

# Practice-focused Mentor (Mentor) Checklist

Supporting provisionally registered teachers (PRTs) to progress from provisional to full registration

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- ☐ Read the *Principal, Panel & Mentor Handbook*; work through the resources and tools that are available from the TRB website; and familiar with the Proficient career stage Standard descriptors of the Australian Professional Standards for Teachers (APST).
- ☐ Attend relevant TRB approved information session and/or complete the online webinar (recommended).
- ☐ Present the applicant with evidence of completion of training (e.g., Certificate of completion).
- ☐ Meet with the PRT/applicant to map out a plan of meetings, set goals aligned with the Standards, assess existing evidence and plan future collection/approach. Organise opportunities for ongoing observation and conversations about practice; providing induction/orientation to professional practices and professional identity as well as technical and emotional support.
- ☐ Work with the applicant to devise professional learning/development plan/s to meet needed areas of development/learning for their progression to proficiency.
- ☐ Support the PRT to organise teachers from their panel (or other teachers with full registration who understand the process) to observe their lessons and write them up in accordance with TRB requirements. You should do at least ONE of these formal classroom observations with the applicant.
- ☐ Review the annotated evidence and the evidence map collated and documented by the applicant. Focus on the suitability of each artefact/evidence set for evidencing what was done and the impact on student outcomes claimed against the proficient stage descriptor/s the PRT has selected. Check that the PRT fully understands the elements of each descriptor and that they have annotated for the *what, why, impact* and *how they know* while explicitly linking to the identified descriptor/s. Provide feedback and ask questions rather than editing/correcting – the portfolio must be the applicant's own work.
- ☐ Provide opportunities for the PRT to observe your classes and those of other experienced teachers. Explain your approach to planning, assessing, classroom management, data analysis and the like and ensure the PRT is familiar with school/system/sector policies, practices, procedures and compliance demands; and their rationale.
- ☐ Determine whether the PRT needs further support, time or guidance as the time approaches for the portfolio to be submitted to the Principal and advocate for resources (including time) to be made available; recommend assessment if you believe the applicant's portfolio is ready.
- ☐ Undertake the responsibilities of a workplace/assessment panel member and do not act as an advocate/apologist but operate as a professional, declaring a conflict of interest when needed.

**In the event the panel finds that the evidence provided is not yet satisfactory for the panel to recommend FULL registration then the following is required:**

- ☐ Support the PRT to understand the reason/s and to meet the challenge to further improve their portfolio.