

PROFESSIONAL EXPERIENCE 3 FINAL REPORT

PRESERVICE TEACHER: Rebecca Cole		ID: 110147536	
PROGRAM:			
SITE: Mawson Lakes School			
SITE COORDINATOR: Phil Parsons		MENTOR/S: Emily Grandison	
UNIVERSITY LIAISON:			
YEAR LEVEL (S) TAUGHT: Six		LEARNING AREAS (secondary only)	
DATES OF PLACEMENT: 7/11/16		to	9/12/16
TOTAL DAYS:			25

PROFESSIONAL EXPERIENCE CONTEXT:

At Mawson Lakes School, our vision of "Lifelong learners who positively influence our community in a global context" is underpinned by our mission of 'developing flexible, high quality programs to maximise our students' learning potential. Our current priority is Visible Learning and Assessment for Learning, through the establishment of Teacher Learning Communities (TLC's). A unique feature of our school is creek which runs between the two sites, site East and site West. We have a Defence Schools Transition Aide who supports our growing numbers of Defence Force families. The school's enrolments have shown considerable growth since its opening in 2000 with 53 students. The school is approaching its maximum enrolment numbers predicted when the school first opened. In 2015 there are 772 enrolments with the school under considerable enrolment pressure. The school continues to exercise a zone of guaranteed enrolment due to the excessive demand for enrolment places in the school.

SUMMATIVE COMMENTS BY MENTOR TEACHER/S:

During a busy term, Rebecca was flexible to school demands and a changing timetable. She balanced her programming with major school events and effectively managed her time to teach her units within English and Maths. Her lessons utilised time management strategies due to her effective planning and organisation, and also timed protocols during lessons. Her time management increased as her management strategies increased, ensuring her mentioned expectations were met by being consistent with consequences. This will be an area of improvement in future to ensure the highest input from all students to aid their success. Rebecca created a learning environment that was inclusive and safe for students to take risks and share their thinking. I was impressed by the language Rebecca used within the classroom that reflected student voice and negotiation. She clearly believes in a democratic classroom where students share the power of learning and decision making. Rebecca is interested in gaining feedback from others and implements new ideas readily to assist her practice. Rebecca has the ability to self-critique and she can identify areas of improvement. She is open to try new ideas and to challenge herself with new content, strategies and methods. I commend Rebecca on all her efforts during this term. Rebecca has high expectations of herself and her practice, with a focus on student success and achievement, and I wish her all the very best in future.

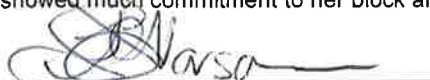

Mentor Teacher Signature

DATE: 14 / 12 / 2016

SATISFACTORY

SUMMATIVE COMMENTS BY SITE COORDINATOR:

Rebecca has conducted herself in a very professional manner, contributing to her success during the teaching experience. Rebecca attended staff meetings and regular pre-service teacher meetings where she actively contributed and asked questions. Rebecca was confident in her approach to leadership, asking questions for further clarification and seeking advice when required during the practicum. She willingly took on extra activities and was part of major school events such as Sports Day, Remembrance Day Ceremony, End of Year Concert and Natural Maths strategies workshops during her time at Mawson Lakes School. Rebecca showed much commitment to her block and I wish her well in her future teaching career.


Site Coordinator Signature

DATE: 14 / 12 / 2016

SATISFACTORY

VERIFICATION BY AUTHORISED UNIVERSITY PERSONNEL:

The Mentor Teacher, Site Coordinator and Preservice teacher have been consulted during the placement and this report documents evidence of the Preservice Teacher's achievement of the Professional Experience objectives.

