



THE UNIVERSITY of ADELAIDE

SCHOOL OF EDUCATION

Professional Experience Placement 1 – Final Report 2018: 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 Name: Jeremy Hughes	Student ID: 1646624
School: Prescott College	Placement Date: 4/06/2018 - 29/06/2018
Number of days at School: 20	Number of days Absent: 0
Site Coordinator: Josie Prnich	Email Contact: jprnich@prescottcollege.sa.edu.au
Mentor Teacher: Daniel Zilm	Mentor Teacher email address: dzilm@prescottcollege.sa.edu.au
University Liaison: Lenore Barritt	University Liaison Email: lenore@jbwines.com
Subject Taught: Mathematics, Physics	Year Level(s) Taught: 10, 11

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

Please type text here

Co educational Independent School run by the Seventh-day Adventist Church. Year 8-12

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

Please type text here

Y10 Mathematics - 16 students initially, then 22 students by the end of the practicum (including 2 students on IEPs 3 EALD).
Y11 Mathematics - 13 students, (including 5 EALD) Y11 Physics - 10 students (including 4 EALD) All 3 classes had their exam and revision periods during the practicum, as well as normal lessons.

CLASSROOM PRATICE

APST 1: Know the students and how they learn

- 1.1 Physical, social and intellectual developments and characteristics of students.
- 1.2 Understand how students learn.
- 1.3 Students with diverse linguistic, cultural, religious and socio-economic 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.

Please comment on pre-service teacher's ability to demonstrate that they:

- (a) Incorporate a range of strategies to cater for diverse needs/learning styles/cultural and linguistic backgrounds;
- (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;
- (g) Select and use a variety of resources and approaches;
- (h) Present the lesson effectively, i.e. voice, eye contact, manner, suitable language level.

How would you grade this pre-service teacher against APST 1?

- ☐ Below Graduate Standard - Little willingness to engage with the needs of individual students and with the school as a place of learning
- ☐ Developing Towards Graduate Standard - Some willingness to engage with the needs of individual students and with the school as a place of learning
- ☒ Meets Graduate Standard - Clear evidence of initiative and willingness to engage positively with the needs of individual students and with the schools as a place of learning
- ☐ Exceeds Graduate Standard - Strong initiative and willingness to engage positively with the needs of individual students and with the schools as a place of learning

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 1:

Jeremy planned for and initiated lesson plans that allowed for students with mixed abilities to engage in class at their level. Support was given to students with EALD backgrounds in helping them understand content. He used a variety of approaches to both of the subjects he taught, using both practical and theory based teaching. He grew in his ability to communicate clearly and effectively over the course of the time he was in the school, asking for, and acting on feedback to improve on this.

KNOWLEDGE OF SUBJECT AND RELEVANT CURRICULA

APST 2: Know the content and how to teach it

- 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.

Please comment on pre-service teacher's ability to demonstrate that they:

- (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
- (e) integrate reconciliation into their planning and delivery of curriculum

How would you grade this pre-service teacher against APST 2?

- ☐ Below Graduate Standard - Scant/erroneous knowledge of content and curricula
- ☒ Developing Towards Graduate Standard - Knowledge of most content, but several gaps: able to meet curricular requirements
- ☐ Meets Graduate Standard - Sound knowledge of content; clear understanding of curricular needs
- ☐ Exceeds Graduate Standard - Strong and self-reliant knowledge of content; imaginative application of curricula

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 2:

Jeremy has a strong knowledge of the content and is willing to learn any new content areas as they arise. He is becoming more familiar with specific aspects of the curriculum and methods of teaching.

PLANNING AND PREPARATION**APST 3: Plan for and implement effective teaching and learning**

- 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

Please comment on pre-service teacher's ability to demonstrate that they:

- (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 and parents/carers;
- (g) Allocate time effectively.

How would you grade this pre-service teacher against APST 3?

- ☐ Below Graduate Standard - Little evidence of planning or preparation for teaching
- ☒ Developing Towards Graduate Standard - Minimal evidence of planning and preparation for teaching
- ☐ Meets Graduate Standard - Clear evidence of planning and preparation
- ☐ Exceeds Graduate Standard - Planning and/or preparation for teaching that extends beyond the student's own class

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 3:

Jeremy was thorough in his planning of content for the lessons he took. He developed in his ability to plan the timing of his lessons and had to adapt his plans to cater for student discussion or unexpected interruptions. He planned for and implemented a practical lesson in Physics and used a variety of resources. He used activities in Mathematics to allow for visual and interactive learning, as well as reviewing and providing quick feedback through interactive quizzes.

LEARNING ENVIRONMENT - MANAGEMENT AND DISCIPLINE**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.

