

## Lilliana (Ljiljana) Stojanoski - Data Tracking Tool - Indicates which data I have collected and when

Data Collection	Week 1					Week 2					Week 3					Week 4					Week 5					Week 6							
Class	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F			
Assessment data		X											X					X	X			X	X	X	X	X		X	X	X			
Professional discussions		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X		X		X
Observations		X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X					X	X		X		X		X		
Anecdotal Records			X	X	X	X		X	X													X	X	X	X		X		X	X	X		
Reflections		X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X		X	X	X	X		X	X	X	X	X	X		
Case Student	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F			
Assessment data							X						X					X			X		X						X				
Professional discussions							X									X		X															
• teacher							X									X		X			X	X				X	X				X		
• teacher’s aide																																	
• learning support																													X				
• other							X																										
Observations								X					X			X		X			X		X			X		X					
Anecdotal Records								X					X			X		X			X		X			X		X					
Reflections								X					X			X		X			X		X			X		X					

Assessment Data	Mon 3.10.16	Tue 4.10.16	Wed 5.10.16	Thurs 6.10.16	Fri 7.10.16
Week 1					
	<b>Public holiday</b>	I had an opportunity to see year 12 folio assessment and have based my lesson plan for this class on the findings. Basically, students were drawing an object for their designed solution without any or much explanation as to where that drawing came from. The main issue in almost all assessment pieces was the fact that design process or concept development was not shown.	Years 11 and 12 Furnishing Studies class: Practical project assessment and the associated workbook are in the process of completion and information will be recorded once the assessment is finished.	VOCED student assessment for 'school options', not relevant to my teaching.	Year 12 Furnishing Studies class: Practical project assessment and the associated workbook are in the process of completion and information will be recorded once the assessment is finished.
Week 2	Mon 10.10.16	Tue 11.10.16	Wed 12.10.16	Thurs 13.10.16	Fri 14.10.16
				Assessment feedback was provided to year 12 students regarding their design development report. Students were asked to self-evaluate and grade. Some students needed help understanding the	

				feedback. Most graded themselves a bit too generously. However, a majority of the class was honest about what they have and haven't done.	
<b>Week 3</b>	<b>Mon 17.10.16</b>	<b>Tue 18.10.16</b>	<b>Wed 19.10.16</b>	<b>Thurs 20.10.16</b>	<b>Fri 21.10.16</b>
	Student free day	Furnishing skills 12 2B classes was working on their manufacturing process journal assessment. Apart from not being motivated, it was interesting to see how many steps were omitted in their record. Also, the provided table was not used properly to record the sequence of events. I worked with students and provided feedback. The assessment is due next week.	Year 12 2A worked on their plywood assignment. They mostly copied and pasted from on-line sources. It was disappointing to see that most of them they did not even try to reword and answer questions in their own understanding. This is plagiarism. Will they reference their sources? They worked on this in class, worked well and most of them finished. I provided feedback during the class – it will be interesting to read the final results!		
<b>Week 4</b>	<b>Mon 24.10.16</b>	<b>Tue 25.10.16</b>	<b>Wed 26.10.16</b>	<b>Thurs 27.10.16</b>	<b>Fri 28.10.16</b>
			Yr. 7 students submitted their key tag projects one lesson late as they did not save the files correctly	Year 12 students for tech studies class are submitting their folios today. Most of them finished and handed in	

			<p>last time. I have explained this process again and my case study student demonstrated on the Smart TV screen. Files were saved correctly this time; no punishment was applied as majority of class did not understand this process. All files submitted today. Most task sheets were submitted however some are still outstanding. They will all stay in next lunch hour if assessment not received. Assessment OF learning. Key tags are not going to be marked individually and are formative assessment but the task sheets will be as they are summative assessment.</p>	<p>their work. Reports were e-mailed to the teacher and printed out. Four students stayed behind to finish their work. I have found that a lot of them did not explain the technology component very well on their annotated sketches. I will check if and how well they have covered this aspect in their reports.</p>	
<b>Week 5</b>	<b>Mon 31.10.16</b>	<b>Tue 01.11.16</b>	<b>Wed 02.11.16</b>	<b>Thurs 03.11.16</b>	<b>Fri 04.11.16</b>
	<p>Some students in Yr. 12 classes submitted their plywood assessments. They are a week and a half overdue without extension, most of it is</p>	<p>Some students in Yr. 12 classes submitted their plywood assessments. They are a week and a half overdue without extension, most of it is</p>	<p>By now, most students have submitted their plywood assignments but the work is quite disappointing. Almost all just copied and pasted off the internet</p>	<p>Today all but 4 senior students finished and submitted their chessboards. Most have done a very good job and construction of the object is mostly</p>	<p>I have marked Yr. 9 spelling tests today and two Yr. 12 folios. Most Yr.9 students averaged at around 16 out of 20 words. The highest were two</p>

	copied off the internet and even the sketches have been copied and pasted. Quite disappointing.	copied off the internet and even the sketches have been copied and pasted. Quite disappointing. Yr. 11 students have not finished their journal. Extension given as only two students worked on the task.	and some of it is not even relevant. One student in particular copied and pasted one answer for a few questions. Year 7 students have submitted their written tasks; however half the class has not answered all the questions yet after weeks of working on it and most answers provided for them.	solid and well done. Folios are also submitted by all Tech Studies students. Although we talked about tech components and ways to incorporate tech into wearables, most students only came close to answering this question. However, most did well.	students of 18. Couple of students only had 4 or 5 out of 20. I had a chat with one of them to find out what is his main problem when it comes to spelling and he said he does not understand the blending sounds. Yr. 12 concept development folios were reasonably well done however the main question of how does the technology component work in their design either was not answered or was not answered well/completely.
<b>Week 6</b>	<b>Mon 07.11.16</b>	<b>Tue 08.11.16</b>	<b>Wed 09.11.16</b>	<b>Thurs 10.11.16</b>	<b>Fri 11.11.16</b>
	Yr. 11 students have finalised the chessboard project and submitted for grading (summative assessment).	Yr.11 students have started the chopping boards (summative assessment). To be submitted in two lessons.		All Yr. 11 students have completed their chess boards and submitted for grading. Most of them have completed the chopping boards and will continue working on them today during the break and the last period as the project has to be submitted for grading by tomorrow (they don't have a lesson on Friday).	

				They have worked on the journal during the lesson today and two students submitted it. The rest will have to work in own time to complete as it is due tomorrow.	
	<b>Case Study Student</b>				
<b>Week 1</b>	No assessment regarding the case study student at this stage.				
<b>Week 2</b>	<b>Mon 10.10.16</b>	<b>Tue 11.10.16</b>	<b>Wed 12.10.16</b>	<b>Thurs 13.10.16</b>	<b>Fri 14.10.16</b>
		I had a meeting with my mentor and the HOD regarding my case study student. We confirmed the student I will observe and discussed his academic record based on the available assessment data (photographic record). It has been confirmed that the student struggles in the areas of literacy and numeracy and both can have critical impact on the outcomes for this KLA (Design Tech). He also has some 'red flag' behaviour issues on record like fight in the lift and shoving other student with a crutch as well as some other.	Student worked well in class today during our Inventor design exercise. I will record his work next lesson as well as the task sheet entries. Task sheet is an assessment piece the class is working on. He wasn't sure where to find all the information he needs so I helped him with some resources.		

		Student's academic performance in areas of literacy and numeracy is in the range of high D/low C.			
<b>Week 3</b>	<b>Mon 17.10.16</b>	<b>Tue 18.10.16</b>	<b>Wed 19.10.16</b>	<b>Thurs 20.10.16</b>	<b>Fri 21.10.16</b>
			<p>The student worked on his key tag project (a part of the assessment task 1 – practical component) and had some issues with tools and commands “not working”. While I was helping I noticed some lack of understanding in the area of numeracy and literacy. With literacy he didn't know what some words mean and with numeracy he struggled with spatial aspects like size and proportion of 3D objects. It seemed he could not understand how 3 dimensional objects relate to one another which affected how he dimensioned objects. As a result proportions were out. I helped him re-create his key tag which will be submitted and printed next week. He</p>		

			learned while watching me model the object. His written component of the assessment task was due today however he hadn't finished. He will request an extension from my mentor and submit next week.		
<b>Week 4</b>	<b>Mon 24.10.16</b>	<b>Tue 25.10.16</b>	<b>Wed 26.10.16</b>	<b>Thurs 27.10.16</b>	<b>Fri 28.10.16</b>
			Michael* submitted his key tag project file for printing but he hasn't submitted the task sheet. I spent a few minutes to check with him but we could not locate the file. He said the answered the questions and was able to give me information but couldn't show any work. Next lesson he will stay in during lunch break to work on it if he does not submit in the meantime.		
<b>Week 5</b>	<b>Mon 31.10.16</b>	<b>Tue 01.11.16</b>	<b>Wed 02.11.16</b>	<b>Thurs 03.11.16</b>	<b>Fri 04.11.16</b>
	I finally received a copy of the student's assessment task sheet and he barely answered any questions. This is quite disappointing because		Michael* has not completed his homework even though it was very simple (find and sketch or copy/paste three photos of phone		



	he had much longer than other students to complete the work and I have provided sufficient help as well as allowed class time to work on it.		holder designs – 15-20 min task). I have held him back during lunch time as agreed with the mentor and we worked on some of the questions together. He said he will work on it and have it done by Monday. If not, he will work on it in detention (his plan).		
<b>Week 6</b>	<b>Mon 07.11.16</b>	<b>Tue 08.11.16</b>	<b>Wed 09.11.16</b>	<b>Thurs 10.11.16</b>	<b>Fri 11.11.16</b>
	Student worked on his phone holder design (Inventor) which is one component of his summative assessment. The first section of the task sheet (Microsoft Word) is not completed yet.		Student continued work on his phone holder design and is progressing well. These are due in two weeks. He has shown minimal progress on the task sheet, however still not finished.		



Prof. Discussions	Mon 3.10.16	Tue 4.10.16	Wed 5.10.16	Thurs 6.10.16	Fri 7.10.16
Week 1	Entries below are made based on the discussions that took place on that particular day of the week and are recorded in chronological order.				
	Mon was public holiday.	-Discussions about my Professional Standards Goals Setting Tool: my personal goals and how I may be able to achieve them particularly in the area of Standard 1 (getting to know the students). Mentor stressed out the importance of building relationships with students, getting to know their backgrounds as much as possible, asking them questions about their personal interests or taking interest in them/their lives within the context of school. We also discussed my lesson planning requirements, referencing required by the school for any resources and importance to include revisions from	-Mentor was understanding of my log in issues and blockage of internet access etc. and helped me start the lesson. He had a discussion with me regarding ways to handle stressful situations in the classroom, particularly if it's something beyond my control. He pointed out I need to ensure that disappointment, frustration etc. does not roll into what I am doing with the students. He advised it would be better to start calmly even if I don't get to do everything I have planned than to rush through the content and cause confusion. He also suggested I talk to another school staff member if I need to in cases I struggle	-I had an opportunity to speak with a teacher aide assigned to the Design Tech classroom to work with vision impaired students. She advised that that most students don't like working with her or her being around as they are embarrassed. They would much rather try to fit with the rest of the class even if they are struggling than be seen with her. To overcome this issue she does the following: walks around the classroom observing everyone's work but takes anecdotal notes of her student's work. She then passes the information onto the class teacher who works on it with the student. The class teacher then advises	-Discussion with the HOD about future of this subject area and expectations of new teachers. Syllabus and curriculum requirements are changing toward the mix of robotics and programing (or tech) with the design subject area. D&T teachers will need to have some or even just basic programing knowledge. -Peer support group lesson – the mentor advised there are a few special needs students in our group and they may not always participate. He advised I am not to force or nag too much; they have a teacher aide who works with them (activities and behaviour). I am to invite them and talk to them same as I would

