



PROFESSIONAL EXPERIENCE REPORT FORM (PrEx1 10 Days)

PRE-SERVICE TEACHER'S NAME: Erin Saxby

SUPERVISING TEACHER(S): Tanya Strang

DATES OF PLACEMENT: from 18th August to 29th August

PROGRAM: 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 Kindergarten (Early Stage One)
OR

SECONDARY SPECIFIC CURRICULUM SUBJECT/S: _____

OVERALL ASSESSMENT

Teachers are asked to evaluate the pre-service teacher at the non-graduate level appropriate to the stage of their professional development. This report is in line with the National 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 at the non-graduate level of their professional development as:

Satisfactory Unsatisfactory

SUPERVISOR'S SIGNATURE: Tanya Strang

DATE: 29.8.14

Official School Stamp

Nillo Infants School
Belmore Road
Lorn NSW 2320

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.
- ❖ Additionally the Interim Report (Progress Guide) should be used as a guide when completing the Final Report as it contains the same Standard Descriptors.

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>
<p>Teachers are asked to evaluate the pre-service teacher at the <u>non-graduate level</u> appropriate to the stage of their professional development. Please provide an explanation in the appropriate comment section if a Focus Area cannot at least be partially demonstrated.</p>			

PROFESSIONAL KNOWLEDGE

STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	<i>(Please tick)</i>			
	N	P	D	E
1.2.1 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.			X	
1.3.1 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			X	
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.			X	
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.			X	
COMMENT: Erin made a concerted effort to learn student names promptly through small group activity opportunities and regular conversations with the students. She observed students and had professional conversations with myself in regard to student learning styles and abilities.				

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 knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.			X	
COMMENT: Erin has prepared a variety of appropriate and relevant learning experiences that have engaged the students. She has listened to and encouraged students in class discussions. Erin can identify outcomes and is becoming more familiar with syllabus content. She has presented information and learning activities in a clear and logical way.				

PROFESSIONAL PRACTICE

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING <i>(Please tick)</i>				
	N	P	D	E
3.2.1 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.			X	
3.5.1 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.			X	
COMMENT: Erin has supported Learning Centres in the classroom. She has been exposed to the L3 classroom (Language, Learning and Literacy Program) and assisted in preparing varied Literacy learning experiences. She has had the opportunity to teach a variety of Key Learning Areas. Lesson plans have been clear and well organised. Erin has provided age appropriate and explicit instructions to enhance student learning.				

STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING <i>(Please tick)</i>				
	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.				X
COMMENT: Erin has regularly provided relevant positive feedback to the students to support their learning. Her feedback has been immediate and appropriate promoting confidence in students about what they are learning.				

PROFESSIONAL ENGAGEMENT

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING <i>(Please tick)</i>				
	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.				X
COMMENT: Erin has attended our weekly staff meetings. She has engaged in professional discussions with myself and has taken on advice to improve and support her teaching experience. Erin asks for and accepts advice when necessary. She recognises the importance of planning for ongoing professional growth.				

STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY <i>(Please tick)</i>				
	N	P	D	E
7.1.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.			X	
7.2.1 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.			X	
COMMENT: Erin has been approachable to parents both in the classroom during small group activities and during informal settings such as the Book Week Parade and Kinder Orientation. She is aware of the importance of fostering parental involvement in childrens' learning whilst being aware of confidentiality.				

SUPERVISING TEACHER'S OVERALL COMMENT/S:

Erin has been a pleasure to have in our classroom. She displays enthusiasm for teaching and is always positive and organised. Erin has assisted with the general organisation of the classroom and has displayed initiative to support class practices and expectations. Lessons have been well prepared with appropriate resources utilised to support effective teaching and learning. Erin has shown improvement in managing challenging behaviour and anticipating possible disruptions.

Erin has been actively involved in a variety of school experiences throughout her professional learning experience. These experiences have included: Life Education, Gymnastics Program, Music Program, Book Week Parade and Kindergarten Orientation. Erin has happily assisted with the varied tasks necessary to the successful running of a classroom and a school.

For her first professional learning experience, Erin has been very thorough and thoughtful with her planning and preparation, but has also been very flexible when school commitments have required this. She has been dependable and punctual and displays a calm and friendly disposition. Erin has developed a positive rapport with staff and students and has demonstrated effective communication skills.

KWhite and I have enjoyed having Erin in our classroom. She has made a great start to her teaching career and I wish her all the best for her future in education.