

EDC1400 Professional Experience Final Report

Respondent: Kellie Pritchard (Kellie.Pritchard@twb.catholic.edu.)

S2 2021 EDC1400 Final Report

Student: Zanthie Verrall (0061119208)

Agency: Mater Dei Primary School - Toowoomba

Placement Date: 11/10/2021 - 15/10/2021

Placement Result: Pass

Experience: EDC1400 - Thinking and Acting Like a Teacher

Allocation Group: EDC1400 2021_2

Duration: 5 Days EDC1400 - Thinking and Acting Like a Teacher

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 USQ 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

Kellie Pritchard

Other Supervising Teacher's name (if applicable)

Name of respondent filling in this report

Kellie Pritchard

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	a
10 Days	
15 Days	
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	
Incomplete	

SECTION: Planning effectively - preparation for teaching

Question	Responses
APST 2.2	A

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

Comments

Zanthie produced detailed lesson plans that included adequate background knowledge of the curriculum, varied questioning and clear formative assessment strategies. She was able to continue her sequence of learning, by identifying students who required consolidation and developing a follow on lesson aimed at their learning needs. She also included follow-on activities available for expert students or activities for those who grasp concepts quickly and are ready for the next step.

SECTION: Teaching effectively - enactment of teaching

Question	Responses
APST 2.1	A
APST 3.3	A
APST 3.4	A
APST 3.5	A

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

Comments

Zanthie was comfortable and displayed an understanding of the literacy and numeracy content for Year 4. She was able to refer to the co-constructed success criteria observed in whole class teaching and transfer this knowledge to guide small groups. Zanthie demonstrated an understanding of and utilised a few various teaching strategies including direct instruction and gradual release. She was reflective of lessons mentioning refining timing and closing lessons by referring back to LISC.

SECTION: Managing effectively – create safe and supportive learning environments

Question	Responses
APST 4.2	A

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

Comments

As the week progressed, Zanthie's confidence increased which was evident in the delivery of her teaching and interactions with students. She was able to direct students in learning and guide them with clear expectations. Students responded well to Zanthie and were comfortable approaching her for help or clarification when needed. They responded positively to her lessons.

SECTION: Accessing and recording learning

Question	Responses
APST 5.4	E

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

Comments

After students self-assessed their understanding, Zanthie collaborated with class teacher to group students into their NAPE workshops (Novice, Apprentice, Practitioner, Expert). Lessons were developed to target the current level of understanding for each group. She was able to identify particular students requiring further consolidation and discuss further learning needs.

SECTION: Professional conduct

Question	Responses
APST 4.5	E

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

Comments

Zanthie conducted herself in a professional manner at all times. She participated in all school required wider curricular expectations including duties. staff meetings, before and afterschool duties as well as attending our school sustainability club 'Environmental Warriors' meetings. She accessed and utilised our School Learning Management 'CANVAS' to help support learning.

SECTION: Overall comments regarding this placement

Comments

Zanthie has completed a successful first practicum. She was receptive to feedback, open to advice and implemented suggestions from supervising teachers. Zanthie questioned regularly to deepen her understanding of pedagogical practices. She commented on common language used across classrooms and year levels throughout the school that reflected our school values. We in Kauri thank her for joining us on her first school placement and wish her well for her future in teaching.

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.

Kellie Pritchard (Kellie.Pritchard@twb.catholic.edu.au) - 16/10/2021 2:54:59 PM