



PROFESSIONAL EXPERIENCE REPORT FORM (PrEx2 10 Days)

PRE-SERVICE TEACHER'S UNE ID NUMBER: _____

PRE-SERVICE TEACHER'S NAME: ERIN SAXBY

SCHOOL: EAST MAITLAND PUBLIC SCHOOL

SUPERVISING TEACHER/S: LISA-JANE CREIGHTON

DATES OF PLACEMENT: from 20-4-15 to 1-5-15

PROGRAM: (please tick) INTERNAL or EXTERNAL
 Bachelor of Education (Primary) Bachelor of Education (K-

12) Bachelor of Special Education (Primary)/Bachelor of Disability Studies
 Combined Degree Master of Teaching

PRIMARY STAGE/YEAR LEVEL YEAR 1
OR

SECONDARY SPECIFIC CURRICULUM SUBJECT/S: _____

OVERALL ASSESSMENT

Teachers are asked to evaluate the pre-service teacher at the non-graduate level appropriate to their stage professional development. This report is in line with the Australian Professional Standards for Teachers. Please note that this is an introductory placement and this report has been modified for assessment against relevant Focus Areas.

I certify that this pre-service teacher has completed the period of Professional Experience shown above and have assessed them as:

Satisfactory

Unsatisfactory

SUPERVISOR'S SIGNATURE: [Signature]

DATE: 7-5-15

Official School Stamp
EAST MAITLAND PUBLIC SCHOOL

IDENTIFIED STANDARDS OF PROFESSIONAL TEACHING COMPETENCE

- ❖ The assessment framework is based on the Focus Areas of the Professional Teaching Standards for the Non-Graduate Pre-service Teacher.

The Standard Descriptors in this report can be evaluated as:			
<i>N: Not Developed</i>	<i>P: Partially Developed</i>	<i>D: Developed</i>	<i>E: Exceeds expectations for this stage</i>
Teachers are asked to evaluate the pre-service teacher at the <u>non-graduate level</u> appropriate to their stage of professional development. Please provide an explanation in the appropriate comment section if a Focus Area cannot at least be partially demonstrated.			

PROFESSIONAL KNOWLEDGE

STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	<i>(Please tick)</i>			
	N	P	D	E
1.1.1 Physical, social and intellectual development and characteristics of students Demonstrate a developing knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2.1 Understand how students learn Demonstrate a developing understanding of the different ways in which student learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3.1 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate a developing understanding of how diverse linguistic, cultural, religious and socioeconomic backgrounds may impact on learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.4.1 Strategies for teaching Aboriginal and Torres Strait Islander students 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.6.1 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
COMMENT:				
STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	<i>(Please tick)</i>			
	N	P	D	E
2.1.1 Content and teaching strategies of the teaching area Demonstrate a developing knowledge and understanding of the structure of the content and teaching strategies of the teaching area.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.2.1 Content selection and organisation Organise content into an effective learning and teaching sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5.1 Literacy and numeracy strategies Demonstrate developing knowledge and understanding of literacy and numeracy teaching strategies and their application in teaching areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.6.1 Information and Communication Technology (ICT) Demonstrate a developing ability to implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
COMMENT:				

PROFESSIONAL PRACTICE

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING (Please tick)				
	N	P	D	E
3.2.1 Plan, structure and sequence learning programs Demonstrate a developing ability to plan short small-group activities using knowledge of content and effective teaching strategies.			✓	
3.3.1 Use teaching strategies Include a range of teaching strategies.			✓	
3.4.1 Select and use resources Demonstrate a developing knowledge of a range of resources, including ICT, that engage students in their learning.			✓	
3.5.1 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.			✓	
3.6.1 Evaluate and improve teaching programs Demonstrate a capacity to evaluate their own teaching of lessons to improve student learning.			✓	
COMMENT: <i>Irin always reflected on her teaching and learning with students and implemented constructive feedback provided by supervising teacher in subsequent lessons.</i>				

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS (Please tick)				
	N	P	D	E
4.2.1 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.			✓	
4.4.1 Maintain student safety Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.			✓	
4.5.1 Use ICT safely, responsibly and ethically 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.			✓	
COMMENT:				

STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING (Please tick)				
	N	P	D	E
5.2.1 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.			✓	
COMMENT:				

PROFESSIONAL ENGAGEMENT

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	(Please tick)			
	N	P	D	E
6.3.1 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.			✓	
COMMENT: Erin always aimed to improve her teaching & would seek advice from teaching staff on how to do so.				

STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	(Please tick)			
	N	P	D	E
7.1.1 Meet professional ethics and responsibilities Demonstrates the professional ethics and conduct required for the teaching profession.			✓	
7.2.1 Comply with legislative, administrative and organisational requirements Demonstrates a growing understanding of the administrative and organisational requirements of teaching.			✓	
COMMENT:				

SUPERVISING TEACHER'S OVERALL COMMENT/S:

Erin has an excellent teaching presence which was demonstrated in all of her interactions with students in her class. She has strong communication skills and students responded well to her at all times. During her placement at Maitland East Public school, Erin carried out all tasks and responsibilities in a professional and enthusiastic manner. Her organisational skills, caring nature and positive attitude will make her an asset to any school in the future. I wish her all the very best in her future endeavours.