

**FACULTY OF ARTS & SOCIAL SCIENCES
UTS: EDUCATION**

C04255 Master of Teaching in Secondary Education

PROFESSIONAL EXPERIENCE 1 REPORT

Student to complete:

Supervising Teacher to complete:

Teacher Education Student Name	MICHAEL CHIPMAN	Dates	14 / 8 / 17
Student ID	95093744	Supervising Teacher name	CHARMAINE LEONG
Course	MTeach (sec)	Total no. of days	29
School	PENNANT HILLS H.S.	No of Placement	1 of 2
Classes taught	Year 11 Physics, Year 9 science, Year 8 science, Year 10 Science		
Curriculum/teaching area/s	science / physics		

Dear Supervising Teacher: This Professional Experience Report is to be completed at the end of the placement identified by this institution as providing an opportunity for the full range of relevant descriptors of the Graduate Teacher Standards to be demonstrated.

The Professional Experience Handbook contains advice on the purpose of this professional experience placement and where it fits with other placements in the Teacher Education student's program as well as information of the teaching demands of Teacher Education Students.

Co-operating/Supervising Teachers should refer to the National Standards Evidence Guide <http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards> before completing this report. Teacher Education students are to be assessed for each descriptor of the Graduate Teacher Standards as either: *ND - Not Demonstrated; D - Demonstrated; E - Exceeds expectations*. **Descriptors that are Not Demonstrated (ND) must be explained in the appropriate Comment section.** Explain whether the student had the opportunity to demonstrate the descriptor but failed to do so, or whether the student had no opportunity to demonstrate the descriptor.

The overall assessment of the placement is either Satisfactory or Unsatisfactory in consultation with the tertiary supervisor.

PROFESSIONAL KNOWLEDGE			
STANDARD 1 - KNOW STUDENTS AND HOW THEY LEARN			
	ND	D	E
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

COMMENT
The ^{practicum} student's assigned classes did not include members who identified as ATSI. The student's skills in differentiating content and delivery for learners with diverse needs is developing soundly. (descriptor 1.4)

STANDARD 2 - KNOW THE CONTENT AND HOW TO TEACH IT

		ND	D	E
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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.2	Content selection and organisation Organise content into an effective learning and teaching sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.6	Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENT (descriptor 2.3)
The practicum period did not coincide with reporting periods for the school, however the practicum student was able to use formative assessment strategies in class to refine lesson plans. There was no opportunity for the student to demonstrate descriptor 2.4.

PROFESSIONAL PRACTICE

STANDARD 3 - PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

		ND	D	E
3.1	Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	Use teaching strategies Include a range of teaching strategies.	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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

As per school policy, the practicum student did not have permission to contact and communicate with parents as he is not an employee of the school. (descriptor 3.7).

STANDARD 4 - CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

	ND	D	E
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

COMMENT

The practicum student demonstrated an outstanding ability to establish and maintain a rapport with learners in order to informally assess academic level and support skill and content mastery.

STANDARD 5 - ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

	ND	D	E
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3 Make consistent and comparable judgments Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

COMMENT

The practicum student excelled at providing timely, ~~and~~ specific feedback on written tasks; students were able to reflect on and improve their performance.

PROFESSIONAL ENGAGEMENT

STANDARD 6 - ENGAGE IN PROFESSIONAL LEARNING

	ND	D	E
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENT

During the practicum period, the student did not have access to ^{external} professional learning opportunities as he was not an employee at the school. (descriptor 6-2)

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

	ND	D	E
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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

As per school policy, the practicum student did not have permission to contact parents as he was not an employee. There were also no opportunities for the student to engage with external teaching staff and community representatives. (descriptors 7-3, 7-4)

ADDITIONAL COMMENTS:

The practicum student is developing well across all seven professional teaching standards. He will have to focus on building his confidence in delivering content concisely and at an appropriate level of complexity for learners of differing academic ability. With more experience, he ~~will~~ should be able to address any remaining teaching standards.


FINAL ASSESSMENT: Satisfactory Unsatisfactory

- A "satisfactory" grade indicates that the Teacher Education student is deemed competent to progress to Professional Experience 2.
- An "unsatisfactory" grade must only be made in consultation with the tertiary supervisor.

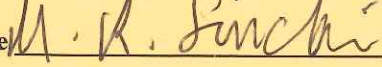
Supervising Teacher

Name CHARMAINE LEONG Signature  Date 22/9/17

Teacher Education Student

Name MICHAEL CHIPMAN Signature  Date 22/9/17

FOR UTS USE ONLY - Subject Co-ordinator/Director of Professional Experience

Name MARK SINCHAR Signature  Date 27/9/17