## Mentor Teacher Role Description



Mentor teachers should:-

**Prior to the professional experience**

• Fully inform themselves of the requirements of the professional experience placement

as specified in the professional experience handbooks

• Attend group information sessions provided for Northern Territory students

• Complete introductions and read introductory profile

**During observation and team teaching period of the professional experience**

• Introduce the preservice teacher carefully to the class as a teaching colleague

• Model classroom practice: discuss own lesson planning, pedagogy, classroom

management

• Discuss expected standards and routines of the classroom

• Provide background information about the class

• Explain the current teaching program and where a preservice teacher’s blocks of

teaching will fit

• Discuss assessment types and timelines and reporting strategies and requirements

• Introduce the preservice teacher to members of faculty/school

• Induct preservice teachers into beyond classroom professional responsibilities such as

yard duty, faculty and staff meetings

• Introduce the preservice teacher to the protocols of viewing/booking/using resources

and technologies

• Support the preservice teacher in completion of observation and resource collection/

dialogue needed for completion of CDU academic units

• Encourage preservice teachers to observe the classes of teachers other than those of

mentor teachers

**During the teaching phase of the professional experience**

• Assist the preservice teacher in preparation of lesson plans

• Review lesson plans and offer constructive feedback prior to lesson delivery

• Ensure that preservice teachers are appropriately supervised at all times in the

classroom

• Observe lesson delivery and give verbal and/or written feedback

• Assist preservice teachers in development of formative and summative assessment tasks

• Assist with assessing of student work

• Give models for recording and responding to student achievement

• Model teacher to parent interactions and involve the preservice teacher in these

interactions where possible

• Respond to the preservice teacher’s reflective journal where appropriate

• Hold regular professional discussions, offering professional advice and feedback and

allowing preservice teachers to share their own feelings, reflections and concerns about

their practice

• Assist preservice teachers to develop a repertoire of classroom management strategies

and a resource bank or professional “library” to assist their teaching

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• Assist the preservice teacher in gathering evidence of competence against the *Northern*

*Territory Professional Standards for Graduating Teachers.(or similar)*

**After the Professional Experience**

• Develop goals with the preservice teacher for their next period of professional

experience.

• Reflect on own mentoring practice.