

Now that you've printed this form

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- 3) Pre-service teacher to return the form to the PEP Office at ACU.

GRACE LUTHERAN PRIMARY SCHOOL

38 Maine Road

Clontarf Q 4019

Ph: 3283 0011 Fx: 3283 0012

Please place School Stamp here:

EDFX413 Professional Experience Program Final Report

Pre-service Teacher Name: Miss Natalie Cahill

Date: 14/06/13

School: Grace Lutheran Primary School Clontarf

Year / Level Year 6C

This final report should be completed by the Associate teacher and discussed with the pre-service teacher at the **COMPLETION** of the Professional Experience.

The Professional Person

Not met

Met

Exceeded

QCT Professional standards 6, 8, 9 and 10 and including

Responsibility for Personal Development

- Reflects critically on personal professional practice using the QCT Professional Standards to analyse personal strengths and weaknesses
- Engages in the setting of professional goals
- Actively seeks opportunities for personal development
- Responds professionally and reflectively to mentoring and feedback from Associate Teacher and ACU Representative

Comments

Natalie was able to identify strengths and weaknesses in her own teaching practice. She worked towards strengthening areas of concern. Natalie attended regular staff meetings to understand and reinforce what is taught in the classroom. Natalie was very open to advice and shared her own ideas and teaching with other experienced teachers. She is able to take on board suggestions to improve her teaching, learning and assessment strategies. She was eager to attend optional PD opportunities to implement new ideas.

Professional Attitudes and Practices

- Appropriately performs all duties in a manner consistent with school policies and procedures
- Responds ethically with regard to the legal obligations of teachers
- Adheres to appropriate dress standards
- Meets personal work-related goals and priorities

Comments

Natalie was able to attend and perform all duties in an appropriate manner. She was able to dress appropriately in relation to our school policy. Natalie showed in the classroom and playground, that she is capable of behaving ethically in the teaching profession and was a positive role model for students.

Professional Relationships within the School Community

- Engages in partnership with teachers and other professionals
- Communicates in an appropriate and professional manner
- Contributes to the co-curricular program of the school
- Establishes respectful, productive relationships with families and caregivers

Comments

Natalie willingly shares professional planning ideas with other teaching staff. She is able to communicate effectively and professionally with all staff members. Natalie contributed above and beyond the expected level in volunteering her time after school to attend curriculum meetings, moderation marking meetings and after school events.

Teacher as Planner

Not met

Met

Exceeded

QCT Professional Standards 1-5 including

Planning

- Demonstrates a sound knowledge of content, processes and skills of KLAs and links across KLAs
- Professionally identifies, evaluates and selects teaching learning and assessment strategies
- Designs engaging and flexible learning experiences
- Designs learning experiences that develop language, literacy and numeracy
- Designs intellectually challenging, dynamic learning experiences
- Plans learning experiences in which students actively use ICT
- Designs learning experiences that take account of background, characteristics, and learning styles of students

Comments

Natalie was able to successfully adapt to working with the National Curriculum for planning lessons in Year 6 for English, Mathematics, Science, Technology etc. She was able to use a variety of key learning areas in her daily and weekly plans for teaching. Natalie provided a variety of learning and assessment strategies to assess student learning. Natalie is working towards provided modified programs for students with special needs who require an alternate program. Natalie was able to successfully integrate technology into teaching and learning activities for the students to enhance their learning opportunities. She effectively used the interactive whiteboard on a daily basis. Natalie's lessons were designed to cater for a range of learning styles by considering the students prior knowledge and successful learning experiences.

Monitoring and Assessing Learning

- Establishes appropriate learning goals and assessment strategies and communicates these clearly to students
- Critically selects a range of assessment tools to gauge student learning
- Demonstrates an awareness of school reporting processes for parents and caregivers

Comments

Natalie communicates effectively the expectations of learning activities to the class and individual students. She can successfully use an A-E scale rubric to assess student learning activities. Natalie was able to utilise these rubrics to communicate with students their learning strengths and weaknesses. She is familiar with the school reporting process used at Grace Lutheran Primary.

Not met

Met

Exceeded

Teacher in Action

QCT Professional standards 1-5 and 7, 8 including

Communication

- Demonstrates a professional and motivating classroom presence
- Projects and uses voice effectively
- Written and verbal communication accurate, clear and grammatically correct
- Communicates effectively and ethically with both professional and community members of school learning environments

Comments

Natalie effectively communicated with all students, both verbally and written in the classroom. She was able to utilise the sonic ear (hearing device) to target students with hearing difficulties. Natalie improved her confidence and enthusiasm when executing daily lessons. She was able to communicate with other teachers and parents when our open classroom day occurred. Natalie consistently offered assistance to teachers during her time here.

Instructional Skills

- Effectively demonstrates management of the classroom and resources
- Monitors independent and group work encouraging the participation of all students
- Understands and applies techniques for scaffolding and supporting student learning
- Provides timely appropriate feedback to students on their learning
- Demonstrates a flexibility in differentiating teaching and learning experiences linked with assessment
- Encourages students to ask question, exchange idea and engage in higher order thinking

Comments

Natalie successfully keeps lessons to the designated time frame. She was able to adapt to teaching students in a variety of learning spaces around the school. Natalie consistently monitored students during classroom activities by encouraging and assisting with difficulties that arose. Natalie also provided 'hands on' visual learning experiences for students with difficulties in Mathematics. She was able to target a range of students to input their ideas and or to ask and answer questions in small groups or whole class discussions. Natalie provided conferences with individual students to provide feedback to enhance their learning experiences. Natalie successfully taught and modified her teaching for two other classes in the area of Science.

Managing Students and Learning Contexts

- Establishes clear expectations for student learning and behaviour
- Provides explicit feedback for students on appropriate behaviour
- Identifies and applies behaviour management strategies in a fair, sensitive and consistent manner
- Applies school and employing authority policies and procedures for behaviour management and student safety

Comments

Natalie successfully maintained student behaviour expectations. She communicated the expectations for student behaviour during the instructions at the beginning of each lesson. She also followed through with appropriate and fair consequences to inappropriate behaviour choices. Natalie was consistent with behaviour management strategies and used positive rewards to promote positive behaviour. She was able to support the school behaviour management policy both in and outside the classroom.

Comment:

Natalie was punctual for each day of her professional learning experience. She was able to be consistently flexible in her teaching with the interruptions to the weekly timetable. Natalie is an enthusiastic teacher in the classroom and has made many meaningful relationships with both the students and staff. She endeavours to self reflect her own teaching on a daily basis to improve her lessons and teaching. It has been a pleasure to have Natalie in my class over the past 6 weeks.

Number of PEP days completed: Days

Professional experience program result: Pass

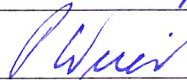
Fail

Associate Teacher: Mrs Natasha Cochrane



Date: 14/06/13

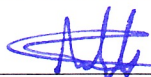
Principal: Mr Peter Weier



Date: 14/06/13

The EDFX413 Professional Experience 4 Final Report has been discussed with me.

Pre-service Teacher: Miss Natalie Cahill



Date: 14/06/13

This report has been endorsed by:

**Australian Catholic University
School of Education – Queensland**