



THE UNIVERSITY of ADELAIDE

SCHOOL OF EDUCATION

Professional Experience Placement 2 – Final Report 2017: 2nd Placement

This template is to be used for reporting on achievement at the end of the Pre-Service teacher's 2nd placement of 45 days for BTch and MTch PST (25 days for those completing Grad Dip in Ed).

Pre-Service Teacher Name: Harrison Rowntree	Student ID: 1606963
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School: St Dominic's Priory College	Placement Date: 28/08/2017 - 10/11/2017
Number of days at School: 45	Number of days Absent: 0
Site Coordinator: Rita Shepherd	Email Contact: rshepherd@stdominics.sa.edu.au
Mentor Teacher: Ms. Anam Dhanji, Ms. Ann Raets	Mentor Teacher email address: adhanji@stdominics.sa.edu.au, araets@stdominics.sa.edu.au
University Liaison: Anthony Potts	University Liaison Email: anthony.potts@adelaide.edu.au
Subject Taught: Mathematics	Year Level(s) Taught: 8, 9, 10, 11

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

Please type text here

All Girls Catholic R-12 School

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

Please type text here

Year 8, 27 students. Mixed ability Year 9, 29 students. Mixed ability with extension students removed. Year 10, 19 students. Mixed ability with extension students removed. Year 11, 22 students. SACE General Maths stream

CLASSROOM PRATICE

APST 1: Know the students and how they learn

- 1.1 Physical, social and intellectual developments and characteristics of students.
- 1.2 Understand how students learn.
- 1.3 Students with diverse linguistic, cultural, religious and socio-economic 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.

Please comment on pre-service teacher's ability to demonstrate that they:

- (a) Incorporate a range of strategies to cater for diverse needs/learning styles/cultural and linguistic backgrounds;
- (b) Engage students;
- (c) Communicate interest and enthusiasm for the subject;
- (d) Give clear directions and explanations, and question pertinently;
- (e) Work with individual students, small groups (if applicable), and with a full class;
- (f) Interpret lesson plans flexibly;
- (g) Select and use a variety of resources and approaches;
- (h) Present the lesson effectively, i.e. voice, eye contact, manner, suitable language level.

How would you grade this pre-service teacher against APST 1?

- ☐ Below Graduate Standard - Little willingness to engage with the needs of individual students and with the school as a place of learning
- ☒ Meets Graduate Standard - Clear evidence of initiative and willingness to engage positively with the needs of individual students and with the schools as a place of learning
- ☐ Exceeds Graduate Standard - Strong initiative and willingness to engage positively with the needs of individual students and with the schools as a place of learning

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 1:

Harrison was able to provide adequate extension material for students who were working at a faster pace. These extension activities were both challenging and relevant to the topic that was being studied. Students were very engaged when he demonstrated the submarine cable map around the world when explaining networks in real life contexts. He was also able to help out the struggling students on an individual level.

Harrison needs to continue to develop his understanding on what the learning journey of a struggling student may feel like. He can sometimes be unaware of the potential misconceptions faced by lower ability students but this is definitely something that will be acquired over time.

Harrison was confident to adapt lesson plans to suit the pace of Year 11 students that he was teaching. He switches naturally between working with students in a small group and then extending the same problem to the full class.

He maintains suitable eye contact and his body language is appropriate.

KNOWLEDGE OF SUBJECT AND RELEVANT CURRICULA

APST 2: Know the content and how to teach it

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 strategies.

2.6 Information and Communication Technology.

Please comment on pre-service teacher's ability to demonstrate that they:

- (a) Thorough knowledge of subject area;
- (b) Knowledge of current curricula;
- (c) Ability and willingness to research additional background knowledge.
- (d) Knowledge of various teaching approaches, resources, and technologies in their area
- (e) integrate reconciliation into their planning and delivery of curriculum

How would you grade this pre-service teacher against APST 2?

- ☐ Below Graduate Standard - Scant/erroneous knowledge of content and curricula
- ☐ Meets Graduate Standard - Sound knowledge of content; clear understanding of curricular needs
- ☒ Exceeds Graduate Standard - Strong and self-reliant knowledge of content; imaginative application of curricula

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 2:

Harrison has got very secure subject knowledge to be teaching Mathematics to students of all abilities in secondary school.

He has tried different strategies to deliver the content such as direct questioning and problem based learning.

He is confident in preparing PowerPoint slides and using the whiteboard / geogebra software and the graphics calculator emulator to complete examples to assist with student learning.

With experience he will be able to reconcile learning by addressing problems arisen from homework tasks.

