



GRADUATE LEVEL PROFESSIONAL EXPERIENCE REPORT FORM

PRE-SERVICE TEACHER'S UNE ID NUMBER: 220123725

PRE-SERVICE TEACHER'S NAME: ERIN JADE SAXBY

SCHOOL: St Aloysius Catholic Primary School, Chisholm

DATES OF PLACEMENT: from 6/5/16 to 1/7/16

SUPERVISING TEACHER(S): Nic Hughes

PLACEMENT LEVEL: PrEx - Final Graduate

Bachelor of Education (Primary) Bachelor of Education (K-12)

Bachelor of Education (Early Childhood & Primary)

Bachelor Special Education (Primary)/Bachelor of Disability Studies

Combined Degree Graduate Diploma in Education Master of Teaching

PRIMARY YEAR LEVEL (class) Composite Class: Years 5 & 6

OR

SECONDARY SPECIFIC CURRICULUM SUBJECT/S: «Subject»

RECOMMENDED OVERALL ASSESSMENT

Teachers are asked to evaluate the pre-service teacher at the graduate level in line with the Australian Professional Standards for Teachers.

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

Satisfactory

Unsatisfactory

Please ensure this report is signed before emailing to Office of Professional Learning

Official School Stamp

St Aloysius Catholic Primary School

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 Phone (02) 4088 8030 Fax (02) 4088 8032
 Email admin@chisholm.catholic.edu.au
 ABN: 79 469 343 054

SUPERVISOR'S SIGNATURE: *Michelle Gough*

DATE: 20/7/16

IDENTIFIED STANDARDS OF PROFESSIONAL TEACHING COMPETENCE

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

| | | |
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| The Standard Descriptors in this report can be evaluated as: | | |
| N: Not Developed | D: Developed | E: Exceeds expectations for this stage |
| The Pre-Service teacher will meet all Focus Areas for this Graduate Level Placement. 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 | (Please tick) | | |
|---|---------------|---|---|
| | N | D | E |
| 1.1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | | | x |
| 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 |
| 1.5.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. | | | 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 has an extensive knowledge and understanding of how learning is affected by social, physical and intellectual development. Erin understands how students learn and actively searches for research based resources and strategies to enhance learning. Erin creates an inclusive, supportive learning environment that allows students of all backgrounds to thrive. She prepared and gave lessons which promoted Aboriginal culture in Australia. Erin supported the learning of children of a wide variety of learning abilities and supported students which intellectual and physically disabilities including effectively catering for a deaf student. | | | |

| STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT | <i>(Please tick)</i> | | |
|---|----------------------|----------|----------|
| | N | 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 |
| 2.2.1 Content selection and organisation Organise content into an effective learning and teaching sequence. | | | x |
| 2.3.1 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | | | X |
| 2.4.1 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | | | X |
| 2.5.1 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | | | X |
| 2.6.1 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | | | x |
| COMMENT: Erin has an extensive knowledge of the NSW k-6 content and teaches in a ways that allows students to access that content in a variety of ways. Learning sequences were effectively organised to maximise understanding. Reconciliation between Indigenous and non-Indigenous Australians was promoted through the integration of novel and film studies in an integrated English program. Erin focussed her teaching on Literacy and Numeracy strategies this practicum and presented well developed and prepared lessons and units which resulted in student growth particularly in the area of creative writing. Erin also has well developed ICT knowledge and incorporated this knowledge effectively into most lessons. | | | |

PROFESSIONAL PRACTICE

| STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING | <i>(Please tick)</i> | | |
|--|----------------------|----------|----------|
| | N | D | E |
| 3.1.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | | | X |
| 3.2.1 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | | | X |
| 3.3.1 Use teaching strategies Include a range of teaching strategies. | | | X |
| 3.4.1 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | | | X |
| 3.5.1 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | | | X |
| 3.6.1 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. | | | X |
| 3.7.1 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process. | | | x |
| COMMENT: Erin made learning goals clear to students with WALT and WILF strategies which were challenging but still achievable. Erin worked hard to quickly learn where students were in their learning and effectively utilised assessment pre and post assessments to tailor her planning and teaching to maximise the impact on student growth. Erin thoroughly planned effective, engaging lessons using the school's programming documents. Her lessons incorporated a wide range of well-developed teaching strategies. Erin was also highly reflective on her own teaching practice, using feedback to hone both the content and delivery of her lessons. Erin used written feedback to parents to motivate and reward students for working well and consulted with myself (class teacher) regularly regarding emails and phone calls to parents. Erin has highly developed communication skills and spoke to parents directly with an approachable yet professional manner. | | | |

| STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS | | | |
|---|----------------------|----------|----------|
| | <i>(Please tick)</i> | | |
| | N | D | E |
| 4.1.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities. | | | X |
| 4.2.1 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions. | | | X |
| 4.3.1 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour. | | | X |
| 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. | | | X |
| 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. | | | X |
| COMMENT: Erin developed a wide range of strategies to create and maintain a supportive and safe learning environment. She moved the modern styled furniture into configurations that better catered for effective learning of the students in the class. Erin created highly visually attractive displays that celebrated student work and further supported learning. Erin worked effectively as part of the Stage 3 team, in which she was responsible for teaching different flexible learning groups. Erin quickly established a positive rapport with students across the stage, learning a wide range of names and catering for a wide range of learning styles and behaviours. Erin followed and built on established classroom routines and developed an effective behaviour management system to promote and reward positive behaviour. She also made expectations clear and made students explicitly aware of consequences for poor choices. Erin used her prior knowledge of students to anticipate problems and guide learning. | | | |

| STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING | | | |
|---|----------------------|----------|----------|
| | <i>(Please tick)</i> | | |
| | N | D | E |
| 5.1.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. | | | X |
| 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 |
| 5.3.1 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. | | | X |
| 5.4.1 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | | | X |
| 5.5.1 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. | | | X |
| COMMENT: Erin developed and implemented a range of assessment strategies including pre-tests to assess prior knowledge, observational check lists, marking rubrics and post learning assessments. Erin provided students with effective written and oral feedback. Erin used assessment data to inform her teaching, tailoring lessons to have the maximum impact on students. She also analysed data to ascertain which teaching strategies were having the highest impact what other external factors were influencing student attainment of knowledge and concepts. Erin kept accurate records of student achievement which will be used to inform parents through the school reporting process. She also developed ways to contact parents regarding positive learning experiences. | | | |

PROFESSIONAL ENGAGEMENT

| STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING | <i>(Please tick)</i> | | |
|---|----------------------|----------|----------|
| | N | D | E |
| 6.1.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. | | | X |
| 6.2.1 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers. | | | X |
| 6.3.1 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | | | X |
| 6.4.1 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. | | | X |
| COMMENT: Erin has a thorough understanding of the Australian Professional Standards for Teachers and used them frequently to identify and develop her professional learning needs. Erin regularly sought feedback on the content and delivery of her lessons. She always responded positively, acting on suggestions and implementing them into her planning and practice to further enhance teaching and learning. I found conversations with Erin around the teaching and learning of my class to have a huge benefit not only to her practice but to my own as we often discussed areas for improvement and jointly constructed and implemented initiatives and solutions to improve learning outcomes. Erin also volunteered for team teaching in open learning areas with Kindergarten teachers, this experience allowed her to broaden her feedback base within the school. This also gave Erin the opportunity to both view and demonstrate different teaching styles. | | | |

| STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY | <i>(Please tick)</i> | | |
|---|----------------------|----------|----------|
| | N | 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 |
| 7.3.1 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers. | | | X |
| 7.4.1 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. | | | X |
| COMMENT: Erin acted in an exceptionally professional manner throughout her entire practicum. She always responded well to requests by school executive, class teachers and myself as supervising teacher. She communicated with parents personally and sent home positive notes to enhance communication and support. | | | |

SUPERVISING TEACHER'S OVERALL COMMENT/S:

Erin has done an amazing job on this practicum. She has a well-developed knowledge of both curriculum content and teaching strategies. Erin constantly strives to improve her teaching and the outcomes of the students she teaches. She actively seeks advice and incorporates that advice into her practice.

Erin quickly established a strong rapport and mutual respect with the students in her class. Erin worked with and further developed established class routines, building reward systems and communicating positive behaviour with parents. She took responsibility for the layout of the room and classroom displays, creating a highly visually appealing learning space which enhanced student learning and promoted student work.

Erin plans detailed, effective and engaging lessons but also adapts well to changes and thinks quickly on her feet. She uses assessment strategies to effectively plan future lessons and assess concepts understood and the effectiveness of her delivery and content.

Erin has excellent people skills, communicating positively with students, colleges, parents and community members. I believe Erin would make an excellent teacher and team member in any primary school environment. She enjoys working extremely hard and uses her time effectively to maximise student growth. It has been a pleasure to supervise Erin during this practicum as she has enhanced student growth and enjoyment over the four weeks she has been in the class.