

FACULTY OF ARTS & SOCIAL SCIENCES
UTS: EDUCATION

C04255 Master of Teaching in Secondary Education

PROFESSIONAL EXPERIENCE 2 REPORT

Student to complete:

Supervising Teacher to complete:

Teacher Education Student Name	Michael Chipman.	Dates	7th May 2018 - 18th June 2018
Student ID	95093744	Supervising Teacher name	Mrs Ramya Lijarage Jayamanne
Course	Maths/science	Total no. of days	30
School	Epping Boys MS.	No of Placement	2 of 2
Classes taught	7R, 8M4, 9M5		
Curriculum/teaching area/s	Mathematics (Stage 4, 5)		

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENT Michael understands the students varied approaches to learning and imposed strategies to incorporate differentiation. Good use of variety of activities, such as power points, quizzes, talking, board work, Geogebra.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 Michael is aware of syllabus outcomes & lesson plans has been catered for the appropriate level for each level of mathematics. His instructions were explicit & clear. At the beginning Michael needed to set time frame to ^{for} complete student to complete given tasks. Michael used ICT in classes.

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENT Michael demonstrated the ability to cater for all students at all levels. He utilised variety of resources, such as ICT, Games, Role play, hands on activities to engage students in learning Mathematics.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENT Michael is able to create and maintain safe and supportive environment by implementing fair and equitable behaviour plans. He uses strategies to complement positive behaviour.

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENT Students were given formal, informal assessments most of his lessons & outcomes have been assessed by providing feedback. Michael has helped with marking formal assessment tasks.

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 type="checkbox"/>	<input checked="" type="checkbox"/>
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

Michael always shows willingness to learn & ask verify educational standards, observed other colleagues from faculty & outside faculty. He has completed his reflection regularly. He has utilised his non-teaching time for observing, planning and organizing himself.

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/ carers.	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

COMMENT

Michael grasps new ideas quickly and shares his ideas and resources with colleagues, seeks and offer advice as needed. Michael has marked Year 7 roll, participated in various sports activities.

ADDITIONAL COMMENTS:

Michael is an enthusiastic learner who has a passion for teaching. He had excellent rapport with his colleagues. He has excellent skills & outside practical knowledge in mathematics & very often he is able to relate it to student outcomes.

FINAL ASSESSMENT:

Satisfactory

Unsatisfactory

➤ An "unsatisfactory" grade must only be made in consultation with the Tertiary Supervisor.

Supervising Teacher

Name RAMYA JAYAMANNE Signature [Signature] Date 18/06/18
LIYANAGE

Teacher Education Student

Name Michael Chipman Signature [Signature] Date 18/6/18

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

Name MARK SWICKAR Signature [Signature] Date 21/6/2018