		<p>previous lesson into each new one. The mentor pointed out main aspects of health and safety, behaviour management, punctuality, professional presentation and similar. He showed me the list of student names (his classes) and explained who the special needs students are alerting me to the fact that there will be one or two teacher aides in the classroom with them. We discussed the timetable and ways of incorporating my teaching into it. Mentor also advised not to let students search design ideas on-line until they've had a chance to develop their own to some level. <a href="#">Inventor Training Instructions</a> on creating a new project: New, metric, ipt (part) right click, new sketch, planes (xy) Finish sketch then</p>	<p>with this in the future.</p>	<p>of outcomes or his observations. This creates a lot more work but she does have an opportunity to work with them individually is special ed classes where they can go through content together. -Orientation: talked about teaching skills for life rather than drumming the content. Can meet at B7 with the visiting lecturer. Staff meetings every fortnight, list of program provided including PD. Refer to five Cs when talking o students about behaviour if needed. Cross curricular teaching and flipped classroom encouraged. One school record for student behaviour, can contact the parents if needed for good and bad, green, amber and red behaviour matters – red for office other for teacher and the HOD. Keep an eye on students asking to go</p>	<p>with all other students but leave any issues etc. to the teacher aides. Some of them also don't respond well to new (unfamiliar) people.</p>
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		Extrude icon options, enter right click on a selected face new sketch, dbl click to end New circles, select to extrude in opposite direction, gives eyes etc. 3 pt. arc 6 min, 8 or 10mm better text size.		to the toilet a lot. There are: chaplain, nurse, indigenous liaison officer to support the students. Behaviour management session organized for pre service teachers.	
Week 2	Mon 10.10.16	Tue 11.10.16	Wed 12.10.16	Thurs 13.10.16	Fri 14.10.16
	<p>Professional discussion today was focused on: the issues with the lesson I taught, the staff and faculty meetings, student free day and the mentor being away on PD three days next week.</p> <p><b>Lesson:</b> As we worked in the computer lab, the mentor advised I MUST ensure all equipment is placed back at the end of the lesson due to the equipment going missing in the past. This class will be held in the computer lab from this lesson on. The lesson did not go smoothly due to the IT</p>	<p>Professional discussions today were focused on the case study student and some expectations of my lesson with year 12 students. <b>Lesson:</b> the mentor wanted me to include working/available technology into my design example to show students how this aspect is developed; design detail development too, like buttons.</p>	<p>Professional discussion today was based on my performance so far, mentor pointed out what I do well and what I need to focus on more. I am still learning all school procedures but for now I need to pay particular attention to routine ones like starting and ending of the lesson. This school requires the teacher to ensure homework is always done, assignments are completed on time and the behaviour is largely managed by the teacher. In rare instances are the</p>	<p>Today was my first full day of teaching and mentor and I had a quick meeting about my performance and the next steps. He advised that he is generally happy with my classroom teaching however my workshop skills need to be refreshed. We agreed for me to make some small projects in the workshop to practice use of tools and to learn the laser cutting and 3D printing software. Observations in other departments have been discussed also.</p>	<p>I have agreed with another staff member to go for 3D printing and laser cutting training today during period 3. I have agreed with the HOD about what other departments I could visit to do observations. I asked for classes best for observation of differentiation and we agreed on English and Science, middle years. During the staff morning tea meeting this morning I will approach the HODs to arrange.</p> <p>Using laser cutting and 3D printing</p>

	<p>issues and laptops being fixed during the class time. However, instead of getting nervous I could have managed it better so we discussed ways to improve and better manage when issues like this arise again.</p> <p><b>Other:</b> We will organize another meeting, perhaps for tomorrow to organize lessons and days I am going to teach next week in his absence, who will be my supervising teacher and getting my lesson and daily plans checked and approved.</p>		<p>students to be sent to the deputy, etc. Discussed playground and bus duty which I was also a part of. On playground duty I am to make sure students are behaving well and collecting rubbish (not me); bus duty – to make sure all students are safe.</p>		<p>software training completed.</p>
<b>Week 3</b>	<b>Mon 17.10.16</b>	<b>Tue 18.10.16</b>	<b>Wed 19.10.16</b>	<b>Thurs 20.10.16</b>	<b>Fri 21.10.16</b>
	<p>PD all day – student free day</p>	<p>Mentor away – my lesson performance was discussed with the relief teacher. He suggested I need to project my voice so that the students in the back row can hear. Reminder to always practice the school routine before getting into the classroom.</p>	<p>Mentor away – my lesson performance was discussed with the relief teacher. He was happy that I was flexible with the lesson and changed what I was doing when I felt it wasn't working well. He said something that changed the way I think about teaching and approach to what</p>	<p>Today I had a discussion with both my mentor and the HOD regarding the lecturer's visit. I also had a meeting with the visiting lecturer where we discussed my lesson and my performance and experience overall.</p>	<p>Today I had a meeting with my mentor regarding the interim report and my performance so far. He reminded me of the school routines and procedures (some aspects), making sure I'm watching the students while they are watching the videos and to work on</p>

			I do: "We don't teach lessons, we teach students". He also emphasized the importance of getting to know the students in your classroom and notice them and talk to them outside the class time too.		my workshop and machine handling skills. We have agreed on some days and times I could do this when the workshop is not occupied.
<b>Week 4</b>	<b>Mon 24.10.16</b>	<b>Tue 25.10.16</b>	<b>Wed 26.10.16</b>	<b>Thurs 27.10.16</b>	<b>Fri 28.10.16</b>
	Discussion about the upcoming week and the lesson preparation required; case study student assessment and other evidence, my plans for the classes during this week, resources required etc. Also discussed my lessons: I need to remind students of due dates and book/form submissions, get yr. 11 students to begin finalizing their chessboards as we need to start working on the next project. Mentor explained what it is and advised how to go about it. One other teacher has created the template for it and students will	Discussed how my lessons went. Mentor said I must check uniforms and do the procedures before entering even for the Yr. 12 class. I had an issue with the cutting on the table saw as the panel stuck and flicked sideways. No damage or injury but have learned how to cut large panels now! Mentor was there to guide me through the process.	Discussed my plan for today and went over the things I need to do with Yr. 7 students. During the lesson the mentor drew my attention to one thing I need to make sure students understand which I then explained. I had to continue to use the classroom to 3D print my students' projects and I left my phone and laptop on the desk for only couple of minutes. Mentor had a small chat to me about always taking my personal items with me even if that means re-setting the laptop. He was not very happy that I did not keep my case study student	The mentor discussed with me the learning plans for next week and how best to present the content. Basically, yr. 12 will finalize projects and their exam block will start on Friday next week. I am to introduce the new project with year 11 which is the cutting board. I have arranged with another teacher to create a project of my own in the workshop to practice my woodwork skills. Yr. 7 students are to continue working on their designs and new tools will be introduced. I will record instructional	On Friday I was away as I was sick. Medical certificate provided to mentor and CHC admin.

	<p>be working off this. I will need to demonstrate the work.</p>		<p>back in detention today to work on his assessment task. He thought I let him off too easily and advised not to do too much of this in future even though this student has seemingly minor personal and other study related issues. I did agree. Learning how to succeed despite of issues is more important than finding excuses even when they are valid (to a point, depending on the seriousness of the matter).</p>	<p>videos. During our discussion, the mentor expressed his dissatisfaction with the way he ran the chessboard project with the years 11 and 12 students this semester. Due to the machines used, health and safety and insurance issues, the mentor has been cutting all he materials for the students. They have just joined some pieces together while he spent 90% of the time just cutting things for them. He was quite disappointed it turned out like this but has reflected on his practice and decided that next year he will do it differently. He will pre-cut some materials for them in larger sizes and let the students use smaller machines and saws so <u>they can do more of their work.</u> I have learned from this too. It is good to hear another teacher's</p>	
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				reflections on his work and ways they improve their practice.	
<b>Week 5</b>	<b>Mon 31.10.16</b>	<b>Tue 01.11.16</b>	<b>Wed 02.11.16</b>	<b>Thurs 03.11.16</b>	<b>Fri 04.11.16</b>
	Meeting with the mentor to discuss the upcoming week and the plan for the senior classes. We discussed my requirements for the case study. I organised some observations with the English department for next week and to see a teacher who specialises in literacy generally. I will not be able to meet with her before Friday due to her other commitments but will be able to do some work with her next week.	Discussed the work of my case study student with the mentor and explained my plan of work with him. It has been hard to get this student to complete any homework. Next week I will have opportunities to observe him in his other classes and discuss his work with his other teachers, mainly Maths, Science and English.	I had a professional discussion with one relief teacher and on first year teacher regarding the teaching job in general. I had a prof. discussion with my mentor regarding working with students who never seem to do much work. My question was: as a teacher, once you helped in every way you can and still there is no result and there are no major private issues, what are can you do? Fail the student? Even though Dept. of Education's banner is "Every student Succeeding", how do you grade the work you don't receive, comment on homework that was never done etc. What are the teacher's options? We had a lengthy discussion but the main point is, he	Today's professional discussions were about my work tomorrow as most of my classes are in the exams. The peer support lesson I normally take will be in year levels pastoral care (PSC). We also discussed my work next week as all of my Yr. 12 students will be in exams and home study. I also had to conduct a role play job interview with one of the VOCED students and had a briefing about this.	No professional discussions with mentor today. Most teachers (especially those who teach Yr. 12s) are in meetings and exam supervisions, including my mentor. I had a professional discussion with the Yr.9 English teacher. I learned a lot from her last time I was in her class and today. She said the following: allow about 4 weeks from the start of the term to set the ground rules and the classroom expectations, explain what active listening is, explain what is expected of the group work and ask the students to nominate the strategies and set goals, when questioning get a scribe and stand beside the worst performing student.



			suggested working with the other teachers, HOD and others who need to be involved in making 'team' decisions.		The purpose of group work is to teach students autonomous work.
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	Professional discussions with Michaels* maths teacher. See below, week six.	Today I worked on my own chopping board project and had professional discussions with my instructor regarding the required tools and the making process.	I had a professional discussion with one of the IDT teachers regarding the watching of the students in the workshop. Workshop is not like a common classroom and students behave differently. During my work with them yesterday they misbehaved while I was helping a student use a drill. This teacher advised that a good way to keep an eye on the students in the workshop is to have a designated work spot for each student (like a seating plan in the classroom). He also advised that it would be a good practice to get students used to coming to me when they need something		Today I had a professional discussion with my mentor regarding my performance, the report and the professional development I undertook during my time at the school. He also asked me to verbally explain some questions/points from the final report (kind of like an oral exam of sorts). This took about half an hour or so.

			rather than me walking all around. If I have a designated spot as well the students know where to go if they need something and I can view the workshop at all times from there. This is a good advice and I will take this on. This will give me better control of the workshop activity.		
	<b>Case Study Student</b>				
<b>Week 1</b>	Student not selected yet.				
<b>Week 2</b>	<b>Mon 10.10.16</b>	<b>Tue 11.10.16</b>	<b>Wed 12.10.16</b>	<b>Thurs 13.10.16</b>	<b>Fri 14.10.16</b>
		<b>Case Study Student:</b> We selected a student for me to work with (Michael*), discussed academic record, NAPLAN results, literacy and numeracy achievements and general assessment results (photographic record provided). Student is performing in lower C/higher D range. We discussed some ways literacy and numeracy is taught in this KLA and how we might incorporate these into	HOD advised today that the letter will not be sent to the parents and that I am required to work with the student and collect my required evidence in an inconspicuous manner.		Mentor just confirmed with me that I have everything I need for my case study student but no discussions as such.

		<p>my teaching. School has a literacy commitment plan across KLAs (photo). Many classrooms display vocabulary on the whiteboard, <b>our classes write new words in the English book (students to bring every lesson).</b> HOD pointed out that we (our KLA) needs to focus on literacy requirements set out by the AC like understanding and interpreting text, composing and reading text etc. Numeracy aspects will be addressed in every lesson as projects and work in this subject area are strongly based on the application of mathematical knowledge. Mentor also advised this student had some behaviour issues at the start of the year and faced suspension. He is also primarily in his mother's care as his parents are</p>			
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		separated. There are strict court orders on his pick-ups, drop offs, who does this and on what days of the week.			
<b>Week 3</b>	No prof. discussions re. Michael* this week. The focus was mostly on my teaching.				
<b>Week 4</b>	<b>Mon 24.10.16</b>	<b>Tue 25.10.16</b>	<b>Wed 26.10.16</b>	<b>Thurs 27.10.16</b>	<b>Fri 28.10.16</b>
	We discussed the issues I have regarding my case study student: last week I could not get him to either finish his 3D project or to show me much progress or to submit the task sheet. This morning my mentor e-mailed the students requesting the task sheet. We agreed on how to proceed for other things: to e-mail the project for 3D printing during today's lesson, ask to take photos of whatever work he may have done, ask for task sheet if not submitted prior.	This afternoon mentor advised he has not received any work from Michael* and advised I talk to him tomorrow.	Michael* submitted his project for 3D printing and did a great job of his new design sketches for task two. Task sheet still not submitted. Mentor advised I was not firm enough with him and suggested I should have kept him in during lunch hour to get him to do some work. I have had a chat with Michael* and he advised he will submit the assessment asap but if not he will stay back next lesson.	During today's discussion mentor advised he approves of me going to other classes my case study student attends to gather further evidence of his learning and performance. I will organize to attend these during the course of the next two weeks.	Away sick today.
<b>Week 5</b>	<b>Mon 31.10.16</b>	<b>Tue 01.11.16</b>	<b>Wed 02.11.16</b>	<b>Thurs 03.11.16</b>	<b>Fri 04.11.16</b>
	Discussed with the mentor the level of work Michael* provided in his		Today I stayed with Michael* during the lunch break as I was his scribe for the task		

