

# Professional Placement Assessment

Unit Code: EDF4730 & EDF4731

Scheduled Placement Period: 13<sup>th</sup> April – 1<sup>st</sup> May

(Remaining 10 days to be negotiated between the student and the school)

I confirm that <u>Kelly Gordon</u> (record pre-Service teacher's name)	
School Name: <u>Carrum Downs Secondary College</u>	
Mentor Teacher's Signature: <u>[Signature]</u> (Kelly Pratt Coordinator)	Mentor Teacher's Name: <u>Raquel Nixon</u>
Total Number of Days Required: <u>25</u>	Total Number of Days Attended: <u>25</u>
Total Number of Days Absent: <u>—</u>	
Placement Outcome: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
<b>Submission of Placement Assessment Report</b>	
Please email the completed report within one week of placement completion to the Professional Experience Office, ensuring that a copy is retained by the mentor teacher/school and pre-service teacher.	
✉ <a href="mailto:professional.placements@monash.edu">professional.placements@monash.edu</a>	
☎ 03 9904 4409	

Further information about placement calendars is available via the Professional Experience website at:

<http://monash.edu/education/current-students/professional-experience/teacher-placements/calendars/>

## Involvement in school activities and community (including the 10 negotiated days)

Details of the pre-service teacher's involvement in the total school program (e.g. assistance with camps and/or excursions, performances, sporting activities, clubs and societies, involvement in assemblies, yard duty, staff and faculty meetings, involvement in areas of interest and expertise, and knowledge of the day to day administration of the school).

Assisted with the training of the boys netball team and took them to sport. Participated in yard duty. Attended morning briefings and after / before school meetings. Kelly took on opportunities the college offered and involved herself in school life.

# Professional Placement Assessment Report – Semester 1

## Assessing achievement

The report assesses development against items that have been informed by the Graduate Teacher Standards, as these relate to a pre-service teacher's readiness of to work as a teaching professional.

Please place a tick (☑) in the appropriate column for each of the items and a comment underneath which supports your judgement of the stage reached.

*Beginning (Beg)*

*Consolidating (Cons)*

*Graduate level (Grad)*

This assessment acknowledges that learning to teach is a continuum and that pre-service teacher's move across three stages of learning: from beginning, consolidating and graduate.

**By Beginning, we mean** that a pre-service teacher knows the importance of the item and can explain their understanding of it in a particular practice context. They should be able to identify this item or gather evidence on it through explicit and focused observation and reflective practice in discussion with others (peers, mentor/s, supervisors).

**By Consolidating, we mean** that a pre-service teacher can explain their own understanding of an item and has developed strategies to demonstrate what this item looks like in their own practice. They can identify their own professional learning goals against the item and seek support to build their expertise.

**By Graduate level we mean** that a pre-service teacher clearly demonstrates evidence of the item in their own practice and is 'ready to teach'. It is an acknowledgement that this stage is also a continuation of their professional learning as teachers.

**By Not Appropriate we mean** that the item does not apply or is not relevant to the pre-service teacher at this time.

Development and progress will vary across placement blocks. For example, it is expected that a pre-service teacher's progress will reflect more confidence and consolidation during their final placement experiences than during their first. However, in each placement period, pre-service teachers will not only *build on* their experience in their earlier placements but also *begin again*, putting new ideas and skills into practice.

It is important that mentor teachers provide evidence to support their observations for each of the standards. This report forms part of the pre-service teacher's **formative assessment**. Therefore, for Semester 1, it is important that mentor teachers relate details of performance **at this stage of the pre-service teacher's learning and development**.

## Important information

1. As per the Monash APEx model for professional experience, this report should be used by both the mentor teacher and the pre-service teacher as a guide to recording the pre-service teacher's teaching and involvement in the life of the school. Please include particular reference to the PST's involvement in day to day administrative activities as well as other activities including camps and/or excursions, performances, sporting activities, clubs and societies and various areas of interest and expertise. We value greatly detailed information about how the PST participated in the breadth and complexity of teacher's work.
2. This report should describe and evaluate the PST's professional learning against the graduate standards as demonstrated by both their developing teaching practice (as seen during the block placement) and by their engagement in other aspects of teachers' work (as seen during the negotiated days).
3. This report should be completed **on or before the last day of placement** and discussed with the pre-service teacher prior to signing.
4. If problems arise during the placement, mentor/mentor teachers are requested to contact the Professional Experience Office immediately rather than wait until the time to submit the report.

Graduate Teacher Standards				
<b>1. Know students and how they learn</b>	Beg	Cons	Grad	N/A
• Understands how students' backgrounds and cultural identities influence their learning			✓	
• Understands how adolescents develop and the effect of this on their learning			✓	
• Differentiates learning activities to meet specific needs of students with respect to ability, cultural identity and background		✓	✓	
• Effectively communicates with (and actively listens to) students			✓	
• Forms appropriate professional relationships with students.			✓	
<b>Comments/Evidence:</b> Kelly clearly demonstrates her understanding of students + how they learn. She has built relationships to aid her understanding of individuals + is aware of student needs.				
<b>2. Know the content and how to teach it</b>	Beg	Cons	Grad	N/A
• Shows thoughtful knowledge links between content, concepts and pedagogy.			✓	
• Develops meaningful student learning sequences that motivate students and engage them in active learning.			✓	
• Plans and implements learning activities that are responsive to the diverse interests and abilities of the students.			✓	
• Shows knowledge of relevant curriculum documents and applies this knowledge			✓	
• Uses ICT and a wide variety of teaching strategies and pedagogical approaches to engage and motivate students.			✓	
<b>Comments/Evidence:</b> Kelly knows content + plans activities to ensure students are engaged with the material. ICT has been used in the class room as another learning tool.				

