

Professional Experience Report 2015

SCHOOL OF EDUCATION



THE UNIVERSITY of ADELAIDE

Pre-Service Teacher: **CHRISTINE KUSZNIR**

Pre-service Teacher enrolled in: Grad. Diploma Education B Teaching B Music Education

Placement: From **28/8/15** to **25/9/15** Days Absent: **Nil** Days at School: **25**

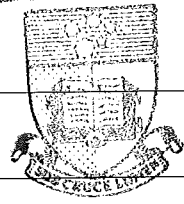
Professional Experience Placement 1 Professional Experience Placement 2

School: SACRED HEART COLLEGE	Mentor Teacher: CLAYTON BEAL email contact: clayton.beal@shcs.sa.edu.au
Site Co-ordinator: GAIL MORGAN email contact: gail.morgan@shcs.sa.edu.au	University Liaison:
Subject Taught: BIOLOGY	Year Level(s) Taught: YR 11.

Professional Experience School Context (eg: Co-educational, R-12 School)
Sacred Heart College is a YR 10-12, Catholic, co-educational college of over 1000 students, whilst most of the students come from our 2 feeder schools, over 100 students come from country schools.

Teaching/Learning Context (eg: year levels, class sizes etc)
Christine taught a YR 11 Biology class. For the first 4 weeks, she taught the end of a Biotechnology topic concentrating on Genetic Engineering. In her last week, she began a new topic (Molecular Ecology).

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Once the report is complete, please sign it and send it through to Professional Experience Office, School of Education, University of Adelaide, South Australia 5005
 Alternatively, please scan and email a copy to: education.practicum@adelaide.edu.au

University of Adelaide School of Education USE ONLY:

Student id number :

Result entered: TRIM'd: Copy emailed to student :(date)

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CLASSROOM PRACTICE.

Satisfactory

Unsatisfactory

APST: 1 - Know the students and how they learn

<ul style="list-style-type: none"> 1.1 Physical, social and intellectual development and characteristics of students. 1.2 Understand how students learn. 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds. 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students. 1.5 Differentiate teaching to meet the specific learning needs across the full range of abilities. 1.6 Strategies to support full participation of students with disability. 	<p>Christine used a range of strategies in the teaching of Biology to engage and help students learn. Her use of KAHOOT tasks certainly engaged all students.</p>
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KNOWLEDGE OF SUBJECT AND RELEVANT CURRICULA.

Satisfactory

Unsatisfactory

APST: 2 - Know the content and how to teach it

<ul style="list-style-type: none"> 2.1 Content and teaching strategies of the teaching area. 2.2 Content selection and organisation. 2.3 Curriculum, assessment and reporting. 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians. 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology. 	<p>Despite many resources were available for Christine to use, she modified the powerpoints to suit her teaching style and interests. She also used a range of examples to help students identify with the new work.</p>
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PLANNING AND PREPARATION.

Satisfactory

Unsatisfactory

APST: 3 - Plan for and implement effective teaching and learning.

<ul style="list-style-type: none"> 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 3.7 Engage parents/carers in the educative process 	<p>Christine used preparation time in improving existing resources and developing new ones. Her new ideas and variations made to the existing powerpoints, made for a fresh approach to the topics.</p>
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LEARNING ENVIRONMENT – MANAGEMENT AND DISCIPLINE.

Satisfactory

Unsatisfactory

APST: 4 - Create and maintain supportive and safe learning environments

<p>4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically</p>	<p><i>teaching</i> Christine's had a friendly, relaxed style but she quietly demanded the attention necessary to learn.</p>
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ASSESSMENT AND REPORTING.

Satisfactory

Unsatisfactory

APST: 5 - Assess, provide feedback and report on student learning

<p>5.1 Assess student learning 5.2 Provide feedback to students and their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement</p>	<p>Christine marked an Issues Investigation Essay that allowed students a free-choice of topic and Issue. The essay was assessed using the Assessment Design Criteria and Performance Standards in SACE.</p>
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PROFESSIONAL QUALITIES, PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL DEVELOPMENT.

Satisfactory

Unsatisfactory

APST: 6 - Engage with Professional Learning

<p>6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student learning</p>	<p>Christine attended the Science Faculty meeting, and showed staff how KAHoot can be used in our teaching. Many staff have now incorporated KAHoot questions in their lessons.</p>
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APST: 7 - Engage professionally with colleagues, parents/carers and the community

Satisfactory

Unsatisfactory

<p>7.1 Meet professional ethics and responsibilities</p> <p>7.2 Comply with legislative, administrative and organisational requirements</p> <p>7.3 Engage with the parents/carers</p> <p>7.4 Engage with professional teaching networks and broader communities</p>	<p>Christine worked ^{well} with all staff. She shared work and was appreciate of resources shared between staff.</p>
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Overall Evaluation.