	<p>assessment and how we may proceed. After the lesson mentor suggested to me to steer away from using the words like literacy and numeracy as the students don't respond to these well. Instead mention new words and explain throughout the lesson what they are. For numeracy he said to use words like, let's calculate or who can figure out etc. Students like Michael* have been talked about numeracy and literacy too much and are no longer too keen on hearing more about it.</p>		<p>in order to help him with his work. My mentor was pleased with the outcome and very interested in finding out how we go on Monday next week. I have passed the outcome of my conversation and work onto my mentor, please see Reflections section of this document.</p>		
<b>Week 6</b>	<b>Mon 07.11.16</b>	<b>Tue 08.11.16</b>	<b>Wed 09.11.16</b>	<b>Thurs 10.11.16</b>	<b>Fri 11.11.16</b>
	<p><u>Discussions with Michaels* maths teacher:</u> -the student almost never completes his homework and seldom shows evidence of studying or working at home even though the teacher checks that the student has</p>		<p>I have consulted with the literacy and numeracy teacher regarding my case study student. I explained what the issue is and why I would recommend for him to attend. She advised that there is a procedure in place whereby the teachers</p>		<p><u>Discussions with Michaels* English teacher:</u> In my quick discussion with her during the second half of the lunch break, this teacher provided information that is fairly similar to the information received from the maths</p>

	<p>written the task in his study planner,</p> <ul style="list-style-type: none"> <li>-the student comes up with excuses for having no work done almost constantly and is resorting to lying and making up stories that are far removed from any realistic chance of happening,</li> <li>-teacher tried discussing the issue with the parent but little was achieved – the student barely passed term 1, failed term 2, improved in term 3 but is failing again this term,</li> <li>-pre-test score 1 out of 15 (no sample of work as returned to the parents for signature)</li> <li>-other teachers are also struggling to get Michael* to do any work and there will be a discussion with the year level coordinator sometime soon (date not confirmed yet) to create a plan to help the student do better next year.</li> </ul>		<p>of English and Maths identify the student as at risk or need of extended learning; advise the parents of the decision, the parent signs the permission form which is then placed on the OneSchool's student profile. The student then attends two lesson per week and is exempt from LOTE (Languages Other Than English). However, for this to happen the student has to be very low achieving or diagnosed with a learning difficulty. Based on the data and evidence I shared with her, she advised that it seems like Michael* does not fit either category which suggests he needs to be on a different plan. From my discussion, I decided that, perhaps he needs to have regular sessions with the school's guidance counsellor who could help with the time</p>		<p>teacher. The student is disruptive in class and has a seating plan. He does not finish written tasks on time and has excuses for not finishing the work. Parent (mum) contacted on a few occasions. He is relatively ok with the spelling and has great imagination. However, this teacher believes that he is too lazy to write a story or a report and has trouble focusing on his work for a longer period of time. She believes he has great potential but needs to be pushed all the time.</p> <p>I have passed this onto my mentor and he said he very much agrees with this statement. My mentor also believes that Michael* has great potential and is very capable, however for some reason won't do his work. He also agreed that this matter needs to be looked into further</p>
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			<p>management and/or planning skills, suggest ways to remember to do things and bring equipment to school etc. To summarise, he needs to be guided by someone and be accountable to someone for what he does/does not do until he is able to take ownership of his own work and do this by himself. I would suggest the counsellor to also work with Michael* to identify the reason for his compulsive lying and help him overcome this issue. I will use this discussion as the basis for my recommendations.</p>		<p>and discussed with the parents and perhaps other teachers or the school counsellor/guidance officer, as I also suggested.</p>
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Observations	Mon 3.10.16	Tue 4.10.16	Wed 5.10.16	Thurs 6.10.16	Fri 7.10.16
Week 1					
	Public holiday	<p>- Talked about grades and an opportunity to improve. Encouraged students to re-submit work to improve grades. Design is about wearable healthcare technology (watch or similar design of students' choice). The topic is design and innovation. Teacher worked with students individually pointing out where they went wrong with their design (based on the submitted assessment) and explained ways to improve (differentiated teaching evident).</p> <p>-Students worked in a workshop on their projects. Teacher assisted each student individually and helped with the tools and equipment to those who were unsure. A teacher aide was present and</p>	<p>-Teacher discussed job and apprenticeship opportunities with the students, gave advice about employment and future possibilities. Advised about wearing safety gear in the workshop and reminded them they only have four weeks left to work on their projects so time management must be good. The way this teacher talks to his students is reflective of caring attitude toward them. He takes interest in what they are doing or need to do and helps them with everything all the time.</p> <p>-All students made a chess board with a drawer. High achieving students were extended by creating an unorthodox drawer with a swing or other type of door or applied</p>	<p>-Teacher always works with all of his students individually taking great care about his students' work and any issues they may be having, school work or other.</p> <p>-During period 4 he worked simultaneously with one of his workshop classes and the VOCED student. The VOCED student had to complete his assessment task on workplace relations. The teacher took this student into the workshop and designated an area to him with a desk and a chair where he could work while other students were arriving and lining up (few min before class). Note: he arranged this with the school's VOCED coordinator during the first break. After explaining what</p>	<p>-My mentor had a professional discussion with the HOD regarding the marking of the year 12 student work. Student work looked good and the justification was well done, however it lacked in the design development area which was specified in the rubric. Student did not receive the grade he expected and the mentor discussed mediation and the panel presentation with the HOD in case of student complaining further or the panel questioning.</p>



		worked with a vision impaired student.	varied finishes which required more detailed work.	needed to be done, he invited other students inside and gave them their tasks asking to not use the small area at the back where the VOCED student was working. Most of the differentiating this teacher does is achieved through practical demonstrations, providing electronic and hard copies of information, study material and the assessment task sheets. He also uses videos and media presentations to further explain or clarify the concept.	
<b>Week 2</b>	<b>Mon 10.10.16</b>	<b>Tue 11.10.16</b>	<b>Wed 12.10.16</b>	<b>Thurs 13.10.16</b>	<b>Fri 14.10.16</b>
	My mentor worked individually with the students in the workshop and helped them all cut their materials. He helped two students with their VOCED assessment booklets. He did all differentiation today	It was interesting to note that mentor went through all the assessment expectations with the students again, repeated what needs to be focused on in their concept development again and basically	Year 10 graphics class is working on the design of a cereal box. The teacher was discussing elements and principles of design, how these influence packaging and why and the effect this has on the consumers and sales	I taught full day today so no observations were conducted.	I taught two periods today. In my observations of peer support students, I was quite amazed at the leadership skills by the two year 12 students. Highly commendable. In addition, I had a PD training, attended staff

	by helping practically and assisting students with managing projects better. For example, couple of students were stuck on one part of the assessment for a while. The teacher assisted by helping them move onto the next stage of work and suggesting they come back to the previous stage later. This did help them calm down and continue working.	reiterated most things he said in the previous two lessons. Students need more repetition and explicit instruction than I thought, even in senior years.	of products. Students did not seem very interested in the theoretical part although the teacher did his best to make it interesting and engaging. A particular group of boys disengaged after about the first ten minutes of the lesson. This class has a large group of underachieving students who also seem to be more kinaesthetic and visual learners. They respond well to practical work but not to academic study. The teacher provided the information on theory, kept it short and straight to the point and will do practical work from next lesson on.		morning tea, arranged with the Head of English to observe an English language class and assisted my mentor in creating expense documents for the next year's projects (the school admin had to allocate the money for each department and information has to be provided by the close of business today).
<b>Week 3</b>	<b>Mon 17.10.16</b>	<b>Tue 18.10.16</b>	<b>Wed 19.10.16</b>	<b>Thurs 20.10.16</b>	<b>Fri 21.10.16</b>
	Student free day	With year 12 design tech studies students I have observed that most of them prefer to work on their own or in own time. Almost all of them do homework and get a	In my observation this particular yr. 12 class (12 2A) works best in pairs where 12 2B works best in groups. I found this fascinating from the beginning but now that I know they	There is an increasingly large gap between the works students accomplished thus far. They will have to finish the projects soon (to check due with the	I observed an English language year 9 class today. I was quite impressed. The students were generally very well behaved, participated in discussions and Q

		lot done during own time. A lot of them said that the classroom atmosphere distracts them.	work best that way, I will use it to my advantage when it comes to assessment tasks and projects.	mentor and to discuss with him the best way to proceed and help all finish on time).	and A activity. They knew the routine and the classroom rules quite well and behaved accordingly since walking into the classroom. The teacher gave specific instructions and directly addressed any behaviour that could potentially become an issue at the onset. The homework was stated clearly too and the teacher did not set it until every student had their study planners out ready to write it in. I have learned a lot from observing this teacher.
<b>Week 4</b>	<b>Mon 24.10.16</b>	<b>Tue 25.10.16</b>	<b>Wed 26.10.16</b>	<b>Thurs 27.10.16</b>	<b>Fri 28.10.16</b>
	I taught all da today and did not do any other observations. I only observed my mentor deal with the particularly difficult student. This student mostly works well and we are not sure what would have caused this behaviour during the last lesson and today (in particular today). Mentor was	Again, I taught all day and did not participate in any observations. However, the student we were having issues with yesterday came to class today and said that today he will 'work and not muck about.' He did do that and achieved much. His project is now at phase two which is a great progress for him.	I taught all day – no observations.	I taught all day – no observations.	Away sick today. Medical certificate provided to the mentor and the CHC admin.

	<p>very patient with him and started working on the students' project with the help of another peer. Once the student saw how easy it was to assemble the sides he started working too but still not like he usually does. He did at least some work – mentor did not say much other than just invite him to try. As he was leaving, he said to me: "Bye Miss and thank you for teaching us." I did appreciate this regardless of everything that happened during the lesson.</p>	<p>I assigned a peer to him whose project is almost finished and they worked together the whole lesson.</p>			
<b>Week 5</b>	<b>Mon 31.10.16</b>	<b>Tue 01.11.16</b>	<b>Wed 02.11.16</b>	<b>Thurs 03.11.16</b>	<b>Fri 04.11.16</b>
	<p>I taught all day – no observations.</p>	<p>I taught all day – no observations.</p>	<p>I taught all day – no observations.</p>	<p>Although I taught all day today too, I observed my mentor resolve a difficult issue in the workshop. Due to the extractor breaking down on the planer, the timber wasn't going through. We struggled to put one piece through and had to clean out the blades and the bed.</p>	<p>I observed a Yr. 9 English lesson today. The teacher has a very good control of her class and good classroom management strategies. All students know the ground rules in this classroom and know what to expect. Most students worked on their tasks, did the</p>

				While we were working on this with four students assisting, the rest gradually lost interest and were starting to act silly etc. Mentor stopped what he was doing, basically called the behaviour what it is, asked them to stop being disrespectful to everyone and gave them tasks. Tasks were to trim off excess timber and swap groups for planer clean up. This was good learning for me.	spelling test and participated in the poetry analysis discussion. She had a student lead the analysis while she guided it monitored the class. This teacher has a good structure whereby students know the boundaries but are not restricted when it comes to ideas and creativity.
<b>Week 6</b>	<b>Mon 07.11.16</b>	<b>Tue 08.11.16</b>	<b>Wed 09.11.16</b>	<b>Thurs 10.11.16</b>	<b>Fri 11.11.16</b>
	Today I observed the Yr. 10 English lesson and am impressed with the way this teacher has managed the classroom and the student behaviour. She handed out marked drafts of the monologue assessment and asked the students to work quietly on correcting their work. Students could work individually or in pairs. She did not	I observed a year 9 design tech class. They assembled the solar powered vehicles from the school supplied kits and did the test runs. If the vehicles did not go, the teacher asked them to investigate by looking into all the parts, the way gears move and the instructions to check all possible causes. Students could work in pairs once finished with their	Today I observed a literacy class. This is a class of nine students who have either been diagnosed with a learning difficulty or are very low achievers. This class is run by one of the English teachers and a speech pathologist employed by the school. Some of the students have been diagnosed with ADHD and it was difficult to keep them on task. Three		Today I participated in observing the combined years seven and eight numeracy class. This class is run by a teacher who is trained in English and special needs education and a teacher aide. The class consists of seven students who have been identified as extremely low achieving (in need of immediate help) and other learning needs

