

Professional Experience Report 2015

SCHOOL OF EDUCATION



THE UNIVERSITY of ADELAIDE

Pre-Service Teacher: Denise Reid

Pre-service Teacher enrolled in: Grad Diploma in Education B Teaching B Music Education

Placement: From 24.8.15 to 25.9.15 Days Absent: 0 Days at School: 25

Professional Experience Placement 1 Professional Experience Placement 2

School: Mount Barker Waldorf School

Mentor Teacher: Katherine Goodrick

email contact:
kgoodrick@mtbarkerwaldorf.sa.edu.au

Site Co-ordinator: Cameron Eglinton
email contact: CEglinton@mtbarkerwaldorf.sa.edu.au

University Liaison: Michelle Picard

Subject Taught: English/History: Civil Rights and The Crucible History: The Industrial Revolution

Year Level(s) Taught: Class 8 & Class 10

Professional Experience School Context (eg: Co-educational, R-12 School)

Located in the Adelaide Hills Mount Barker Waldorf School has a specific curriculum. Rudolf Steiner designed a school intuitively based on his understanding and insight in Child Development and the content is delivered from Steiner's indications relevant to the child. There are nearly 300 students enrolled in our K-12 School.

Teaching/Learning Context (eg: year levels, class sizes etc)

Denise taught in Class 8 and Class 10 during her time at MBWS.

Her main focus was C8 Main Lesson: The Industrial Revolution (15 x 105min lessons)

C8 English/History Practise Lessons: Civil Rights (16 x 40min lessons)

C10 English Practise Lessons: The Crucible (13 x 40min lessons)

Once the report is complete, please sign it and send it through to
Professional Experience Office, School of Education, University of Adelaide, South Australia 5005

Alternatively, please scan and email a copy to: education.practicum@adelaide.edu.au

University of Adelaide School of Education USE ONLY:

Student id number :

Result entered:

TRIM'd :

Copy emailed to student :(date)

CLASSROOM PRACTICE.

Satisfactory

Unsatisfactory

APST: 1 - Know the students and how they learn

<ul style="list-style-type: none">1.1 Physical, social and intellectual development and characteristics of students.1.2 Understand how students learn.1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.1.5 Differentiate teaching to meet the specific learning needs across the full range of abilities.1.6 Strategies to support full participation of students with disability.	<p>Denise displayed an interest in the students and how they learn. She implemented different strategies for differentiated learning styles and varied her teaching approach in most of her lessons. Denise has a pleasant, joyful nature with a calm, steady presence. During this prac I have noticed her approach in getting her message across in the full class lessons has improved immensely. It was probably the biggest hurdle she had to overcome. Differentiated learning and catering for diverse needs is one of the most challenging aspects to an Educators lesson plans and lesson management and reflective accountability and reporting. She grew in confidence with this task.</p>
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KNOWLEDGE OF SUBJECT AND RELEVANT CURRICULA.

Satisfactory

Unsatisfactory

APST: 2 - Know the content and how to teach it

<ul style="list-style-type: none">2.1 Content and teaching strategies of the teaching area.2.2 Content selection and organisation.2.3 Curriculum, assessment and reporting.2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.2.5 Literacy and numeracy strategies2.6 Information and Communication Technology.	<p>From the very first contact with Denise she displayed initiative. She had investigated the subjects online and familiarised herself with the Class 8 Steiner Education Curriculum documents by downloading the relevant information. She arrived to prac organised and enthusiastic. On our first meeting I gave her reading material for her lesson preparation. Two days later she had completed that compulsory reading. She is open-minded and hard-working.</p>
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PLANNING AND PREPARATION.

Satisfactory

Unsatisfactory

APST: 3 - Plan for and implement effective teaching and learning.

