

SUMMARY STATEMENT (May be used as a referee statement)

Classroom Teacher/Mentor	
Student Name: Brendan	Learning Area: Science/Chemistry
<u>Professional Knowledge</u> <p>Brendan consistently displayed a keen, positive and enthusiastic approach to teaching. This was evident in his classroom practice as he learnt and used student's names, used eye contact, moved around the classroom and used a variety of approaches and resources in his teaching. Critical links to simple concepts and real-life examples from his industry experience were made to show relevance to the content covered.</p> <p>Brendan taught a SACE Stage 2 Chemistry class the topics Atomic Absorption Spectroscopy and The first half of Using and Controlling Reactions. He displayed a thorough knowledge of the topic and even organised and borrowed outside resources for the students to do a practical lesson since the school had just recently lost all their science equipment in a fire.</p> <p>Brendan demonstrated initiative and a willingness to develop as a teacher and would seek advice on strategies for teaching that could be employed for students to obtain the best outcomes for their learning. Information technology was consistently incorporated into lessons including quizzes and short videos in order to effectively reinforce concepts being taught and provide variety during lessons.</p>	
<u>Professional Practice</u> <p>Brendan prepared sound lessons plans which covered relevant key ideas from the subject outline and actively sought feedback prior to and after the lesson delivery. Brendan actively monitored student progress through the implementation of marked formative pieces of work, including class questions, homework tasks and a formative test, and delivered timely, constructive and comprehensive feedback to the students. Brendan was successful in implementing a range of learning activities to cater for students with different learning styles and abilities. He successfully planned and incorporated practical work, PowerPoint presentations, worksheets, videos and some board-work instruction.</p> <p>When preparing practical activities, Brendan actively sought advice from the Laboratory Manager and followed through with the appropriate Risk Assessments, employing the software program, Risk Assess.</p> <p>Brendan was able to work closely with all students in the classroom to provide valuable individual support and advice to students working through set tasks. A strength evident in Brendan's teaching was his ability to involve all students in active learning. This was demonstrated in the questions he frequently posed to the students whilst content was presented and in asking students to complete questions on the board. As the practicum progressed, Brendan developed and made his expectations clear at the beginning of lessons. He practised modulating his voice, using eye contact and actively moving around the room.</p> <p>Brendan set an appropriate formative test during the topic, his marking was prompt and he delivered a stringent class review of test solutions to provide opportunities for students to consolidate their knowledge and ask questions to clear any misconceptions.</p>	
<u>Professional Engagement</u> <p>Brendan regularly attended scheduled whole-school staff meetings and Science Faculty meetings and voluntarily shared new resources and ICT tool he had discovered.</p> <p>He willingly embraced feedback and made a point to always improve by employing other strategies and actively sought advice and asked intelligent and meaningful questions to develop sound professional practices.</p>	
Written by: Christine Kuszniir	Date: 18/6/2016