

PlacementPULSE — Yellow Submission

Sample annotated example for mentor reference

► About this sample

This sample shows a well-written Yellow PULSE submission. Yellow is for concerns that go beyond normal development. Yellow boxes explain what makes each response effective. All names and details are fictional.

Contact details

Q2.

What is your name?

Alex Taylor

Q3.

What is your role?

Mentor Teacher

Q4.

What is your email address?

alex.taylor@school.edu.au

Q5.

What is the name of the school or centre?

Riverside Secondary College

Pre-service teacher details

Q6.

What is the pre-service teacher's name?

This information can be found in the placement confirmation email.

Jordan Smith

Q7.

What is the pre-service teacher's course code?

E751

Q8.

What is the pre-service teacher's unit code?

EPR782

PlacementPULSE status

Q9.

Please select your PlacementPULSE status:

- Green: The pre-service teacher is learning and improving at the expected pace.
- Yellow: I have concerns about the pre-service teacher's progress and ability to complete a successful placement.**
- Red: I have serious concerns requiring immediate attention.

► Choosing Yellow — what this means

Yellow is for concerns that go beyond normal development wobbles. Ask: is this PST at risk of not meeting mid or end of stage expectations? If yes, Yellow is appropriate. A Deakin representative will contact you within three business days. Submitting early gives us more time to help — do not wait until the final week. Depending on context, our Multi-Tiered Support System (MTSS) may be activated to provide additional support.

Observations and progress

Q10.

Please describe your observations.

Maximum 1000 characters.

Strengths: Jordan has a positive relationship with students and makes a genuine effort to be present and engaged in the classroom. He is receptive in feedback conversations and willing to discuss suggestions.

Areas of concern: Lesson plans have consistently been submitted the morning of the lesson or not at all, leaving insufficient time for feedback. On several occasions, resources were not prepared before the lesson began, resulting in delays and lost learning time. We have discussed two or three behaviour management strategies together, however I have not observed any attempts to apply these in class. When students are disengaged or not listening, Jordan continues talking rather than pausing or using an agreed strategy.

► What makes this effective

Lead with genuine strengths to give a balanced picture. Then describe concerns with specific, observable examples — what happened, when, and what the impact was. The gap between what is discussed in feedback and what is applied in class is important context for Deakin. Be specific about what you have and have not seen.

Q11.

Please provide further details about how the pre-service teacher has progressed.

This could include communications with the PST, improvements made, or contact with other parties.

I have met with Jordan weekly and provided written feedback on lesson plans where submitted. Jordan is receptive in these conversations but changes have not been consistently carried through into lessons. I have raised the lesson planning timeline on two occasions. I have not yet contacted the PST coordinator or Deakin directly as I wanted to document my observations more fully before doing so.

Q12.

Please list three to five goals for the pre-service teacher for the remainder of placement.

1. Submit lesson plans at least 48 hours before each lesson to allow time for feedback.
2. Have all resources prepared and ready before students enter the classroom.
3. Apply at least one agreed behaviour management strategy per lesson and reflect on its effectiveness.

► Writing effective goals

Goals should be specific, observable, and achievable within the remaining placement time. Avoid broad goals like 'be more organised.' Describe the exact behaviour you want to see. Specific goals make it easier for Deakin to follow up and for the PST to understand what is expected.

What happens after you submit

Step 1	Deakin reviews your submission We may reach out for additional context if needed. If your submission is clear and complete, we will move straight to the next step.
Step 2	The Unit Chair contacts the student The Unit Chair will contact the pre-service teacher to discuss what has been raised and work with them to formulate clear, achievable goals.
Step 3	A shared plan is sent to everyone The agreed goals and support plan are sent to both the student and the mentor so everyone has a clear, shared understanding of expectations for the remainder of placement.
Step 4	Ongoing support If concerns continue or new issues arise, please submit a further PULSE or contact the PEO directly. Depending on the context, additional supports from our MTSS may be activated. You will not be left to manage the situation alone.

