

FINAL PROFESSIONAL EXPERIENCE REPORT 2017

Pre-service Teacher	Thomas Wachtel	Student ID 2119420
School	Prospect Primary School	
Mentor Teacher(s)	Michelle Braithwaite	Year Level 1
School Co-ordinator	<u>Christie Butler</u>	
University Liaison	Kerry Hugo	Coordinator Jackie Thomson
Teaching Days	Please delete those not applicable 10 introductory days + 30 day block:	Please select 40 days X

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>School</p> <p>The student enrolment at the end of each year ranges between 470-500 and has steadily increased over recent years. The school's history, student population and ethos reflect the wide socio-economic and cultural diversity of the Prospect Council area. The school highly values this diversity and seeks to ensure effective community involvement and participation. The school community is proud of the school with families from outside the zone requesting to enrol their children at the school. Approximately 25% of the student population are on School Card, 47% are from families where English is the second language. Our school population has representation from 33 different cultures. We have a 0.8% Aboriginal student enrolment. There are 19 classes ranging from Reception to Year 7. Specialist teachers teach Greek, Visual Arts, Physical Education, Performing Arts and Humanities.</p> <p>Class (including children with special needs)</p> <p>The class in which Thomas was teaching is a combined class of 49 students, which consists of two teachers in a team teaching environment. Of the 49 students, 26 are EALD students and 1 has an NEP.</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>
<i>Complete Novice</i>	<i>Emerging</i>
<i>Graduate</i>	<i>Proficient</i>
	X
Standard 2	<i>Know the content and how to teach it</i>
	X

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

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

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

School Coordinator/Principal	
<p>Thomas has conducted himself in a professional and positive manner during all his visits; interacting with staff and parents with a cheerful and positive attitude. He has used his initiative to interact and support students in the class without prompting.</p> <p>Thomas was quick to establish positive relationships with students and showed a genuine interest in them. He recognised the opportunities reflection and discussion provide for personal and professional growth. Thomas has a wonderful calm manner with the students and a great deal of patience especially with our Special Needs students. Thomas has the requisite skills to be an excellent beginning teacher.</p> <p>We wish him all the best for his future as he continues learning and developing his skills.</p>	
Name: Christie Butler	Date: 21/06/2017

University Liaison

Thomas presented as a professionally knowledgeable, engaging educator. Thomas demonstrated a wide range of teaching practices to a high level of understanding and expertise across his final practicum. He established respectful and inclusive relationships, making for a positive and safe learning environment, evident in both the way students responded to him and he interacted with the students. Thomas demonstrated high level ability to work professionally with others, team teaching with his pre-service colleague with ease, bouncing off each other in planning, teaching and reflecting on lesson success and learning outcomes. He was able to both take the lead and to offer support as appropriate.

Thomas scaffolded lessons to create challenge, connecting past and future learning and making cross-curriculum connections. He encouraged students to talk through their thinking, supporting them to make sense of their learning.

Thomas was responsive to feedback, reflecting on curriculum intentionality against planning, learning and outcomes and seeking feedback on alternative approaches and planning. This saw the development of a deeper understanding of the curriculum and relevant planning as the practicum progressed.

He used initiative in seeking out interesting resources for teaching, including IT, and in making professional connections across the school. His enthusiasm, proficiency and skills saw him embraced by staff and students.

Thomas completed a highly successful practicum, placing him in a strong position as a graduate to enter the teaching profession.

Name: Kerry Hugo

Date: 7 July 2017

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

Classroom Teacher/Mentor

Student Name: Thomas Wachtel

Professional Knowledge

In the early stages of his visits, Thomas learnt that with Junior Primary students you need to provide a constant positive environment with positive reinforcement and feedback about their work. During his practicum, Thomas had enormous patience especially with the younger students in the class. For the students to learn, Thomas allowed them to explore their interests and demonstrate their knowledge. Throughout his lessons, students worked as a whole group while brainstorming, having class discussions or working on a task together. The students had opportunities to work in smaller groups or in pairs. He incorporated a range of ideas and methodologies into his programs to provide the students with a range of learning methods. Thomas used the students' prior knowledge when teaching and built on it throughout his practicum. In particular, during the Literacy and Numeracy block, by using their prior knowledge he was able to gauge their current level of understanding. He displayed very competent teaching skills throughout his practicum. He was able to gain control of the class, maintain their attention, and motivate students who did not wish to participate in activities as well as monitoring student engagement. He effectively modelled lessons allowing the students to follow along with the task without feeling confused and frustrated. His lessons followed his timeline and if anything came up Thomas was able to change his program, showing his program flexibility.

Thomas and I discussed the curriculum in detail using all of the appropriate resources, such as ACARA Framework for planning, evaluating, assessing and reporting. Thomas referred to the ACARA

Framework when programming for his lessons and practicum. He has utilised a variety of resources from the school, online resources or his own personal resources. Thomas used many different techniques when teaching. These included modelling where possible, questioning techniques, explicit teaching, revision and repetition. Thomas has shown a good understanding of the curriculum. He did not hesitate and quickly began teaching in all areas of the curriculum and Thomas took on the role of full time teacher from the first day of his practicum. To assist him teaching, Thomas researched different online resources that he could incorporate in his planning, teaching and assessing.

