2015
Professional Experience Report

Secondary Programs
Professional Experience Placement

☐ Professional Experience 1
☐ Professional Experience 2
☐ Professional Experience 3

Pre-service Teacher's Name:	MR CAMERON MILLS.	
Total no. of days: 25	Dates From: 4th MAY 2015	To: 5th JUNE 2015
School Name: ST PAUL'S CATHOLIC COLLEGE MANLY.		
Subject Area/s: TECHNOLOGY, INDUSTRIAL TECHNOLOGY TIMBER & MULTIMEDIA.		
Mentor Teacher Name/s: Catherine Winter.		
University Adviser: PAULA FARRELL		

To the Mentor Teacher:

This professional experience report is to be completed by the Mentor Teacher at the completion of the Professional Experience teaching. The report aligns and evaluates the Pre-service Teacher's practice to the relevant descriptors of the Australian Professional Standards for Teachers (APST) at the Graduate career stage.

The professional experience handbook contains advice on the purpose of this professional experience placement and where it fits with other placements in the Pre-service Teacher's program. The handbook also provides information about the teaching expectations and requirements of the Pre-service Teacher and the Mentor Teacher.

Mentor Teachers should refer to the accompanying Evidence Guide for Mentor Teachers before completing this report. Student teachers are to be assessed for each descriptor of the APST at the Graduate career stage as either:

ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations; NA – Not Applicable

If descriptors are deemed as NA for a particular focus area, please provide an explanation as to why that Standard was not appropriate for this teaching experience. The overall assessment of the placement is either: **Satisfactory** or **Unsatisfactory**

To achieve a "Satisfactory" result at the end of this Practicum, student teachers normally must achieve a grade of D (Demonstrated) or EE (Exceeds Expectations) in 100% of the Indicators and not receive a grade of ND (Not Demonstrated) in any Indicator.

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Pre-service Teacher's Name: ___Cameron Mills_____ **Southern Cross University Stamp**

	INTERIM					FINAL		
ND	D	EE	NA		ND	D	EE	NA
				2.3.1 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans			✓	
				2.4.1 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			✓	
				2.5.1 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.			✓	
				2.6.1 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.			✓	

Comment on the teacher education student's knowledge of contents and how to teach it
INTERIM:

Cameron addressed literacy and numeracy issues many times in relation to Yr 7 & 8 Technology concepts. An understanding and awareness of Aboriginal culture was also addressed through the Year 8 Technology assessment, both of which were in line

Comment by Mentor Teacher – FINAL: with the Stage 4 curriculum and teaching program.

Cameron's ICT skills are excellent, as was his ability to design lesson plans according to the syllabus and teaching program.

PROFESSIONAL PRACTICE

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

	INTERIM					FINAL		
ND	D	EE	NA		ND	D	EE	NA
				3.1.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.		✓		
				3.2.1 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.			✓	
				3.3.1 Use teaching strategies Include a range of teaching strategies.		✓		
				3.4.1 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.			✓	
				3.5.1 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.			✓	

ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations; NA – Not Applicable

Pre-service Teacher's Name: _Cameron Mills_____ **Southern Cross University Stamp**

STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN

INTERIM					FINAL			
ND	D	EE	NA		ND	D	EE	NA
				1.1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.		✓		
				1.2.1 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching		✓		
				1.3.1 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.				✓
				1.4.1 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.				✓
				1.5.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.		✓		
				1.6.1 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.				✓

Comment on the teacher education student's knowledge of students and how they learn.

INTERIM:

unfortunately there Wasn't the opportunity for cameron to experienced diverse linguistic, religious or special needs students however had a very good awareness of the social & intellectual development of students and addressed these needs accordingly.

