

# Professional Experience Report

SCHOOL OF EDUCATION



THE UNIVERSITY of ADELAIDE

2014

1606000

<b>Pre-Service Teacher:</b> Ms Olivia Rose	<b>Pre-Service Teacher ID:</b> Enter ID (if known)	
Pre-service Teacher enrolled in:	Grad. Diploma Education <input type="checkbox"/>	B Teaching <input checked="" type="checkbox"/>
		B Music Education <input type="checkbox"/>
Placement: From 25/08/2014 to 26/09/2014	Days Absent: 1	Days at School: 24
Professional Experience placement 1 <input type="checkbox"/>	Professional Experience placement 2 <input checked="" type="checkbox"/>	

<b>School:</b> Marryatville High School	<b>Mentor Teacher:</b> Naomi Clare email contact: naomi.clare956@schools.sa.edu.au
<b>Site Co-ordinator:</b> Harry Theodorou email contact: please provide your email address	<b>University Liaison:</b> University staff member.
<b>Subject Taught:</b> ESL	<b>Year Level(s) Taught:</b> Year 10 ESL and Yr 11 SACE ESL

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

Marryatville High School is an inner metropolitan co-educational secondary school with a Special Music program, a Tennis program and a large fee-paying international student cohort many of whom start in our ISEC program. It should be noted that this school is currently undergoing significant building program to expand its learning facilities in order to accept a further 200 students as part of the DECD expanding state schools initiative. Machine noise, dust, longer walks between classrooms at lesson change times and the need to relocate classes at short notice are some of the extra challenges that currently affect teachers, students and support staff.

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

Intensive Secondary English Course Home Group each morning, fifteen minutes except on Mondays and Thursdays when HG lasts for 45 minutes, with 19 students of varying ages and cultural backgrounds newly arrived in Australia. ESL Year 10 – a class of 27 students of mainly Asian background, local and international, along with one Japanese, one Chilean and one German exchange student. Two double lessons and one single lesson per week. ESL Year 11 stage 1 SACE consisting of 22 students four of whom are short term exchange students, with the others being mainly from China, Korea and Japan with one student from Cambodia, Vietnam, Sweden and Slovakia. Two doubles and one single lesson per week. Year 11 Research Study lessons with teacher mentor Mrs Liz Aziz, two doubles and one single lesson per week.

An editable copy of this report can be downloaded at:  
 Template: Editable Online (DOCX) [Click Here](#)  
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 Once the report is completed, please sign it and send it through to:  
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**CLASSROOM PRACTICE.**Satisfactory Unsatisfactory **APST: 1 - Know the students and how they learn**

<ul style="list-style-type: none"> <li>1.1 Physical, social and intellectual development and characteristics of students.</li> <li>1.2 Understand how students learn.</li> <li>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.</li> <li>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.</li> <li>1.5 Differentiate teaching to meet the specific learning needs across the full range of abilities.</li> <li>1.6 Strategies to support full participation of students with disability.</li> </ul>	<p>Olivia successfully incorporated a variety of teaching strategies in her lessons to cater for our diverse student cohort. These ranged from well prepared formal, teacher-led whole class discussions and writing activities, to challenging group work exercises and student-led competitive language games designed to build social relationships and make potentially tedious content like grammar and oral presentations interesting and fun. Students found Olivia's lessons engaging, with students demonstrating an exceptional level of enthusiasm and involvement, even some of the quieter ones. Students commented that they had spoken to some other class members for the first time and even made new friends in the process. Several students with learning disabilities were well catered for through Olivia's constant monitoring of their understanding and appropriate modification of tasks and modes of assessment. Olivia makes her expectations clearly known at the start of each lesson, specifies time-frames and consistently adheres to well-understood guidelines for behaviour, completion of tasks and feedback. She negotiates appropriate adjustments to assessment tasks with students who have special needs.</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"> <li>2.1 Content and teaching strategies of the teaching area.</li> <li>2.2 Content selection and organisation.</li> <li>2.3 Curriculum, assessment and reporting.</li> <li>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.</li> <li>2.5 Literacy and numeracy strategies</li> <li>2.6 Information and Communication Technology.</li> </ul>	<p>Olivia demonstrates a thorough knowledge of the EALD/ESL curriculum area and the modes of delivery and assessment for year 10 and SACE Stage 1 ESL. Her mode of questioning was thoughtfully tailored to the students' own cultural backgrounds, and drew upon their diverse and unique world experience to share perspectives and expand on topics presented. She proactively undertook research into ESL curriculum areas, bringing a fresh approach and producing original teaching materials to supplement and enhance her delivery of the curriculum. She effectively incorporated ICT in the form of her own original intranet as well as Internet based teaching materials, that students accessed through their laptops and via multi-media projectors. Students were given the option of printing or emailing, or in certain cases hand-writing draft assignments to her and she was prompt in returning student work along with constructive feedback. Her marking and assessment of the year 10 and 11 assignments showed her comprehensive understanding of how ESL performance standards are applied, and how this relates to the school's reporting protocols as we move to the new Australian Curriculum.</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"> <li>3.1 Establish challenging learning goals</li> <li>3.2 Plan, structure and sequence learning programs</li> <li>3.3 Use teaching strategies</li> <li>3.4 Select and use resources</li> <li>3.5 Use effective classroom communication</li> <li>3.6 Evaluate and improve teaching programs</li> <li>3.7 Engage parents/carers in the educative process</li> </ul>	<p>Olivia quickly familiarised herself with each of the classes she was to teach, spending time in discussion with me and other ESL teachers especially Liz Aziz, chatting informally with the students, learning their names and putting them at ease. She thereby achieved a remarkably smooth transition from being an observer to assuming the role of ESL teacher of three large classes. She readily accepted responsibility for planning and delivering units of work for the Year 10 and SACE stage 1 ESL classes, showing deep understanding and creativity in designing and evaluating activities and tasks that suited the student cohort and also reflected the learning objectives of the syllabus. Olivia clearly established her expectations of students, effectively communicating lesson content and providing close guidance on issues of assessment criteria, time-frames and due dates. Her selection and development of resources was intelligently handled. Her skill at communicating knowledge and processes to students, both individually and as a whole class, was exemplary.</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"> <li>4.1 Support student participation</li> <li>4.2 Manage classroom activities</li> <li>4.3 Manage challenging behaviour</li> <li>4.4 Maintain student safety</li> <li>4.5 Use ICT safely, responsibly and ethically</li> </ul>	<p>Olivia creates a welcoming and engaging classroom atmosphere, inclusive of all students regardless of their circumstances. Her management of classroom activities is effective and business-like. She has the capacity to remain flexible and “thinks on her feet” like a much more experienced teacher, adapting and modifying lesson plans or activities to accommodate unforeseen circumstances such as Internet outages, classroom changes or student absences. Students were calm, co-operative and focused, responding positively to the safe learning environment Olivia maintains. Internet resources and the school’s intranet were used ethically and responsibly, with all sources clearly acknowledged, modelling good referencing practices to students.</p>
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**ASSESSMENT AND REPORTING.**Satisfactory Unsatisfactory **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 achievement	Feedback to students was comprehensive and timely. Olivia provided guidance and evaluation of students' work through whole class and one-on-one discussion, written comments and interim and final assessment grades. She actively circulated among students as they work in groups or individually at their laptops ensuring everyone is aware of lesson requirements and answering student questions. At the end of lessons she summed up the lesson content, set homework and praised the classes for their hard work where appropriate. Her attention to detail and consistent application of performance standards in reporting on student achievement facilitated my report writing for these classes.
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**PROFESSIONAL QUALITIES, PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL DEVELOPMENT.**Satisfactory Unsatisfactory **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	Olivia demonstrated genuine reflective capacity in evaluating and improving her own progress throughout this practicum. She was highly engaged with her colleagues, particularly her mentors, actively seeking feedback and welcoming constructive suggestions about teaching strategies and ways of modifying curriculum for special needs students. She attended several Training and Development sessions at the school and assisted me with the assigning of EALD/ESL Levels for ISEC students.
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**APST: 7 - Engage professionally with colleagues, parents/carers and the community**Satisfactory Unsatisfactory 

