

NON GRADUATE PROFESSIONAL EXPERIENCE REPORT FORM

PRE-SERVICE TEACHER'S UNE ID NUMBER: 220123725

PRE-SERVICE TEACHER'S NAME: ERIN JADE SAXBY

SCHOOL: St Joseph's Primary School, East Maitland

DATES OF PLACEMENT: from 13th July 2015 to 7th August 2015

SUPERVISING TEACHER(S): Laura Le Breton/ Judy Lethbridge

PROGRAM: (please tick) INTERNAL or EXTERNAL

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

Bachelor Special Education (Primary)/Bachelor of Disability Studies

Combined Degree Master of Teaching

PROFESSIONAL EXPERIENCE PLACEMENT: 1 2 3 4 5 or other

PRIMARY YEAR LEVEL (class) Year 5
OR

SECONDARY SPECIFIC CURRICULUM SUBJECT/S: _____

OVERALL ASSESSMENT

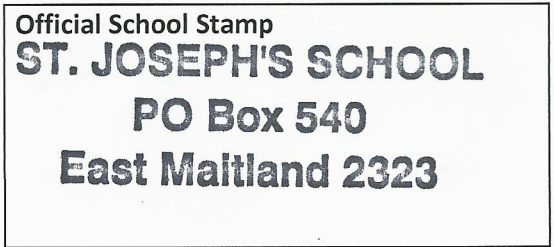
Teachers are asked to evaluate the pre-service teacher at the non-graduate level appropriate to their stage of professional development. This report is in line with the Australian Professional Standards for Teachers.

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

Satisfactory Unsatisfactory

SUPERVISOR'S SIGNATURE: L. Le Breton

DATE: 7-8-15



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>
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Teachers are asked to evaluate the pre-service teacher at the non-graduate level 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	(Please tick)			
	N	P	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.				✓
1.2.1 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.			✓	
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.			✓	
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.			✓	
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.			✓	
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.			✓	
COMMENT: Mrs Saxby has demonstrated her knowledge and understanding of student needs, development and how they learn. Throughout her practicum she has been able to differentiate her teaching, or the learning activities, to meet the needs of students that she has been able to identify herself as needing additional support. Mrs Saxby demonstrated great insight in understanding the students in the class and their varying ways of learning.				

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	<i>(Please tick)</i>			
	<i>N</i>	<i>P</i>	<i>D</i>	<i>E</i>
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.				✓
2.2.1 Content selection and organisation Organise content into an effective learning and teaching sequence.				✓
2.3.1 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.			✓	
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.			✓	
2.5.1 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.			✓	
2.6.1 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.				✓
<p>COMMENT:</p> <p>Mrs Saxby has demonstrated a thorough understanding of the content she has taught, including evidence of prior research and planning, to ensure that her teaching enables students to understand the concepts being taught. Her planning and organisation of lessons have been extensive and well organised and she has shown considerable skills and initiative in utilising the Bring Your Own Device (BYOD) trial that is being used in the classroom, to implement different strategies for using ICT to enhance learning. Mrs Saxby's lessons plans have been organised into effective learning sequences. She has taught lessons from a variety of Key Learning Area's, including Religion. She has embraced the opportunity to teach a range of different lessons that has enabled her to further enhance her teaching skills.</p>				

PROFESSIONAL PRACTICE

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	<i>(Please tick)</i>			
	<i>N</i>	<i>P</i>	<i>D</i>	<i>E</i>
3.1.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.			✓	
3.2.1 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, 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 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 broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.				✓
3.7.1 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.			✓	
<p>COMMENT:</p> <p>Mrs Saxby has thoroughly prepared and planned lessons that have a clear outline of where she wants the students to be at the end of the lesson, and that follow a logical structure and sequence. She has exclusively taught the Science Unit, and has comprehensively engaged the students in the learning process for this unit. Her implementation of lessons throughout the unit, as well as other lessons taught from the other Key Learning Areas has showcased a range of strategies that she employs to engage students. Mrs Saxby has also utilised a number of resources to enhance student learning, including ICT, BYOD and other resources that she has made. From the very beginning, Mrs Saxby established effective classroom communication that further enabled student engagement and cooperation, and enabled her to develop a rapport with the students.</p>				