<ul style="list-style-type: none">3.1 Establish challenging learning goals3.2 Plan, structure and sequence learning programs3.3 Use teaching strategies3.4 Select and use resources3.5 Use effective classroom communication3.6 Evaluate and improve teaching programs3.7 Engage parents/carers in the educative process	<p>Denise is thorough with her planning. Her lessons are well prepared with appropriate resources. She effectively used Power Point, YouTube, the blackboard, newspaper articles and supportive handouts. She began and ended her lessons with a recall of the day or previous days learning. Notes were supplemented on the blackboard. The lesson outline was clear in dot points for students to see the flow of the lesson. For example she may have over planned her lesson, which is always a positive, though instead of feeling pressured to speed up the learning and jam content in she displayed flexibility in teaching by having a flow on into the next lesson. Denise is on target with current issues and non-bias with her classroom sharing and personal opinions. High School students like that teachers can help them process current issues.</p>
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LEARNING ENVIRONMENT – MANAGEMENT AND DISCIPLINE.

Satisfactory

Unsatisfactory

APST: 4 - Create and maintain supportive and safe learning environments

<ul style="list-style-type: none">4.1 Support student participation4.2 Manage classroom activities4.3 Manage challenging behaviour4.4 Maintain student safety4.5 Use ICT safely, responsibly and ethically	<p>Denise has a supportive, positive and encouraging approach to the students. Students feel safe to ask questions for clarity or to deepen their knowledge. She has a playful, sharp-witted, energetic delivery to her lessons. The students respond well to her approach. She was always honest with the students for example; sore throat = can't shout over the top of you today, and the students responded well to her.</p>
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ASSESSMENT AND REPORTING.

Satisfactory

Unsatisfactory

APST: 5 - Assess, provide feedback and report on student learning

<ul style="list-style-type: none">5.1 Assess student learning5.2 Provide feedback to students and their learning5.3 Make consistent and comparable judgements5.4 Interpret student data5.5 Report on student achievement	<p>Denise is swift to assess the situation, for example there was a time when the lesson she prepared was not penetrating into the children, and so she put that lesson plan aside and tried something else on the spot. She did well to read the children's response to her lesson and displayed flexibility in thought and organisation. The perfectionist side in her provided the students with daily feedback and marked homework with comments and grades. She assessed the students during the lesson and if she saw someone daydreaming or looking puzzled Denise will check in with the student and see if they are comprehending the task. A great teaching skill.</p>
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PROFESSIONAL QUALITIES, PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL DEVELOPMENT.

Satisfactory

Unsatisfactory

APST: 6 - Engage with Professional Learning

<ul style="list-style-type: none">6.1 Identify and plan professional learning needs6.2 Engage in professional learning and improve practice6.3 Engage with colleagues and improve practice6.4 Apply professional learning and improve student learning	<p>Denise attended our Monday after school staff meetings and has been present for High School Faculty meetings and Staff Professional Development on the topic 'Professional Learning teams for Learning Differences and Child Development'.</p>
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APST: 7 - Engage professionally with colleagues, parents/carers and the community

Satisfactory

Unsatisfactory

<p>7.1 Meet professional ethics and responsibilities 7.2 Comply with legislative, administrative and organisational requirements 7.3 Engage with the parents/carers 7.4 Engage with professional teaching networks and broader communities</p>	<p>Denise presents friendly and interacts with staff members when she enters a room. She had plenty of engaging conversations in the staff lunch room and staff preparation room and with other student teachers.</p>
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Overall Evaluation.

<p>Teaching is the perfect profession for Denise. She has a willingness to learn and interest in students. She has an open mind and honest heart. Denise has pleasant and joyful characteristics. The children were drawn to her from the moment she started talking to them and began to impart her enthusiasm for learning and love for children. She has a calm nature and shares her great love for travel, friendships, humanity and learning. She is already a great teacher and one day she will be a wonderful colleague for a very lucky school.</p>	<p><input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Acceptable <input type="checkbox"/> Good <input type="checkbox"/> Very Good <input checked="" type="checkbox"/> Outstanding</p>
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Signed: 
.....
Classroom/Supervising Teacher

Date: 16/09/2015
.....