	<p>speak at all until she got every student's attention. She reminded them of the information booklets they were given and discussed the details of the presentation. I noticed she was very specific in what she asked of them to do. She advised she will coordinate with their teachers to leave the class earlier so they can change for the presentation of their monologues. This is a multi-modal assessment and she took a third of the lesson just to explain and agree with the students on what to do and how and she did it with great clarity. She said to the students that she does not raise her voice so if they cannot hear her, students need to do something. They were quiet instantly.</p>	<p>individual projects. The class was set up in a fun learning environment as the teacher selected 'instructions coaches'. The way this works is, once one of the students figures out why an aspect of the car does not work, he or she then becomes the designated instructor for that step. The student can only provide advice once the student who needs help has tried on their own first. It was a joy to be in this classroom today, everyone enjoyed the activities.</p>	<p>students worked the whole lesson while one fell asleep about half way through. The teachers worked with the students on the topic they are currently covering in English and that is similes and metaphors. Students did reasonably well with understanding and have participated in the class discussions; however it was difficult to keep them on task when it comes to writing. To motivate, the teachers wrote the students' initials on the whiteboard and awarded a point for every correct answer, participation or correctly spelled word. The points will be added at the end and if they reach 500 they will have a pizza party at the end of the term. The teacher advised these students need extrinsic motivation as they cannot motivate themselves. Much time</p>		<p>like ADHD and ADD. Two teachers worked with 7 students and it was a hard work for both of them. The teacher did some work on fractions and the common denominator as well as the multiplication revision. The revision was done in a competition style maths game and the students enjoyed it. It was interesting to note that most students were quite good at working out the problems and got most questions right. The problem was their focus, behaviour and concentration. The teachers applied some strategies to combat the classroom behaviour like: asking a direct content question (this brought attention back to the task a few times), separate the student from the peer, seating plan, removal from the room and the tactical ignoring. The teachers</p>
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			was spent on correcting the behaviour etc.		taught and gave direct instruction for about 30 min. The other 40 min was focused on the maths related games (group work) and individual work with the teachers.
<b>Case Study Student</b>					
<b>Week 1</b>	Case study student not yet selected.				
<b>Week 2</b>	<b>Mon 10.10.16</b>	<b>Tue 11.10.16</b>	<b>Wed 12.10.16</b>	<b>Thurs 13.10.16</b>	<b>Fri 14.10.16</b>
	Case study student not confirmed yet, waiting on the approval from the HOD.	Case study student confirmed today, meeting with mentor and the HOD. Assessment information and academic performance results obtained.	Case study student did well in the lesson today and completed most of his work. He was confused about some steps in Inventor and I helped him individually couple of times. He understands better when he is shown practically or by an example. I would conclude based on my findings today that he is a visual learner.		
<b>Week 3</b>	<b>Mon 17.10.16</b>	<b>Tue 18.10.16</b>	<b>Wed 19.10.16</b>	<b>Thurs 20.10.16</b>	<b>Fri 21.10.16</b>
			Despite the issue with not completing his word document assessment task, Michael* did very well in class today. He participated well, answered questions and did a great job of		

			<p>his sketches for the new design (see photos). I used his sketches to explain to students what to do and he was quite proud of this. He volunteered to demonstrate on the big screen how to save files correctly so they can be printed. He was very proud of his work today. I had a chat to him about his task sheet and he did not have the file. I asked him to submit it as soon as possible but if he does not he will stay in during lunch. This has been the most I have seen him participate in my class. I have also introduced the image import tool and showed how to work with the images and photos which he enjoyed being a visual learner.</p>		
<b>Week 4</b>	<b>Mon 24.10.16</b>	<b>Tue 25.10.16</b>	<b>Wed 26.10.16</b>	<b>Thurs 27.10.16</b>	<b>Fri 28.10.16</b>
	<p>Michael* was chatting a lot during this lesson and spent a fair bit of time being off task. The first lesson</p>		<p>Michael* was quite proud to demonstrate to his peers how to save the Inventor files in correct format for</p>		



	<p>activity was to finalize their key tags and save for printing. It was amazing to see how many students needed more than 5 minutes (which is what I allocated given that we spent three weeks working on a project that can be done in one). I realized that he wasn't sure what was happening or why with some of the program commands. I helped him and he re-focused once he knew exactly what to do. He then re-created his tag (second time) and saved. He filled out interests and learner profile sheets. I was quite amazed to see that one thing he wanted me to know about him (see "Who are You" – Interest Inventory sheet) is to get to know what he is like. He wrote he dislikes English and his favourite subjects are Maths and Design Tech.</p>		<p>3D printing. He produced great sketches for his phone holder design – he is a very talented drawer. As I praised him, he became even happier with his work and kept on coming to me every few minutes to show me what he did next. He said his mom organized for him and his sister to draw as a way of taking a break from technology and computer games. He showed great interest in his work today and was on task almost the whole lesson.</p>		
<b>Week 5</b>	<b>Mon 31.10.16</b>	<b>Tue 01.11.16</b>	<b>Wed 02.11.16</b>	<b>Thurs 03.11.16</b>	<b>Fri 04.11.16</b>

			<p>Although I taught this class, for a short time I observed Michael* working on his task sheet. He seemed to have trouble concentrating on his work as he wanted to know what everyone else was doing. It was good to see that he was correcting his own spelling mistakes and not using the Word spelling correction. Most of the time he corrected successfully.</p> <p>Although he was meant to be producing front and side view dimensioned sketches, he tried to work on his design in Inventor.</p> <p>The problem with this is that he won't know how big to make it. I asked him to stop and develop some drawings or at least focus on measurement so that his design can fit the phone. He started but did not continue. He will need to finalise it at home by Monday.</p>		<p>I observed Michael* today in the pastoral care assembly. He did well from the beginning, however lost attention after about 20 or so minutes and found it hard to bring himself back to the task. He was poking, pushing and playing up with the students beside him, chatting at times etc. However, he was no different than most students around him today. Research does indicate that it is hard to maintain attention for longer than about 20 min at a time. Also, a lot of verbal instructing, procedures and sitting in one place for 70 min trying to follow a presentation is hard for anyone, much less a visual learner and someone who dislikes lengthy verbal instructions.</p>
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Week 6	Mon 07.11.16	Tue 08.11.16	Wed 09.11.16	Thurs 10.11.16	Fri 11.11.16
	<p>I observed the case study students Yr. 7 maths class. The teacher worked with them on symmetry and transformation. Michael* sat away at the front of the classroom near the teacher as he was too disruptive. The teacher had a very good control of the class; they worked well on tasks together and individually. Some chatting did occur but the teacher brought them back to task quickly and easily. It seems like he has a good relationship with his students as they do listen to him, respond well to questions when asked and speak with him freely. The teacher advised that Michael* had to be removed from the rest of his peers as, when he sits with them, he has no control of his behaviour and produces very little work. I noticed the</p>		<p>Today Michael* did not have the mouse or the pencil. He did not have the study planner to write his task in and when I gave him the printout, he wrote the tasks he was supposed to do but then gave the sheet to another student. I asked him how he would remember to do what he needs to do and he said he will know. He was chatting to other students, getting out of his seat and eventually walked out of the classroom and wandered into the workshop next door. He left the classroom without asking or responding when I asked where he was going saying he did not hear me. He was extremely difficult to work with today. Some other students were chattier than usual and three were constantly off task. I made a mistake of telling the students at</p>		

	<p>teacher was setting smaller tasks at a time and showing on the board before asking the students to continue or do one question on their own. He was very patient with the students and worked calmly. There was a strong sense of calm in his classroom.</p>		<p>the beginning that this was my last lesson with them. If I had another lesson and Michael* continued behaving this way, I would have had a conversation with him and my mentor to discuss the issue and create a work plan.</p>		
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Anecdotal Records	Mon 3.10.16	Tue 4.10.16	Wed 5.10.16	Thurs 6.10.16	Fri 7.10.16
<b>Week 1</b>					
	<p><b>Public holiday</b></p> <p>Note: underlined text represents my anecdotal notes. Bold italics text is how I plan to resolve the issue.</p>		<p>-<u>Students waste a lot of time walking around whilst waiting on the tools in the workshop to become free. <i>I can organize this better for next lesson.</i></u></p> <p>-<u>Year 7 students need a lot of repetition and reminders. <i>I need to pace the instructions a bit slower.</i></u></p>	<p>-<u>Year 12 students are working on their projects but they are also moving at a very slow pace and talking a lot amongst themselves. It is a furnishing class that takes place in the workshop so noise and talk is ok but these students are working and yet not achieving much. <i>Perhaps setting a stage completion goal for each lesson would help with this issue.</i></u></p>	<p>-Yr 12 students only have 4 weeks left – work needs to be staged to manage and assessment books completed. <u>Students said they have not been recording any work in their design journals or completing assessment booklets. <i>As this will become an issue later on, one lesson will be dedicated to working on this. To be agreed upon with the mentor.</i></u></p>
<b>Week 2</b>	<b>Mon 10.10.16</b>	<b>Tue 11.10.16</b>	<b>Wed 12.10.16</b>	<b>Thurs 13.10.16</b>	<b>Fri 14.10.16</b>
	<p>-<u>I noticed year 12 students in Design Tech Studies class need more help with the tech side of their designed products and an explanation of how it works. My mentor mentioned this too. <i>I have prepared some information about this for them for next</i></u></p>	<p>-Year 12 Furnishing skills class seems to have issues with measuring. <u>They (about 7 students) do measure but somehow it is still too short or too long. They don't seem to be considering the thickness of the timber on the sides</u></p>	<p>-Year 7 3D design and print – <u>during the lesson today it was apparent students were confused about the task, incorporation of letters, cutting the whole for the key ring and some 3D aspects. I will incorporate into next lesson. My steps presentation on the</u></p>	<p>-<u>There is a big gap between the work of the students in year 12 2B class – most students are in the finalizing stages of the project while 4 are about half way through. <i>After the next lesson, I will have to give them a task to work on while</i></u></p>	<p>No particular anecdotal record – see reflections.</p>

	<p><b><i>lesson but will find more and include links to some good resources they could follow up during the lesson or at own time.</i></b> They are a class of well-behaved hard working students and it has been great to see all the amazing things they are coming up with, inventing and deigning.</p> <p>-Year 7 3D design and print <u>class understood the drawing and line work part but seemed to be confused about how to go into 3D drawing.</u> <b><i>I will go over those steps again next lesson, together with the class projecting onto the screen to make sure they can all see and take note of the steps.</i></b></p>	<p><u>that is added on.</u> <b><i>When I take this lesson on Thursday, I will advise they measure the shorter sides first and install them, than measure for others and do them separately – chunking the work. I will try and work with this group together but the bench size may not be long enough to accommodate for all. To check.</i></b></p>	<p>screen was not as effective as I had hoped. <b><i>I will have to get the students to watch what I do first, then do together (simultaneously on the screen), then they do by themselves (based on I do you watch, you do I help, you do - instruction model).</i></b> <b><i>I will see how this works.</i></b></p>	<p><b><i>others are catching up.</i></b> We cannot move onto the workbook separately, it's a whole class task.</p> <p>-Although students worked well in groups and collaborated quite well, <u>group work is not as effective as pairing.</u> <b><i>From next lesson I will ask them to work in pairs rather than groups</i></b> (the last student in each group basically did nothing but help others. By the time his turn came, it was pack up time).</p> <p>-Year 12 Tech studies <u>class did not work as well as usually. I asked around and found that most did not know how to progress from ideas stage to working tech stage. Internet research methods were a bit of an issue too.</u> <b><i>I did help with this but I will prepare resources for this class to help further.</i></b></p>	
<b>Week 3</b>	<b>Mon 17.10.16</b>	<b>Tue 18.10.16</b>	<b>Wed 19.10.16</b>	<b>Thurs 20.10.16</b>	<b>Fri 21.10.16</b>
	Student free day	<u>Students having struggles with their</u>	It was difficult working with year 12	<u>Yrs. 11 and 12 furnishing skills</u>	Apart from working with the peer support

		<p><u>concept development in yr. 12 class. After questioning I have recorded their responses. <b>I will need to find some resources for them and explain some aspects of concept development. I will prepare some graphic organisers on ideas development and internet research and explain how to use them.</b></u></p> <p><u>Yrs. 11 and 12 furnishing skills classes are working on their plywood assignment and the manufacturing process journal.</u> The assignment has been finished and submitted. <b>For the work on the journal, if we get another lesson to work on it in class, I am planning to regroup the students and work with a group myself.</b> This worked well last lesson and I don't believe they are completing it for</p>	<p>class on their workbooks as the section they had to complete was largely based on numeracy. Working out simple, primary school level problems was quite difficult for a number of them. I helped as much as I could in one lesson. My mentor will work with them next lesson and the books will be submitted. I will not have another chance to work with them, however the level of understanding I observed was concerning.</p> <p>-Yr7 class understood the basic 3D design principles well. <u>Some numeracy and literacy issues were observed like, no understanding of spatial concepts, measurement and size etc.</u> <b>I will ask students to bring their English books to every lesson to record the new words. I will provide a numeracy sheet relevant to the unit of study with some</b></p>	<p><u>classes are having difficulties finalizing their chessboard projects. The gap between achievements so far is rather large. <b>I am planning to regroup the students and work with a couple myself.</b></u> I will note if this method will help.</p>	<p>class, I worked on my own chessboard project to better understand what students may be experiencing with their work. This is also a part of my PD for the workshop.</p>
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		homework. I asked a few in passing by ad they said they haven't done it. I will discuss the next step with the mentor before I decide.	<b>questions for them to answer.</b> I will record the findings for future planning.		
<b>Week 4</b>	<b>Mon 24.10.16</b>	<b>Tue 25.10.16</b>	<b>Wed 26.10.16</b>	<b>Thurs 27.10.16</b>	<b>Fri 28.10.16</b>
	It has been hard to work with the student who gave up and refused to do any work in today's furnishing class. <u>Not only did he do no work but he locked himself in a storage cabinet, he blew the saw dust all over the workshop and the rest of us using the pressurized air gun, tackled another student etc.</u> He tested my patience a fair bit. I asked him if I can help, I offered some solutions and after student not responding at all I said I'm leaving it to him to think about and will come back to check. Mentor decided to intervene and started working. <b><i>If he hadn't done it I would have</i></b>	All but one class today were in the workshop. <u>Students do work but they spend a lot of time off task too. I understand they will chat and the workshop is not a standard classroom but there is too much mucking around going on. "Comradery tackling" happens often and the students sometimes talk to the students from the manual arts workshop. The manual arts teacher is not happy about this at all.</u> I am trying to control the student behaviour as much as possible but the workshop is large and the saws and other machines are at the back so I can't always see what is going on at the front. <b><i>How would I resolve</i></b>	<u>I have noticed Yr. 12 students were getting quite tired of their assignment even though the topic is very interesting (developing wearable technology). They struggled to proceed so I asked them to just stop, review and critique their own work (self-assessment) but approach it as if you were a design judge on a panel at Android Plaza or similar. Based on the findings, see what you can do different, improve, change, etc. Take over from there. This worked well, they worked individually at first, than with peers, than as a whole class. I am very happy with the</u>	<u>I have been trying to deal with a large gap between students' progress in the furnishing classes for a while now. Today a few students finished their work during the first 15-20 min of the lesson. I teamed them up with slow progressing students and asked them to help making sure the peer is working and the assisting student just helping. This worked well and other students are at the finalizing stage now. I would do pairing again, it worked well. I did let students chose who they want to work with. Perhaps next time I could assign a peer (providing there are no personal</u>	Away sick today. Medical certificate provided to the mentor and the CHC admin.