University Personnel Signature

DATE: / / 2016

SATISFACTORY/UNSATISFACTORY
(Delete whichever is not applicable)

SUMMATIVE COMMENTS BY PRESERVICE TEACHER:

Through partaking in this placement opportunity I believe I have further developed as both an educator and lifelong learner, in accordance with Mawson Lakes School's vision. Moreover, I believe I have extended myself in each of the Australian Professional Standards for Teachers, being Professional Knowledge, Professional Practice and Professional Engagement. In regards to Professional knowledge I believe I have developed an understanding of my students and how they learn, recognising the diverse linguistic, cultural, religious and socioeconomic backgrounds present in the classroom, and differentiating instruction to meet the specific learning needs of students accordingly. Furthermore I believe I have developed an understanding of the content and how to teach it, particularly in teaching Probability in Mathematics in accordance with Ann Baker's Natural Math methodology. Concerning Professional Practice I believe I have planned for and implemented effective teaching and learning through establishing challenging yet attainable learning goals; structuring and sequencing lessons in a manner that maximises student engagement and learning; and continually evaluating instruction to inform planning through evidence such as student feedback (e.g. warm and cool comments). I also believe I effectively maintained a supportive and safe learning environment. However, I believe I could improve on my ability to manage challenging behaviour through clearly communicating expectations and readily addressing behavioural issues. Finally, regarding Professional Engagement, I believe I have developed my knowledge and practice through professional learning opportunities such as staff meetings and professional development sessions; and through seeking constructive feedback from colleagues. Overall I believe I have advanced tremendously over the course of this practicum. I am excited to continue my learning journey in years to come.

R Cole

Preservice Teacher Signature

15/12/2016

Date

NOTES FOR MENTOR TEACHERS AND SITE COORDINATORS COMPLETING THIS REPORT

The assessment criteria used in this report are the Australian Professional Standards for Teachers.

The Preservice Teacher may wish to submit this report with an application for employment. Please avoid the use of acronyms as student reports are often viewed by interstate and international employers who are not always familiar with South Australian nomenclature.

The preservice teacher has completed the required the full 25 days of their placement including visit days.	YES /NO
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MENTOR TEACHER COMMENTS: PROFESSIONAL KNOWLEDGE

<p>1. Know students and how they learn</p> <p>1.1 Physical, social and intellectual development and characteristics of students</p> <p>1.2 Understand how students learn</p> <p>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>1.6 Strategies to support full participation of students with disability</p>	<p>2. Know the content and how to teach it</p> <p>2.1 Content and teaching strategies of the teaching area</p> <p>2.2 Content selection and organisation</p> <p>2.3 Curriculum, assessment and reporting</p> <p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>2.5 Literacy and numeracy strategies Information and Communication Technology (ICT)</p>
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From the onset Rebecca showed a clear interest in building relationships with students and getting to know them. Her lessons and teaching strategies reflected such knowledge, along with her understanding of the age group and their learning needs. Her planning and implementation catered for all students in a culturally diverse environment, particularly in the areas of Literacy as she provided a Word Work program catering for different learning styles and provided scaffolded writing lessons. She used intervention strategies during lessons and often worked in small groups or 1:1 with students. This was evident within her Mathematics planning where lessons utilised Natural Maths methodologies, which provided students with multiple entry points, differentiation and extension tasks. Rebecca has developed her confidence within working with Mathematics content. She worked incredibly hard to build knowledge within this area and utilised a range of resources to assist her knowledge. Her lesson sequence reflected this, as the skills taught and developed were appropriate for the group, they provided challenge for all students and successfully covered her intended learning outcomes. Learning outcomes were determined from prior knowledge tasks and by analysing student work samples. This 'Top 5' was then used within assessment methods such as annotated checklists. Students also completed a Reflection each lesson which allowed further summative assessment to occur. I commend Rebecca on her ability to assess the next steps within her lesson progression based on what the students' current learning needs. This demonstrated her continual use of formative and summative assessment methods within her Mathematics lessons. Mathematics lessons were consistently structured with a Warm Up, an authentic Problematised Situation and a reflection. Rebecca is a confident English teacher. She has an outstanding knowledge of reading strategies, text features of picture books, writing scaffolding and language development strategies. Rebecca integrated all learning areas into her Word Work Program and demonstrated spelling and vocabulary knowledge. She had a clear understanding of terms and vocabulary key to film analysis and review writing. The English lessons featured balanced instructional methods including discussion, small group work and explicit instruction. Explicit lessons featured the structure of 'I Do, We Do, You Do' which provided scaffolding for students.

