

FINAL PROFESSIONAL EXPERIENCE REPORT 2015

Pre-service Teacher	Thomas Wachtel	Student ID 2119420
School	Pennington R-7	
Mentor Teacher(s)	Geoff Kirtland	Year Level 5/6
School Co-ordinator	Liz Parker	
University	Liaison Max Rayner	Coordinator Dr Barbara Nielsen
Teaching Days	Please delete those not applicable 5 introductory days + 20 day block: 25 days	

CONTEXT	Please add brief context statements about the school and class: <i>School sector; size and composition of campus (R-12, Area, Primary); particular features or unique characteristics; index of disadvantage.</i>
<p>Pennington R-7. A recently amalgamated school incorporating both ILEC and mainstream. The current enrolment is 322 total with a breakdown of 217 mainstream and 105 children who are in the IELC program. At this time 234 students come from non-English speaking backgrounds covering 45 nationalities, 34 languages and even more dialects. Currently these children are placed in eight New Arrivals Program and eight mainstream classes. Approximately 40% of the students are recipients of the School Card. About 18% of students are of Aboriginal background. Pennington is currently a category 2 school.</p>	
<p>Class (including children with special needs)</p> <p>The class is a year 5/6 class of 26 students. Various backgrounds include Vietnamese, African, Aboriginal. Currently there are two students with an NEP and one attending a behaviour unit twice a week.</p>	

ASSESSMENT AGAINST THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Please place an 'X' at the point along each continuum that best represents the development of the pre-service teacher towards each of the standards at this time.

PROFESSIONAL KNOWLEDGE	
Standard 1	<i>Know students and how they learn</i>
<p style="text-align: center;"> X </p> <p style="text-align: center;"> <i>Complete Novice</i> <i>Emerging</i> Graduate <i>Proficient</i> </p>	
Standard 2	<i>Know the content and how to teach it</i>
<p style="text-align: center;"> X </p> <p style="text-align: center;"> <i>Complete Novice</i> <i>Emerging</i> Graduate <i>Proficient</i> </p>	

PROFESSIONAL PRACTICE	
Standard 3	<i>Plan for and implement effective teaching and learning</i>
	X
Complete Novice	Emerging
	Graduate
	Proficient
Standard 4	<i>Create and maintain supportive and safe learning environments</i>
	X
Complete Novice	Emerging
	Graduate
	Proficient
Standard 5	<i>Assess, provide feedback and report on student learning</i>
	X
Complete Novice	Emerging
	Graduate
	Proficient

PROFESSIONAL ENGAGEMENT	
Standard 6	<i>Engage in professional learning</i>
	X
Complete Novice	Emerging
	Graduate
	Proficient
Standard 7	<i>Engage professionally with colleagues, parents/carers and the community</i>
	XI
Complete Novice	Emerging
	Graduate
	Proficient

SUMMARY STATEMENTS (You may choose to comment on both personal and professional characteristics)

School Coordinator/Principal	
<p>Thomas presented as an enthusiastic student teacher who from the beginning exhibited a very friendly and personable nature and staff commented on his willingness to take part in professional learning and his ability to communicate effectively. He showed he was able to create safe learning experiences for his students including an excursion which he planned and followed up with Leadership. He is obviously still at the emergent stage in terms of developing his practice and knowledge of planning and implementing the Australian Curriculum which is to be expected. He showed initiative in some areas of his practice however he still needs to develop better skills in researching and designing activities and implementing relevant strategies when planning his units of work. The students in his class were engaged and enjoyed his teaching and the way he delivered his lessons. He was positive in his feedback to students and was able to report back on student progress and achievement. Overall Thomas had a very successful practicum and I wish him all the best in his teaching career.</p>	
Name: Liz Parker (Assistant Principal/ School Coordinator)	Date: 1/9/2015

University Liaison	
<p>Thomas demonstrated a very thorough approach to developing his understanding and application of effective teaching strategies. He was keen to seek and act upon feedback and implement new approaches. He has a mature and realistic approach to working with all students, he showed and expected mutual respect for students, teachers and the learning. Thomas used this practicum to develop his curriculum and planning knowledge, as well as his 'teacher persona'. His confidence and understanding of his strengths & areas of development as a teacher were imp during the practicum. Well done!</p>	
Name: Max Rayner	Date: 3/9/2015

SUMMARY STATEMENT *(May be used as a referee statement)*

Classroom Teacher/Mentor

Re: (Thomas WACHTEL)

Professional Knowledge

Thomas' passion for teaching and learning was evident in his enthusiasm and willingness to plan for quality teaching and learning experiences. He worked hard to create engaging and challenging learning experiences for our 5/6 students. He showed particular interest and skill in the English Learning Area and taught students about The Gold Rush, poetry, grammar skills and in the area of numeracy a unit on data collection. He continued to develop his understanding of the Teaching and Learning Cycle and about the Natural Maths pedagogical approach for Mathematics Learning Area. Using his understanding of these Thomas was able to plan and deliver a sequence of effective learning experiences for the students.

Professional Practice

Thomas showed keen interest in establishing respectful and positive working relationships with students. He is highly observant and shows good intuition skills. Thomas came to know the students very quickly and was able to identify how their issues affected their learning. He demonstrated an understanding of student diversity by valuing and respecting student difference in all interactions with students. Thomas was beginning to monitor and assess individual needs and make adjustments to his teaching strategies based on these observations (support on to one, working within a small group, challenge capable students). He also identified the need to differentiate her teaching to meet the learning needs of individual students. With support, he was able to plan for learning and assessment to cater for all student abilities.

Professional Engagement

Thomas was guided by the Teaching and Learning Cycle for writing when he planned his lessons. He was able to plan a sequential series of lessons designed to teach our students about the Gold Rush in History, data collection in Numeracy and Haiku Poetry. Thomas used a variety of resources to engage and stimulate student thinking about the topic including online videos, hands on materials and self-made activities. He also used books and online articles as further sources of information for students.

Thomas was able to monitor and assess student learning through observation in class and student work samples. He provided insightful and detailed written feedback in student workbooks that focused on student strengths. Thomas was able to compare individual work samples to reflect on student outcomes and the quality of his teaching

Thomas quickly adapted to the routines and procedures of the class. He effectively managed morning procedure (roll, notes, lesson transitions and the end of day routines. He dealt with challenging behaviour by implementing existing classroom systems. Thomas dealt with student misbehaviour in a timely and respectful way. He encouraged students to take responsibility for their own behaviour. Bullying and friendship issues were dealt with immediately before recess and lunch breaks. Thomas communicated his expectations about student behaviour to the class and confidently provided feedback to individual students.

Written by: Geoff Kirtland

Date: 24th August 2015