	<i>talked to the student again toward the end of the lesson and asked him to agree with me on a work plan for the next lesson including being paired up with a "work buddy".</i>	<i>this if this was my class? Perhaps have verbal or written "behaviour contracts", use the "time bank" method of reward and/or include behaviour and housekeeping in the rubric so students get marked not only for the work but the conduct too.</i>	<i>outcome and I would do this again. Perhaps next time I could include peer review too at an appropriate stage.</i>	<i>issues between them) just so the students can 'experience' different ways of thinking and problem solving.</i>	
<b>Week 5</b>	<b>Mon 31.10.16</b>	<b>Tue 01.11.16</b>	<b>Wed 02.11.16</b>	<b>Thurs 03.11.16</b>	<b>Fri 04.11.16</b>
	Yr.7 students worked well on their projects and the lesson activities went reasonably smoothly (probably first time in this class). <u>I haven't had the time to ask them write all the new words in the English books but have given a new words sheet I created. Unarguably this is not the best way to teach literacy in this KLA. Perhaps talking about each new word as it comes up might be better. I have done this before and I will continue as it addressed the words there and then</u>	<u>Yr. 11 students are now slightly behind with their work due to the machine issues. They also have to complete their Manufacturing Process Journal which won't leave them with much time for the prac. The next two lessons will have to be practical work to progress on the chopping board project - this is a must. After this I will allow one lesson to work on the journals in class (they already had one lesson for this). The rest may need to be completed</u>	Yr. 7 students were working on their drawings, front and side views, dimensions, annotations etc. I had planned for the students to start modelling on Inventor from the second half. However, as I went around checking if <u>they were ready, I realised that about half the class wasn't even sure as to what design to develop and were not AT ALL at the stage where they could move on.</u> I conducted a vote and almost unanimously students agreed to	I found Yr. 12 assessment work rather disappointing. <u>The plywood investigation report was due on the 20<sup>th</sup> of October. Out of all three classes only two students submitted on time. The rest kept on saying they will do it tomorrow or they lost the file or they e-mailed it and don't know why I haven't received it etc.</u> They were obviously not working on this task and some students only started it today during the lesson. I did allow one lesson for the class to work on	As the classes were changed due to the exam block and pastoral care in place of the peer support class, no anecdotal records were made. See Reflections and Observations sections for other information.

	<i>rather than relying on students to red them at home or in spare time.</i>	<i>in own time. Will discuss with the mentor and the students.</i>	continue developing drawings this lesson and begin Inventor next lesson. <i>Yr. 7 students seem to need more time per activity than I initially thought. I have been planning less time in my lesson plans but I have been flexible enough to adjust during the lesson. In future, I will plan lessons differently for this year level.</i>	this assignment keeping in mind the task is incredibly simple and the information readily available. <i>Although I didn't set the task, to overcome this in the future, maybe we could set slightly more difficult task so the student's don't think they can finish it quickly and therefore leave it to the last minute. Also, detention – whenever the work is not completed by the due date and there is no extension etc., student will stay and complete the work during the lunch break.</i>	
<b>Week 6</b>	<b>Mon 07.11.16</b>	<b>Tue 08.11.16</b>	<b>Wed 09.11.16</b>	<b>Thurs 10.11.16</b>	<b>Fri 11.11.16</b>
	Year 7 design tech class filled out the KWHL sheets today. The reason I wanted them to do this is because <u>I want them to tell me exactly what they would like to know</u> and I will prepare the next lesson based on that.	I discussed the behaviour expectations with the Yr. 11 students today like I planned and explained that the workshop is not a physical classroom like all others but it is still a classroom of sorts as it is a place	<u>In design tech class some students had difficulties with the design because they set out the drawing at initial stages with some incorrect settings. They also need to do things like hollow out a curved face and add stitching</u>	Year 11 furnishings class worked on their manufacturing process journal. Most students worked, however <u>one forgot this laptop and refused to work on the provided desktop computer. Four students wasted time</u>	I was supposed to take the peer support class as per the usual timetable. However, the plan was changed as the year 12 was in exams, year 11 attended a parade and other year levels were in the house/pastoral care classes where

	<p>There was no opportunity to do this earlier as the students were just familiarising themselves with the Inventor and the 3D printing and every aspect of their work was new learning. <b><i>Now that they have learned the basics of the program, I wanted to find out what else they would like to know. The outcomes will be recorded once I sort the findings.</i></b></p> <p><u>Yr. 11 furnishings class did not participate well in their activities today.</u> They spent about half the lesson finishing off their chessboard projects. These were submitted for marking and then the students began working on the chopping boards. The planer was fixed and each group had to put their timber through it in preparation for the detail work. Students were noisy, wasted time, showed little</p>	<p>where some type of learning is taking place. Wondering out, pushing, shoving and wrestling particularly around the tools and machinery are not smart things to do as is not operating the machinery without adequate supervision. After this I explained the lesson goal and divided students into groups based on the tasks: sanding group, hole measure/cut group, corner rounding and edging groups. Students worked much better this lesson and almost all stages of work were completed. I think it would be good if we did not have to go hard on our students but based on this experience it is needed sometimes. I was still reasonable with the students and did not shout or send anyone in detention. Stern, firm talk was enough to bring them back to task. I praised</p>	<p><u>to the cricket ball design etc.</u> <b><i>Some will need to start again due to the errors on file and incorrect set ups while others will need to refer to the videos I created as they exactly address the students' questions. The videos are only 3 to 5 min long and this would allow me to spend time with other students who need help and I am not wasting time repeating instruction two or three separate times.</i></b></p>	<p><u>playing Halo every now and then (basically when I had my back turned to them).</u> <b><i>These students will stay in detention to finish work and will work today during second break and period four and tomorrow during second break and period four.</i></b> All assessment tasks must be submitted by tomorrow as next week is the Yr. 11 exam block.</p>	<p>they participated in the activities their class teachers prepared. I took a year nine such class whose regular classroom teacher was away sick (supervisions). The students participated in the communication based activities (see reflections). The students must have thought they do not need to follow the usual classroom rules since their teacher is not there and they are dealing with the pre-service teacher. <u>As a result I had to deal with a number of behaviour and classroom management issues like: throwing paper planes, refusing to cooperate, smudging the marshmallow into the carpet, unnecessary loud conversations etc.</u> <b><i>I resolved these by having the students clean up the classroom, telling them to put the plane</i></b></p>
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	<p>interest, walked outside the workshop and played handball while some of their peers were trying to do all the work by themselves. I stopped all the work, gathered everyone around told them to get in their groups, went over the behaviour expectations again and asked all to wait inside the workshop for each group to finish before working on own timber. This worked better; however, the students were bored waiting. I sked these students to do some minor workshop activities while waiting to remove behaviour issues due to the boredom but that only worked for a short time as they started misbehaving in other ways. I called them over again for their turn asked the rest to pack up and clean. The behaviour today was truly disappointing</p>	<p>them at the end of the lesson for their efforts.</p>			<p><b><i>away (no options or discussion) and reminded them that the tallest tower (2<sup>nd</sup> activity) will win a prize next week at the assembly.</i></b> The prize motivated the students as they started to compete with each other (group work) and they also realized that the same rules apply with me too as they do with other teachers.</p>
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	and not much was achieved. <i><b>Next lesson I will set the behaviour expectations first at the time when I discuss the lesson goals, then proceed with the lesson.</b></i>				
<b>Week 1</b>	<b>Case Study Student</b>				
	Public holiday	Case study student was not determined during the first week as I didn't have all my class information yet and the project had to be approved by the HOD.			
<b>Week 2</b>	<b>Mon 10.10.16</b>	<b>Tue 11.10.16</b>	<b>Wed 12.10.16</b>	<b>Thurs 13.10.16</b>	<b>Fri 14.10.16</b>
	I have my case study student on Mondays and Wednesdays only.	The case study student confirmed and approval granted however parents won't be notified and the student won't know directly that he is being observed. Data I obtained was under strict supervision of the HOD and my mentor.	The student behaved generally well, participated in class discussion and felt free to ask questions. He responded well to practical explanations and examples I provided. No issues during this lesson.		
<b>Week 3</b>	<b>Mon 17.10.16</b>	<b>Tue 18.10.16</b>	<b>Wed 19.10.16</b>	<b>Thurs 20.10.16</b>	<b>Fri 21.10.16</b>
	Student free day		Michael* asked for <u>help with his project and while I was working with him I realized that he is struggling with some numeracy aspects like conversion of measurement, size and spatial concepts. In</u>		

			<p>fact the whole class is <u>having some difficulties with this.</u> <b><i>I will provide resources and one worksheet for this class as well as get them to write new words in their English book. I will provide the worksheet and resources suitable for a visual learner for Michael*. I will also get the students to fill out learner type and interests sheets.</i></b></p>		
Week 4	Mon 24.10.16	Tue 25.10.16	Wed 26.10.16	Thurs 27.10.16	Fri 28.10.16
	<p>I noticed Michael* was <u>off task a lot during this lesson.</u> I did not have the time to attend to him straight away as I was working with the majority of the class. <b><i>However, when I did I found he was confused about what he needed to do. He did much better after I helped him.</i></b></p>		<p>Michael* worked much better this lesson. The task was to sketch a design for his task two (mobile phone holder). He was very proud of his work. However, <u>he did not submit his written task for assessment 1, again.</u> He said he hates English and does not like writing. <b><i>I have given him another chance to finish the work and submit by the end of the week. If he does not, he will</i></b></p>		

			<p><i>work on it during his lunch hour.</i></p> <p><i>Alternatively, I will get him to use Voice 2 Text app but I would like to see him do it first For the purpose of observing his written expression, writing conventions and similar.</i></p>		
<b>Week 5</b>	<b>Mon 31.10.16</b>	<b>Tue 01.11.16</b>	<b>Wed 02.11.16</b>	<b>Thurs 03.11.16</b>	<b>Fri 04.11.16</b>
	<p>Michael* did some work on his assessment task sheet and has been correcting his own spelling mistakes without using the word spelling. He did well with his design sketch and is more eager to do modelling than anything else. Although that is nice, the written component is just as important and is a summative assessment. <i>Seems like he will need to stay in during his lunch breaks to finish this for as long as it takes.</i></p>		<p>Today Michael* could not focus much on anything he was doing. He did a little bit of everything but not enough to complete a single one of his tasks. As this is not normally like him, I asked if there is anything bothering him. He said he was tired because he did not have enough sleep. I have left it at that and I will see how he goes next lesson.</p>		