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS				
<i>(Please tick)</i>				
	<i>N</i>	<i>P</i>	<i>D</i>	<i>E</i>
4.1.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.			✓	
4.2.1 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.				✓
4.3.1 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.			✓	
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: Erin's classroom management skills have been strong and effective from the very beginning of her practicum. She established clear expectations and student directions, and was able to confidently manage situations where students were getting off task, or not following class or school rules. She constantly monitored students to make sure they were on task, and was also continuously checking in with them to monitor their progress and ensure they were on task and understanding concepts being taught. Her communication with students in managing the classroom was excellent and she is developing her skills in using tone and variation in her voice to communicate a range of directions and messages to students.				

STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING				
<i>(Please tick)</i>				
	<i>N</i>	<i>P</i>	<i>D</i>	<i>E</i>
5.1.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.			✓	
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.				✓
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.			✓	
5.4.1 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			✓	
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.			✓	
COMMENT: Mrs Saxby has been able to assess and report back to students in a timely and effective manner. She has provided the students with verbal feedback throughout her practicum, and taken the time to assess their progress and provide written feedback in their workbooks. After discussion and reflection about a focus for the final weeks of practicum, Erin was able to look more closely on how she was assessing the students learning and implement a range of assessment strategies. She was then able to reflect on the students' progress and use this information to inform her future planning and teaching, as well as use this as an opportunity to gather assessment data and reflect on her teaching practice and effectiveness.				

PROFESSIONAL ENGAGEMENT

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	<i>(Please tick)</i>			
	<i>N</i>	<i>P</i>	<i>D</i>	<i>E</i>
6.1.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.				✓
6.2.1 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.			✓	
6.3.1 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.			✓	
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.				✓
COMMENT: Mrs Saxby has a good understanding of the National Professional Standards for teachers, and how this applies to her as a student, as well as a future teacher. She has asked questions and engaged in discussions about professional learning, and attended a staff meeting on BOSTES and teacher accreditation. Mrs Saxby has sought feedback from her supervisor and other teachers within the school, to further her understanding and skills, and used it to evaluate her lessons and strategies for future teaching.				

STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	<i>(Please tick)</i>			
	<i>N</i>	<i>P</i>	<i>D</i>	<i>E</i>
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.				✓
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.			✓	
7.3.1 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.			✓	
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.			✓	
COMMENT: Mrs Saxby has attended staff and stage meetings during her practicum, and carried out teaching duties professionally at all times. She has engaged with other teachers, to learn from them, and spent some time with one of the Kindergarten teachers assisting in their classroom. She has engaged in professional dialogue with her supervising teacher, as well as many other teachers on staff and been a valued member of the team				

SUPERVISING TEACHER'S OVERALL COMMENT/S:

Mrs Saxby has enjoyed a successful practicum on Year 5 at St Joseph's. She has been a wonderful addition to our classroom, and we are grateful for her contributions over the four weeks.

Erin took on the opportunity of teaching the Science unit on Electricity over her four weeks, and has engaged the students in many exciting learning experiences, and has delivered the unit effectively and efficiently.

Erin has taught across the curriculum, and has taken charge of the class for whole days, and taught the entire last week, which was a great opportunity for her to put her entire range of skills into practice. She shows initiative and a willingness to learn that will be an asset in her future teaching career. Her movement throughout the classroom has been impressive. Initially it was to get to know the students, which she did very quickly and knew all of their names, and then she moved around the classroom to monitor student progress, engage in meaningful discussion and keep others on track. She was quick to manage students who were off task, as well as being adaptable when something wasn't working. Mrs Saxby has shown great self reflection in recognising her own areas for improvement and thinking about ways to improve student learning experiences. She showed a willingness to listen to suggestions and feedback, and sought feedback to inform her future planning.

Mrs Saxby attended a Stage Three excursion, travelling by bus with students to a local performance, and attended all school assemblies, assisted with playground and afternoon duties, and has arrived at school early to allow her time to prepare and set up for the day. She has shown flexibility in responding to the interruptions that can occur to the teaching day, and has maintained a positive approach at all times.

It has been an absolute pleasure to have Erin in our classroom and she will be an asset to the teaching profession. I congratulate her on the successful completion of her practicum at St Joseph's and wish her all the very best for her future teaching career.