



THE UNIVERSITY of ADELAIDE

SCHOOL OF EDUCATION

Professional Experience Placement 2 – Final Report 2018: 2nd Placement

This template is to be used for reporting on achievement at the end of the Pre-Service teacher's 2nd placement of 45 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: Trinity College	Placement Date: 23/07/2018 - 21/09/2018
Number of days at School: 45	Number of days Absent: 0
Site Coordinator: Robert Smedley	Email Contact: smedlero@trinity.sa.edu.au
Mentor Teacher: Ian Thomson	Mentor Teacher email address: thomsoia@live.trinity.sa.edu.au
University Liaison: Cate Taylor	University Liaison Email: tayhouse@bigpond.net.au
Subject Taught: Mathematics	Year Level(s) Taught: 7-10

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

Please type text here

Co-educational , R-10 School

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

Please type text here

Year 7 Mathematics Enrichment (22 students)

Year 8 Mathematics (25 students)

Year 9 Mathematics Extension (29 students)

Year 10 Essential Mathematics (13 students))

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
- ☒ 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 incorporated a range of strategies to cater for the diverse needs of his students. He developed methods of dealing with the variations in the pace of learning by providing parallel content and challenges. Jeremy's interest and enthusiasm for the subject shone through and he progressively found ways to communicate this to students. He had successes in engaging the students, for example, a games-based lesson on algebraic operations captured the students interest and enthusiasm. Jeremy worked effectively with students individually, and adapted his approach appropriately when moving from a small class of Year 10 students to a larger classes in Years 8 and 9. Jeremy was willing to adjust his lesson plans flexibly. He coped particularly well with interruptions to the timetable due to school events and extra assemblies. He used a variety of resources and approaches, including creative "notice and wonder" activities, digital displays, and summary notes. Jeremy made improvements to his manner in starting lessons and was conscious of the need to pitch his language at an appropriate level.

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
- ☐ 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 an in depth knowledge of the subject and relevant curricula. This was evident in his lesson notes, test designs and feedback to students. Where necessary, Jeremy demonstrated his ability and willingness to research additional background knowledge, for example, in creating extension activities in Geometry. Jeremy displayed a knowledge of various teaching approaches, including group work, the use of hands on resources, and online support. He integrated reconciliation into the delivery of curriculum in the area of Financial Mathematics.

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
- ☒ 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 consulted regularly with his mentor teacher about the curriculum and how to implement it in relation to his classes. He made very effective use of a digital notebook which he shared with his mentor. Learning intentions and success criteria for units and lessons were recorded in such a way that they were accessible to students and his mentor on a continual basis. Jeremy developed ways to account for different student abilities by providing alternative resources designed to suit varying student needs. Jeremy prepared lesson plans that matched the scope and logical sequence of the curriculum. He showed imagination and creativity by incorporating additional resources, including physical models, digital animations and review worksheets. Jeremy administered regular assessment which provided opportunities for feedback to students and parents/carers with reference to the success criteria of the topic. He adhered to the timeline of all courses.

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
- ☒ 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:

Jeremy organised the classroom using seating plans designed to optimise the climate for learning. He developed strategies to deal with challenging behaviours and communicated classroom behavioural expectations. Jeremy managed the general organisation and administration of the learning environment in an efficient manner, taking the roll and meticulously recording any student movements outside of class. Jeremy dealt admirably with the inevitable interruptions which occur in a busy school.

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
- ☒ 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:

Jeremy demonstrated his ability to develop assessment tasks by producing pre-test and ongoing assessment tasks for his classes. In addition, he also wrote a major assessment piece for the Year 10 Geometry topic. The task was gratefully received and used by five other faculty members. Jeremy presented assessment criteria clearly in class and made these criteria available to students online. He marked a summative topic test for each of his Year 8, 9 and 10 classes in a reasonable time period and recorded results appropriately. Jeremy understood and followed the assessment policies relevant to timing of tests, returning marked work, dealing with absences, and completing the marking proformas. Jeremy was able to evaluate the effectiveness of the learning program in relation to assessment, and considered refinements for future implementation. For example, he noted any ambiguities in the wording of assessment questions.

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
- ☐ 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:

Jeremy conducted himself in a professional and courteous manner with all colleagues, support staff, and other members of the school community. He contributed very well as a faculty team member. This was evident in his collaborative discussions on the production of assessment pieces, and in his support of professional learning workshops for the faculty. Jeremy also devoted additional time to an after hours Student Mathematics Quiz Night. Jeremy clearly understood the need to communicate effectively with parents/carers. He demonstrated this through his diligent checking, signing, and recording notes in students' diaries. The diary is the primary source of communication with parents/carers. Jeremy's monitoring and documenting of diary communication was effective and productive. Jeremy demonstrated ethical and responsible behaviour at all times. He extended his understanding of ethical and responsible behaviour by attending an after hours session on cyber-safety. Jeremy demonstrated a clear understanding of the benefits of establishing and maintaining professional networks. His teaching was informed by ideas gathered from professional connections and online sources. Examples of this were evident in the enrichment activities he used with Year 7 students.

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 made a beneficial impact on the learning of the students in his classes. The results of his classes were either as expected in relation to prior performance or indicated a sustained improvement. This was evident in the results of topic tests for Years 9 and 10 which were on par with previous results. Results for Year 8 indicated an average improvement of 8%. The enrichment activities for Year 7 provided refreshing and positive learning experiences for the students.

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 carried out his practice in a professional and dedicated manner. He developed appropriate strategies to improve clarity in instruction and delivery of lessons. The students benefited from Jeremy's thorough knowledge of the subject and his attention to detail. Jeremy was caring with his students and modelled a genuine love of learning.

- ☐ Below 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 Ian Thomson on 26/09/2018 5:16:53 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

Has not been actioned

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Reports final stage

Professional Experience Placement Certification

University of Adelaide Certification



Has not been actioned