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**Faculty of Education (Vic)
PROFESSIONAL AND
COMMUNITY EXPERIENCE
PROGRAM**

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**Bachelor of Education (Primary)
REPORT FORM**

EDFX213 (Supervised Teaching Round 2)	
Pre-service Teacher: Sarah Collins	
Student ID: 50025916	Campus: Melbourne
School & Suburb/Town: Hdy Saviour Primary School Vermont South	
Associate Teacher: Tina Laria-Currie	
Grade: 3/4	Date From: 18 / 11 / 13 To: 6 / 12 / 13
University Supervisor:	

The theme for this phase of the Professional and Community Experience Program is:

ORGANISATION and SKILL DEVELOPMENT

In this phase of teacher education each pre-service teacher is expected to develop basic teaching and organisation skills in order to become more confident in teaching-learning interactions with students. Specific skill areas include:

- Continued development in basic skill areas of lesson planning, preparation and presentation
- Organisation and management of children
- Professional relationship with school staff and children
- Refinement of self image as a teacher

The associate teacher is requested to focus on the pre-service teacher's acquisition of these skills in this report. The section "Progress Report - Formative Evaluation" is particularly important because it gives the pre-service teacher explicit feedback on strengths demonstrated with your class. It also provides a short list of skills for development during the latter part of the round.

Principal's Or Student Teacher Coordinator's Comment	
Sarah is to be congratulated on an outstanding ward. Her ability to work with staff & children at Holy Saviour has been done with ease. Sarah was always well prepared, punctual and I have no doubt as to her future success	
Signed: M Szalata	Date: 6 / 12 / 13
(Principal/Student Teacher Coordinator)	

This report is a diagnostic instrument used to assist the pre-service teacher's professional development. It has not been written as a reference.

Well done Sarah!

Sensitivity to children's learning

Recognition of inappropriate student behaviour; awareness of students who are not engaged, not contributing; awareness of students' group behaviour; awareness to move onto another task or change lesson direction; constructive reaction to students' responses.

Well done for remembering 26 names by day two. You praise children for their positive behaviour and remind children who are not on task to refocus in a calm and gentle manner.

Classroom organisation and management

Promptness in beginning lessons; distributing/collecting materials; supervision of whole class while working with individuals; clarity of directions; extension activities for early finishers; level of student co-operation; effectiveness of behaviour management strategies.

You are always well prepared and you will ask for clarification when unsure. Your lessons are well timed and you are becoming aware when the children are becoming unsettled and are ready to work either individually or in pairs/groups at their table.

Interaction between pre-service teacher and pupils

Mutual respect between pre-service teacher and students; confidence in dealing with students; appropriate use of humour; evidence of warmth and approachability; interaction with students outside the classroom.

You have a warm and friendly mannerism towards the children. You can share a laugh with them and you stop and listen to their stories and concerns. You are very approachable in and out of the classroom.

Development of pre-service teacher's self-image as a teacher

Rapport with staff members; projection of "self" dealing with students in and out of class; suitability of professional dress, appearance, behaviour; punctuality; command of language; ability to accept and respond constructively to advice; interest and involvement in general school matters; level of vitality and enthusiasm.

You have developed a good rapport with most staff at Holy Saviour. You always arrive at school well dressed, punctual and with a smile on your face. You accept constructive feedback well and are willing to try anything.