Week 6	Mon 07.11.16	Tue 08.11.16	Wed 09.11.16	Thurs 10.11.16	Fri 11.11.16
	<p>Michael* came to the lesson today without a mouse – we’ve discussed the equipment issue many times already. Once I was done with the role marking and my demonstration, I borrowed him my mouse but reminded of equipment and ownership. He was tired but he worked well on his phone holder design. He does well with his Inventor work as it is interesting but he needs to do the work on the task sheet too. <b><i>I am planning to create and laminate a weekly planner table for him so he can write tasks and responsibilities on it. A note to parent could be sent to say how well he has been working in my class but just to encourage the task sheet work a bit. I will have to confirm these with the mentor first.</i></b></p>		<p>Michael* did some work on the phone holder design; his flame aspect did not work as a separate extrusion and I helped him with it. Once he did extrude it, he realised that he did not want it like that and it looked better as a hollowed out shape. He changed this and was happy with the design. This took him about half a lesson to do. Then he was supposed to add the support for the phone and the area for eyes (see photos) which would have only taken a few minutes. However, he did nothing at all other than waste time talking, walking around without permission etc. I have already spoken to him about his behaviour and work but without significant improvement. This was my last lesson with him and I have</p>		



			told him what he needs to have done by the end of the term and chunked it into simple forms and tasks. He said he will have it all done. Will be interesting to know how it all goes.		
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Reflections	Mon 3.10.16	Tue 4.10.16	Wed 5.10.16	Thurs 6.10.16	Fri 7.10.16
Week 1					
	<p>First day of practicum placement, I reported for my orientation however it was rescheduled for another day as there are other prac teachers to be included. I met with my mentor and discussed some aspects of my practicum placement and planning requirements. I generally familiarized myself with the school grounds, staffroom and facilities, workshop, etc. Mentor looked over my lesson plan and goal setting tool document. He also gave me a short training on how to use the Inventor.</p>	<p>Received my laptop however my connection wasn't established. I also had to fill out forms to create my account and submit to the IT department. I taught my first lesson today which did not go so great due to the IT issues. I did not have the time to go through everything I had planned but I did go through most of it and students will have plenty of time to work on other parts of the task/project.</p>	<p>Today I mostly observed my mentor's work with his furnishing skills students. Some classes submitted their workbooks for Cert I furnishing studies which were examined by the TAFE staff over the next two days. Some students are regularly not coming to classes for this assessment and are falling behind. The mentor had discussions with the HOD about this again. He is willing to help them but if they are not present and avoiding classes other measures need to be taken.</p>	<p>-My lesson was rescheduled due to the motivational media presentation – Everyday Hero. The presentation had a positive, Christian-values -like message talking about perseverance. The message of not giving up and staying positive through the struggles of life was very strong. Students were encouraged to keep going no matter what. -I had a chance to speak with a special needs teacher aide about her work in the classroom and I was very surprised about her comments. She basically said that students are embarrassed of her being around them as peers know who she is. Therefore they refuse to work with</p>	<p>-Due to the nature of the topic (Every-day Hero), the school chaplain visited the peer support group in encouragement of students. Students responded well to her and participated in the values discussion quite well.</p>

				her and want to be included and fit with the rest of the class.	
<b>Week 2</b>	<b>Mon 10.10.16</b>	<b>Tue 11.10.16</b>	<b>Wed 12.10.16</b>	<b>Thurs 13.10.16</b>	<b>Fri 14.10.16</b>
	<p>My first lesson today did not go well. There were issues with students' laptops and availability of working and registered software. The HOD was in the classroom as well as my mentor which made me incredibly nervous. Also, seeing that we are not going to start any time soon I felt even greater pressure to keep the lesson going. I allowed the students time to log into their laptops and check them and also log into the school computers. The HOD was fixing the software installation and license issues during the lesson time. I revised the worksheets with the students and set new homework task. We moved onto Inventor too late and could not</p>	<p>I had a good lesson with year 12 students today (Design Tech Studies). They are a hard working class comprised of mostly high achievers. I did the next step in the presentation which was based on the design of details or components of the wearable device and how we do this. The rest of the class was dedicated to students work. I helped a few students individually and worked for 5-7 minutes separately with the ones who needed help with the concept development. I also took part in the playground duty and bus duty which was interesting learning too. I was told what is expected of me as a teacher in both contexts and my mentor demonstrated</p>	<p>I taught the year 7 design class today and the lesson went much better than the previous two. We finally did the work uninterruptedly and had no computer issues. Students worked well, most of them paid attention but I did run through the steps couple of times at least to make sure all understand. I did notice a group of girls talk all the time and my mentor alerted me to some boys misbehaving and not doing much work too. I will move them around and set up a seating plan from next lesson. Also, a lot of the students struggled with creating a whole through their key tag and creating letters to proportion and reasonable size. I need to make sure I</p>	<p>I taught my first full day today and it went generally well. I incorporated my mentors comments regarding Marzano's pedagogical approach the school is implementing and talked about the overall goal of the project as well as the goals for this lesson. It worked well for every class today as it gave students a very clear direction. Most students achieved the set out goal. In year 11 I grouped the students on the basis of ability and it worked well. The higher achieving students helped members of the group by alerting them to potential issues and practical help. 4 out of 6 students who were behind reached the goal. I will focus on the rest next lesson.</p>	<p>The year 12 furnishing class worked in groups and assisted each other well. It was great to be a part of this class today; they helped each other very well and worked in unison. However, it seems like most students did not progress much with their written task since we worked on it together as a class. They will have a lot to catch up on. After discussing the issue of the year 12 students being behind with their work with my mentor, we agreed we will have the workshop open during the spare lessons and the breaks to help the students catch up on work. Some have legitimate excuses like work experience and the TAFE classes. Peer support group</p>

	<p>start the project but students did work on a small task to practice and get familiar with the program. The lesson started as a mess, continued as a bit of a mess, ended ok but I hope no more tech issues and we can just work on the project from next lesson.</p> <p>Lesson with the year 12 went much better; I presented my concept development and explained how we get from an idea to a usable product. Students were engaged and listening and have responded well. They worked on their projects and reports well. I helped three students who were unable to start on their own and worked individually with all. They did get a bit loud at times but no concerning behaviour issues.</p>	<p>how he does this. Basically it comes down to ensuring students stay safe and sensible and are responsible for own behaviour, rubbish etc.</p>	<p>incorporate these steps into the planning of my next lesson. I need to use numeracy and literacy practices here like vocab list and numerical terminology definitions etc. I did repeat twice to the students that we are creating the actual key tag project now, the last lesson was practice but they still said to my mentor that they are confused about what they need to be doing. I have discussed this with the mentor and decided to write on the whiteboard all this information prior to the class starting. The challenge here is that we don't always get the same room and are sometimes moved to other classrooms in the last minute. Perhaps typing it up and projecting from the screen would be a better idea.</p>	<p>Grouping the year 12 class did not work as well. Half the class was at half point (which is a lot). I agreed with the class on the task and grouped students in groups of three. One student from each group did not reach the set out goal because by the time his turn for help came, it was pack up time and they had to leave for next class. Next lesson I will pair them. The second year 12 class worked well but they worked in pairs rather than groups. All achieved the set out goal which is great. Tech studies class had some issues finding the right information on-line for their research so I pointed them to some good, credible sites. They also misbehaved which is very unusual for this class. After talking to them I realized they struggled transitioning from one stage of concept</p>	<p>worked very well today. Students participate well and respond to each other well. This is a result of great leadership, friendliness and inclusion practiced by the two year 12 leaders in this group.</p>
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				development to the next and were therefore losing interest. I helped them move on but will prepare resources for the next class to further help with this.	
<b>Week 3</b>	<b>Mon 17.10.16</b>	<b>Tue 18.10.16</b>	<b>Wed 19.10.16</b>	<b>Thurs 20.10.16</b>	<b>Fri 21.10.16</b>
	Today was a student free day and I participated in the PD on behaviour management. See section 'Other' for details.	Today my mentor was away on PD and I worked with two relief teachers. My first class was design concepts. I noticed the students struggled with some aspects of their work and I asked them about their project and work: what they find difficult and can't move past, what they find hard but can manage and what they need help with. I collected their answers and will plan the next lesson solely on this. There was a change in the plan for the furnishing skills class. Instead of workshop students did theory: the manufacturing process journal. I had	My mentor was away again today and I worked with relief teachers. The year 12 class worked on their VOCED workbooks. My mentor advised I do it with the whole class as he does. I started like that but half way through the lesson I realized some students were working on their own, some are chatting (still) and some couldn't follow. I changed what I was doing, grouped them based on the stages they were at, and helped the groups individually. This worked much better. Year 7 class continued their key tags project. During the previous	Year 11 and 12 classes were in the workshop today. I reminded them to continue their journals and make sure the workbooks are finished. Students continued working on their projects. One student nearly finished, a few others are at the last stage while some are still working on initial stages. This gap is large and I am not happy about this. I have verbally agreed with the two students who are severely behind to work with them myself next lesson and push through completing as much as possible. Others will be grouped again. One student	I worked with a peer support class for period 1. Students worked together in groups with a purpose to collaborate and problem solve. As in all groups some worked while others sat there watching. I did not intervene deliberately and asked students to find ways of resolving the matter. Some asked politely while others didn't but by the end most of them were working because I turned it into a competition.

		<p>to be flexible to change the lesson plan in the last minute. Students were not too happy about it and found it hard to motivate and work. I grouped some students while a few were happy to work together. I had to personally work with six of them as there was no other way of making sure they stayed on task. The last class worked on their plywood assignment. They were happy to work in pairs, I assisted where needed.</p>	<p>lesson I noted some things students were struggling with so I explained them first before we moved on. I noticed some students were working while I was although I told them not to. I will make my instructions shorter next time. I might cover one aspect with them and ask them to do it, than do another. I think this would work better with them.</p>	<p>was throwing objects at another at the end of the lesson. I made him stop but in hindsight I should have been firmer with him. Period three was my PD on classroom management strategies. See section 'Other' for details. Period four was my visiting lecturer's lesson. Please see Concept Development_Yr 12_Lesson 4.docx</p>	
<b>Week 4</b>	<b>Mon 24.10.16</b>	<b>Tue 25.10.16</b>	<b>Wed 26.10.16</b>	<b>Thurs 27.10.16</b>	<b>Fri 28.10.16</b>
	<p>As we had a difficulty with one of the students today (see above entries), it made me think long and hard about how would I handle situations like this as a teacher in "my" classroom. I believe the type of my methods would depend on how well I know the student/s and my relationship</p>	<p>I had a minor incident with cutting plywood on the table saw today. No harm was done but I learned something new. I need to refresh my workshop skills. I have arranged with a teacher who works at the school part time on tool and machinery maintenance to guide me through some</p>	<p>Yr. 12 students struggled to continue working on their concept development. They said the assessment stretched out for too long and their lost interest. I asked them to stop (there was no point pushing through at that stage). I asked them to apply 'backward approach'.</p>	<p>Pairing up students in furnishings classes worked very well for closing the progress gap. Even though I made sure I told all involved students to ensure that they are doing the work and assisting peer is assisting only, (I also walked around and checked regularly), some students were</p>	<p>Away sick today. Medical certificate provided to the mentor and the CHC admin.</p>


	<p>with them. The success of would depend not only on my approach but also the cooperation of the student.</p> <p>I have had a minor incident with a piece of plywood I was cutting. Nobody was hurt and there was no damage done but I have certainly learned better ways to cut ply! I have also noticed students relate to me differently, perhaps with a little more respect after they saw I can handle and work with woodwork machines and tools.</p>	<p>projects of my own just to give me more experience and an opportunity to learn new skills. We will do this every Tue and Wed for the rest of my practicum placement.</p>	<p>This is basically just a way to approach one's own work from a new perspective, in this case by reviewing it (self-assessment). Once they analysed and critiqued their concepts, they were able to continue with the design. In retrospect, I should have done this earlier on in the concept development, may be they wouldn't have come to a point of discouragement if I did it. Next time I will definitely plan this and peer review into my lesson plans strategically at specific point, not when the students come to a hurdle. I am not dissatisfied as I was able to help them when they needed it but it would have been better teaching practice on my behalf if I incorporated it into my learning sequences rather than added it on at a difficult point.</p>	<p>still not doing the work and have relied on their assisting peer too much. On a few occasions I had to take the wood or tools out of the assistant's hands and hand it back to the student being helped. How would I resolve this? I know I will not always be able to motivate every single student but how can I motivate most? These students have worked on their chessboard projects for too long and have grown tired of it. I found this to be the main problem after asking them why they are not working. Perhaps a solution could be to give them a project that is less intricate so they can finish it quicker and see the results of their hard work sooner as that in itself is rewarding. Another method could be chunking the work. Perhaps introduce the chessboard first and</p>	
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				build it and as a separate second phase introduce and build the drawer. Perhaps allow students to choose a project they want to build within the requirements (particularly in yr. 12). This would need to be trialled.	
<b>Week 5</b>	<b>Mon 31.10.16</b>	<b>Tue 01.11.16</b>	<b>Wed 02.11.16</b>	<b>Thurs 03.11.16</b>	<b>Fri 04.11.16</b>
	Year 7 lesson went reasonably well. We did activities as per the lesson plan and moved through with good progress. The classroom was incredibly hot as it was a fairly muggy day and the air con was broken. Everyone was uncomfortable, myself included. I believe being a Monday, period one, incredibly humid, students were talking more than usual, they were being disruptive and quite loud. They worked but the behaviour wasn't good and whenever I needed to speak to them, it took a lot of energy and almost	All today's lessons had to be changed for some reason. Year 12 design studies students had to clean out the workshops and collect and take home their projects so the planned activities were moved to the next lesson. Yr. 11 and 12 furnishings classes could not spray their projects as we ran out of lacquer and haven't received a new order yet. I asked the students who finished to help others or work on their written assessment. Although most of them did, some were still walking around, walking outside the	Year 12 students are nearly finished with their chessboards, only minor work left to be done next lesson including corner pieces and spraying. Year 7 class was supposed to complete the front and side view sketches of their chosen design. However, during the lesson I realised that most of them have not decided on what design they wanted to choose. For this reason I asked the students to vote on how they think we should proceed. Almost unanimously they voted to use this whole lesson to work on their design	Great majority of Yr. 12 students finished their projects. The few that haven't said they will return during the exam block to finish. However, there will be no more regular class times for them. Yr. 11 students worked on their chessboards for about half a lesson and are all now at the finalising stage. We started on the chopping board project by putting the wood through the planer. However, the extractor wasn't working so the wood chips blocked the blades. We spent	Due to the nature of the school at this time of year with senior students being away at the exams and the junior students in pastoral care classes/assemblies, I did not teach today. I did participate in other activities such as observations and discussions so please see other sections of this document.