Professional Practice

Thomas demonstrated an honesty and willingness to learn and further his skills in programming to suit all of the needs of the students in the class. He constantly reflected on his daily teaching program and changed or modified it to suit the needs of the students. Thomas was aware when students were 'off task' or if the class was too noisy and he used his behaviour management strategies to encourage the students to work more efficiently. He has successfully planned and implemented a learning program, covering areas of the curriculum. He taught using a daily timetable, weekly planner and a term overview. His programmes catered for all abilities in the class using a variety of methodologies, catering for different learning styles. Thomas successfully planned individual lessons covering all curriculum areas, providing clear instructions and learning outcomes. During his practicum, he concentrated on the curriculum areas of English, Maths, Health and Science, running a Literacy and Numeracy block on a daily basis. Each lesson followed on, building on the student's knowledge. The learning intention and success criteria for each lesson were clearly defined to the students. Thomas used a variety of teaching strategies throughout the day to help keep the student's interested and motivated. He knew it was important to balance active and quiet lessons, group participation and individual work time, indoor and outdoor activities.

Thomas quickly became aware of the necessity of establishing a stable routine. He experimented with a variety of behaviour management strategies allowing him to feel in control of the class. Thomas quickly understood the importance of time management skills early in his practicum. He followed his daily program and kept to his timelines that he had set for each lesson/activity during his block. He concentrated on organising his lessons and he taught over the six-week block from beginning to the end. Thomas was able to promote the students' self-esteem and independence throughout his teaching practicum either in the classroom or outside at break time. Thomas became very popular with students in other classes by interacting verbally or through the game's they were involved in. He spent time during yard duty with a variety of children in the Junior Primary who were eager to gain his attention. Thomas began his lessons, quickly and effectively with clear expectations and appropriate consequences. His praise of students who worked well or showed positive attitudes was consistent, while encouraging other students to participate. Thomas assumed full responsibility for the administrative tasks from the beginning of his teaching block. He worked efficiently in this area, maintaining accurate records and documentation both for the school as well as for the class. He has established and maintained a positive climate for learning whilst responding appropriately to students' behaviour, competently organising daily administration routines and completing non-teaching tasks promptly. His relaxed attitude while teaching encouraged the students to be relaxed and enjoy what they were doing.

Thomas has been able to assess the student's work and report on it. He has accessed teacher records and individual student records to support his program where needed. Thomas assessed students' work through verbal conversation and collecting and analysing work samples. He designed learning activities to enable the achievement of the identified outcomes. Thomas assessed the student's work to report to the parents/caregivers by collecting data and information for the student's mid-year reports. He was able to give feedback in many different forms to the students. This included formal/informal, group/individual and written/oral. He was very professional and sensitive to privacy and confidentiality when discussing student progress or achievements with myself, other team teachers or any other staff members.

Professional Engagement

Thomas has continuously reflected on his teaching throughout his teaching block. He has taken on all verbal and written feedback when planning his future lessons. Thomas started his block following the behaviour management strategies already in place in our classroom but then he introduced other strategies of his own that were successful. Thomas actively participated in all professional learning opportunities provided by the school during school and out of school hours. Thomas participated in our sub team meetings as well as our whole school meetings, Personal Learning Committees (PLC) and shared partnership staff meetings. He listened to feedback from other staff members and took on any suggestions either in our classroom or within our Junior Primary corridor activities.

Thomas established himself as a professional very quickly. He has shown that he is a very committed and enthusiastic teacher by being prepared to maximise his time during his teaching block. He has shown an enjoyment for teaching all curriculum areas. Thomas has shown a keen interest in all of the students and their needs. He has followed up all relevant information required for his practicum including accessing the school policies and procedures. Thomas has concentrated on building positive relationships with all students, including students from other classrooms. He spent time with all children, individually learning about each of their needs. Thomas began working on his relationships with parents from day one. He worked with parents who came into the classroom as well as parents who enquired about their child on a daily basis. He successfully maintained the routines and learning program from the beginning of his teaching block. He developed an excellent relationship with staff, parents and students.

Thomas did this with professionalism, humour and friendliness. Many teachers commented on his outgoing personality and the way he conducted himself during his practicum. Thomas successfully planned lessons and he worked both individually and in a team teaching situation. During my absences, Thomas assumed full responsibility for the class supported by a relief teacher. He successfully maintained the routines and learning program already established. Thomas developed a close, trusting relationship with all of the students especially with the students with special needs. They responded very well to Thomas's teaching methods and strategies, participating in all learning activities.

Thomas was placed in a unique situation of team teaching with another pre service teacher. They quickly developed a strong professional relationship where they collaboratively and cooperatively worked together to create wonderful, meaningful learning opportunities for the 49 students in their care.

Written by: Michelle Braithwaite

Date: 09/06/2017

SUMMARY ASSESSMENT (To be agreed by the School Coordinator and the University Liaison)

In our opinion Thomas Wachtel

has demonstrated the following overall level of performance in this final professional experience:

(Please click on appropriate box below)

Fail

Pass

Credit

Distinction

High Distinction

NOTES FOR COMPLETING THIS REPORT

The pre-service teacher may wish to submit this report with an application for employment. Please avoid the use of acronyms as student reports are often viewed by interstate and international employers who are not always familiar with South Australian nomenclature.

Please keep an electronic copy of this report and submit the report to the University Liaison.

If this is not possible then please email it directly to: primaryprofexp@flinders.edu.au