Comment by Mentor Teacher – FINAL:

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

INTERIM					FINAL			
ND	D	EE	NA		ND	D	EE	NA
				2.1.1 Content and teaching strategies of the teaching area Demonstrate knowledge, and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.			✓	
				2.2.1 Content selection and organisation Organise content into an effective learning and teaching sequence.			✓	

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INTERIM					FINAL			
ND	D	EE	NA		ND	D	EE	NA
				3.6.1 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.		✓		

Comment on the teacher education student's planning and implementing of effective teaching and learning.
INTERIM:

Comment by Mentor Teacher – FINAL:

Excellent use of voice, pitch, tone as well as effective use of non-verbal communication which promoted effective classroom management. Camerons excellent knowledge of ICT engaged students & facilitated effective teaching strategies

STANDARD 4:   CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

INTERIM					FINAL			
ND	D	EE	NA		ND	D	EE	NA
				4.1.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.		✓		
				4.2.1 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.			✓	
				4.3.1 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.			✓	
				4.4.1 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.			✓	
				4.5.1 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.			✓	

Comment on the teacher education student's creating and maintaining supportive and safe learning environments.
INTERIM:

Not only in a structured classroom environment, Cameron maintained student safety and had a very good awareness of potential issues outside the classroom (school sport) as well.

Comment by Mentor Teacher – FINAL:

By the end of the teaching block, Cameron was well aware of potential behavioural & safety issues and put strategies into place to prevent any such issues arising.

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

INTERIM					FINAL			
ND	D	EE	NA		ND	D	EE	NA
				5.1.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.		✓		
				5.2.1 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.			✓	
				5.3.1 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.		✓		
				5.4.1 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.		✓		
				5.5.1 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.			✓	

Comment on the teacher education student's assessing, providing feedback and reporting on student learning.
INTERIM:

Cameron collected and graded Year 8 Technology portfolios to assess design work that was expected to be completed during the teaching period. Cameron was also exposed to a variety of feedback procedures

Comment by Mentor Teacher – FINAL:
such as - marking rubrics / criteria
- email feedback to parents
- parent teacher interviews
- written feedback on student journals.

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

INTERIM					FINAL			
ND	D	EE	NA		ND	D	EE	NA
				6.1.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.			✓	
				6.2.1 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.			✓	
				6.3.1 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.			✓	

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Pre-service Teacher's Name: Cameron Mills

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INTERIM						FINAL		
ND	D	EE	NA		ND	D	EE	NA
				6.4.1 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.			✓	

Comment on the teacher education student's engagement on professional learning.

INTERIM:

Cameron sat in on parent, teacher interviews & reflected on the process. Also attended staff meetings and staff development day. Cameron also took the initiative to observe teachers from other KLA'S to observe various teaching styles

Comment by Mentor Teacher – FINAL:

Cameron was very receptive to advice provide which was clearly evident through his greatly improved teaching practice over the 4 week period.

STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

INTERIM						FINAL		
ND	D	EE	NA		ND	D	EE	NA
				7.1.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.			✓	
				7.2.1 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.			✓	
				7.3.1 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/ carers.			✓	
				7.4.1 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.				✓

Comment on the teacher education student's engagement with colleagues, parents/carers and the community.

INTERIM:

Cameron had the opportunity to 'sit in' on parent/teacher interviews. He also enaged in discussions about the nature of feedback/contac with parents re: student behaviour & progress

Comment by Mentor Teacher – FINAL:

Cameron has a great deal of initiative and displayed professionalism at all times with regards to ethical issues & legislative requirement

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SUMMARY COMMENT: Overall comments by the Mentor Teacher on the Pre-service Teacher's strengths and areas for improvement on this professional experience. Please comment on the Pre-service Teacher's literacy, numeracy and personal attributes appropriate for teaching.

Cameron displayed great initiative, was thorough, organised for classes, enthusiastic about teaching and demonstrated excellent subject knowledge through the professional experience.

He was highly regarded by fellow colleagues and respected by our students. Cameron worked very well in our KLA team, often suggesting resources and providing new ideas. He was very quick to learn the students names and as a result, had very good classroom management. With further experience I feel confident that Cameron will further develop skills to cater for students with varying needs & abilities.

FINAL ASSESSMENT: ☑ Satisfactory ☐ Unsatisfactory

Mentor Teacher
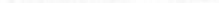
Name: CATHERINE WINTER.   Signature: .... Date: 5/6/15

Pre-service Teacher (I have read this report)

Name: Cameron Mills   Signature: .... Date: 5.6.15.

Coordinator/Principal (optional)

Name: ....   Signature: .... Date: ....

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