

## Response Summary:

### Professional Experience Mid-Placement Review

The Mid-Placement Review is intended to briefly record a reflective conversation and needs to identify demonstrated strengths and areas for further development through the remainder of the placement.

Q1.

<b>PST Full Name</b>	
<b>Student Number</b>	
<b>PST Email (must contain @student.monash.edu )</b>	
<b>Unit Code</b>	
<b>Mentor Full Name</b>	
<b>Mentor Email</b>	
<b>Placement School/Centre</b>	

Q4. PST Course

Q5. Current Placement Standard

### Mentor Information

Thank you for mentoring our pre-service teacher. Your insights shape their professional journey. This section details placement standards, the stage of their experience, and prompts for key milestones.

Monash emphasises 'active participation' over observation. When a PST isn't instructing, they should actively engage with the learning environment, assisting wherever necessary. While brief note-taking is acceptable, we encourage minimal device usage to keep them attentive and involved.

Your adherence to these principles deepens the placement's value. We're grateful for your dedication to fostering a fruitful placement.

The following are details about your specific PST's placement:

## Beginning Standard

This review marks the midpoint of your PST's only Beginning standard placement. It's crucial to assess if they're making progress and are on track to meet this standard's requirements. Please refer to the [Mentor Guide](#) for expectations and discuss goal-setting with your PST. Q39.

## Mentor's Section

Assessment of PST's professional capacities.

Does your Pre-Service Teacher...

*Please note:*

If you answer no to any of the following we strongly recommend that you request support in the following page of this review.  
Your Pre-Service Teacher will be sent your responses to this question at the completion of this review.

<i>demonstrate a professional attitude?</i>	
<i>take initiative in day to-day professional actions and behaviours?</i>	
<i>demonstrate flexibility in their approach?</i>	
<i>engage collaboratively in their approach?</i>	
<i>communicate effectively with colleagues?</i>	
<i>demonstrate openness to learning and feedback?</i>	
<i>show willingness to be involved in all aspects of the school or centre?</i>	

**Q20. As a Mentor have you been able to...**

<i>ascertain that the PST is keeping a Reflection Journal?</i>	
<i>read the Monash Mentor Guide?</i>	

**Continuum.** **PST is currently most**  
**Please use the slider to indicate where your frequently teaching on this continuum of practice.**

<i>PST</i>		1
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## Mid-Placement Review

Responses to this page of the Mid-Placement Review along with your responses to the previous 'professional capacities' question will be sent to the Pre-Service Teacher for their own reference and goal setting. They are the only elements of this review sent to the PST.

Ideally, your responses on this page will document a reflective conversation which has occurred between Mentor and PST.

**At this point in the placement:**

**Q23. The pre-service teachers' strengths are...**

**Q24. The pre-service teachers' areas of further development are...**

**Q25. Ways to support the development of the above areas might be...**

**Q26. The Monash Professional Practice Consultants (PPCs) are educators who support both Mentors and PSTs. Our experience highlights the Mid-Placement Review as a key time for PPC support to increase if there are concerns.**

**Please indicate using the traffic light, how you feel the placement is progressing. Red (top) = significant concerns, support from the PPC team SAP.**

**Amber (middle) = some concerns, would appreciate discussion within a few business days. Green (bottom) = all going well, PPC contact non-essential.**

**Please note - this section of the report is not sent to the Pre-Service**

**Teacher. Please click the next arrow to submit for review.**

**SAMPLE**