(EX) 2025 Initial Teaching Experience B - Second Round-Table (FORM RT2) Mentor 1

TABOR
Faculty of Education

Initial Teaching Experience B
Second Round-Table FORM RT2 Feedback and Reflection

Please complete the form below:
1. To save, click **Save Draft** below.
2. To finalise the form, click **Mentor Teacher Submit** below. This will submit the form and prevent any further editing.

Preservice Teacher	Preservice Teacher ID
*	*
Name of School	**School Coordinator**
*	*
Professional Experience block dates	**Tabor Liaison**
*	*
Teaching Area (Secondary Only) / Year Level	**Mentor Teacher**
*	*
Other Mentor Teacher (Secondary: for this Teaching Area only) (if applicable)	**Names of others present at the meeting (optional)**

Teaching context:

*

IMPORTANT INFORMATION FOR MENTOR TEACHERS ABOUT COMPLETING THIS FORM:

FEEDBACK
Timely and accurate feedback is crucial for all learners, including preservice teachers. You are

encouraged to have regular conversations with your preservice teacher about the contents of this report and how they are measuring up against the focus areas.

Conversations can commence early in the placement to identify areas of strength. As the placement progresses, conversations can highlight emerging areas for growth; use the descriptors for each focus area to identify appropriate skills, knowledge or actions.

This form (FORM RT2) should be completed in dialogue with your preservice teacher prior to the Second Round-Table meeting. It is important that this report guides the professional learning conversation during the Round-Table meeting. This interim report (FORM RT2) forms the basis of the *Mentor Teacher Assessment Recommendation* (MTAR) and should be referred to when completing the MTAR form on the final day of the Professional Experience placement.

PRESERVICE TEACHER DEVELOPMENTAL STAGE
It is important to recognise the stage and development of your preservice teacher. Preservice teachers differ from one another in their capacity across domains; however, what they can observe, interpret and respond to will also change as they progress through their course, through interactions with others and subsequent reflections on their experiences and practice. The full range is possible for every Professional Experience. Please bear in mind that the preservice teacher is completing their second (Master of Teaching) or third placement (Bachelor of Education).

USING THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS TO REPORT ON PROGRESS:
This report provides a current indication of the extent to which the preservice teacher has demonstrated their ability to meet the Australian Professional Standards for Teachers, **at the level of completing a first Professional Experience**. Refer to *Tabor Foundation Descriptors* for a description of each Focus Area. The terms used to indicate the extent to which the preservice teacher has met the professional standards should be interpreted as follows:

EMERGING OR UNSATISFACTORY
Where a preservice teacher is rated as Emerging or Unsatisfactory within required focus areas, please provide detailed information and the circumstances of this rating, within the comments section of this report.

The Focus Areas that are not highlighted (e.g. Focus Area 1.1) are required and preservice teachers should be assessed against them.

NOT ENCOUNTERED
If there was no opportunity available for the pre-service teacher to meet the Focus Area descriptor in this placement, please select 'Not Encountered', and it should be a focus in a future placement.

HIGHLIGHTED FOCUS AREAS
Some of the Focus Areas are highlighted (e.g. Focus Area 1.6). Assessment of the preservice teacher against the highlighted Focus Areas is encouraged for this report, but Tabor acknowledges they may not have the opportunity to demonstrate competence for these Focus Areas that reflect the preservice teacher's stage of progress and development within their initial teacher education course. Please select 'Not Encountered' if not given the opportunity to meet the Focus Area descriptor.

DOMAIN: PROFESSIONAL KNOWLEDGE

Focus Area	Focus Area
1.1 Physical, social and intellectual development and characteristics of students ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✎ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**1.2 Understand how students learn** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✎ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✎ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**1.4 Strategies for teaching Aboriginal and Torres Strait Islander students** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✎ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✎ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**1.6 Strategies to support full participation of students with disability** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✎ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered
2.1 Content and teaching strategies of the teaching area ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✎ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**2.2 Content selection and organisation** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✎ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered

2.3 Curriculum, assessment and reporting
- ☐ Outstanding
- ☐ Good
- ☐ Satisfactory (meets Standard) ✏
- ☐ Emerging
- ☐ Unsatisfactory
- ☐ Not Encountered

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australian
- ☐ Outstanding
- ☐ Good
- ☐ Satisfactory (meets Standard) ✏
- ☐ Emerging
- ☐ Unsatisfactory
- ☐ Not Encountered

