

EPP3100 Professional Experience Final Report

Respondent: Shannon Prowse (sprow9@eq.edu.au)

S1 2023 EPP3100 Final Report

Student: Zanthie Verrall (0061119208)

Agency: Meringandan State School

Placement Date: 19/01/2023 - 9/02/2023

Placement Result: Pass

Experience: EPP3100 - Practising as a Professional Teache

Allocation Group: EPP3100 2023_S_1

Duration: 15 Days EPP3100 - Practising as a Professional T

This report is to be completed at the end of the supervised placement. The purpose of this report is to measure the standard that has been achieved by the preservice teacher in relation to the APSTS graduate level relevant for the learning for the year and professional experience course that this placement relates.

APST Assessment Scores:

- NA - Insufficient opportunity
- D - Developing skills and knowledge
- A - Achieving skills and knowledge
- E - Exceeding skills and knowledge

Please use the expectations of skills and knowledge as a criterion to inform decision making

We thank you for hosting UniSQ pre service teachers and invite you to submit your [pay claim](#) once this report has been submitted.

SECTION: Confirmation

Please confirm details below

Supervising Teacher's name

Shannon Prowse

Other Supervising Teacher's name (if applicable)

Name of respondent filling in this report

Shannon Prowse

SECTION: Placement Details

Completed days

Did student complete total number of days for this placement? Please select from the below options in response to this question.

Options	
5 Days	
10 Days	
15 Days	a
20 Days	
25 Days	
No, student did not complete all days	
Other	

Result

Please confirm the overall result the student achieved for this placement.

Options	
Pass	a
Fail	

SECTION: Planning effectively - preparation for teaching

Question	Responses
<p>APST 1.1</p> <p>(Demonstrate knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).and characteristics of students and how these may affect learning.)</p>	E
<p>APST 1.3</p> <p>(Demonstrates knowledge of teaching strategies through the Planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).)</p>	E
<p>APST 1.5</p> <p>(Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print).)</p>	E
<p>APST 2.1</p> <p>(Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents)</p>	E
<p>APST 2.2</p> <p>(Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing and synthesising phases, introduction, body and closing phases).)</p>	E
<p>APST 2.3</p> <p>(Uses relevant curriculum and assessment documents to develop a sequence of lessons/learning experiences (example use of ACARA English and Formative PM benchmarks to inform guided reading lessons).)</p>	E
<p>APST 2.5</p> <p>(Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans)</p>	E

SECTION: Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Comments

Zanthie was always well organised and plans were always submitted to me the week prior for feedback. She took on any feedback positively and adjusted her plans accordingly. Zanthie's plans and lessons were well sequenced (using the explicit instruction model and curriculum materials provided) and built on student's prior knowledge, interests and abilities. I was really impressed with the preparation of Zanthie's planning particularly taking on the responsibility of developing a sequence of lessons to form a unit in Maths.

SECTION: Teaching effectively - enactment of teaching

Question	Responses
APST 3.1 (Develops a sequence of lessons with explicit, challenging and achievable learning goals.)	E
APST 3.2 (Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.)	E
APST 3.3 (Uses a range of teaching strategies to promote student learning and demonstrates reflection and improvement in these.)	E
APST 3.4 (Uses a range of resources and ICTs that target students' interests and learning needs.)	E
APST 3.5 (Trials questioning and scanning skills together with an effective use of vocal, facial expression and gestures to support student engagement.)	A
APST 3.6 (Evaluates own lessons and teaching sequences to promote student learning.)	E
APST 2.6 (Identifies ICT teaching strategies to support learning opportunities for students.)	E

SECTION: Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Comments

Zanthie used a range of delivery modes including the use of ICT's (PowerPoints, Digital literacy etc.) She was able to use a variety of teaching strategies to engage her students. With confidence she can manage and deliver a series of lessons over a session – including transitioning from one lesson to another. Zanthie took on any feedback positively and adjusted her plans accordingly.

SECTION: Managing effectively – create safe and supportive learning environments

Question	Responses
APST 4.1 (Identifies a range of strategies to promote the participation of all students in a lesson/learning activity.)	A
APST 4.2 (Reinforces established classroom rules, routines and expectations, through the use of clear directions, to effectively manage the learning environment.)	A
APST 4.3 (Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.)	A
APST 4.4 (Records student attendance, absence and safety concerns as required.)	E
APST 4.5 (Understand strategies which promote safe, responsible and ethical use of ICT's.)	E

SECTION: Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Comments

Zanthie's activities were always well organised. All students of varying abilities could access and achieve success to some degree. Zanthie provided clear direction to the students and ensured that she checked for understanding before students began individual tasks. As a beginning teacher, behaviour management strategies will develop over time with practice. When required, Zanthie was able to get the class back on track by giving verbal and nonverbal redirection. Zanthie monitored students' learning, checked student engagement and ensured that the students remained on task. She actively participated in mentor teacher lessons and ensured that she assisted with student feedback, monitoring and correction which was very helpful particularly with it being the start of the year with quite a large class with a variety of complex behaviours.

SECTION: Accessing and recording learning

Question	Responses
APST 5.1 (Uses a variety of assessment strategies within a lesson sequence to collect information on student's learning progression.)	E
APST 5.2 (Uses oral and written communication to provide feedback to students about their learning.)	A
APST 5.4 (Demonstrate an ability to interpret existing assessment data (student work samples; questioning) to evaluate student learning and discuss implications for modifying teaching practices.)	E
APST 5.5 (Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.)	E

SECTION: Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Comments

Zanthie was able to take part in Pre-moderation – M1 (based on analysis of the GTMJ) of an English task. She was able to sit in on parent meetings (with permission from parents) and understands the importance confidentiality, recording contacts and saving it to the student file.

SECTION: Professional conduct

Question	Responses
APST 6.3 (Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.)	E
APST 7.1 (Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students.)	E
APST 7.2 (Describes and applies school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.)	E
APST 7.4 (Demonstrates a willingness to participate with school staff in a range of activities.)	E

SECTION: Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section

Comments

Zanthie always conducted herself professionally. She arrived well before the students arrived. She attended any teacher meetings that were required and participated in a positive and attentive manner. Zanthie attended two student free days where she was able to participate in mandatory and departmental training. She was able to see and understand the importance of the schools list of priorities that need to be followed and put in place at the start of the year, such as classroom 'look fors' (assessment exemplars, behaviour walls, uniform code, work expectation posters etc.), diagnostic assessment, unit adaptation planners (front ending tool), evidence of differentiation (surfboards), and success criteria.

SECTION: Overall comments regarding this placement

Comments

It was a pleasure to host Zanthie in our classroom this term. Her help in setting up a classroom at this stage of the year was greatly appreciated. Zanthie certainly has the disposition of a great teacher. She is caring and nurturing and the children really gravitate towards her. I hope that after her time in my classroom, Zanthie has grown in confidence, not just as a teacher but in her ability. I would be more than happy to have Zanthie in our classroom again. I wish her all the best in her teaching career.

SECTION: Declaration

Declaration

By completing and submitting this final report I declare the information above is an accurate reflection of the APST's achieved by the preservice teacher named above. Please note, this report will be available to the preservice teacher.

Shannon Prowse (sprow9@eq.edu.au) - 9/02/2023 1:46:41 PM