An electronic signature can be added here. If you're not using an electronic signature, then please delete this text before you print the report

Signed: 
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Site Co-ordinator/Principal

Please enter the date of the report here
16/9/15
.....

Staff at the University of Adelaide's School of Education greatly value your opinion and appreciate the time and effort you have put into supervising our pre-service teachers.
Thank you
Jan Keightley
Head of School

Signed:
For the University of Adelaide

Certification Stamp

Evaluation Rubric

Please note that there is some latitude in interpreting these ratings. If Mentor teachers believe that their mentees reflected the tenor of the rating, but their attributes are not reflected in the examples given, they should give the rating that they think best reflects the pre-service teacher's standard and provide supportive evidence in their qualitative feedback.

Rating	U = Unsatisfactory	A = Acceptable	G = Good	VG = Very Good	O = Outstanding
Short Description	Performance below an acceptable standard for this stage.	Performance at a minimal standard for this stage.	A sound performance at this stage.	Performance at a standard above that which could be expected at this stage.	An exemplary performance well above a standard that could be expected at this stage.
Classroom Practice	Little willingness to engage with the needs of individual students and with the school as a place of learning.	Some willingness to engage with the needs of individual students and with the school as a place of learning.	Clear evidence of initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning.	Strong initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning.	Leadership in engaging with the needs of individual students and with the school as a place of learning.
APST 1 Know the students and how they learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of Content and curricula	Scant/erroneous knowledge of content and curricula.	Knowledge of most content, but several gaps: able to meet curricular requirements.	Sound knowledge of content; clear understanding of curricular needs.	Strong and self-reliant knowledge of content; imaginative application of curricula.	Knowledge of content beyond curricula and willingness to assist colleagues.
APST 2 Know the content and how to teach it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Planning and preparation	Little evidence of planning or preparation for teaching.	Minimal evidence of planning and preparation for teaching.	Clear evidence of planning and preparation for teaching.	Planning and/or preparation for teaching that extends beyond the student's own class.	Planning and/or preparation for teaching extending beyond the student's class and year levels, or with a creative aspect that inspires learning.
APST 3 Plan for and implement effective teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Rating	U = Unsatisfactory	A = Acceptable	G = Good	VG = Very Good	O = Outstanding
Short Description	Performance below an acceptable standard for this stage.	Performance at a minimal standard for this stage.	A sound performance at this stage.	Performance at a standard above that which could be expected at this stage.	An exemplary performance well above a standard that could be expected at this stage.
Classroom Management and Discipline APST 4 Create and maintain supportive and safe learning environments	Poor/unethical classroom management skills. <input type="checkbox"/>	Some classroom management skills, with potential to develop. <input type="checkbox"/>	Effective classroom management skills. <input type="checkbox"/>	Confident classroom management skills. <input type="checkbox"/>	Confident leadership in classroom management skills. <input checked="" type="checkbox"/>
Assessment and Feedback APST 5 Assess, provide feedback and report on student learning	Little evidence of the use of assessment as a tool to understand student achievement and the effectiveness of teaching. <input type="checkbox"/>	Some evidence of competent assessment. Limited/late feedback. Little differentiation in assessment processes. <input type="checkbox"/>	Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes. <input type="checkbox"/>	Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes. <input type="checkbox"/>	Leadership in assessment practices indicating reflective teaching practice. Timely feedback linked to strengths and weaknesses of individual school students, associated beyond the class to the year level/cohort. Innovation in assessment processes. <input type="checkbox"/>
Professional Relationships APST 6 Engage with Professional Learning APST 7 Engage professionally with Colleagues, parents/carers and the community	Little/no commitment to the school, professional colleagues and students. <input type="checkbox"/>	Minimal commitment to the school, professional colleagues and students. <input type="checkbox"/>	Sound commitment to the school, professional colleagues and students. <input type="checkbox"/>	Strong commitment to the school, professional colleagues and students. <input checked="" type="checkbox"/>	Exemplary commitment to the school, professional colleagues and students. <input checked="" type="checkbox"/>