

Subject:	Date:
L.I.	

Key Focus Standards

1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.
1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
2.2 Organise content into an effective learning and teaching sequence.	5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	6.2 Understand the relevant and appropriate sources of professional learning for teachers.
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
3.3 Include a range of teaching strategies.	7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
3.7 Describe a broad range of strategies for involving parents/carers in the educative process.	

Lesson Preparation	
Beginning Transition	
Introduction	
Core of the lesson	
Plenary	

General Observations

Discuss the expectations that the mentor has for the mentee, and the expectations the mentee has for the mentor.

Mentor

Mentee