

EDP2222 Professional Experience Final Report

Respondent: Tegan Jones (Tegan.Jones@twb.catholic.edu.au)

S2 2022 EDP2222 Final Report

Student: Zanthie Verrall (0061119208)

Agency: Mater Dei Primary School - Toowoomba

Placement Date: 4/10/2022 - 17/10/2022

Placement Result: Pass

Experience: EDP2222 - The Roles of the Teacher 2

Allocation Group: EDP2222 2022_2

Duration: 10 Days EDP2222 - The Roles of the Teacher 2

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

Tegan Jones

Other Supervising Teacher's name (if applicable)

Name of respondent filling in this report

Tegan Jones

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	a
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	

SECTION: Planning effectively - preparation for teaching

Question	Responses
APST 1.1 (Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.)	A
APST 1.5 (Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.)	E
APST 2.3 (Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.)	A
APST 3.1 (Set learning goals that provide achievable challenges for students of varying abilities and characteristics.)	E
APST 1.6 (Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.)	NA

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

Comments

Zanthie was provided with the opportunity to plan, implement and assess a series of differentiated lessons for a mathematical concept. She produced and delivered this with knowledge of the content descriptor/achievement standard element she was focusing on and provided tasks that were specific to the learning needs of each student.

Zanthie also effectively planned and implemented a sequence of lessons in English that focused on explicit teaching, consolidation and assessment. Her lessons focused on the concept of gradual release and our school's learning process to enable the students to achieve success with the content being taught. Zanthie was aware of the ability levels within the class, allowing her to both support and extend students with those required needs.

Zanthie was consistently well organised, providing her lesson planning and teaching materials to her mentor teacher well before her lessons took place. She adapted her materials to include feedback offered, enabling her to produce quality learning opportunities to the students.

SECTION: Teaching effectively - enactment of teaching

Question	Responses
APST 6.3 (Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.)	E

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

Comments

Zanthie demonstrated enthusiasm and confidence in planning and delivering the content for her set lessons. She successfully applied a variety of effective classroom methods to engage the students and to target the learning needs within the group. The rapport and presence she developed within the classroom enabled her to manage the teaching content and classroom management with ease.

Zanthie implemented teaching and management practices that she had observed being used within the classroom by the mentor teacher. She was always open to feedback throughout her time and applied all suggestions offered to her.

SECTION: Managing effectively – create safe and supportive learning environments

Question	Responses
APST 4.1 (Identify strategies to support inclusive student participation and engagement in classroom activities.)	A
APST 4.3 (Demonstrate knowledge of practical approaches to manage challenging behaviour.)	A

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

Comments

Zanthie accounted for the variety of learning needs, abilities and preferences in the classroom by planning her lessons using elements of group work, technology and explicit teaching. She monitored the involvement of the students during her lessons and regularly checked-in to ensure each student was working towards the task.

Zanthie implemented teaching and management practices that she had observed being used within the classroom by the mentor teacher. She also worked to build a rapport with many of the students within the classroom.

SECTION: Accessing and recording learning

Question	Responses
APST 5.1 (Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.)	A
APST 5.3 (Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.)	A
APST 5.4 (Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.)	A

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

Comments

During a sequence of small group differentiated Maths lessons that Zanthie planned and implemented, she made observations as she worked with each small group. This enabled her to determine whether students were requiring more support on certain tasks or were ready to have their learning extended. She provided further lessons to ensure all students were provided with equal opportunity to meet the requirements of the content descriptor.

Following a sequence of lessons in English that Zanthie planned, implemented and assessed, she moderated with her mentor teacher when determining grade standards for the assessment piece. This allowed Zanthie to determine an appropriate grade for the results of each students' test paper.

SECTION: Professional conduct

Question	Responses
APST 4.4 (Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.)	E

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

Comments

Zanthie was consistent in maintaining her professional conduct. She was respectful in her interactions with staff members and students, ensuring positive relationships with all school community members.

SECTION: Overall comments regarding this placement

Comments

Zanthie demonstrated enthusiasm, professionalism and an openness to learn from every experience offered to her. She was consistently well-organised, with her planning and preparation of materials reflecting a recognition of the curriculum requirements and an awareness of the learning needs within the class. Zanthie adapted her planning and teaching to reflect her understanding of the curriculum, repertoire of teaching strategies and mentor teacher feedback. She communicated her own personal goals that she wished to work towards during her placement and showed growth in the achievement of these through her willingness to move beyond her comfort zone and seek feedback, to which she applied. The presence she maintained within the classroom was evident due to the respect she gained from the students during her time working with them.

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.

Tegan Jones (Tegan.Jones@twb.catholic.edu.au) - 18/10/2022 3:03:38 PM