	<p>shouting out the words to get their attention. I tried counting down, presence, knock on the desk but as soon as I turned around they continued. I stopped the lesson, asked them all to go outside the classroom, line up again. We 'started the lesson afresh' with the aim to continue with it with a better attitude toward work and learning. This worked well, their behaviour improved, chat was more on-task, noise level was lower and questions were more sensible. My mentor praised me for resolving the problem well and he also noticed an improvement in behaviour.</p> <p>Yr. 12 students were quite involved in the presentation, asked sensible questions and showed genuine interest. Although none were interested in trying to design a</p>	<p>workshop and disruptive of others. I had to be flexible to change/alter my lessons according to what was happening. Stopping some students from misbehaving in the workshop has been a challenge. Lack of lacquer was seen as a licence to do nothing. As a consequence they cleaned up the workshop after others were done with their work. I cannot say for sure this method was successful in accomplishing better outcomes. At least I followed through with what I said I would do. I felt it was very important to allow extra time for design development for the Year 7 students. Vast majority of students have not developed their designs and to start working on Inventor would have been counterproductive. They would have had</p>	<p>development and next lesson they will start modelling on Inventor. I agreed as I felt it was extremely important to give them the time they need. Otherwise, they would have nothing to model and would have struggled.</p>	<p>almost ten minutes cleaning it out which was far from ideal. The issue has been reported for the repair and should be fixed by the next lesson. Hopefully we will be able to begin the work. Due to the extractor not working we could not move onto the next project. This should be fixed by the next lesson. As we have already lost time on preparing for this project we will have to make up for it next time. My plan is to use the first lesson next week to prepare the timber and as each group is finished with the planer to move onto measuring (as per the template), cutting and sanding. As the students have not finished their journals yet, this will need to be incorporated into the next week's lessons. As I have this class three lessons per week, my plan is to</p>	
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	<p>building, they had a chat to me (some individual and some in groups) and with each other.</p> <p>Yr.11 students laminated their timber today as per the lesson plan. However, they were mucking around, taking longer than they should have, I had to explain very simple steps to them more than once or twice and they still couldn't grasp what needed to be done. Being that they are familiar with the laminating process, I thought they would get this done quickly and finish the chessboards.</p> <p>However, what was meant to be 30min task took a whole lesson which was quite disappointing. Now that the Yr. 11 students have laminated the timber, the motivation is there to finalise the chessboards as soon as possible so they can</p>	<p>no design, sizes or shapes to work with which would have caused other issues. I have allowed all of this lesson (and more than half of the last lesson) to develop designs. Next lesson they will begin modelling their phone holders in Inventor. As they will have to evaluate their work as a part of the written assessment component, they will participate in peer evaluation activity too. I am planning to use this opportunity to teach them ways of giving quality feedback and also use technical terms when evaluating design.</p>		<p>allow the first two lessons for the project work and the third one for the theory (they already had one lesson of theory where they worked on their journal task so one additional lesson should help). I will discuss with the mentor and ask the students.</p>	
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	move onto the next project. If they do not finish the chessboards by the end of the week and move onto the chopping boards, I will stop the current project and start the next. They can finish off the details in the last week.				
<b>Week 6</b>	<b>Mon 07.11.16</b>	<b>Tue 08.11.16</b>	<b>Wed 09.11.16</b>	<b>Thurs 10.11.16</b>	<b>Fri 11.11.16</b>
	The year 7 class worked well today. They finished their sketches as per the lesson plan, respectfully worked with peers and watched my demonstration etc. One problem I have with this class is the noise. They get very loud chatting while working in pairs or groups and sometimes even individual work can turn into loud discussions. They did not hear the bell how loud they were at the end of the lesson today so I pretended I didn't either and kept them in. Once someone noticed	I have discussed the behaviour issue with the year 11 class and reminded of the workshop rules, school wide behaviour expectations (the 5 Cs), the safe way of conducting themselves in the workshop particularly around the tools and machinery, safety when using tools and all the things I noted they were doing wrong during the previous lesson. After telling them what the lesson goal was and showing my own example (which I created today during the period one with my workshop	Today's lesson with yr. 7 went reasonably well, mostly according to the lesson plan. I did have to leave peer review for the next lesson as the students came across some issues with their designs and needed help resolving them. I felt it was more important to allow as much time for this as possible today. Also, I created a response sheet based on the KWHL sheet students filled out last lesson. I started going through it and showing some instructions on the screen however, I noticed it was starting to become too much	Year 11 furnishing class was working on their journals today. A few students finished and most were working on it. However, four students were playing Halo every time I turned around. They will have to work in detention today and tomorrow. It was frustrating to see this behaviour and even more frustrating that no matter what I tried to do and how many times I said to turn it off (and turned the game off myself), there was no result. I had a quick chat to them and basically said their behaviour in the end	I substituted a year nine teacher today, first period. Judging by the behaviour at the start of the lesson, the students must have thought they could relax when it comes to the school and the classroom rules. I had to address some issues like flying paper planes in class, smudging a marshmallow into the carpet, loud off task talking and the lack of willingness to cooperate but after I dealt with these, the lesson went reasonably well. The students could not leave until the classroom was

	<p>other students were walking outside, they realised must have been the bell. We had a quick chat about the reason they were still in the classroom and what they can do better next time. This really bothers me as I feel like I come across as a teacher who is not able to control and manage her class. I didn't know what to do about it so I discussed it with my mentor and two other teachers. They all basically said a similar thing: if the chatting is on task let it go just periodically remind of the noise levels, if off task to 'pull them up' and lastly, to discuss it openly with the students and explain the issue and how this affects the whole class. I will do this at the start of the next lesson.</p> <p>I was very disappointed in the behaviour of the Yr. 11 class today, the lack of</p>	<p>instructor), I was amazed at the result. They worked very hard, all but the last stage of the project were completed, nobody wondered off and there was no disrespect to the peers. A lot was accomplished in this lesson, absolutely amazing. Students got to learn how to use the large industrial drill and the trimmer or router and were excited to work with these new tools. They took on board what I said and the result was very good.</p>	<p>for the students to follow so I decided to leave it at that and let them work on their projects. This meant I had to go around and speak to each individually which was more time consuming and I was repeating myself a little but it was better for the class as a whole.</p>	<p>affects them, not me and they need to take ownership for their work or own the behaviour. It was very disappointing to see this but like my mentor said, you can't always win everyone.</p>	<p>cleaned up, they were told to put the plane away and not fly it in the classroom again. I told them of the prize they will get if they build the tallest tower that could stand on its own for more than 5 seconds which encouraged participation. After all these rules and reminders were in place and understood by all, the students did well, participated and the activities were enjoyed by all. My only comment is, I had to be quite firm with the three of them in particular. It was interesting to note that, once they were engaged and not disruptive, others calmed down and participated almost without having to be addressed.</p>
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	respect for the peers and the teachers and the lack of cooperation. I have tried doing a few things to deal with the issue (see anecdotal records above) however none seemed 100% effective. I will discuss this with them tomorrow before they begin the works (at the lesson goals stage) and record the outcomes. It is important to note that they just returned from the lunch break, it has been a very hot day, the workshop is hot as it is and this was their last period for the day.				
	<i>Case Study Student</i>				
<b>Week 1</b>	Student not selected yet				
<b>Week 2</b>	<b>Mon 10.10.16</b>	<b>Tue 11.10.16</b>	<b>Wed 12.10.16</b>	<b>Thurs 13.10.16</b>	<b>Fri 14.10.16</b>
	I am a bit concerned about not having the case study student selected yet. I have discussed it with the mentor, submitted the letter with explanations but we need to confirm this	Today my mentor, the HOD and I had the case study student meeting and the student has been selected. I was given supervised access into his records and asked to remove all personal	I did some work with the case study student and he worked better when he was shown practically rather than by explanation alone. Based on my observations of his work he shows		

	with the HOD.	details. Assessment information recorded, I have prepared the observation documents and will start observing from tomorrow as I have him in my year 7 class twice a week.	understanding when looking at pictures, diagrams and drawings of either my examples or other students' work, a characteristic of visual learners.		
<b>Week 3</b>	<b>Mon 17.10.16</b>	<b>Tue 18.10.16</b>	<b>Wed 19.10.16</b>	<b>Thurs 20.10.16</b>	<b>Fri 21.10.16</b>
	Student free day		In today's revision lesson, my case study student Michael* asked for help. I realized he did not have much done so I spent a few minutes showing him how to set the drawing, extrude, add text etc. During this process I realized that he did not have a good understanding of measurement conversions like mm to cm. There was an issue with spatial concepts too, proportion and the way 3D objects 'relate'. From the data on OneSchool I understood there is an issue in the area of numeracy. Before I start the second task		


			with this class I will write some of these concepts down and hand out but I will also write some questions students will need to answer, as a homework task.		
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	Michael* was off task for most of the lesson (see above entries) as I haven't set the tasks as well as I could have. I should have given the few students who were progressed (like Michael*) a task to work on while I was helping the rest of the class. I made a mistake of not doing this and have learned the hard way. I must ensure I don't forget this again.		As Michael* has not completed his assessment task sheet yet, I need to ensure he completes it but I will have to approach assessment task two differently. I could set aside some time in the class for the students to work on their task sheets or ask them to do a few questions for homework and come to next lesson with one question for me to help with. This way I can test that they have really been working on it. I will try both these options and note the outcome.		
<b>Week 5</b>	<b>Mon 31.10.16</b>	<b>Tue 01.11.16</b>	<b>Wed 02.11.16</b>	<b>Thurs 03.11.16</b>	<b>Fri 04.11.16</b>
	The students worked hard today and started developing their phone holder designs.		It was obvious today that Michael* had difficulties concentrating and said		

	<p>Michael* decided what he was going to make and begun sketches in Inventor. He did a very good job of his free hand design sketches (photographic evidence available). He was very pleased with his work and it was good to see him enthusiastic about his project. I praised him and showed his drawings to the class which made him feel very good about himself.</p>		<p>he was tired. I went over to his desk three times guiding him into doing his work. He did some but not enough to make any significant progress. As nothing could motivate him today I decided to explain what is expected of him to have done by Monday and left it with him. He said he will do it and we agreed on a plan. It has been hard getting him to do his work.</p>		
<b>Week 6</b>	<b>Mon 07.11.16</b>	<b>Tue 08.11.16</b>	<b>Wed 09.11.16</b>	<b>Thurs 10.11.16</b>	<b>Fri 11.11.16</b>
	<p>Based on my work with the student thus far and the discussions with my mentor and his maths teacher, I have found that other teachers are struggling with him too. He does not do the homework and the results show that he does not study much at home either. He tends to come up with silly excuses for not having done the work and tends to lie. As a result of this he has</p>		<p>It was quite disheartening to see how much time Michael* wasted today. Some of the behaviour was particularly disrespectful like wondering out of the classroom without permission or response to me, pulling peer's hair, talking, shoving etc. There is no excuse for this and if I had another lesson with him and he still acted</p>		<p>After my professional discussions I realized that, in my own observations I noticed Michael* does well with the practical side of the tasks but not any other, particularly if he needs to do some writing. The issue then is helping him engage in other tasks or aspects of tasks as much as possible. After talking to the English teacher and my mentor and thinking about all the</p>





