

TEACHING PRACTICUM REPORT

STUDENT TEACHER: Olivia Rose		PERIOD 12May-13June	
SCHOOL: Marryatville High School		DAYS ABSENT 0	
SCHOOL COORDINATOR: Harry Theodoros EMAIL: harry.theodoros516@schools.sa.edu.au		MENTOR TEACHER: Sarah Goldfain EMAIL: sarah.goldfain857@schools.sa.edu.au	
UNIVERSITY SUPERVISOR:	<input type="checkbox"/>	SUBJECT & YEAR 8EALD, ISEC LEVELS TAUGHT	
TEACHING PRACTICE 1	<input type="checkbox"/>	TEACHING PRACTICE 2	<input type="checkbox"/>
GRAD DIP ED	B MUS ED (4 TH YR) <input type="checkbox"/>	B TEACHING (4 TH YR)	<input checked="" type="checkbox"/>

PLEASE COMPLETE A SEPARATE REPORT FOR EACH SUBJECT AREA.

If the report cannot be typed, please use black ink. If space for the descriptive comments is insufficient, please use additional pages. Student teachers find these comments helpful.

The student teacher is encouraged to use this form throughout the period of teaching experience as a guide to feedback. The student teacher may wish to use and discuss this report with prospective employers.

Please return the completed and signed report by mail to: Professional Experience Office, School of Education, University of Adelaide, SA 5005

Ratings and open comments are both needed. Ratings should be made in terms of what may reasonably be expected of student teachers during either the first or second experience in a secondary school.

U	Unsatisfactory	performed below an acceptable standard for this stage
A	Acceptable	performed at a minimal level for this stage
G	Good	sound performance from a student teacher at this stage
VG	Very Good	above that which could reasonably be expected from a student teacher at this stage
O	Outstanding	well above that which could reasonably be expected at this stage

PROFESSIONAL EXPERIENCE CONTEXT (e.g. co-educational, R-12 school)

Marryatville High School is a co-educational school. The year levels taught are 8-12. It is a music and tennis specialist school. Marryatville has an International Student component consisting of 100 international fee paying students



TEACHING/LEARNING CONTEXT (year levels, class sizes etc.)

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Olivia taught Year 8 EALD students. There are 11 students in this class from a variety of cultures. The students are at different language levels. All these students meet the entry requirements for this course in terms of their cultural backgrounds and language proficiency. She also taught the Intensive Secondary English Course (ISEC) which consists of students from a variety of countries, language proficiency levels and ages. There are 18 students in this class.

PERSONAL QUALITIES, PROFESSIONAL RELATIONSHIPS, AND PROFESSIONAL DEVELOPMENT.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
U	A	G	VG	O

Students should demonstrate: (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.

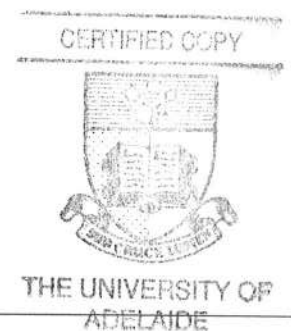
Olivia demonstrated an outstanding commitment to teaching and her professionalism was evident. She quickly developed a rapport with her students. She totally accepted responsibility for all aspects of her teaching. She thoroughly discussed all her curriculum plans and kept me informed of what she would teach at all times. She was willing to listen and take on board all comments and guidance offered. Olivia discussed the student cohort with me so that she had a better understanding of the groups she was teaching and the different levels within the group. Thus before she even began teaching she had a thorough understanding and comprehensive plan of what she wished to teach and the needs of her students. Olivia created a safe environment for her students, enabling them to take risks with language. She was able to successfully teach to the variety of levels and learning styles within the classroom, acknowledging the different needs and cultural backgrounds within the classes she taught. She developed a warm relationship with the students and they were always prepared to ask questions of her. Olivia always ensured that the students had a good understanding of the issues and content of her lessons.

PLANNING AND PREPARATION

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
U	A	G	VG	O

Students should demonstrate an ability to: (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; (g) Allocate time effectively.

