



SCHOOL OF EDUCATION

### EDU3100: Know the profession of teaching Final Assessment 2013

Pre-service teacher's Name: Nina Guerriero Student ID: 30984352

School: [redacted] Primary School Year Level/s: 1/2

Teacher: [redacted] Supervisor: \_\_\_\_\_

Person who has written this report:  Supervisor  Mentor Teacher  Pre-service teacher Self Assessment

Other - Please print clearly: \_\_\_\_\_

<input type="radio"/> Fail	←	<b>Recommended Result</b>	→	<input checked="" type="radio"/> Ungraded Pass
<input type="radio"/> Does not meet requirements		<input type="radio"/> Meets requirements		<input checked="" type="radio"/> Exceeds requirements

Dates From: 24.06.13 To: 05.07.13

Number of days Pre-service teacher attended Professional Experience: 10

Each person should sign below. Signing this document indicates that each person has read and understood the contents of this completed report.

Pre-service teacher: [signature] Date: 4/7/13

Mentor Teacher: [redacted] Date: 04.07.13

Supervisor: [redacted] Date: 5/7/2013

*This report should be completed in recognition of the Pre-service teacher's stage of professional development.  
Pre-service teachers should be assessed as students, not as experienced teachers.  
Mentor teacher/s and supervisors are required to submit a collaborative report. If you have any queries,  
please contact the School of Education Professional Experience South St Office on (08) 9360 7477  
or Rockingham Office on (08) 9360 7004.*

*Completed reports may be faxed to the School of Education Professional Experience  
South St Office on (08) 9360 7545 or handed to the supervisor for submission, or posted to:  
Professional Experience Office School of Education, Murdoch University, 90 South St, Murdoch WA 6150  
<http://professionalexperience.murdoch.edu.au/>*

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Student ID: 30984352

National Professional Standards for Teachers (AITSL)	Develop Capabilities To:	COMMENTS	REQUIREMENTS		
			Not Meet	Meets	Exceeds
<b>Professional Knowledge</b>	<b>1. Know Students and How they learn</b>				
1.1 Physical, social & intellectual development & characteristics of students	Demonstrate knowledge and understanding of physical, social & intellectual development & characteristics of students & how these may affect learning	<i>Grasping a clearer understanding of impacts on learning</i>		✓	
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how students learn & the implications for teaching			✓	
1.3 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.	<i>Differentiated learning experiences across class.</i>			✓
1.4 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 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.	<i>Knowledge + understanding improved over duration of prac.</i>		✓	
1.6 Strategies to support full participation of students with disability	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation & learning of students with disability.			✓	
<b>Professional Knowledge</b>	<b>2. Know the Content and how to teach it</b>				
2.1 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 Content selection & organisation	Organise content into an effective learning and teaching sequence.	<i>Lessons sequential with natural increase in concepts</i>			✓
2.3 Curriculum, assessment & reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.			✓	
2.4 Understand & respect Aboriginal & Torres Strait Islander people to promote reconciliation between Indigenous & non indigenous Australians	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages			✓	
2.5 Literacy & numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.			✓	
2.6 Information & Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	<i>Excellent use of technology used in lessons.</i>			✓
<b>Professional Practice</b>	<b>3. Plan for and implement effecting teaching &amp; learning</b>				
3.1 Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.			✓	
3.2 Plan, structure & sequence learning programs	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies				✓
3.3 Use teaching strategies	Include a range of teaching strategies.	<i>Demonstrated a variety of 'hands on' and written. Well organised slides/audio for engaging the learner.</i>			✓
3.4 Select & Use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning				✓
3.5 Use effective classroom communication	Demonstrate a range of verbal and nonverbal communication strategies to support student engagement				✓
3.6 Evaluate & improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.			✓	
3.7 Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.			✓	

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National Professional Standards for Teachers (AITSL)	Develop Capabilities To:	COMMENTS	Not Meet	Meets	Exceeds
			REQUIREMENTS		
<b>Professional Practice</b>	<b>4. Create and maintain supportive and safe learning environments</b>				
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities				
4.2 Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions	<i>Clear direction, well organised lessons. Well resourced.</i>			✓
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.				✓
4.4 Maintain student safety	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.				✓
4.5 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.			✓	
<b>Professional Engagement</b>	<b>5. Assess, provide feedback &amp; report on student learning</b>				
5.1 Assess student learning	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<i>Improved over prac.</i>		✓	
5.2 Provide feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	<i>Continuous and immediate feedback given</i>			✓
5.3 Make consistent & comparable judgements	Demonstrate understanding of assessment moderation & its application to support consistent & comparable judgements of student learning			✓	
5.4 Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			✓	
5.5 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.			✓	
<b>Professional Engagement</b>	<b>6. Engage in professional learning</b>				
6.1 Identify & plan professional learning needs	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.				✓
6.2 Engage in professional learning & improve practice	Understand the relevant and appropriate sources of professional learning for teachers.			✓	
6.3 Engage with colleagues & improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices				✓
6.4 Apply professional learning & improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.			✓	
<b>Professional Engagement</b>	<b>7. Engage Professionally with colleagues, parents/carers &amp; the community</b>				
7.1 Meet professional ethics & responsibilities	Understand & apply the key principles described in codes of ethics & conduct for the teaching profession.				✓
7.2 Comply with legislative, administrative & organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.			✓	
7.3 Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.				✓
7.4 Engage with professional teaching networks & broader communities	Understand the role of external professionals & community representatives in broadening teachers' professional knowledge and practice.				✓

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Student ID: \_\_\_\_\_

Murdoch Attributes		Not Meet	Meets	Exceeds
Communication	Model acceptable standards of spoken & written language in class context			
Critical & Creative thinking	Communicate effectively in front of class in literacy, numeracy and ICT knowledge			
Independent learner	Present creative, innovative lessons			
	Self directed and shows initiative			
<b>Teaching File – School Background</b>				
Organisational skills	Present a file that is easily accessed, organised and contains: school profile, class profile, timetable, designated lessons, lesson plans and evaluation for at least one English, Health, PE and the Arts lesson or series of lessons.			
<b>Portfolio</b>				
Professional learning				
<b>Overall Comment &amp; Personal Development Plan</b>				
Explicit comments about: Strengths and Areas to be developed	<p>You have entered this classroom with a high level of professionalism, showing initiative, and considering each students' ability level and how you can differentiate to cater for the individual needs. Your lessons were well structured, organised, and sequential. Each one creative and motivating, encouraging maximum engagement from the students. Judgements were made continuously and learning experiences adjusted accordingly. Congratulations for the completion of an excellent prac. I wish you every success in the future.</p>			
<p><b>Personal and professional development plan</b> Out-line the required actions to take place to address the areas that need to be developed.</p> <p><b>NOTE:</b> This information will form the starting point for your next placement.</p>				

Pre-service Teacher: *[Signature]*

Date: 4/7/13

Mentor Teacher: [Redacted]

Date: 04.07.13

Supervisor: [Redacted]

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