

# Professional Experience Report 2015

SCHOOL OF EDUCATION



THE UNIVERSITY of ADELAIDE

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| <b>Pre-Service Teacher: Alex Hewson</b>                      |   |  |
| Pre-service Teacher enrolled in:                             | <input type="checkbox"/> Grad Diploma in Education                      | <input checked="" type="checkbox"/> B Teaching |
|  |   | <input type="checkbox"/> B Music Education     |
| Placement: From 24 August 2015 to 25 September 2015          | Days Absent: 0  | Days at School: 25                             |
| <input type="checkbox"/> Professional Experience Placement 1 | <input checked="" type="checkbox"/> Professional Experience Placement 2 |  |

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| <b>School: Gleeson College</b>  | <b>Mentor Teacher: Richard Milne</b><br>email contact:<br>richard.milne@gleeson.catholic.edu.au |
| <b>Site Co-ordinator: Susan Smith</b><br>email contact: susan.smith@gleeson.catholic.edu.au | <b>University Liaison: Pam Watts</b>  |
| <b>Subject Taught: English History Research project</b>                                     | <b>Year Level(s) Taught: 9 11</b>   |

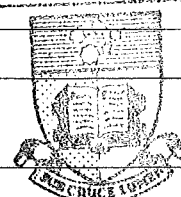
**Professional Experience School Context (eg: Co-educational, R-12 School)**

Gleeson College is a co educational Catholic College situated in the North Eastern Suburbs of Adelaide. It has a current enrolment pf around 640 students in Year 8-12. It is unique in that it is a part of a shared campus with two other schools. Golden Grove High School and Pedare Christian College. The College has a vertical house structure, incorporating middle school pedagogy in Years 8 and 9 and the senior school in years 10-12 where students aim toward achieving their SACE. The College places an emphasis on being a faith filled community that provides varied opportunities for students to develop as confident life long learners well prepared for citizens of the twenty first century.

**Teaching/Learning Context (eg: year levels, class sizes etc)**

Alex taught a mixed ability Year 9 co educational class both English and History. He worked with a ESO who assisted six students in the class with significant literacy and numeracy needs. Alex assisted his mentor in three senior subjects including Religion Studies, Research Project and Society and Culture offering advice and support for students in their research needs. Alex also assisted in Care group each morning and a double lesson personal development program each week. Alex also attended a three day Year 11 Retreat and was an outstanding assistant and support staff member leading small groups in discussions and sharing openly his story and journey as a university student and young adult.

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Once the report is complete, please sign it and send it through to  
Professional Experience Office, School of Education, University of Adelaide, South Australia 5005  
Alternatively, please scan and email a copy to: [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au)  
*University of Adelaide School of Education USE ONLY:*

Student id number : .....

Result entered:  TRIM'd :

Copy emailed to student : .....(date)

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**CLASSROOM PRACTICE.**

Satisfactory

Unsatisfactory

**APST: 1 - Know the students and how they learn**

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| <p>1.1 Physical, social and intellectual development and characteristics of students.<br/>1.2 Understand how students learn.<br/>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.<br/>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.<br/>1.5 Differentiate teaching to meet the specific learning needs across the full range of abilities.<br/>1.6 Strategies to support full participation of students with disability.</p> | <p>Alex was well aware of the needs of the Year 9 student particularly their attention span and especially their need for a variety of learning techniques. Alex offered "brain breaks", physical exercise and snap quizzes and class exit strategies to ensure a strong learning environment. He was aware of the diversity of his classes especially students with special needs. He taught the English unit "Nanberry" about a young aboriginal boy during the first years of European settlement with compassion, clarity and conviction. Alex regularly consulted with the Special Needs Unit for advice and support and provided a range of activities that enabled all students to participate according to their ability. Alex adapted much of his work in light of the needs of a number of or students and assessed them in light of their literacy and numeracy levels.</p> |
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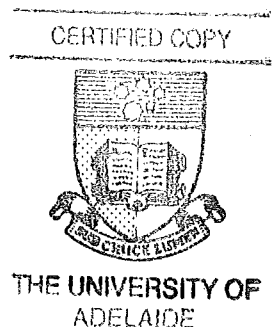
**KNOWLEDGE OF SUBJECT AND RELEVANT CURRICULA.**

