



PROFESSIONAL EXPERIENCE ASSESSMENT FORM COMPLETED BY THE MENTOR TEACHER

Pre-service Teacher:	Nyree Mackenzie	Student ID:	19422130
Course:	Bachelor of Education (Primary Education) (OpenUnis CSP)		
Unit:	Primary PE1: Planning for Teaching		
School:	Mount Barker Community College		
Class/Year/Subject:	E3 Year 2		
Professional Experience Dates:	10/08/2020 - 21/08/2020		

(Please tick the appropriate box and write a comment)

Professionalism	Above satisfactory for this Level	Satisfactory for this Level	Insufficient Opportunity	Unsatisfactory
1. Punctuality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Personal Presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Initiative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Respects the schools, vision, values, mission and approaches	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Appropriate planning to be checked by mentor teacher at least 24 hours prior to lesson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates reflective practice, for example gather written and verbal feedback, written reflections, ability to articulate reflective processes after teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Participation in other duties/activities, for example, playground duty, bus duty, staff meetings, parent teacher interviews.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment

Nyree displayed and maintained a high level of professionalism during her placement. She displayed excellent initiative during times of need for example, when students were injured or upset or when the teacher was engaged in an unexpected task. Nyree took on roles and responsibilities naturally without having to be guided or directed. She ensured her lesson plans were finished and forwarded to us within an appropriate time and displayed an excellent understanding of the need for reflections and how these improve teaching practice. Nyree was always open to receiving feedback and making changes based on suggestions for improvement.

ASSESSMENT

In awarding **Competent** or **Not Yet Competent**, consider the pre-service teachers professional experience unit level, that is, where this unit is positioned in their course. The Professional Experience Handbook provides this information. Please note that this assessment is based on this professional experience unit. Ratings awarded may be different from previous professional experience units and subsequent professional experience units.

If the descriptors are not able to be demonstrated, please tick **insufficient opportunity**, and provide an explanation in the appropriate Comment section.

The overall progress assessment of the placement is either **Pass** or **Fail**.

(Please tick the appropriate box and write a comment)

STANDARD 1 - KNOW STUDENTS AND HOW THEY LEARN	Competent at this Level	Not Yet Competent at this Level	Insufficient Opportunity
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT ON THE TEACHER EDUCATION STUDENT'S KNOWLEDGE OF STUDENTS AND HOW THEY LEARN

Our students come from various backgrounds and cultures including aboriginal and non-English speaking backgrounds. Some of our students have diverse needs, such as Autism, and require additional support. Nyree selected appropriate teaching and learning strategies that catered to their needs and kept them highly engaged. For example, she used whole body tasks to engage our aboriginal students and clear visual prompts and step by step instructions for students who required it. Nyree demonstrated an excellent understanding of differentiating learning; For example, she put students into three groups and gave them tasks that suited their ability levels.

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT	Competent at this Level	Not Yet Competent at this Level	Insufficient Opportunity
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT ON THE TEACHER EDUCATION STUDENT'S KNOWLEDGE OF CONTENT AND HOW THEY TEACH IT

Nyree demonstrated an excellent understanding of the curriculum and was able to locate and organise resources with ease. She utilised the interactive whiteboard using a variety of online resources and was comfortable solving ICT issues when they arose.

STANDARD 3 - PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	Competent at this Level	Not Yet Competent at this Level	Insufficient Opportunity
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Use teaching strategies Include a range of teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT ON THE TEACHER EDUCATION STUDENT'S PLANNING AND IMPLEMENTING OF EFFECTIVE TEACHING AND LEARNING

Nyree's lessons were well sequenced showing a clear objective and she was flexible within the lessons, modifying them when required to suit the students' needs. She used a variety of strategies to gauge where students were at to inform her planning. Nyree used a wide variety of teaching strategies including hands-on and whole body tasks, ICT, workbooks, games and explicit teaching.

STANDARD 4 - CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	Competent at this Level	Not Yet Competent at this Level	Insufficient Opportunity
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT ON THE TEACHER EDUCATION STUDENT'S CREATING & MAINTAINING SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Nyree was calm and confident with the students and able to use a variety of classroom management strategies to keep them on task. Some students demonstrated more challenging behaviours but Nyree observed established classroom strategies, adopted these quickly and was able to use them effectively. Nyree's instructions were well set out in a step-by-step format that was easy for students to follow.

STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	Competent at this Level	Not Yet Competent at this Level	Insufficient Opportunity
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENT ON THE TEACHER EDUCATION STUDENT'S ASSESSING, PROVIDING FEEDBACK AND REPORTING ON STUDENT LEARNING

Nyree demonstrated excellent skills in this area and understanding of the importance of timely feedback. She marked work as she walked around the room and provided prompt feedback to students. She used a range of assessment strategies to gauge where students were at, including questioning and workbook activities, to not only inform her planning, but to identify certain students who were struggling and needed additional support, or students who required extension activities.

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	Competent at this Level	Not Yet Competent at this Level	Insufficient Opportunity
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of the professional learning for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT ON THE TEACHER EDUCATION STUDENT'S ENGAGEMENT ON PROFESSIONAL LEARNING

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	Competent at this Level	Not Yet Competent at this Level	Insufficient Opportunity
7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT ON THE TEACHER EDUCATION STUDENT'S ENGAGEMENT WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

Nyree already has an excellent understanding of the ethics and responsibilities that underpin the role of a teacher. Nyree demonstrated respectful interactions with other staff, parents and carers when the opportunity arose.

OVERALL COMMENTS:

Recommendations:

While Nyree used a range of classroom management strategies effectively, she highlighted this as an area she felt she could improve, so we discussed some more strategies she could use including 1-2-3 Magic and Class Dojo points to reinforce positive behaviours.

Commendations:

Nyree demonstrated a high level of professionalism during her placement here. She was organised, flexible to change and comfortable locating and using a range of resources for her lessons. She also showed a genuine interest and concern for the students as individuals and began to develop a lovely rapport with them. The students responded to her care and quickly accepted her presence in the classroom.

Conclusion:

Nyree demonstrated impressive skills during her placement here. She built an excellent rapport with students and staff. We thoroughly enjoyed having her on our team here and look forward to her rejoining us for her 3 week placement. Based on what we have observed over the past two weeks, Nyree will make an excellent teacher.

Please tick the appropriate box

PASS <input checked="" type="checkbox"/>		FAIL <input type="checkbox"/>	
Mentor Teacher:	Jaime Trott/Lisa York	Date:	21/08/2020
Pre-service Teacher:	Nyree Mackenzie	Date:	

Actioned by Lisa York on 21/08/2020 11:57:45

I acknowledge that by electronically signing and submitting this document, I have reviewed my assessment and the comments and ratings provided by my Mentor.

Actioned by Nyree Mackenzie (19422130) on 21/08/2020 17:32:47