( 4.2)			

<b>Standard 5 Assesses, provides feedback and reports on student learning (links to ULO 2).</b>			
<b>STANDARD</b>	<b>US</b>	<b>B</b>	<b>D</b>
l) Demonstrates understanding of the role of observation and assessment of learning in the planning cycle. (5.1, 5.3, 5.4)			
m) Links the evaluation of learning effectively to the outcomes set out in the Early Years Learning Framework. (5.1, 5.5)			
n) Develops a formative assessment of children's learning, development, interests and dispositions demonstrating understanding of relevant theories of learning and development ( 5.1, 5.4, 5.5)			
o) Develops a summative assessment of children's learning, development, interests and dispositions demonstrating understanding of relevant theories of learning and development ( at the end of placement) (5.1, 5.4, 5.5)			
p) Uses evaluation of current skills and funds of knowledge to inform planning. (5.1, 5.4)			
q) Modifies teaching strategies as a result of evaluation of learning experiences and feedback from staff. ( 5.4, 3.6)			
r) Clearly documents children's learning in ways that are accessible to families. (5.5)			
s) Draws on theory to support the analysis and evaluation of learning. (5.4, 1.2)			
<b>Standard 6 Engages in professional learning (links to ULOs 1 and 8).</b>			
a) Identifies his/her own strengths and areas for further professional growth in relation to the graduate teacher standards for early childhood and primary teaching. (6.1)			
b) Documents and evaluates clear, relevant professional development goals. (6.1)			
c) Demonstrates a high level of personal literacy. (6.1)			
d) Uses appropriate language and vocabulary when interacting with others and in documentation. (6.2)			
e) Documents and evaluates clear, relevant strategies to support progress towards meeting each goal. (6.1)			
f) Articulates own philosophy of teaching and analyses how this will affect practice. (6.1)			
g) Shares documentation of children's learning with staff and families.(, 6.3, 3.7)			

h) Engages in ongoing reflection in a professional learning journal (6.2)			
i) Engages in ongoing reflection and initiates change in teaching practice as a response to feedback from the Mentor Teacher, University Advisor and peers. (6.3, 3.6)			
j) Listens and responds appropriately in conversations with families and educators and responds appropriately to questions and comments. (6.3, 7.3, 5.5, 3.7)			
k) Undertakes an Action Research project (6.4)			
l) Engages in opportunities for professional learning at the centre – e.g. attends meetings, workshops etc. where relevant. (6.4)			
m) Compares and contrasts own philosophy with that of the setting and considers points for negotiation and compromise. (6.2)			
n) Uses curriculum approaches relevant to the setting and own philosophy.(6.2)			

<b>Standard 7 Engages professionally with colleagues, parents/ carers and the community (links to ULO 8)</b>			
<b>STANDARD</b>	<b>US</b>	<b>B</b>	<b>D</b>
a) Maintains privacy and confidentiality in all communications and documentation (7.3)			
b) Engages professionally and ethically with staff and families (7.1)			
c) Works collegially with other pre-service teachers and colleagues in the placement. (7.1)			
d) Works collaboratively with families, sharing information about children's learning. (7.3)			
e) Complies with legislative requirements (7.2)			
f) Complies with setting policies and procedures (7.2)			

## Appendix 6 Feedback ready for Advisor visit

The University Advisor will make 1 onsite visit to the Mentor Teacher and Pre-service Teacher. This visit will occur toward the end of week 4 or early in week 5. At this point the University Advisor will want to see that the Pre-service teacher is up to date with all of their work and that they are confident and capable in their teaching.

Should the Mentor Teacher have any concerns about the Pre-service teacher's progress they should contact the University Advisor and request that the student be one of the first visited. This gives the Pre-service Teacher time to improve and meet the required standard.

## Mentor Teacher Feedback for Advisor visit

(Formative Report)

Name: \_\_\_\_\_

**Comment on the Pre-service Teacher's leadership capacity within the room:**

**Comments on Pre-service Teacher's programme and input into the set up of the learning environment:**

**Comments on Pre-service Teacher's ability manage challenging behaviours:**

**Comment on Pre-service Teacher's grouping strategies and implementation of group experiences (Large and small)**

**Comment on Pre-service Teacher's management of routines :**

**Comment on Preservice Teacher’s ability to use teaching techniques and resources to foster investigation, problem solving and critical thinking in their learning experiences:**

**Does the pre-service teacher demonstrate the skills and knowledge you would expect from a beginning teacher?**

**Future Goals for Preservice Teacher:**

**Preservice Teacher’s Comments and Goals:**

**Supervising Teacher’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Preservice Teacher’s Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Appendix 7 Final Report

The Final report will be emailed to the setting by our Professional Experience Office during week 3 of the placement. If the setting has not received it by the time the Advisor visits please contact the Professional Experience Office:

[EduPEX@westernsydney.edu.au](mailto:EduPEX@westernsydney.edu.au)

The Final Report has exactly the same criteria as the midway report however the Final Report asks if the Pre-service Teacher's performance has been Satisfactory or Unsatisfactory.

At the conclusion of placement the pre service teacher will review their evidence and develop a Teacher Impact statement which will identify the learning goals set for each focus child and look at the evidence which shows the focus children's learning during placement.