Satisfactory

Unsatisfactory

**APST: 2 - Know the content and how to teach it**

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| <p>2.1 Content and teaching strategies of the teaching area.<br/>2.2 Content selection and organisation.<br/>2.3 Curriculum, assessment and reporting.<br/>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.<br/>2.5 Literacy and numeracy strategies<br/>2.6 Information and Communication Technology.</p> | <p>The course work required Alex to have a strong understanding of the Industrial Revolution in History, Aboriginal and Torres Strait Islander interactions with the early settlement, Ethics, Research and Social Justice in the Senior years.<br/>Alex was well prepared and was able to provide well thought out responses. If he was unable to do so on the rare occasion it was great to see him follow up the next day.<br/>He used the Australian English and History Curriculum very well and his matching of assessment tasks to performance standards was excellent.<br/>Alex trialled on behalf of the College a new simulation activity about South Australian history and the Aboriginal nations that occupied the land prior to settlement. This was videotaped and used in an English Faculty promotion.<br/>Alex regularly used a variety of literacy and numeracy strategies to develop the students and his use of technology was exceptional. His use of an online program called "kahoots" caught the attention of many other teachers regarding its possibilities.</p> |
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## PLANNING AND PREPARATION.

Satisfactory

Unsatisfactory

### APST: 3 - Plan for and implement effective teaching and learning.

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| <p>3.1 Establish challenging learning goals<br/>3.2 Plan, structure and sequence learning programs<br/>3.3 Use teaching strategies<br/>3.4 Select and use resources<br/>3.5 Use effective classroom communication<br/>3.6 Evaluate and improve teaching programs<br/>3.7 Engage parents/carers in the educative process</p> | <p>Prior to the practicum Alex met and discussed what was required and how he might sequence a series of lessons for a year 9 class in English and History. His planning and preparation was exemplary providing students with a wide variety of learning activities that followed logically and appropriately. He used a wide variety of resources and structures within the classroom to illustrate themes and reinforce previous learning. His communication in class was excellent and each new technique suggested by his mentor was put into practice and reinforced throughout the practicum. Time was well spent evaluating and improving the resources and activities offered especially a simulation game and a source analysis on 19<sup>th</sup> century England and Jack the Ripper! Alex always had plenty of resources available to ensure students were well engaged.</p> |
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## LEARNING ENVIRONMENT – MANAGEMENT AND DISCIPLINE.

Satisfactory

Unsatisfactory

### APST: 4 - Create and maintain supportive and safe learning environments

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| <p>4.1 Support student participation<br/>4.2 Manage classroom activities<br/>4.3 Manage challenging behaviour<br/>4.4 Maintain student safety<br/>4.5 Use ICT safely, responsibly and ethically</p> | <p>Alex was comfortable and confident in his management of the classes he taught and assisted. He has a very good voice and used tone, volume and pause to great effect. His behavioural management was sound relying on interesting, well planned and engaging activities. He was firm with students when required but his prime focus was on establishing excellent relationships with all students. He was conscious of safety and was quick to ensure students were working well together or provide alternative seating plans as required. Whether it be on yard duty, on camp, in the classroom or simply walking to and from areas, Alex was alert and aware of the needs of students and staff.</p> |
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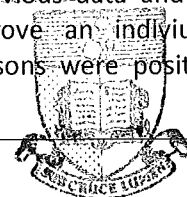
## ASSESSMENT AND REPORTING.