<b>3. Plan for and implement effective teaching and learning</b>	Beg	Cons	Grad	N/A
• Uses professional knowledge to identify a range of learning goals and sequences.			✓	
• Plans lessons which integrate a range of activities, resources and materials.			✓	
• Is responsive to difference in students' abilities, cultural identities and backgrounds in planning and implementing plans.			✓	
• Uses a range of verbal and non-verbal communication strategies to support student engagement			✓	
• Manages time effectively in planning for and implementing teaching and learning			✓	
• Shows flexibility in implementing lesson plans and meeting curriculum objectives		✓		
<b>Comments/Evidence:</b> Kelly plans classes to ensure a range of activities are used to cater for different learners. She is improving her differentiation + flexibility of changing activities				

4.	Create and maintain supportive and safe learning environments	Beg	Cons	Grad	N/A
	• Establishes clear expectations for behaviour to create a safe, inclusive and engaging learning environment.			W ✓	
	• Organises and manages teaching and learning activities (including clear instructions) to support students' wellbeing and safety			/	
	• Deploys a range of teaching and learning strategies that support inclusive, collaborative and respectful relationships between students.			/	
	• Promotes a challenging, creative and ethical learning environment.			/	
<b>Comments/Evidence:</b> Kelly is very clear on her expectations. However she does need to follow through to show she is serious. Instructions are clear and she is very aware of the learning environment.					
5.	Assess, provide feedback and report on student learning	Beg	Cons	Grad	N/A
	• Understands the relationship between assessment, reporting and teaching and learning		/		
	• Utilises a range of assessment practices (including diagnostic, formative and summative; formal and informal) to support ongoing student learning		/		
	• Uses assessment data to plan for and differentiate future teaching and learning			/	
	• Participates in moderation processes that support consistent and comparable judgements of student learning		/		
<b>Comments/Evidence:</b> Kelly only had the opportunity to mark work which was provided by another teacher. and not complete the preparation. Therefore, this was difficult for her to show.					
6.	Engage in professional learning	Beg	Cons	Grad	N/A
	• Knows and seeks appropriate sources of, and forums for, professional learning			/	
	• Critically reflects on own practice to improve teaching and learning.			/	
	• Uses classroom experiences, work samples and assessment data as a basis for collaborative, focused inquiry and professional learning.			/	
	• Actively seeks and responds to constructive feedback from teachers.			/	
	• Identifies professional learning needs and takes some responsibility for addressing these needs			/	
<b>Comments/Evidence:</b> Kelly asks for help as she needs it. She listens to feedback and acts upon it. or asks for help to improve. Her classroom reflects what she is working on improving.					

7.	Engage professionally with colleagues, parents/carers, and the community	Beg	Cons	Grad	N/A
	Engages professionally, respectfully and ethically with colleagues and other members of the institution.			✓	
	Understands the importance of communicating effectively, sensitively and confidentially with parents/carers			✓	
	Is responsive to particular cultural and institutional practices in day-to-day professional actions and behaviours			✓	
	Engages professionally, respectfully and ethically with colleagues and other members of the institution.			✓	
	Understands the importance of communicating effectively, sensitively and confidentially with parents/carers			✓	

**Comments/Evidence:**

Kelly's behaviour and attitude is at all times professional. She asks for advice from a range of staff and has initiated conversations on curriculum and student management.


**Any Advice or Recommendations:**

Kelly needs to work on using the classroom management process consistently. At times she seems nervous to complete the last step, so tends to give students chances. This could make things more difficult for her ultimately. I have no concerns with Kelly's teaching.

**To be completed by the Mentor Teacher**

I have discussed the report and above comments with my pre-service teacher. I have provided a copy of the report to the pre-service teacher.

Mentor teacher's signature: \_\_\_\_\_

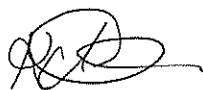


Date: 16/6/15

**To be completed by the Pre-service Teacher**

I have read and discussed the report and above comments with my mentor teacher. I have been provided with a copy of my report.

Pre-service teacher's signature: \_\_\_\_\_



Date: 16/6/15

**Submission of Placement Assessment Report**

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*Privacy Collection Statement:* The information on this form is collected for the primary purpose of recording a pre-service teacher's performance, activities and involvement in the life of the placement setting. Other purposes of collection may include being referred to when a reference is requested by the student. Students have a right to access personal information that Monash University holds about them, subject to any exceptions in relevant legislation. Students wishing to seek access to their personal information or enquire about the handling of their personal information, should contact the University Privacy Officer: [privacyofficer@adm.monash.edu.au](mailto:privacyofficer@adm.monash.edu.au)