MENTOR TEACHER COMMENTS: PROFESSIONAL PRACTICE

<p>3. Plan for and implement effective teaching and learning</p> <p>3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.4 Use teaching strategies 3.5 Select and use resources 3.6 Use effective classroom communication 3.7 Evaluate and improve teaching programs 3.3 Engage parents/carers in the educative process</p>	<p>4. Create and maintain supportive and safe learning environments</p> <p>4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety Use ICT safely, responsibly and ethically</p>
<p>5. Assess, provide feedback and report on student learning</p> <p>5.1 Assess student learning 5.2 Provide feedback to students on their learning</p>	<p>5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement</p>

Rebecca plans effective tasks and lessons that are built from what students know and sequenced accordingly to their needs and the pace in which they need to progress. This was evident particularly through her writing lessons on a Remembrance Day Letter and her Probability Unit. Students were continually engaged and challenged throughout the lessons as they provided multiple entry points. Lessons were presented in well-resourced, multimedia presentations and utilised a range of premeditated strategies to ensure both student engagement and learning. This provided multiple-modes of communication, both verbal and visual. Rebecca excels in applying strategies to foster discussion. This includes Clock Sharing, Think, Pair, Share and Popstick sharing. This enforced respectful listening as she often got students to report back to the group on their partners or groups thinking. She also uses a range of smaller, yet effective strategies such as clapping, moving whiteboards and a traffic light system to aid engagement and as a form of assessment. Rebecca clearly developed a safe and comfortable learning environment as most students eagerly offered to share ideas during lessons and all responded to prompting to share thinking. They showed a willingness to share an idea or answer, even if they felt they weren't sure at the time. Rebecca utilised visual templates for note-taking and provided digital templates for students to scaffold and support their work. She allowed time for students to attempt tasks and knew when they needed whole-class or small group expect instruction to reiterate or teach new pointers or skills. Rebecca's biggest area of improvement is within classroom management and ensuring maximum participation of all students. When she employed suggested strategies to assist management and participation, her time management within lessons increased and the students were able to achieve greater work completion. This will continue to be an area of improvement as I encourage Rebecca to ensure she considers the intention behind each task. Sometimes personal writing and response tasks became discussion tasks where some students dominated the discussion. Therefore in future, I hope Rebecca enforces the expectations of the task or learning environment that she mentions. This will be achieved through the balance of positive and negative reinforcement and restorative practices. Skills within this area have definitely increased during the practicum and Rebecca has learnt that the consistency of expectations is vigorous, yet effective.

MENTOR TEACHER COMMENTS: PROFESSIONAL ENGAGEMENT

<p>6. Engage in professional learning</p> <p>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</p>	<p>7. Engage professionally with colleagues, parents/carers and the community</p> <p>7.1 Meet professional ethics and responsibilities 7.2 Comply with legislative, administrative and organisational requirements 7.3 Engage with the parents/carers Engage with professional teaching networks and broader communities</p>
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Rebecca is able to identify areas of improvement within her practice. She actively seeks assistance to aid her learning needs and applies new ideas readily. Rebecca was a successful participant in professional development within the school. She contributed to discussions during a wide range of professional experiences such as Staff Meetings, Professional Development Sessions and Professional Learning Communities. Rebecca participated in a training day with Ann Baker and developed her understandings of Natural Maths pedagogies within Numeracy. She applied learnt concepts and methods immediately within her planning and implementation of a Mathematics Unit. This had a direct impact on student engagement and subsequent learning, and supported her programming to provide more differentiation to cater to all students learning needs.

Rebecca represented herself and our school successfully during school events, building relationships with families, colleagues and the wider school community. She was part of major school events such as Sports Day, Remembrance Day Ceremony and the End of Year Concert and engaged professionally with parents and families. Rebecca took an interest into getting to know her families and introducing herself, either in person, or demonstrated through a letter sent home to families.

At all times, Rebecca adhered to school policies and Occupational Health and Safety procedures. She took an active role during Yard Duties and attended to student injuries. During such times she conferenced with students to attend to their play issues and displayed knowledge to support student well being. Rebecca also conferenced with students during a lunchtime yard time out duty and utilised restorative practices to help the students reflect.

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