



## NON GRADUATE LEVEL PROFESSIONAL EXPERIENCE REPORT FORM

PRE-SERVICE TEACHER'S UNE ID NUMBER: 220123725

PRE-SERVICE TEACHER'S NAME: ERIN JADE SAXBY

SCHOOL: St Paul's Primary School, Rutherford

DATES OF PLACEMENT: from 26.4.16 to 20.5.16

SUPERVISING TEACHER(S): Mrs. Emma Cagney

PLACEMENT LEVEL: PrEx 3 - Non 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) Stage 2: Year 3

OR

SECONDARY SPECIFIC CURRICULUM SUBJECT/S:

### OVERALL ASSESSMENT

Teachers are asked to evaluate the pre-service teacher at the non 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 **Y**

Unsatisfactory **N/A**

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

SUPERVISOR'S SIGNATURE:

*E. Cagney*

DATE:

20.5.16

Official School Stamp  
**St. Paul's Primary School**  
 90A Gillies Street,  
 Rutherford NSW 2320  
 Phone: (02) 4932 8605  
 Fax: (02) 4932 5105  
 Email: admin@rutherford.catholic.edu.au



## 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.

<b>The Standard Descriptors in this report can be evaluated as:</b>			
<b><i>N: Not Developed</i></b>	<b><i>P: Partially Developed</i></b>	<b><i>D: Developed</i></b>	<b><i>E: Exceeds expectations for this stage.</i></b>
<p>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.</p>			

### PROFESSIONAL KNOWLEDGE

<b>STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN</b>	<i>(Please tick)</i>			
	<i>N</i>	<i>P</i>	<i>D</i>	<i>E</i>
<b>1.1.1 Physical, social and intellectual development and characteristics of students</b> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.				X
<b>1.2.1 Understand how students learn</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.				X
<b>1.3.1 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b> 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
<b>1.4.1 Strategies for teaching Aboriginal and Torres Strait Islander students</b> 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
<b>1.5.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b> Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.				X
<b>1.6.1 Strategies to support full participation of students with disability</b> Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.				X
<b>COMMENT:</b> Erin prepared her lessons with the individual needs and abilities of students in mind. She was able to build a rapport quickly with students and was able to understand their academic and social needs within a very short time. When implementing her lessons her goals were clear to the students, she revised prior lessons content and used a variety of sources such as visual, tactile and visual/audio to assist in the effective delivery of lessons. The diversity in Erin's lessons demonstrated the ability to cater for different types of learners and provided differentiated activities so that students who required extra support or extended were catered for.				

<b>STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT</b>	<i>(Please tick)</i>			
	<i>N</i>	<i>P</i>	<i>D</i>	<i>E</i>
<b>2.1.1 Content and teaching strategies of the teaching area</b> Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.				X
<b>2.2.1 Content selection and organisation</b> Organise content into an effective learning and teaching sequence.				X
<b>2.3.1 Curriculum, assessment and reporting</b>				X

Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.				
<b>2.4.1 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.				X
<b>2.5.1 Literacy and numeracy strategies</b> Know and understand literacy and numeracy teaching strategies and their application in teaching areas.				X
<b>2.6.1 Information and Communication Technology (ICT)</b> Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.				X
<p>COMMENT:</p> <p>Erin demonstrates knowledge of relevant strategies and skills in the teaching of each of the key learning areas. Her attendance of the Seven Steps to Writing Success training has allowed for a deeper understanding of how to teach writing in a creative and engaging way and this is an important skill to have as a beginning teacher. Erin made quick observations and assessed learning and had a clear idea of student's progress and academic needs within the first week of her practicum.</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>
<b>3.1.1 Establish challenging learning goals</b> Set learning goals that provide achievable challenges for students of varying abilities and characteristics.				X
<b>3.2.1 Plan, structure and sequence learning programs</b> Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.				X
<b>3.3.1 Use teaching strategies</b> Include a range of teaching strategies.				X
<b>3.4.1 Select and use resources</b> Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.				X
<b>3.5.1 Use effective classroom communication</b> Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.				X
<b>3.6.1 Evaluate and improve teaching programs</b> Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.				X
<b>3.7.1 Engage parents/ carers in the educative process</b> Describe a broad range of strategies for involving parents/carers in the educative process.			X	
<p>COMMENT:</p> <p>At the beginning of each lesson, Erin would communicate to the students the learning goal/lesson outcome. Her lessons were well planned, she knew the content and was able to present in an engaging manner with a variety of strategies and resources that kept the students interested. Communication with students, staff and parents was to a very high standard.</p>				

### STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

*(Please tick)*

	<i>N</i>	<i>P</i>	<i>D</i>	<i>E</i>
<b>4.1.1 Support student participation</b> Identify strategies to support inclusive student participation and engagement in classroom activities.				X
<b>4.2.1 Manage classroom activities</b> Demonstrate the capacity to organise classroom activities and provide clear directions.				X
<b>4.3.1 Manage challenging behaviour</b> Demonstrate knowledge of practical approaches to manage challenging behaviour.				X
<b>4.4.1 Maintain student safety</b> Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.				X
<b>4.5.1 Use ICT safely, responsibly and ethically</b> 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
<p><b>COMMENT:</b> Erin has recognised the need to continuously monitor all students and to divide her time amongst the students of 3M. She familiarised herself early on with the classroom behaviour management protocols and is developing a range of strategies to manage students and regain student attention when necessary. She has built a positive rapport with students and offers positive encouragement to students to complete tasks. Erin recognises effort and acknowledgement of achievement at an individual level and displayed an awareness of student safety and the need to constantly be alert within the classroom and outside of the classroom. She has implemented ICT in many of her lessons and understands the requirements and regulations around the use of ICT in the classroom.</p>				

<b>STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</b> <i>(Please tick)</i>				
	<i>N</i>	<i>P</i>	<i>D</i>	<i>E</i>
<b>5.1.1 Assess student learning</b> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.				X
<b>5.2.1 Provide feedback to students on their learning</b> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.				X
<b>5.3.1 Make consistent and comparable judgements</b> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.				X
<b>5.4.1 Interpret student data</b> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.				X
<b>5.5.1 Report on student achievement</b> 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
<p><b>COMMENT:</b> Erin constantly assessed and interprets student data and provided feedback to the classroom teacher as to her professional judgement of where students were at with their learning. This was done in a manner that was above and beyond expectations. Erin developed a range of strategies not only to assess but to give students the opportunity to self-assess. She used this data and information when planning for future lessons.</p>				

## PROFESSIONAL ENGAGEMENT

### STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

(Please tick)

	N	P	D	E
<b>6.1.1 Identify and plan professional learning needs</b> Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.				X
<b>6.2.1 Engage in professional learning and improve practice</b> Understand the relevant and appropriate sources of professional learning for teachers.				X
<b>6.3. Engage with colleagues and improve practice</b> Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.				X
<b>6.4.1 Apply professional learning and improve student learning</b> Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.				X
<b>COMMENT:</b> Erin worked admirably with all school personnel. She showed initiative and volunteered to do extra duties for our school sports carnival, attended and was an active participant of all staff meetings and attended professional development with the whole school staff. Erin constantly reviewed and assessed her own lessons as well as asked for feedback and had a desire to continuously improve.				

### STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

(Please tick)

	N	P	D	E
<b>7.1.1 Meet professional ethics and responsibilities</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.				X
<b>7.2.1 Comply with legislative, administrative and organisational requirements</b> Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.				X
<b>7.3.1 Engage with the parents/carers</b> Understand strategies for working effectively, sensitively and confidentially with parents/carers.			X	
<b>7.4. Engage with professional teaching networks and broader communities</b> Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.				X
<b>COMMENT:</b> Erin maintained professionalism, has a deep understanding of the requirements and standards of the teaching profession and with time will continue to build strategies to work with parents and carers.				

**SUPERVISING TEACHER'S OVERALL COMMENT/S:**

*Erin came to St. Paul's with a positive attitude and adapted to our school environment and community very quickly. She always showed initiative to help and assist with tasks without having to be asked as well as constantly seeking feedback. Erin built a rapport with the students of 3M within the first week and they felt safe and very comfortable with her as their teacher. Each week she has used feedback on lessons and applied any suggestions immediately to her lesson delivery. She has used a variety of techniques to deliver engaging and interesting lessons and was always well prepared.*

*Erin demonstrated both maturity and common sense and has grown in self-esteem and confidence over the 4 weeks that she has spent at St. Paul's. Displaying independence, initiative and resourcefulness, she has a wonderful sense of fairness and connection to the students and their learning. Further experience will strengthen her already excellent and exceptional professional attributes and skills. Erin will make a wonderful, engaging, effective and efficient teacher and will be a genuine asset to any school she teaches at in the future.*