

# MENTOR GUIDE

Sector: Early Childhood  
Level: Beginning

## PROFESSIONAL EXPERIENCE LEVELS



### BEGINNING

Engaging with individual children and running small groups.




### CONSOLIDATING

Small groups, intentional teaching moments, extending to half day control.



### GRADUATE

Half day control and then full management.

 [CLICK HERE TO FIND OUT MORE](#)

Visit the Monash Course Maps for more detail about the knowledge, skills and experiences included in the course.

## WHAT IS EXPECTED OF THE PRE-SERVICE TEACHER (PST)?

Throughout this professional experience the PST will work towards teaching at a [beginning](#) level.

### 01. TEACHING

- Work towards taking responsibility for engaging with individual children and running small groups.
- Always actively participate, observe and support the mentor teacher in room experiences and the implementation of Early Years Learning Framework (EYLF.)

### 02. PLANNING

- Plan for learning using a range of teaching and assessment strategies.
- Discuss with the mentor how to evaluate written observations and how they impact the planning cycle.

### 03. RELATIONSHIPS

- Develop positive relationships with children by engaging with them and supporting their learning through play.

### 04. FEEDBACK

- Consistently respond to feedback, reflect on self-development to maintain a reflection journal to modify practice.

### 05. ROLE

- Take on the role of the teacher both in and out of the room.
- Take on all duties required of the Mentor (eg. meetings etc.)

### 06. INITIATIVE

- Demonstrate initiative through participation in professional conversations and professional learning.

### 07. EXPECTATIONS

- Read and follow centre policies and guidelines and adhere to the VIT Code of Conduct and Ethics.

### 08. DOCUMENT

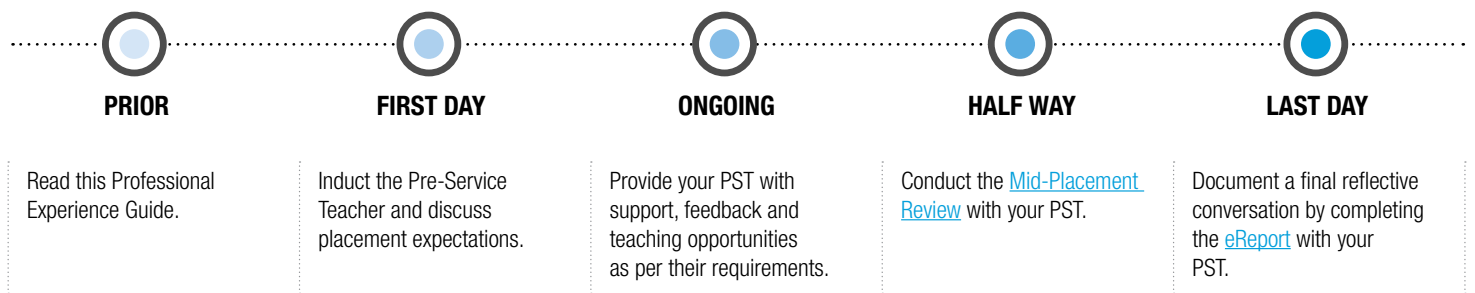
- Discuss with the mentor how to write observations and begin to practice this skill.
- Document personal reflections in the Monash Reflection Journal.

**Note:** These expectations are a minimum. Where your PST shows readiness their capacity should be further developed through the planning and implementing of intentional teaching moments including whole group teaching opportunities.

 [CLICK HERE FOR A SUGGESTED WORK BREAKDOWN](#)



## WHAT IS EXPECTED OF A MONASH MENTOR?



## ASSESSMENT: HOW DO I COMPLETE THE REPORTS?

<b>STEP 01</b>	Access the <a href="#">Monash Mentor Hub</a>
<b>STEP 02</b>	Find the Reports Page
<b>STEP 03</b>	Find the relevant report: - Mid-Placement Review - Half Way - eReport - Last Day
<b>STEP 4</b>	Launch and complete the report

See the [Mentor Hub](#) for the two reports for teaching placements: the Mid-Placement Review (halfway through) and the eReport (the last day). The Mentor Hub provides explanations, links to both reports, details on the Australian Professional Standards for Teachers (APSTs) used for assessment, FAQs, and support.

[CLICK HERE TO ACCESS THE MONASH MENTOR HUB](#)

## WHERE DO I GET SUPPORT?

The Professional Practice Consultants team are teachers who are here to help. Please contact us as soon as possible if you have any questions or concerns regarding your PST.

**Professional Practice Consultants (PPC)**  
**'Teachers supporting teachers'**

T: (03) 9904 4476  
E: edu-ppc@monash.edu

## MENTOR PAYMENT

Claiming payment- Your Organiser of Teaching Placements usually does this.

**If you have any queries regarding payment please contact:**

T: (03) 9904 4476  
E: edu-peo@monash.edu