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	Throughout her teaching placement, Olivia demonstrated her awareness of and compliance with professional ethics and fully met all administrative requirements of the school. She effectively used Daymap to monitor and convey bulletins, mark the roll and check on student data. Communicating with parents and caregivers was by means of diary notes, as was appropriate. Olivia will no doubt go on to make a significant contribution to teaching through her ongoing engagement with professional networks and the broader community.
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**Overall Evaluation.**

**Outstanding**

Olivia is a gifted and inspiring teacher as evidenced by the progress students made during her five weeks at Marryatville HS and the very positive feedback classes have given me about her lessons. She showed maturity and professionalism in all her dealings with colleagues and students along with an intelligent and flexible approach to the delivery of curriculum and the evaluation of learning outcomes.

Attached is a rubric designed to assist you in your evaluation of our Pre-service Teacher's overall performance

Signed: Naomi Clare  
Classroom/Supervising Teacher

Date: 30/09/14

Signed: [Signature]  
Site Co-ordinator/Principal

Date: 15/10/14

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: [Signature]  
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
<b>Short Description</b>	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.
<b>Classroom Practice</b> 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. <input type="checkbox"/>	Some willingness to engage with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Clear evidence of initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Strong initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Leadership in engaging with the needs of individual students and with the school as a place of learning. <input checked="" type="checkbox"/>
<b>Knowledge of Content and Curricula</b> APST 2 Know the content and how to teach it	Scant/erroneous knowledge of content and curricula. <input type="checkbox"/>	Knowledge of most content, but several gaps: able to meet curricular requirements. <input type="checkbox"/>	Sound knowledge of content; clear understanding of curricular needs. <input type="checkbox"/>	Strong and self-reliant knowledge of content; imaginative application of curricula. <input checked="" type="checkbox"/>	Knowledge of content beyond curricula and willingness to assist colleagues. <input type="checkbox"/>
<b>Planning and preparation</b> APST 3 Plan for and implement effective teaching and learning	Little evidence of planning or preparation for teaching. <input type="checkbox"/>	Minimal evidence of planning and preparation for teaching. <input type="checkbox"/>	Clear evidence of planning and preparation for teaching. <input type="checkbox"/>	Planning and/or preparation for teaching that extends beyond the student's own class. <input type="checkbox"/>	Planning and/or preparation for teaching extending beyond the student's class and year levels, or with a creative aspect that inspires learning. <input checked="" type="checkbox"/>



Rating	U = Unsatisfactory	A = Acceptable	G = Good	VG = Very Good	O = Outstanding
<b>Short Description</b>	<b>Performance below an acceptable standard for this stage.</b>	<b>Performance at a minimal standard for this stage.</b>	<b>A sound performance at this stage.</b>	<b>Performance at a standard above that which could be expected at this stage.</b>	<b>An exemplary performance well above a standard that could be expected at this stage.</b>
<b>Classroom Management and Discipline</b>  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"/>
<b>Assessment and Feedback</b>  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 checked="" type="checkbox"/>
<b>Professional Relationships</b>  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 type="checkbox"/>	Exemplary commitment to the school, professional colleagues and students. <input checked="" type="checkbox"/>