

Professional Experience Placement 1 – Final Report

2017: 1st Placement

This template is to be used for reporting on achievement at the end of the Pre-Service teacher's 1st placement of 20 days for BTch and MTch PST (25 days for those completing Grad Dip in Ed).

Pre-Service Teacher: Harrison Rowntree

Placement: From 29/05/17 to 23/07/2017

Days Absent: 0

School: Renmark High School

Mentor Teacher: Jessica Farrelly and Ashley Lindner

Site Co-ordinator: Kirralee Baldock

University Liaison: University staff member.

Email contact: jess.tielen364@schoools.sa.edu.au

Subject Taught: Mathematics and Science

Year Level(s) Taught: 8 and 10

Professional Experience School Context

Renmark High School is a secondary school located in the Riverland Area of South Australia. The primary industries in the area include Horticulture, Agriculture, and Tourism and Hospitality. Many commercial activities rely on the town's location on the River Murray. Our community is multicultural and has significant populations of people from Greek, Indian, Turkish, Afghani and Italian backgrounds. Our schools student population reflects this diversity. Renmark High School caters for students in years 8 to 12 and is divided into Middle and Senior Schools. We offer a diverse and flexible curriculum that allows students to pursue and attain their desired futures. The school has strongly developed flexible learning pathways that draw heavily on vocational (VET) learning.

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

Year 10 Science: A class of 31 students, 16 girls and 15 boys. Within this class there is one student on a negotiated education plan (no SSO support, requires little extra scaffolding and instructions broken down into manageable chunks) and 3 EALD students. The majority of students in this class are intending to study a year 11 Science. The unit of learning was from the Year 10 Chemical Sciences Unit with a focus on rates of reactions and the completion of a summative practical investigation.

Year 8 Mathematics and Science: A class of 25 students, 16 girls and 9 boys. Within this class there are no NEP students and 6 EALD students. The Science unit was from the Year 8 Physical Science Unit, which is taught in collaboration with HASS. It is an integrated unit with Science teaching Forces through the use of trebuchets. The Year 8 Mathematics class studied Algebra with a focus on Algebraic notation, Collecting like terms, Simplification and Substitution. Students were assessed through summative quizzes.

Once the report is complete, please sign it and send it through to: Professional Experience Placement Coordinator, University of Adelaide School of Education, Level 8, Nexus 10 Building, 10 Pulteney St, 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: ☐

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CLASSROOM PRACTICE

APST 1: Know the students and how they learn

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| <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>Harrison was an approachable teacher in the classroom and was quick to form positive relationships with students in all of his classes. Harrison's ability to form a comfortable and welcoming classroom environment was a strength.</p> <p>Throughout his placement, Harrison modified existing teaching programs and developed lesson plans to successfully include a range of teaching strategies in all of the classes that he taught.</p> <p>Harrison used existing report writing guidelines to support and scaffold assessment in class to support students on a negotiated education plan.</p> <p>An area for growth is Harrison's ability to select appropriate language to match student abilities. In response to lesson feedback, Harrison worked to modify his practice to meet the needs of his target audience and did this more successfully by the end of his placement.</p> |
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KNOWLEDGE OF SUBJECT AND RELEVANT CURRICULA

APST 2: Know the content and how to teach it

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| <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 strategies 2.6 Information and Communication Technology. | <p>Harrison has demonstrated an adequate knowledge of content covered in all of his classes. He was more than willing to learn new curriculum whilst on placement and applied the Australian Curriculum standards in all of his classes.</p> <p>Harrison demonstrated that he had the ability to refine and recreate existing unit plans and lesson plans to suit both him and the students that he was teaching.</p> <p>Finally, through the drafting of students' work and collaborative moderation held on a Student Free Day, Harrison was able to competently identify work that was both above and below the standard and offer appropriate feedback that allowed students the opportunity to demonstrate higher standards of learning.</p> <p>Over the course of his placement Harrison worked to improve his sequencing of lessons and selection of content and explanations that allowed for intellectual stretch without making it too difficult, especially for his year 8 classes. An area for improvement is to ensure he has sufficient time to review the lesson objectives using the success criteria and put further consideration into his explanations so that it matches the abilities and age of his audience. I encourage Harrison to seek feedback from his students in regards to his delivery of content.</p> |
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PLANNING AND PREPARATION

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

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| <ul style="list-style-type: none"> 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 | <p>Harrison was able to collaborate with mentor teachers to develop programs that met the term plan. As part of this consultation process, Harrison would develop lesson plans, consulting on the timing of activities and the pace that he was moving through content. Harrison responded well to feedback and adjusted timelines to ensure that students had enough time to complete assessment tasks and respond to feedback that he provided through the drafting process.</p> <p>Harrison actively engaged in the practice of using Learning Intentions and Success Criteria every lesson. He was able to identify the learning outcomes of each lesson and throughout his placement, developed his success criteria so that students could use it as a tool to measure their own learning.</p> |
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LEARNING ENVIRONMENT – MANAGEMENT AND DISCIPLINE

