

Professional Experience Report

SCHOOL OF
EDUCATION



THE UNIVERSITY
of ADELAIDE

Please select the year from this drop-down list 2014

Pre-Service Teacher: Olivia ROSE	Pre-Service Teacher ID: 1606000		
Pre-service Teacher enrolled in:	Grad. Diploma Education <input checked="" type="checkbox"/>	B Teaching <input type="checkbox"/>	B Music Education <input type="checkbox"/>
Placement: From <u>12/5/14</u> to <u>13/6/14</u>	Days Absent: 0	Days at School:	
Professional Experience placement 1 <input checked="" type="checkbox"/>	Professional Experience placement 2 <input type="checkbox"/>		

School: Marryatville High School	Mentor Teacher: Alex Dixon email contact: Alex.Dixon943@schools.sa.edu.au
Site Co-ordinator: Harry Theodoras email contact: Harry.Theodoros516@schools.sa.edu.au	University Liaison: Rob TIDD
Subject Taught: English as a Second Language	Year Level(s) Taught: ISEC (Intensive Secondary English Course)

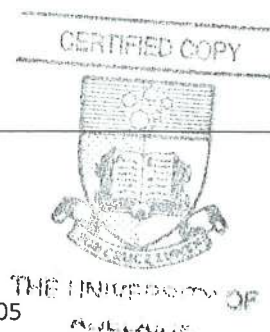
Professional Experience School Context (eg: Co-educational, R-12 School)

Marryatville High School offering a diverse curriculum in a learning environment that promotes academic excellence and supports all students in reaching their potential. The wide range of specialist programs including a Music Program, an International Program, a Special Interest Tennis Program and an extensive Co-curricular Program makes Marryatville High School a dynamic educational environment which helps to develop well-rounded and engaged students. Marryatville High School is accredited by the Council of International Schools.

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

Olivia taught an Intensive Secondary English Course (ISEC) class of 18 recently arrived students, from a range of cultural backgrounds. The students range in age from 14 – 17 and range from ESL Scale 2 to 7. She taught the theory component of the ISEC Home Economics course and assisted with the practical component.

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 Template: Editable Online (DOCX) [Click Here](#)
 alternatively a blank copy for handwritten reports can be obtained at:
 Template: Printable (PDF) [Click Here](#)
 Once the report is completed, please sign it and send it through to:
 Professional Experience Office, School of Education, University of Adelaide SA 5005
 or email a scanned/signed copy to education.practicum@adelaide.edu.au



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>Olivia has actively engaged students in a range of activities, involving students in pair and group discussion and, in some cases, requiring movement around the classroom thus keeping students involved in learning. Her excellent communication skills have enabled her to get to know students individually and therefore to be aware of their language levels and adjust teaching and learning materials accordingly. Through extensive use of the whiteboard, data projector and student handouts, Olivia has made instructions and explanations clear to students. She has engaged students through use of video resources. Olivia has used student-centred methodology and has differentiated learning for students by adjusting requirements of some tasks.</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 strategies 2.6 Information and Communication Technology. 	<p>Olivia has very quickly gained an understanding of the ISEC Home Economics curriculum and of the aim of increasing students ability to use language for general learning together with preparing students for entry to mainstream Home Economics subjects. She researched areas relating to Healthy Eating, located excellent resources then developed learning activities that focused on increasing students knowledge of subject-specific vocabulary and knowledge of concepts encounter In mainstream classes. She also provided excellent support to students individually in her supporting role in Practical lessons.</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 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>Olivia has been highly professional in her lesson/unit planning and preparation. She has consulted with me on an ongoing basis, seeking feedback on tasks prior to classroom delivery and has made adjustments on the basis of these discussions. The significant difference in the language levels of students in the ISEC class poses some challenges for experienced teachers. During her practicum, Olivia has actively reflected on her teaching and on student responses to activities. She has often pre-empted issues and been flexible with adjusting activities when observation of students and direct student feedback suggested it would be beneficial to do so.</p>
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LEARNING ENVIRONMENT – MANAGEMENT AND DISCIPLINE.Satisfactory Unsatisfactory **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	Olivia's thorough preparation and rapport with students has been the key to her classroom management. She very quickly learnt students names and engaged with them as individuals. Olivia has appeared confident and enthusiastic in the classroom and has made clear to students her expectations of them in terms of classroom behaviour and work output. Through use of positive feedback Olivia has maintained a productive, friendly classroom environment. In small group and class discussions she has ensured all student contributions are valued and that the classroom is a safe environment in which all students can contribute.
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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	Olivia has shown a sound understanding of the importance of assessment in the teaching and learning process. She gave students an appropriate assessment rubric for the Personal Letter task, explaining to students the three areas in which they were being assessed. Written feedback and individual support with the drafting and editing process enabled students to improve their performance. Olivia's comments on students' drafts were positive and informative and were provided in a timely fashion. Olivia participated in an ESL Literacy and Language levels exercise, working with EALD teachers to assign levels to student writing as required by DECD.
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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 is obviously very comfortable in the role of teacher, demonstrating an affinity with young people and a genuine interest in their learning. She has engaged actively in both ISEC classroom activities and in a Year 11 Home Group. She has sought opportunities to talk with students and develop a rapport with them, consistently using their names when she addresses them. Olivia has been respectful of students' cultural backgrounds and language levels. Olivia has attended staff and faculty meetings and has shown initiative in all aspects of her work, anticipating needs and offering support to students and teachers. Olivia has worked within the relevant DECD policies and guidelines for teacher conduct. As stated, Olivia has actively reflected on her teaching practice and has responded positively to mentor feedback.
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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>Olivia has consistently demonstrated commitment to, and enthusiasm for, teaching. Students have found her to be approachable and helpful and have demonstrated confidence in participating in a range of activities in Olivia's lessons. In her time at Marryatville High School she has observed programs outside her immediate teaching areas and has worked within the LAP program tutoring individual students. Olivia has participated in Faculty Meetings and whole staff Training and Development activities. As previously mentioned, she has shown initiative in and for responsibility for managing the full range of classroom activities.</p>
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Overall Evaluation. Please select your rating of overall performance from this drop-down list

Overall rating: Outstanding

As indicated throughout this report, Olivia has been highly successful in this teaching placement. She has managed the classroom effectively, engaged students in a range of appropriate, interesting activities and developed positive relationships with students within the ISEC class and the school more generally. She has shown initiative and a responsiveness to the needs of teachers and students.

Signed: *Alex Dixon*
 Classroom/Supervising Teacher

Date: 22/7/14.

Signed: *[Signature]*
 Site Co-ordinator/Principal

Date: 22/7/14

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