	<p>pushed many peers away and currently does not have many friends in class or on the playground. The teachers discussed this with the parents who split up couple of years ago. There was some improvement evident but he is slipping back again this semester.</p> <p>Evidently, he seems more on task and is more organised on the weeks he spends with the mum as opposed to the weeks with dad. All this has its implications. I have had him in detention but the teachers have advised me that for Michael* this is more of a reward than a punishment as he thrives on attention. Maths teacher advised the school will create some type of a plan for him for next year in attempt to help him. At this stage the teacher s believe the problem is home and personal issues as well</p>		<p>like this, I would have a chat to him with my mentor present to determine the issue and figure out a plan for moving forward.</p>		<p>data and the conversations I do not believe that detention and working during the lunch breaks is the best approach to achieving this. I believe a much more effective approach would be to chunk the tasks he disengages from and celebrate each milestone with some kind of a reward (more time doing what he likes such as 3D modelling etc.). The chunks would be small to begin with but increase as the student's ability to manage his own work increases. Parent cooperation at home and perhaps emailing the homework home would be a crucial part of this process to start with. I say this because he does not use the study planner nor does he record the homework tasks in it. When I gave him another (weekly) planner, he gave it away to another</p>
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	as immaturity as one of them stated he may be on a maturity level of about grade five or six student.				student.
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<b><u>Professional Development</u></b> 	<b>Mon 3.10.16</b>	<b>Tue 4.10.16</b>	<b>Wed 5.10.16</b>	<b>Thurs 6.10.16</b>	<b>Fri 7.10.16</b>
<b>Week 1</b>					
				<p>Orientation day with the deputy and the first meeting with all the pre service teachers. Program handed out, general explanations, policies etc. Behaviour management basically comes down to how the teacher works with the students. Only serious issues are to be reported to the HOD or the deputy. The speaker stressed out that they don't want their teachers to fight the small battles. E.g. forgotten pencil - borrow from the teacher or another student, no need to make a big deal about it.</p>	
<b>Week 2</b>	<b>Mon 10.10.16</b>	<b>Tue 11.10.16</b>	<b>Wed 12.10.16</b>	<b>Thurs 13.10.16</b>	<b>Fri 14.10.16</b>
	Staff meeting – whole school. Talked about privacy policy: public are entitled to the information and can be accessed by others.			“Life as a beginning teacher” – part of the program organized by the school for the pre service teachers – meeting:	

	<p>Working with gifted and talented students by combining subjects in a cross curricular manner (Academic Excellence Program). Sessions created around the problem based learning, run after school and organized collaboratively. Students go to UQ to experience uni life. Students use iSTEM sessions to work together to solve real life problems: current or potential future ones (e.g. the snake used to find survivors in an earthquake). Extension program for high achieving math students, some students are doing a year level ahead, some did uni math – completing math courses from universities. Academic program for science, mainly biology and chemistry, again university courses offered to high achieving students.</p>			<p>-the speaker gave some practical advice on how to survive the first year as a new teacher and shared some personal experiences. She talked about the OneSchool system, life balance and familiarizing ourselves with the standard school procedures like pedagogical framework, behaviour policy, uniforms, wearing make-up to school etc. The biggest emphasis was on building the relationships with the students.</p>	
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	The outcomes of academy are to provide opportunities to go beyond the curriculum and he classroom experience, working in groups and developing critical and creative thinking (all based around this thinking, as well as working collaboratively to problem solve).				
<b>Week 3</b>	<b>Mon 17.10.16</b>	<b>Tue 18.10.16</b>	<b>Wed 19.10.16</b>	<b>Thurs 20.10.16</b>	<b>Fri 21.10.16</b>
	<b>PD WITH JO – BEHAVIOUR MANAGEMENT</b>  -Emphasis on evidence based learning. -You can only belong to the group if you're contributing. -kids who can't VS kids who won't: students think they are working for you (used to), identify the leader and engage/have working (accountability and ownership: ownership of learning). Co-dependence model - not encouraged. -- During the first 4 to 6	Working in the workshop with Mr Neville. Developing my own projects in order to refresh my woodwork skills and learn how to use various tools and machines to best prepare myself. The first lesson (today) was around tools and sharpening and maintaining tools.	Working in the workshop with Mr Neville. Developing my own projects in order to refresh my woodwork skills and learn how to use various tools and machines to best prepare myself. The second lesson (today) was on using wood leith. I am creating a chopping board.	<b>Essential skills for classroom management PD:</b>  least intrusive to most intrusive. Start slow by talking more to the whole class and less the individual. Giving the student a choice and letting them control the situation by deciding on what to do. Can't have all of them all the time: 70/30 to 60/40 ok. ASOT used at the school currently but are using the classroom expectations package. Expectations set before you begin the	Continue working on the chopping board using various other tools.


	<p>weeks establish independent learning atmosphere. Broader range of curriculum like extension work, basic, student to come up with a worksheet or idea. Pop in/pop out: transparent about discipline: you may not go to camp. Ask the student why he is not doing the work, when he plans to do it, when at home will work, ok when at home? So you're telling me you don't have a plan. Walk away. The next day record the conversation between you and the student, this time I asked this, you said this. At the end say to the student I will email your parent. Do the work at home, get the parent to sign and bring in to check. Measurable behaviour (count <b><u>"map of interruptions of the learning environment")</u></b>. Interruptions like out</p>			<p>teaching. This can change and vary slightly depending on the experience, how well I know my students and junior/senior school. Various expectations like behaviour, report writing, uniforms etc. – teacher to establish with the class from the beginning. Clear instruction on needed equipment and stationery etc. Concluding the lesson. Explicit instruction and explicit praise (not just "good girl"). Parallel acknowledgement. No obvious encouragement for teenagers. Praise the behaviour. Pick your battles: selective attending – tactical ignoring. We all come to the classroom with some level of behaviour escalation. Be aware of things that "bite you" as a teacher and be mindful of your emotional state before</p>	
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	<p>of chair, talk etc., and teacher counted 112. Have a <b>contract</b>, can we get that down to 10 etc.</p> <p>-Ask what they need and what they require of me as a teacher: report that you would like and the report you would get from me. Why the gap?</p> <p>-Study buddy/peer support: who has seen this before me? Refuse to help in the last minute – it will only happen once. Get industry professionals to talk to the students.</p> <p>-<b>Don't help them from the get go.</b></p> <p>-Replace the strategy, not just stop the behaviour: panel of students at the front – ask others. Better kids can chose to help by selecting IN or OUT – exempt from homework because you're teaching others.</p> <p>-This is positive leadership.</p> <p>-Write up the list of equipment and place in the planner, phone</p>			<p>you engage in any “dealing” with the issue. Student responsibility as well as the teacher's. Try to <b>understand</b> why is a student off task.</p> <p><b>PD: Steve Griffiths o</b> </p> <p><b>Flipped Learning</b></p> <p>Breakoutedu.org</p> <p>Project based learning or constructivism is next step.</p> <p>Flipped learning: students learn at own pace through projects activities and the games. Uses video presentations.</p> <p>Students watch the video on new knowledge at home or in individual learning space. They do the practice and deeper knowledge, experiments etc. at school. Establish the perimeters at first, show them how to watch the videos and take control of their own learning, self-motivation.</p> <p>Flipped mastery is allowing students to sit tests when they are</p>	
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	<p>etc....How will you work next time and what will you do to make sure you can remember? Sticky note into student book and take a photo.</p> <p>-Get them to call the parent and explain what she said (student swearing).</p> <p>-At the beginning ask birthday, other involvement like music, sport etc. Set the equipment budget (each student providing \$2 "credit" toward the equipment the teacher has to provide). You borrowed \$6 worth of stuff so you'll have to pick up rubbish or leaves or clean up the room etc.).</p> <p>-Acknowledge the hard question or the problem and ask 'how will you go about resolving it'?</p> <p>-What subjects you like, what do you do well at? – taking interest and getting to know the students.</p> <p>-Take <b>I</b> out of the</p>			<p>ready, move them on or recap. 20% class time should be spent on direct teaching, the rest on practicing and deep understanding. Make a video for teaching: video tips: keep them short, create your own/not to use other people's, have your face in the video, teach student how to watch them, don't try to be Spielberg. Do WSK: watch, s? question: (write something) come to the classroom with a question.</p> <p>sgrif128@eq.edu.au</p>	
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	<p>statement and say “it’s great how you did that or similar” for praise.</p> <p>-Place sticky notes into student books to praise and comment. Just a comment, does not have to have the personal emotion in it like “I love it” etc. No “my opinion” stuff – we appreciate the tables being cleaned. Congratulations on doing that. Ask other staff if they know something about a particular student, usually the one you’re struggling with.</p> <p>-Building up the <b>bonus time:</b> homework done, line-up done etc. Then tell a joke or sing or play a game or search on-line etc.</p> <p>-Hierarchy: 1. Physical needs (hungry, tired etc.), 2. Safe and secure (chronic or critical home issue, curriculum, connectedness), 3. Belonging (noticed and powerful – seeking connection), 4.</p>				
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	<p>Self-esteem (taken care of), 5. Autonomous Maslow's hierarchy).</p> <ul style="list-style-type: none"> <li>- Manila folders up creating the wall around the student who prefers to work on his/her own.</li> <li>-You have a music piece you made – can you bring it in tomorrow, I'm on yard duty, I want to listen.</li> <li>-Book: Habits of Mind and Gladly Teach.</li> <li>-Needs groups may work better than other grouping. Teach kids how to be in groups.</li> <li>-No group work until at least week three.</li> </ul>				
<b>Week 4</b>	<b>Mon 24.10.16</b>	<b>Tue 25.10.16</b>	<b>Wed 26.10.16</b>	<b>Thurs 27.10.16</b>	<b>Fri 28.10.16</b>
		Working in the workshop with Mr Neville. Continued working on the chopping board and used the wood poker to engrave an image on it. Applied oil to the board.	Working in the workshop with Mr Neville. Assisted with the bend saw belt replacement and other minor workshop maintenance.	<p><b>PD: WORKING WITH STUDENTS WITH DISABILITIES IN THE MAINSTREAM CLASSROOM</b> </p> <p>Check one school for any student with disabilities. They can be on a modified curriculum for subjects or support plans. DDA. There are courses to do to better understand students I</p>	Sanded and sprayed the chessboard for my own project during one lesson today.

				<p>need to. To discuss any such student with other teachers, as part of inclusion, it's a team effort. C2C, modifications of curriculum must be discussed with a parent and a case manager. What sort of adjustments can be made? Routines, seating plans, let them know of changes beforehand especially if going on the excursion, for excursions lease with SED. Organising worksheets to be enlarged for vision impairment or print in braille. Always extra time given for assessment. Negotiate with HODs to arrange exam time in the SED unit classroom. Assistive technology on their computers. ADHD students could get a job to do so they can do. Identify what they are struggling with and try to address that if an issue in the class and no</p>	
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				<p>teacher aide. Ask to go get a drink of water or sit away to calm down, whatever may work. Drop the sheets into student's folders so they don't have to copy things down, hard copy of worksheets etc. To make easier, whatever needs to be done. Disability is about learning ability according to the EQ, not necessarily just about physical abilities. Reader, scribe and extra time for students with disabilities. If helping student with disability, help all of her students as well, not just the one who needs it. See the student drive for sheets so you don't have to reinvent.</p>	
<b>Week 5</b>	<b>Mon 31.10.16</b>	<b>Tue 01.11.16</b>	<b>Wed 02.11.16</b>	<b>Thurs 03.11.16</b>	<b>Fri 04.11.16</b>
		Working in the workshop with Mr Neville. Started the new project – the jewellery box. I will create this box from one of the student project templates with	Working in the workshop with Mr Neville. Started the new project – the jewellery box. I will create this box from one of the student project templates with	<p><b>Today's PD was about student mental health and wellbeing with the Guidance Officer, Mr Paul Ross.</b> He talked about the teacher responsibility when it</p> 	

		box joints. Today we selected the wood, marked the joints and I started cutting them out.	box joints. Today I continued cutting out the joints. Almost all finished. Next opportunity I will sand it and glue together.	comes to reporting any unusual behaviour or physical evidence of abuse etc. He advised that it is the best to work with other teachers, HOD and the counsellors etc., rather than on my own with the student. He suggested some responses to students' comments or discussions they may want to engage in and suggested a resource for helping teachers deal with problem behaviours. These problem behaviours refer to students' mental health and wellbeing from anxiety to other issues.	
<b>Week 6</b>	<b>Mon 07.11.16</b>	<b>Tue 08.11.16</b>	<b>Wed 09.11.16</b>	<b>Thurs 10.11.16</b>	<b>Fri 11.11.16</b>
		Today I participated in the professional development in the workshop. I worked on my own chopping board project and the instructor showed me how to use some new tools and guided me through the process. I did finish the board however I am not	Today I participated in the professional development in the workshop. I worked on the jewellery box using different tools than last time to acquire other skills. To continue tomorrow and Friday.	Today I continued the professional development in the workshop. I worked on the jewellery box using some different tools than last time to acquire other skills.	Today I continued the professional development in the workshop. I completed the jewellery box.

		entirely happy with the result. I have organised with another workshop teacher to continue tomorrow and learn ways of correcting would products which will expose me to learning ways to use some other tools.			
<b><i>Case Study Student</i></b>					
<b>Week 1</b>					
<b>Week 2</b>					
<b>Week 3</b>					
<b>Week 4</b>					
<b>Week 5</b>					
<b>Week 6</b>					