Olivia's lesson planning and preparation was meticulous. She was innovative and creative, responding to the needs of the students and making her lessons varied and interesting while ensuring students were making progress, both with their language but also obtaining a good understanding of a variety of social and environmental issues. Olivia displayed a good understanding of ESL methodology and the importance of explicit teaching. The lessons planned took into account the varying levels in the classroom and the different needs and learning styles. The work presented was varied and challenging. Olivia showed an excellent understanding of the need for inclusivity in her program. She effectively made use of modelling and scaffolding before students worked independently on a task. Formative work flowed smoothly into the summative tasks ensuring student success. Task sheets were well prepared and students were aware of the expectations, requirements and criteria for each task. Olivia always discussed with me her lesson plans and meticulously followed up on my comments/observations..



CLASSROOM PRACTICE.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Students should demonstrate an ability to: (a) Incorporate a range of strategies to cater for different needs/learning styles; (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. (f) Select and use a variety of resources and approaches; (h) Present the lesson effectively, i.e. voice, eye contact, manner, suitable language level.

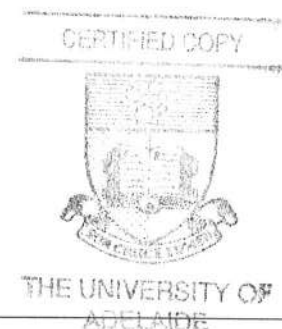
Olivia's understanding of the needs of these two groups was excellent. She worked effectively with this cohort, both on an individual level and when they worked in small groups. Her classroom management was excellent. Although the classes consist of students from a variety of countries with varying English language levels and, in ISEC, ages, Olivia was able to effectively accommodate the needs of all of these students. She used a variety of approaches which made her lessons stimulating and interesting. Olivia used her time effectively. Students responded well to her questioning and the relaxed atmosphere she created. At no time were students confused as to what Olivia's expectations of them were or what the tasks set were.

KNOWLEDGE OF SUBJECT AND RELEVANT CURRICULA

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Students should demonstrate: (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.

Olivia showed an excellent understanding of ESL teaching and methodology and the need for explicit teaching. The curriculum she presented was well researched and covered all aspects of the topic she had planned. Olivia's preparation was meticulous. She showed an excellent understanding of genre teaching. Olivia used a variety of resources which were accessible to ESL learners. She definitely showed an inherent understanding of ESL and what its aim, goals and objectives are. Her use of technology is excellent and she showed a variety of clips as well as using PowerPoint presentations to hold student interest as well as to reinforce learning.



LEARNING ENVIRONMENT - MANAGEMENT AND DISCIPLINE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
U	A	G	VG	O

Students should demonstrate an ability to: (a) Organise and manage the classroom to ensure a positive, supportive and appropriate climate for learning. (b) Establish and maintain appropriate behaviour management strategies; (c) Develop sound professional and personal relationships with students. (c) Deal appropriately with minor interruptions; (e) Manage general organisation and administration.

Olivia has good management and discipline skills. She is fair but firm. She had no disciplinary problems as students enjoyed her lessons and were interested in the tasks set and the discussions which occurred. Students remained on task. Olivia ensured that they were always working effectively. She created a safe classroom in which the students were prepared to take risks with language. They felt supported and showed respect and understanding of the clear boundaries and expectations. Students worked effectively in groups because Olivia made the rules and expectations concerning group work quite clear.

ASSESSMENT AND REPORTING.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Students should demonstrate: (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.

Olivia set both written and oral tasks. She created a task sheet for each task set which clearly stated the task, length, assessment criteria and due date. All tasks were quickly marked with a grade given. She also added supportive comments and discussed the task and the student's answers with them once she had handed the work back. Assessment was varied as different types of assessment tools were used. Her assessment of students was accurate

GENERAL EVALUATION

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
U	A	G	VG	O

The Mentor Teacher's evaluation of the general performance of the student teacher during placement.

Overall Olivia has shown that she is a committed professional. I have thoroughly enjoyed working with her. Olivia has shown an excellent understanding of the very particular needs of this cohort of students. Both the Year 8 and the ISEC students greatly enjoyed and learned much from her well-planned, creative and interesting lessons. What greatly impressed me is Olivia's ability to take on board my comments and put these into place immediately. I feel she made excellent progress. I wish Olivia everything of the best in her future career as a teacher



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Signed

Sarah Goldfain

Date

18/06/2014

Classroom Supervising Teacher


Signed

Date



School Coordinator/Principal

20/6/14



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