2.5 Literacy and numeracy strategies
- ☐ Outstanding
- ☐ Good
- ☐ Satisfactory (meets Standard) ✏
- ☐ Emerging
- ☐ Unsatisfactory
- ☐ Not Encountered

2.6 Information and Communication Technology (ICT)
- ☐ Outstanding
- ☐ Good
- ☐ Satisfactory (meets Standard) ✏
- ☐ Emerging
- ☐ Unsatisfactory
- ☐ Not Encountered

DOMAIN: PROFESSIONAL PRACTICE

Focus Area	Focus Area
3.1 Establish challenging learning goals ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**3.2 Plan, structure and sequence learning programs** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered
3.3 Use teaching strategies ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**3.4 Select and use resources** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered
3.5 Use effective classroom communication ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**3.6 Evaluate and improve teaching programs** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered
3.7 Engage parents/carers in the educative process ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**4.1 Support student participation** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered
4.2 Manage classroom activities ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**4.3 Manage challenging behaviour** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered

4.4 Maintain student safety
- ☐ Outstanding
- ☐ Good
- ☐ Satisfactory (meets Standard) ✎
- ☐ Emerging
- ☐ Unsatisfactory
- ☐ Not Encountered

4.5 Use ICT safely, responsibility and ethically
- ☐ Outstanding
- ☐ Good
- ☐ Satisfactory (meets Standard) ✎
- ☐ Emerging
- ☐ Unsatisfactory
- ☐ Not Encountered

5.1 Assess student learning
- ☐ Outstanding
- ☐ Good
- ☐ Satisfactory (meets Standard) ✎
- ☐ Emerging
- ☐ Unsatisfactory
- ☐ Not Encountered

5.2 Provide feedback to students on their learning
- ☐ Outstanding
- ☐ Good
- ☐ Satisfactory (meets Standard) ✎
- ☐ Emerging
- ☐ Unsatisfactory
- ☐ Not Encountered

5.3 Make consistent and comparable judgements
- ☐ Outstanding
- ☐ Good
- ☐ Satisfactory (meets Standard) ✎
- ☐ Emerging
- ☐ Unsatisfactory
- ☐ Not Encountered

5.4 Interpret student data
- ☐ Outstanding
- ☐ Good
- ☐ Satisfactory (meets Standard) ✎
- ☐ Emerging
- ☐ Unsatisfactory
- ☐ Not Encountered

5.5 Report on student achievement
- ☐ Outstanding
- ☐ Good
- ☐ Satisfactory (meets Standard) ✎
- ☐ Emerging
- ☐ Unsatisfactory
- ☐ Not Encountered

DOMAIN: PROFESSIONAL ENGAGEMENT

Focus Area	Focus Area
6.1 Identify and plan professional learning needs ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏️ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**6.2 Engage in professional learning and improve practice** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏️ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered
6.3 Engage with colleagues and improve practice ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏️ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**6.4 Apply professional learning and improve student learning** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏️ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered
7.1 Meet professional ethics and responsibilities ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏️ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**7.2 Comply with legislative, administrative and organisational requirements** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏️ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered
7.3 Engage with the parents/carers ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏️ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered	**7.4 Engage with professional teaching networks and broader communities** ☐ Outstanding ☐ Good ☐ Satisfactory (meets Standard) ✏️ ☐ Emerging ☐ Unsatisfactory ☐ Not Encountered

Mentor Teacher's Overall Comments:

Please provide your overall comments here (and if relevant, include details information and circumstances leading to any Unsatisfactory rating within **required** focus areas).

✏️

*

*Thank you for completing FORM RT2. Please click **Mentor Teacher Submit** to finalise the mentor teacher section of the form.*

Save Draft   Mentor Teacher Submit

Preservice Teacher
1. Ensure all sections above are complete and you have read and discussed this with your Mentor Teacher (assessment and comments)
*2. Click **Preservice Teacher Submit**.*
*3. **Advise your Tabor Liaison that you have submitted the form**. Your Tabor Liaison will then verify and submit the form to Tabor.*

Save Draft   Preservice Teacher Submit

Tabor Liaison to verify and submit the form once Mentor Teacher and Preservice Teacher have submitted their section of the form.

Save Draft   Tabor Liaison Verification and Submit