

PROFESSIONAL AND COMMUNITY EXPERIENCE (PCE)

School of Education (Victoria)

EDFX310 REPORT FORM

PRE-SERVICE TEACHER:	SARAH COLLINS
SCHOOL:	ST. TIMOTHY'S PRIMARY SCHOOL
ASSOCIATE TEACHER:	ANNE-MAREE NOONAN
GRADE LEVEL:	PREP
ACU COURSE:	Bachelor of Education (Primary)
YEAR OF STUDY:	Third supervised teaching placement in primary settings
UNIT CODE:	EDFX310

REPORT FORM GUIDELINES

This EDFX report is used to document a shared understanding of pre-service teacher progress during the EDFX310 placement. The report should be written following a process of professional conversations structured around the three domains of the Australian Professional Standards for Teachers. These conversations will include the pre-service teacher and Associate Teacher, but may include other placement school and University staff.

The report may also be used on additional occasions to communicate to pre-service teachers specific areas for improvement. This may take place when the Associate Teacher and/or University Supervisor are concerned about the pre-service teacher's progress.

The comments entered in these reports may be read by a range of stakeholders interested in the pre-service teacher's progress. Therefore they should be concise, focused and emphasise learning and development. In making judgements, please refer to the advice given in the EDFX Unit Outline to ensure that evaluative comments are appropriate to the pre-service teacher's level of development in the course.

Assessment of Progress

- **SATISFACTORY:** Demonstrated a satisfactory level of achievement overall in the professional experience unit being undertaken.
- **UNSATISFACTORY:** Achievement is unsatisfactory overall for the professional experience unit being undertaken. **The pre-service teacher will therefore FAIL the EDFX310 placement.**
- **AT RISK - (Mid-Point Only):** When a pre-service teacher's progress is assessed as not meeting the required level of the professional experience unit being undertaken at the Mid-Point, then the Associate Teacher should complete the EDFX Report Form as instructed. The EDFX Report Form is then considered as an intervention and support mechanism to ensure the pre-service teacher has every opportunity to further develop the necessary knowledge and skills. Pre-service teachers should be given a minimum five days notice to ensure adequate time to improve.

The EDFX Report Form is to be provided to the pre-service teacher by the end of their last day of placement. The details of the report should be discussed with the pre-service teacher before the end of the placement to ensure accurate and shared interpretations of comments.

Sarah congratulations of all your efforts for the first half of your placement. I really like the way you reflect on the students and what they have learned, what they still need to learn, and how fast they are learning. Your assessment data shows areas for improvement and when a particular method may not be working for a student and you the teacher needs to make a change. Data collection isn't always the easiest thing to do when you are so busy, but it is one of the most important things to do. Without it we have nothing concrete to base our decisions off of. You do this well and articulate your thoughts.

It cannot be stated enough how important it is for a teacher to understand the different characteristics of each of their students. Learning characteristics differ amongst children and exploring their learning styles is not only important but also very interesting and helps you to get to know the children. Students learn by different methods, at different rates and retain and recall information differently. Sarah you have displayed the importance of understanding student backgrounds, such as culture and family life, because it will affect their learning, generalization, and maintenance of the knowledge they gain. Your patience and caring nature you always display has ensured that you not only cater for all the children but you are also building great relationships with them. **1.3. catering for students of diverse backgrounds**

Sarah in the teaching profession time is always an issue, management of this time is something you will need to think about and reflect on. You need to look after yourself and ensure that you maintain a balanced life style to ensure that you stay healthy and happy. Sarah you are working towards meeting all the eight standards of teaching and this is evident in your classroom manner, planning, rapport with parents, staff and students. I really appreciate the thought and research you put onto your lessons to gather appropriate, interesting and exciting activities to ensure that the students are engaged and learning.

Well done and keep up the great work.

28.11.14

June-Mae Noonan

AOW

Sarah constantly reflected on the physical, social and cognitive characteristics of students and the effects on learning and implications for teaching. For example, Sarah understands that students in the early years of school are beginning to understand ideas beyond first hand concrete experiences, are still developing control of small and large muscles, have short attention spans and can be egocentric. Students at this stage learn best when activities are short and hands-on with opportunity for movement. Encouragement to work co-operatively may also be required.

1.1 understanding the affects of physical, social, and intellectual development

Sarah ensures that instructions are delivered in multiple ways. For example, when teaching adding groups of the same number maths strategies she provided instructions to students verbally, in written form and through visual modelling. This assisted students of different abilities to understand and participate in the task.

1.2 understanding how students learn and implications for Domain 2 teaching

In order that Sarah's teaching is effective and connects with a diverse group of students, she strives to implement lessons which incorporate a range of teaching strategies. Sarah challenges students, her lessons are thoroughly planned, logically structured and yet not so predetermined that they are out of step with, and impervious to, the learning pace and style of her students, their interests and capabilities. Whilst the Unit and lesson plans are something that she develop herself with the collaboration of myself, the implementation of these lessons and how these are delivered on the day, are a joint enterprise between her students and herself. As a mentor teacher I have pushed Sarah to develop her skills at planning, programming and implementing lessons that are exciting and engaging for all the students.

1.5 differentiate teaching