<p>Christine has been a delight to mentor. Her dedicated approach saw her plan lessons with pedagogically sound structures and she gives her time willingly to assist students requiring help with essay drafting and/or test preparation.</p>	<p><input type="checkbox"/> Unsatisfactory</p> <p><input type="checkbox"/> Acceptable</p> <p><input type="checkbox"/> Good</p> <p><input checked="" type="checkbox"/> Very Good</p> <p><input type="checkbox"/> Outstanding</p>
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Signed: [Signature]
Classroom/Supervising Teacher

Date: 7/10/15

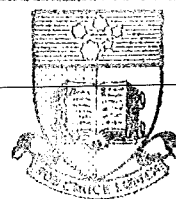
Signed: [Signature]
Site Co-ordinator/Principal Assistant Principal Curriculum

Date: 14/10/15

Staff at the University of Adelaide's School of Education greatly value your opinion and appreciate the time and effort you have put into supervising our pre-service teachers.

Thank you
Jan Keightley
Head of School

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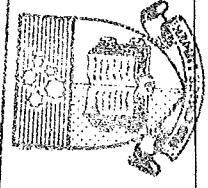
THE UNIVERSITY OF ADELAIDE
Certification Stamp

Signed: [Signature]
For the University of Adelaide

Evaluation Rubric

Please note that there is some latitude in interpreting these ratings. If Mentor teachers believe that their mentees reflected the tenor of the rating, but their attributes are not reflected in the examples given, they should give the rating that they think best reflects the pre-service teacher's standard and provide supportive evidence in their qualitative feedback.

Rating	U = Unsatisfactory	A = Acceptable	G = Good	VG = Very Good	O = Outstanding
Short Description	Performance below an acceptable standard for this stage.	Performance at a minimal standard for this stage.	A sound performance at this stage.	Performance at a standard above that which could be expected at this stage.	An exemplary performance well above a standard that could be expected at this stage.
Classroom Practice APST 1 Know the students and how they learn	Little willingness to engage with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Some willingness to engage with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Clear evidence of initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Strong initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. <input checked="" type="checkbox"/>	Leadership in engaging with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>
Knowledge of Content and curricula APST 2 Know the content and how to teach it	Scant/erroneous knowledge of content and curricula. <input type="checkbox"/>	Knowledge of most content, but several gaps: able to meet curricular requirements. <input type="checkbox"/>	Sound knowledge of content; clear understanding of curricular needs. <input type="checkbox"/>	Strong and self-reliant knowledge of content; imaginative application of curricula. <input checked="" type="checkbox"/>	Knowledge of content beyond curricula and willingness to assist colleagues. <input type="checkbox"/>
Planning and preparation APST 3 Plan for and implement effective teaching and learning	Little evidence of planning or preparation for teaching. <input type="checkbox"/>	Minimal evidence of planning and preparation for teaching. <input type="checkbox"/>	Clear evidence of planning and preparation for teaching. <input type="checkbox"/>	Planning and/or preparation for teaching that extends beyond the student's own class. <input type="checkbox"/>	Planning and/or preparation for teaching extending beyond the student's class and year levels, or with a creative aspect that inspires learning. <input checked="" type="checkbox"/>



Rating	U = Unsatisfactory Performance below an acceptable standard for this stage.	A = Acceptable Performance at a minimal standard for this stage.	G = Good A sound performance at this stage.	VG = Very Good Performance at a standard above that which could be expected at this stage.	O = Outstanding An exemplary performance well above a standard that could be expected at this stage.
Classroom Management and Discipline APST 4 Create and maintain supportive and safe learning environments	Poor/unethical classroom management skills. <input type="checkbox"/>	Some classroom management skills, with potential to develop. <input type="checkbox"/>	Effective classroom management skills. <input type="checkbox"/>	Confident classroom management skills. <input checked="" type="checkbox"/>	Confident leadership in classroom management skills. <input type="checkbox"/>
Assessment and Feedback APST 5 Assess, provide feedback and report on student learning	Little evidence of the use of assessment as a tool to understand student achievement and the effectiveness of teaching. <input type="checkbox"/>	Some evidence of competent assessment. Limited/late feedback. Little differentiation in assessment processes. <input type="checkbox"/>	Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes. <input type="checkbox"/>	Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes. <input checked="" type="checkbox"/>	Leadership in assessment practices indicating reflective teaching practice. Timely feedback linked to strengths and weaknesses of individual school students, associated beyond the class to the year level/cohort. Innovation in assessment processes. <input type="checkbox"/>
Professional Relationships APST 6 Engage with Professional Learning APST 7 Engage professionally with Colleagues, parents/carers and the community	Little/no commitment to the school, professional colleagues and students. <input type="checkbox"/>	Minimal commitment to the school, professional colleagues and students. <input type="checkbox"/>	Sound commitment to the school, professional colleagues and students. <input type="checkbox"/>	Strong commitment to the school, professional colleagues and students. <input checked="" type="checkbox"/>	Exemplary commitment to the school, professional colleagues and students. <input type="checkbox"/>