APST 4: Create and maintain supportive and safe learning environments

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| <ul style="list-style-type: none"> 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 | <p>Harrison was quick to form positive relationships with students in all of his classes. Over the placement he became more confident in dealing with low level disruptive behaviour. He sought advice from mentor staff in managing these behaviours and early in his placement he applied strategies given to him. Toward the end of the placement he was modifying these strategies to suit his own teaching style that proved to be successful.</p> <p>All laboratory practicals were carried out in a safe manner. He ensured students behaved safely in the lab and wore appropriate protective equipment.</p> |
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ASSESSMENT AND REPORTING

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

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| <ul style="list-style-type: none"> 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 achievement | <p>Harrison applied Australian Curriculum Achievement standards successfully. Students' written work was drafted in a timely manner and he could provide clear directions for improvement. His feedback on these pieces was consistent and fair.</p> <p>Harrison participated in a faculty based collaborative moderation on our student free day. Here he was able to identify appropriate standards for Australian Curriculum work samples and discussed this professionally with staff.</p> <p>In class, Harrison developed in his ability to circulate the room to ensure all students received timely feedback and support. This was done more effectively in the smaller classes, and over the placement he continued to improve this ability in his large class of 32 students.</p> |
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PROFESSIONAL QUALITIES, PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL DEVELOPMENT

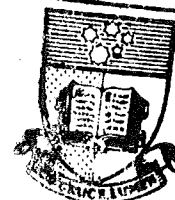
APST 6: Engage with Professional Learning

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| <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>Harrison participated in weekly Professional Learning sessions with the whole staff. As part of this program he engaged in discussion in fortnightly TfEL reflections with other Science Faculty members.</p> <p>Harrison ensured he remained on site to engage in Faculty and Staff Meetings.</p> <p>Harrison sought out and was very responsive to mentor feedback. He found opportunities to collaborate with other staff. He also took on extra lesson observations across his learning areas, engaging in conversations with these teaching staff to increase his understanding of content and access to a range of resources.</p> |
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APST 7: Engage professionally with colleagues, parents/carers and the community

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| <ul style="list-style-type: none">7.1 Meet professional ethics and responsibilities7.2 Comply with legislative, administrative and organisational requirements7.3 Engage with the parents/carers7.4 Engage with professional teaching networks and broader communities | <p>Harrison engaged professionally with all staff and students. He ensured that students were provided with a safe learning environment.</p> <p>He engaged with the wider community through his involvement in knockout cup sports.</p> |
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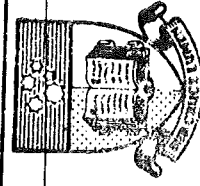
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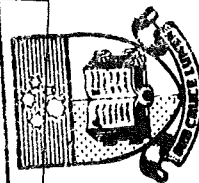
| APST Pre-Service Teachers should be rated against the Australian Professional Standards for Teachers – Graduate Career Stage ¹ | Below Graduate Standard Little or no evidence of meeting the APST Graduate Career Stage | Developing Toward Graduate Standard Shows potential to develop to the APST Graduate Career Stage | Meets Graduate Standard Meets the expectations of the APST Graduate Career Stage | Exceeds Graduate Standard Shown to be capable beyond the expectations of the Graduate Career Stage. | No opportunity to demonstrate |
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| Classroom Practice | | | | | |
| APST 1: Know the students and how they learn | 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. | |
| Knowledge of Content and curricula | | | | | |
| APST 2: Know the content and how to teach it | 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. | |
| Planning and preparation | | | | | |
| APST 3: Plan for and implement effective teaching and learning | 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. | |
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¹ <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

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| APST | Below Graduate Standard | Developing Toward Graduate Standard | Meets Graduate Standard | Exceeds Graduate Standard | No opportunity to demonstrate |
|--|---|--|---|--|-------------------------------|
| Pre-Service Teachers should be rated against the Australian Professional Standards for Teachers – Graduate Career Stage | Little or no evidence of meeting the APST Graduate Career Stage | Shows potential to develop to the APST Graduate Career Stage | Meets the expectations of the APST Graduate Career Stage | Shown to be capable beyond the expectations of the Graduate Career Stage. | |
| Classroom Management and Discipline | | | | | |
| APST 4: Create and maintain supportive and safe learning environments | Poor/unethical classroom management skills. | Some classroom management skills, with potential to develop. | Effective classroom management skills. | Confident classroom management skills. | |
| 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. | Some evidence of competent assessment. Limited/ late feedback. Little differentiation in assessment processes. | Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes. | Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes. | |
| 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. CERTIFIED COPY | Minimal commitment to the school, professional colleagues and students. | Sound commitment to the school, professional colleagues and students. | Strong commitment to the school, professional colleagues and students. | |



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OVERALL EVALUATION²

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.

Harrison exhibits many of the qualities needed to be a successful secondary school teacher. He approaches his work with a professional manner and was keen to take on the challenges presented to him over the practicum.

A strength of Harrison's is his ability to engage professionally with staff and seek feedback, support and ideas from mentor teachers. He responds positively to feedback given and has worked hard to improve his teaching practice.

Harrison has contributed positively to the school culture, through his involvement in extra-curricular activities and his involvement in professional learning and student free days.

- ☐ Below Graduate Standard
- ☐ Developing Towards Graduate Standard
- ☒ Meets Graduate Standard
- ☐ Exceeds Graduate Standard

Signed:

Classroom/Supervising Teacher

Date: 7/7/17

Signed:

Site Co-ordinator/Principal

Date: 07-07-17

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

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Signed:

For the University of Adelaide

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² <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/11st>