PLANNING AND PREPARATION

APST 3: Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals.

3.2 Plan, structure and sequence learning programs.

3.3 Use teaching strategies.

3.4 Select and use resources.

3.5 Use effective classroom communication.

3.6 Evaluate and improve teaching programs.

3.7 Engage parents/carers in the educative process

Please comment on pre-service teacher's ability to demonstrate that they:

- (a) Consult with mentor teacher about the syllabus and the nature of the class;
- (b) Identify appropriate objectives of units and lessons;
- (c) Take into account different student abilities and be responsive to student needs;
- (d) Prepare adequate lesson plans, with a logical sequence of learning activities;
- (e) Show imagination and initiative in identifying, accessing, and incorporating resources;
- (f) Incorporate opportunities for feedback to students and parents/carers;
- (g) Allocate time effectively.

How would you grade this pre-service teacher against APST 3?

- ☐ Below Graduate Standard - Little evidence of planning or preparation for teaching
- ☒ Meets Graduate Standard - Clear evidence of planning and preparation
- ☐ Exceeds Graduate Standard - Planning and/or preparation for teaching that extends beyond the student's own class

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 3:

Harrison was proactive in seeking advice from his mentors before planning lessons. He took a keen interest in the learning journey of all his students and as stated previously, Harrison set challenging extension problems for students who finish the core tasks promptly.

He has shown evidence that he is able to plan sequentially for teaching a complete unit by planning a framework for follow-on lessons and then adapting them as time progressed.

Harrison planned a very innovative lesson on demonstrating exponential decay. He conducted an experiment by shaking a bunch of m&m's and then observing how many landed with 'm' on the top. These points were then plotted on graphing software and students were able to see a real life exponential decay function evolve.

Harrison gave appropriate and detailed feedback on the Year 11 folios. He was diligent in highlighting the positive things that each student included and gave constructive feedback on what was lacking.

LEARNING ENVIRONMENT - MANAGEMENT AND DISCIPLINE

APST 4: Create and maintain supportive and safe learning environments

- 4.1 Support student participation.
- 4.2 Manage classroom activities.
- 4.3 Manage challenging behaviour.
- 4.4 Maintain student safety.
- 4.5 Use ICT safely, responsibly and ethically.

Please comment on pre-service teacher's ability to demonstrate that they:

- (a) Organise and manage the classroom to ensure a positive, supportive and appropriate climate for learning;
- (b) Establish and maintain appropriate behaviour management strategies, following institutional guidelines and procedures;
- (c) Develop sound professional and personal relationships with students.
- (d) Deal appropriately with minor interruptions;
- (e) Manage general organisation and administration.

How would you grade this pre-service teacher against APST 4?

- ☐ Below Graduate Standard - Poor/unethical classroom management skills
- ☒ Meets Graduate Standard - Effective classroom management skills
- ☐ Exceeds Graduate Standard - Confident classroom management skills

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 4:

Through out his placement, Harrison has supported student participation in lessons through direct questioning. Initially he relied on impromptu student responses but gradually he was able to control class participation by asking students to put their hands up. He should develop this further and target questions towards the more quiet students to ensure that concepts are understood by all.

Harrison developed his class management techniques whilst on the placement. He now waits for whole class attention before speaking and 'eyeballs' students who do not comply. He should extend this further by having a conversation outside of lessons with students that are persistent offenders. He should also make himself aware of the behaviour management policy at his next workplace should escalation be required.

Harrison is organised for all his lessons. He has with him the appropriate materials and resources needed for each lesson.

ASSESSMENT AND REPORTING

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

5.1 Assess student learning.

5.2 Provide feedback to students and their learning.

5.3 Make consistent and comparable judgements.

5.4 Interpret student data.

5.5 Report on student achievements.

Please comment on pre-service teacher's ability to demonstrate that they:

- (a) The ability to develop and apply a range of assessment strategies;
- (b) An understanding of the importance of the clear presentation of assessment criteria to students;
- (c) The ability to complete marking/grading in a reasonable time period and report back to students in a clear and supportive way.
- (d) Appropriate recording procedures;
- (e) A knowledge of assessment policies, practices and proformas;
- (f) An ability to evaluate the effectiveness of the learning program.

How would you grade this pre-service teacher against APST 5?

