

EDU3154: Professional Experience Final Assessment 2014

Pre-service teacher's Name: Nina Guerrieno	Student ID: 30984352
School: Primary	Year Level/s: PP
Teacher: School Coordinator:	
Person who has written this report: Mentor Teacher O External Mentor Teacher - Please print clearly:	or/University Moderator (if required)
O Fail ← <u>Recommended Result</u>	→ Ø Ungraded Pass
O Does not meet requirements O Meets requirements	🕱 Exceeds requirements
Dates From: 31.3.14 To: 11.4.14	
Number of days Pre-service teacher attended Professional Experience: 10	_
n person should sign below. Signing this document indicates that each pe	rson has read and understood the contents
of this completed report.	
Pre-service teacher: Dynew	Date: 11.4.14.
Mentor Teacher:	Date: 11. \(\frac{1}{2} \cdot 1 \frac{1}{4} \)
External Mentor/University Moderator:	Date: \\.\.\.

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.

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 posted to:

Professional Experience Office School of Education, Murdoch University, 90 South St, Murdoch WA 6150 http://professionalexperience.murdoch.edu.au/

National Professional Standards for Teachers (AITSL)	Develop Capabilities To:	COMMENTS	N eet	Meets EQUIREN	Exceeds
Professional Knowledge	1.Know Students and How they learn			LGOINLIV	LIVIO
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			1	
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how students learn & the implications for teaching				V
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 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.				~
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.			V	
Professional Knowledge	2.Know the Content and how to teach it				
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			1	
2.2 Content selection & organisation	Organise content into an effective learning and teaching sequence.				V
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			V	
2.5 Literacy & numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.			1	
2.6 Information & Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students			/	1
Professional Practice	3. Plan for and implement effecting teaching & learning				
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				V
3.3 Use teaching strategies	Include a range of teaching strategies.				. ,
3.4 Select & Use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning				V
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.			1	
3.7 Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.			/	

National Professional Standards for Teachers (AITSL)	Develop Capabilities To:	COMMENTS	Not Meet	Meets	Exceeds
			REQUIREMENTS		
Professional Practice	4. Create and maintain supportive and safe learning environments				
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				V
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.				V
4.4 Maintain student safety	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.				V
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.				V
Professional Engagement	5. Assess, provide feedback & report on student learning				
5.1 Assess student learning	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.				1
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			1	
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.				V
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.			V	·
Professional Engagement	6. Engage in professional learning				
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.				V
6.3 Engage with colleagues & improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices				V
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.				~
Professional Engagement	7. Engage Professionally with colleagues, parents/carers & the community				
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.			V	

lurdoch Attributes		Not Neet	Meets Exceeds
Communication	Model acceptable stards of spoken & written language in class context Communicate effectively in front of class in literacy, numeracy and ICT knowledge		QUIREMENTS
Critical & Creative thinking	Present creative, innovative lessons		
Independent learner	Self directed and shows initiative		1:/
eaching File – School Background			
rganisational 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.		-
ortfolio			
rofessional learning			V
verall Comment & Personal evelopment Plan			
ersonal and professional development plan ut-line the required actions to take place to address e areas that need to be developed.	· Very creative and well organised lessons, children engaged and enjoying learning. -Time management - continue to break into chunks. Using terminology of lesson when asking questions		
OTE:	· Great self management & self replection and organising lessons accordingly.		
nis information will form the starting point for your ext placement.			