Please comment on pre-service teacher's ability to demonstrate that they:

- (a) Organise and manage the classroom to ensure a positive, supportive and appropriate climate for learning;
- (b) Establish and maintain appropriate behaviour management strategies, following institutional guidelines and procedures;
- (c) Develop sound professional and personal relationships with students.
- (d) Deal appropriately with minor interruptions;
- (e) Manage general organisation and administration.

How would you grade this pre-service teacher against APST 4?

- ☐ Below Graduate Standard - Poor/unethical classroom management skills
- ☒ Developing Towards Graduate Standard - Some classroom management skills
- ☐ Meets Graduate Standard - Effective classroom management skills
- ☐ Exceeds Graduate Standard - Confident classroom management skills

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 4:

Having smaller classes, Jeremy was able to manage behaviour generally well. As he encountered larger classes in Semester 2, he discovered different challenges in managing larger groups. He initiated professional discussion with his mentor about strategies to manage larger groups and acted upon advice given. He improved on managing chatter by insisting on silence before he would start his teaching, rather than trying to speak over it or ignore it.

ASSESSMENT AND REPORTING**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 achievements.

Please comment on pre-service teacher's ability to demonstrate that they:

(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.

How would you grade this pre-service teacher against APST 5?

- ☐ Below Graduate Standard - Little evidence of the use of assessment as a tool to understand student achievement and the effectiveness of teaching
- ☐ Developing Towards Graduate Standard - Some evidence of competent assessment. Limited/late feedback. Little differentiation in assessment processes
- ☒ Meets Graduate Standard - Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes
- ☐ Exceeds Graduate Standard - Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 5:

Assessed all of his classes, marked exams and provided formative assessment during the time he was in the school. His assessment decisions were in line with what is expected and he recorded his assessment in an effective way. Feedback was timely and effective.

PROFESSIONAL QUALITIES, PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL DEVELOPMENT

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.

Please comment on pre-service teacher's ability to demonstrate that they:

(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.

APST 7: Engage professionally with colleagues, parents/carers and the community

- 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.

Please comment on pre-service teacher's ability to demonstrate that they:

- a) Professional, respectful and collaborative behaviours with colleagues and others in the school and school community
- (b) An understanding of the need to communicate effectively with parents/carers
- (c) An understanding of the opportunities that they can use to engage meaningfully and productively with parents/carers
- (d) An understanding of the ethical and professional responsibilities of teachers
- (e) An understanding of the benefits of establishing and maintaining professional networks
- (f) An understanding of the benefits of and opportunities to engage in professional learning

How would you grade this pre-service teacher against

APST 6 & 7?

- ☐ Below Graduate Standard - Little/no commitment to the school, professional colleagues and students
- ☐ Developing Towards Graduate Standard - Minimal commitment to the school, professional colleagues and students
- ☒ Meets Graduate Standard - Sound commitment to the school, professional colleagues and students
- ☐ Exceeds Graduate Standard - Strong commitment to the school, professional colleagues and students

Click here to enter comments on how pre-service teacher has demonstrated ability for APST 6 & 7:

Engaged in learning about the school review process.
 Engaged in discussion about professional development opportunities and requirements within and outside of the school. While he didn't have opportunity to communicate with parents, he provided feedback on assessment that was reported on to parents in the school reports and in an online learning portal.

Impact on Learning

Comment on the Pre-Service Teacher's impact on the learning of the students in the classes he or she taught during this placement. Has his or her impact been beneficial, positive, significant, as expected, enriching, or other? What evidence do you base this judgement on?

Jeremy provided a sound learning experience for his students. His assessment of student work was very effective and his practical activities in Year 11 Maths provided a fresh approach to the class. He worked hard at learning names and getting to know students personally in a professional manner and was seeing the rewards of this toward the end of the practicum.

OVERALL EVALUATION

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.

Any additional comments about the performance of this Pre-Service Teacher and their impact on student learning can be added here.

Add comment here

Jeremy sought advice and acted on it in all stages of his teaching. His strength is in his preparation and assessment.

He was also dedicated to give time to assist in general activities around the school.

He has been working on being intentional with the layout of his whiteboard work.

An area he can further develop would be his classroom presence and management. This will come with experience and he has actively worked to improve this over the time he has been teaching.

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

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

Mentor Teacher Verification:

Once you have completed report, please click on Mentor Teacher Verification below and advise your Site Coordinator so the report can be formally submitted

Actioned by Daniel Zilm on 29/06/2018 2:41:02 PM

Site Coordinator Verification:

Once you have completed the report, please click on Site Coordinator Verification below and the form will be sent to me electronically

Actioned by Josie Prnich on 27/07/2018 7:29:08 AM

OFFICE USE ONLY

Actioned by Brendan Bentley on 6/08/2018 3:59:43 PM

Reports final stage

Professional Experience Placement Certification



Actioned by Petra Galbraith on 7/08/2018 1:54:47 PM