

Professional Experience Placement Mentor Guide

This guide provides Mentor Teachers with a structured approach to supporting Pre-service Teachers (PSTs) before, during and after their placement. It outlines how CDU supports mentors to foster a collaborative, supportive and successful placement experience. The guide also includes links to online resources and supporting documents, and is best viewed in a digital format.

The Role of the Mentor Teacher

Mentor teachers play a vital role in supporting the professional growth of PSTs by modelling effective teaching, providing timely feedback, encouraging reflective practice and gradually increasing responsibility throughout the placement. The placement should be viewed as a collaborative learning partnership that promotes confidence, competence and professional identity.

Before the Placement - Initial placement meeting with PST

- ☐ Ensure the Site Coordinator at the placement setting has completed an induction with the PST
- ☐ Familiarise yourself with the [placement concern procedures](#), including the Notice of Concern, Targeted Support Plan and Early Cessation processes, available on the Work Integrated Learning (WIL) website.
- ☐ Familiarise yourself with the [placement unit](#) on the WIL Website
 - Download the unit-specific Requirements and Guidelines
 - Download the unit-specific Assessment Report Process Guide
- ☐ Contact the allocated CDU Professional Experience Supervisor if any placement requirements remain unclear.
 - Respond to the introductory email from your allocated Professional Experience Supervisor.
- ☐ Discuss the requirements of the placement with the PST, including:
 - Placement assessment reporting
 - Academic/assignment tasks and evidence requirements
 - Professional expectations and responsibilities
- ☐ Agree on [planning expectations](#) and discuss how the minimum teaching requirements will be achieved, including:
 - Planning approach (daily, weekly or collaborative planning)
 - Submission timelines for lesson plans
 - Preferred planning format (electronic or hard copy)
 - Feedback processes for planning and teaching
- ☐ Provide PST with a class timetable and discuss attendance expectations.
- ☐ Plan and discuss what the PST will teach during the first week.
- ☐ Support planning by co-planning lessons and sharing your programming, resources and assessment practices.
- ☐ Provide the PST with access to relevant curriculum documents, unit plans, learning programs and resources.

First Part of Placement

1. Introductions and expectations

- ☐ Introduce the PST to the principal, leadership team and staff.
- ☐ Discuss professional conduct, confidentiality, child safety and the expectations of a teacher as a member of the profession.
- ☐ Encourage the PST to collect evidence throughout the placement that demonstrates achievement of the APSTs.
- ☐ Discuss the goals, expectations and intended outcomes of the placement.

- ☐ Agree on:
 - Planning and feedback processes
 - Regular professional learning and feedback meetings
- ☐ Explain school expectations, including:
 - Staff meetings
 - Yard duty
 - Professional responsibilities
 - Workplace procedures
 - Safety requirements
 - Behaviour management
- ☐ Encourage the PST to participate in the broader life of the school where appropriate, including professional learning, parent communication, excursions and extra-curricular activities.

2. Observation, Reflection and Professional Learning

- ☐ Identify observation focus areas such as:
 - [Planning for Teaching and Learning](#)
 - [Teaching Effectively](#)
 - [Creating and Maintaining Supportive Learning Environments](#)
 - [Assessing and Providing Feedback](#)
 - [Professional and Ethical Conduct](#)
- ☐ Discuss the PST's observations and reflections, helping them identify strategies to strengthen their professional practice.
- ☐ Contact the Professional Experience Supervisor as soon as concerns arise rather than waiting for the Interim Report.
- ☐ Where appropriate, provide opportunities for the PST to observe other teachers, specialist staff or leadership teams.

3. Planning and Beginning to Teach

- ☐ Establish when and how feedback will be provided on planning and teaching.
- ☐ Provide regular opportunities for professional discussion and reflection throughout the placement.
- ☐ Provide timely verbal and written feedback on lesson planning and classroom practice.
- ☐ Discuss the learning needs of individual students and effective classroom management strategies.
- ☐ Continue supporting planning through co-planning and by sharing programming, resources and assessment practices.
- ☐ Support the PST to use assessment evidence and feedback to refine future planning and teaching.
- ☐ Gradually increase the PST's responsibility for planning, teaching and classroom management, progressing from observation to shared teaching and independent teaching in line with the placement requirements.

Mid-placement – Reflection and Progress Review

- ☐ Review the evidence collected with the PST and discuss how it demonstrates achievement of the [APSTs](#)
- ☐ Contact the allocated Professional Experience Supervisor immediately if you have concerns about the PST's progress. Significant concerns should always be discussed before recommending a Targeted Support Plan (TSP)
- ☐ Attend the Mid-placement Meeting with the Professional Experience Supervisor (a booking link will be emailed)
- ☐ Complete the Interim Assessment Report in collaboration with the PST by the placement midpoint.
 - Submit the Interim Assessment Report using the secure assessment link provided by InPlace.

Second Part of the Placement – Teaching and Professional Growth

- ☐ Continue providing planning and teaching support as required.
- ☐ Provide regular feedback on the PST's planning, teaching, observations and professional reflections.
- ☐ Continue discussing evidence demonstrating progress against the APSTs
- ☐ Extend professional conversations beyond individual lessons to include:
 - Learner engagement and wellbeing
 - Building positive relationships
 - Ethics, professional responsibilities and duty of care
 - Professional language and practice

End of Placement – Final Assessment

- ☐ Review the evidence collected throughout the placement and discuss how it demonstrates the APSTs.
- ☐ Complete and discuss the Final Assessment Report with the PST, identifying:
 - Professional strengths
 - Areas for continued development
 - Future professional goals
- ☐ Acknowledge the PST's achievements and discuss next steps for professional growth.
- ☐ Complete and submit the Final Assessment Report on the final day of the placement using the secure assessment link provided by InPlace.

Graduate Standard Expectations

Throughout the placement, Pre-service Teachers should demonstrate increasing independence, confidence and professional judgement. By the end of the placement, they should have progressed from observing and participating in teaching to planning, implementing, assessing and reflecting on learning that positively impacts children and students. Assessment should consider not only what the PST knows and does, but also their capacity to reflect on practice, respond to feedback and demonstrate readiness for graduate-level teaching.

After the Placement – Feedback and Mentor Payment

- ☐ Complete the Mentor Feedback Survey
- ☐ Submit your mentor payment claim using the forms available on the [WIL website](#)