Satisfactory

Unsatisfactory

### APST: 5 - Assess, provide feedback and report on student learning

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| <p>5.1 Assess student learning<br/>5.2 Provide feedback to students and their learning<br/>5.3 Make consistent and comparable judgements<br/>5.4 Interpret student data<br/>5.5 Report on student achievement</p> | <p>Alex provided continual verbal feedback through his practicum to classes regarding their formative and summative tasks. He continually moved around the class engaging small groups of students and offering advice and gentle reminders about performance standards. Alex used Rubrics based on Australian Curriculum to assess the students and his appreciation of grade levels was excellent. His judgments on the individual capabilities of students was very accurate. He was willing to consult about previous data and we discussed at length each week how we may improve an individual's performance. His comments on students' final submissions were positive, affirming, supportive and accurate.</p> |
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**PROFESSIONAL QUALITIES, PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL DEVELOPMENT.**

Satisfactory

Unsatisfactory

**APST: 6 - Engage with Professional Learning**

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| <p>6.1 Identify and plan professional learning needs<br/>6.2 Engage in professional learning and improve practice<br/>6.3 Engage with colleagues and improve practice<br/>6.4 Apply professional learning and improve student learning</p> | <p>Alex was totally committed to his teaching and made huge efforts to ensure that his methodologies and pedagogy was contemporary, accurate and inspiring. Alex attended a number of classes within his discipline and outside of his expected practices to view good teachers inspiring those in their charge. He was comfortable discussing relevant approaches and applied this in his own practice. I was really impressed the way he did this without prompting and a number of the teachers not only supported his requests but encouraged him further. Alex was very comfortable engaging in professional and personal conversations with his peers.</p> |
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**APST: 7 - Engage professionally with colleagues, parents/carers and the community**

Satisfactory

Unsatisfactory

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| <p>7.1 Meet professional ethics and responsibilities<br/>7.2 Comply with legislative, administrative and organisational requirements<br/>7.3 Engage with the parents/carers<br/>7.4 Engage with professional teaching networks and broader communities</p> | <p>Alex at the commencement of his practicum distributed a number of emails to the parents of students he was to teach regarding his expectations, methodologies and assessment tasks.</p> <p>Alex conducted himself in a totally professional manner when engaging and relating with students. He was well aware of his obligations as a mandated notifier and acted promptly when informed of a students welfare that was at risk.</p> <p>Alex engaged genuinely in our College professional learning network program as well as our Annual Staff retreat where he contributed in a variety of ways.</p> |
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**Overall Evaluation.**


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| <p>Alex's practicum was exemplary. I was very impressed with his preparation, commitment and appreciation of the demands of teaching. He was willing to ask questions of every aspect of secondary school life from a student and teaching perspective. Alex could have easily taken over my classes and in my professional opinion he is not only ready to teach but will make a great teacher. I was also very impressed with his professional attire and approach to every aspect of his future career. Alex embraces new technology and has a warmth and understanding of young people than enables him to establish professional relationships with his classes quickly. He was comfortable in staff meetings and staff lounge and offices but most of all he is aware of the demands and the discipline to not only make a wonderful career but make a difference in the lives of those he teaches.</p> | <p><input type="checkbox"/> Unsatisfactory<br/><input type="checkbox"/> Acceptable<br/><input type="checkbox"/> Good<br/><input type="checkbox"/> Very Good<br/><input checked="" type="checkbox"/> Outstanding</p> |
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Signed:  .....  
Classroom/Supervising Teacher

Please enter the date of the report here

Date: 25/09/2015 .....

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Signed:  .....  
Site Co-ordinator/Principal

Please enter the date of the report here

Date: 24/09/2015 .....

Staff at the University of Adelaide's School of Education greatly value your opinion and appreciate the time and effort you have put into supervising our pre-service teachers.

Thank you  
Jan Keightley  
Head of School



Signed:  .....  
For the University of Adelaide

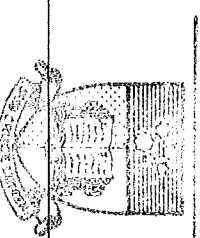
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### Evaluation Rubric

Please note that there is some latitude in interpreting these ratings. If Mentor teachers believe that their mentees reflected the tenor of the rating, but their attributes are not reflected in the examples given, they should give the rating that they think best reflects the pre-service teacher's standard and provide supportive evidence in their qualitative feedback.