☐ Below Graduate Standard - Little evidence of the use of assessment as a tool to understand student achievement and the effectiveness of teaching

☒ Meets Graduate Standard - Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes

☐ Exceeds Graduate Standard - Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 5:

Harrison has contributed questions to assessment tasks such as tests and he added an additional scenario to the network investigation conducted by the Year 11 students. He wrote the entire year 10 test on the Geometry topic Harrison has also demonstrated that he is an efficient, reliable marker. He marks class assignments within a short time frame and as mentioned earlier leaves positive, constructive feedback to help students improve. Whilst on this placement, Harrison developed his understanding of the MYP framework and the relevant assessment criteria for Mathematics. He also graded tests and assignments appropriately at SACE level. Harrison was able to pick up on two students whose work was very similar and upon advice from the year level coordinator, was able to handle the situation diplomatically and according to school policies.

PROFESSIONAL QUALITIES, PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL DEVELOPMENT

APST 6: Engage with Professional Learning

6.1 Identify and plan professional learning needs.

6.2 Engage in professional learning and improve practice.

6.3 Engage with colleagues and improve practice.

6.4 Apply professional learning and improve student learning.

Please comment on pre-service teacher's ability to demonstrate that they:

(a) Commitment and enthusiasm for teaching;

(b) An ability to develop personal and professional relationships with students e.g. positive responses from students; approachability; willingness to listen to students; respect for and from students.

(c) An ability to develop personal and professional relationships with colleagues e.g. accepts responsibility for assigned tasks; assumes initiative; identifies classroom, school and government policies; attends meetings; maintains confidentiality; becomes involved in extra-curricular activities; participates as a team member.

(d) An ability to identify teaching strengths and weaknesses and respond constructively to feedback.

APST 7: Engage professionally with colleagues, parents/carers and the community

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.

Please comment on pre-service teacher's ability to demonstrate that they:

- a) Professional, respectful and collaborative behaviours with colleagues and others in the school and school community
- (b) An understanding of the need to communicate effectively with parents/carers
- (c) An understanding of the opportunities that they can use to engage meaningfully and productively with parents/carers
- (d) An understanding of the ethical and professional responsibilities of teachers
- (e) An understanding of the benefits of establishing and maintaining professional networks
- (f) An understanding of the benefits of and opportunities to engage in professional learning

How would you grade this pre-service teacher against

APST 6 & 7?

- ☐ Below Graduate Standard - Little/no commitment to the school, professional colleagues and students
- ☒ Meets Graduate Standard - Sound commitment to the school, professional colleagues and students
- ☐ Exceeds Graduate Standard - Strong commitment to the school, professional colleagues and students

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 6 & 7:

Harrison is polite and respectful towards all colleagues. He worked effectively with all members of the department whilst on placement who found him to be both diligent and professional in conduct.

Harrison was not able to communicate with parents on this placement as there were no parents evenings scheduled whilst he was here. He did, however, write draft comments for student reports based on his assessment outcomes.

Harrison has signed up to attend a professional learning workshop with me next week and I am sure he will continue to develop networks and take on opportunities that will enhance his skills as a mathematics teacher.

Impact on Learning

Comment on the Pre-Service Teacher's impact on the learning of the students in the classes he or she taught during this placement. Has his or her impact been beneficial, positive, significant, as expected, enriching, or other? What evidence do you base this judgement on?

Harrison has been an effective teacher. This is evident from the secondary discussions that students often have with him following from the concept he has taught. He is able to spark student's interest in mathematics through his extended knowledge around the subject.

OVERALL EVALUATION

The Pre-Service Teacher's overall rating should reflect the Mentor Teacher's view of how they performed against the Graduate level of the Australian Professional Standard for Teachers.

Any additional comments about the performance of this Pre-Service Teacher and their impact on student learning can be added here.

Add comment here

Harrison is a confident and articulate student-teacher. He is quick in taking advice and adapts his teaching practices effectively upon receiving feedback. Harrison is an approachable, likable young man. He has great potential and will make a fine teacher one day.

☐ Below
Graduate
Standard
☒ Meets
Graduate
Standard
☐ Exceeds
Graduate
Standard

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

Faye McCallum

Head of School

Mentor Teacher Verification:

Once you have completed report, please click on Mentor Teacher Verification below and advise your Site Coordinator so the report can be formally submitted

Actioned by Anam Dhanji on 10/11/2017 3:36:13 PM

Site Coordinator Verification:

Once you have completed the report, please click on Site Coordinator Verification below and the form will be sent to me electronically

Actioned by Rita Shepherd on 20/11/2017 2:09:18 PM

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Actioned by Stephanie Eglinton-Warner on 20/11/2017 5:48:41 PM

Reports final stage

Professional Experience Placement Certification



Actioned by Petra Galbraith on 21/11/2017 8:59:50 AM Actioned by Petra Galbraith on 21/11/2017 8:59:53 AM