Mentor Teacher Role Description

The Teaching School Mentor Teacher (MT) provides an arena for pre service teachers (PST) to develop expert teaching and learning capabilities.

The mentor teacher is a teacher who provides access to his or her classroom/learning environment for the purposes of supervising, coaching and mentoring preservice teachers to successfully complete a professional experience placement and develop their teaching capabilities. Built into this role is the responsibility of supervising the planning of a preservice teacher’s professional experience program and for evaluation of the practice of the preservice teacher, as well as helping them to develop and reflect upon their own practice.

A Mentor Teacher:
Supervises and supports development of a Preservice Teacher’s teaching skills by facilitating learning through professional conversations about:

- Expectations of all stakeholders
- Room dynamics
- Room management (programming, positive guidance)
- Availability of curriculum materials and teaching, assessment, reporting and evaluation
- Accessing facilities and equipment
- Information about the setting, including the background interests and abilities of the children, learning program and resources;
- Where appropriate orientate the preservice teacher to the setting, including introductions to staff, provision of rules and expectations, explanation of roles and responsibilities and information about the location and borrowing of resources;

In addition they:

- Engage the preservice teacher in collaborative teaching
- Provide adequate time, information and resources to enable the preservice teacher to meet the requirements of the professional experience;
- Talk in a reflective way about teaching practices
- Help initiate the preservice teacher into the culture of the educational context and community
- Undertake some modelling, scaffolding and coaching
- Provide written or oral feedback on all teaching experiences and lesson/day plans
- Facilitate adjustment to the room, the school/service and school/service community
- Engage in reflective practice and evaluation of teaching experiences
- Liaise with the Professional Experience Coordinator Early Childhood as necessary
- Ensure that appropriate ‘at risk’ procedures are followed if applicable.
- Where appropriate complete a mid-session formative Professional Experience evaluation record.
- Complete an overall summative Professional Experience evaluation record, discussing each record with the preservice teacher and the Professional Experience Coordinator Early Childhood as necessary.