| Rating   | U = Unsatisfactory   | A = Acceptable   | G = Good  | VG = Very Good   | O = Outstanding  |
|--|--|--|---|--|--|
| <b>Short Description</b>   | <b>Performance below an acceptable standard for this stage.</b>  | <b>Performance at a minimal standard for this stage.</b>   | <b>A sound performance at this stage.</b>   | <b>Performance at a standard above that which could be expected at this stage.</b>   | <b>An exemplary performance well above a standard that could be expected at this stage.</b>  |
| <b>Classroom Practice</b>  | Little willingness to engage with the needs of individual students and with the school as a place of learning. | Some willingness to engage with the needs of individual students and with the school as a place of learning. | Clear evidence of initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. | Strong initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. | Leadership in engaging with the needs of individual students and with the school as a place of learning.   |
| APST 1<br>Know the students and how they learn                   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input checked="" type="checkbox"/>  |
| <b>Knowledge of Content and curricula</b>                        | Scant/erroneous knowledge of content and curricula.  | Knowledge of most content, but several gaps: able to meet curricular requirements.                           | Sound knowledge of content; clear understanding of curricular needs.  | Strong and self-reliant knowledge of content; imaginative application of curricula.  | Knowledge of content beyond curricula and willingness to assist colleagues.  |
| APST 2<br>Know the content and how to teach it                   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/>  | <input checked="" type="checkbox"/>  | <input type="checkbox"/>   |
| <b>Planning and preparation</b>                                  | Little evidence of planning or preparation for teaching.   | Minimal evidence of planning and preparation for teaching.   | Clear evidence of planning and preparation for teaching.  | Planning and/or preparation for teaching that extends beyond the student's own class.  | Planning and/or preparation for teaching extending beyond the student's class and year levels, or with a creative aspect that inspires learning. |
| APST 3<br>Plan for and implement effective teaching and learning | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/>  | <input checked="" type="checkbox"/>  | <input type="checkbox"/>   |

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| Rating  | U = Unsatisfactory  | A = Acceptable  | G = Good  | VG = Very Good  | O = Outstanding   |
|---|---|---|---|---|---|
| <b>Short Description</b>  | <b>Performance below an acceptable standard for this stage.</b>   | <b>Performance at a minimal standard for this stage.</b>  | <b>A sound performance at this stage.</b>   | <b>Performance at a standard above that which could be expected at this stage.</b>  | <b>An exemplary performance well above a standard that could be expected at this stage.</b>   |
| <b>Classroom Management and Discipline</b><br>APST 4<br>Create and maintain supportive and safe learning environments   | Poor/unethical classroom management skills.<br><input type="checkbox"/>   | Some classroom management skills, with potential to develop.<br><input type="checkbox"/>  | Effective classroom management skills.<br><input type="checkbox"/>  | Confident classroom management skills.<br><input type="checkbox"/>  | Confident leadership in classroom management skills.<br><input checked="" type="checkbox"/>   |
| <b>Assessment and Feedback</b><br>APST 5<br>Assess, provide feedback and report on student learning   | Little evidence of the use of assessment as a tool to understand student achievement and the effectiveness of teaching.<br><input type="checkbox"/> | Some evidence of competent assessment. Limited/late feedback. Little differentiation in assessment processes.<br><input type="checkbox"/> | Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes.<br><input type="checkbox"/> | Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes.<br><input checked="" type="checkbox"/> | Leadership in assessment practices indicating reflective teaching practice. Timely feedback linked to strengths and weaknesses of individual school students, associated beyond the class to the year level/cohort. Innovation in assessment processes.<br><input type="checkbox"/> |
| <b>Professional Relationships</b><br>APST 6 Engage with Professional Learning<br>APST 7 Engage professionally with Colleagues, parents/carers and the community | Little/no commitment to the school, professional colleagues and students.<br><input type="checkbox"/>   | Minimal commitment to the school, professional colleagues and students.<br><input type="checkbox"/>                                       | Sound commitment to the school, professional colleagues and students.<br><input type="checkbox"/>   | Strong commitment to the school, professional colleagues and students.<br><input checked="" type="checkbox"/>   | Exemplary commitment to the school, professional colleagues and students.<br><input type="checkbox"/>   |

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Pre-Service Teacher: Alex Hewson  
Mentor Teacher: Richard Milne

