



Murdoch
UNIVERSITY

**EDN3201 Principles and Practices of
Early Childhood Education
Kindergarten/Pre-Primary School Experience
Student Report**

2013

Student's Name: Nina Guerriero Student ID: 30984352

School: Primary School Year Level/s: P/K

Mentor Teacher:

Full name of person who has written this report (mentor teacher)

Please print clearly:

<input type="radio"/> Fail ←	<u>Recommended Result</u>	→ <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: 10.4.13 To: 17.4.13 Number of days student attended school experience: 5

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

Student Teacher: *Aguero* Date: 17.4.13

Mentor Teacher: Date: 17.4.13

This report should be completed in recognition of the student's stage of professional development. Students should be assessed as students on their FIRST early childhood placement, not as experienced teachers

Mentor teacher/s are required to submit a report. If you have any queries, please contact the MUSE South St Office on (08) 9360 7477

Student Name: Nina Guerriero
Student ID: 30984352

Overall Comment and Personal Development Plan	
Explicit comments about: Strengths	<ul style="list-style-type: none">• Thorough planning• Organised lessons.• Wide variety of age/interest appropriate resources.• Good Management Skills.• Accepts help + Asks for help.• Flexible• Professional
Areas to be developed	<ul style="list-style-type: none">• Time Management. Eg Not putting as much into the lesson and running out of time to complete conclusion fully.
Personal and professional development plan Out-line the suggested actions to take place to address the areas that need to be developed. NOTE: This information will form the starting point for the next placement and should be discussed collaboratively with the student teacher.	<ul style="list-style-type: none">• Include less in an activity so as to ensure it can be completed & followed up thoroughly.• Be aware that time may take longer due to managing behaviours. Allow time for this.

Student Teacher: *[Signature]* Date: 17.4.13
Mentor Teacher: [Redacted] Date: 17.4.13

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AITSL, WACOT, DET Requirements		Does not meet	Meets	Exceeds
		REQUIREMENTS		
Professional Knowledge	Developing capacity to:			
1 Students	Understand the range of learners in the class (lesson suitability and appropriateness) Profile the learners to establish what they already know (class list and profile/assessment development)			✓
2. Curriculum	* Basic developmentally appropriate content knowledge			✓
Professional Practice				
3. Learning/Teaching	Plan collaboratively Teach small groups and assist the mentor teacher			✓
4. Teaching Practice	*Utilise developmental, constructivist, embodied learning within teaching practice Effectively begin, engage & conclude each learning experience. Use proactive & reactive classroom management strategies and develop a personal plan for class.			✓
5. Learning Environment	Manage learning environment for young children (resources, transitions)			✓
6. Planning/Assessment	Use the plan, teach, assess cycle in each learning experience. Monitor and assess students learning (using a range of methods)			✓
Professional Engagement				
6. Professional Learning (Observations & Research)	*Reflect and analyse on practice (self assessment-critical) Reflect and analyse on the student learning and context Focus observations on the strengths and capabilities of students			✓
8. Professional Responsibility	*Change, negotiate and adapt to show flexibility Act on counsel & guidance from mentor Comply with relevant policies that operate in school Dresses appropriately and is fully prepared for teaching			✓
9. Partnerships	*Develop a collegial and inclusive approach with students, staff, community and professional networks			✓
Murdoch Attributes	(other attributes are embedded above *)			
1. Communication	Model acceptable standards of spoken & written language in class context Communicate effectively in front of class in literacy, numeracy and ICT knowledge			✓
2. Critical & Creative thinking	Present creative, innovative lessons			✓
5. Independent learner	Self directed and shows initiative.			✓
Teaching File				
Organisational skills	Present a file that is easily accessed, organised and contains: class profile, timetable, designated learning experiences and plans and professional reflections in a journal format			✓

Nina Guerriero



Learning Experience Critique Checklist

A tool to assist in providing feedback, please use the column in the middle to mark along the continua from high to low.

	High	Low
Communication		
Displayed a varied pattern of interaction with learners	_____	Pattern of interaction narrow and limited
Voice used most effectively	_____	Voice used ineffectively
Body language used effectively	_____	Body language used ineffectively
Questioning techniques highly developed	_____	Questioning techniques poorly developed
Explaining skills used effectively	_____	Explaining skills used ineffectively
Vocabulary used appropriately	_____	Vocabulary used inappropriately
Encouragement and feedback used effectively	_____	Encouragement and feedback used ineffectively
Manner warm and positive	_____	Manner unapproachable
Management		
Introduction of activities/lesson very effective	_____	Introduction of activities/lesson lacking or ineffective
Resources and aids used effectively to give emphasis to teaching/learning purpose	_____	Resources and aids limited or used ineffectively
Able to make and effectively implement decisions in the management of class/group	_____	Unable to make and implement decisions in the management of class/group
Effective organisation of classroom space	_____	Ineffective organisation of classroom space
Able to stimulate and maintain interest throughout lesson	_____	No attempt to stimulate and maintain interest throughout lesson
Conclusions of activities/lesson very effective	_____	Conclusions of activities/lesson ineffective or lacking
Professionalism		
Established and maintained professional demeanour	_____	Failed to establish and maintain professional demeanour
Showed strong command of content/subject matter	_____	Knowledge of content/subject matter poor
Showed high degree of concern for development of children's learning processes	_____	Lacked concern for development of children's learning processes
Responded professionally under stress	_____	Responded unprofessionally under stress
Integrated teaching theory and practice effectively	_____	Failed to integrate teaching theory and practice effectively
Showed concern and care for safety of pupils and implements safety procedures where necessary	_____	Failed to indicate concern for safety of pupils