

## PROFESSIONAL EXPERIENCE ASSESSMENT FORM COMPLETED BY THE MENTOR (CLASSROOM) TEACHER

<b>Pre-service Teacher:</b>	Bianca Bartucciotto	<b>Student ID:</b>	14827727
<b>Course:</b>	Master of Teaching (OpenUnis CSP)		
<b>Unit:</b>	22SP1MTP502 Primary Prof Exp 1: Planning for Writing		
<b>School:</b>	St Anthony's School - Wanneroo		
<b>Class/Year/Subject:</b>	Year 5		
<b>Professional Experience Dates:</b>	9/05/2022 - 20/05/2022		

<b>Professionalism</b>	<b>Please select the appropriate level</b>
1. Punctuality	Above satisfactory for this level
2. Personal Presentation	Above satisfactory for this level
3. Initiative	Above satisfactory for this level
4. Respects the schools, vision, values, mission and approaches	Above satisfactory for this level
5. Appropriate planning to be checked by mentor teacher at least 24 hours prior to lesson	Above satisfactory for this level
6. Demonstrates reflective practice, for example gather written and verbal feedback, written reflections, ability to articulate reflective processes after teaching	Above satisfactory for this level
7. Participation in other duties/activities, for example, playground duty, bus duty, staff meetings, parent teacher interviews.	Above satisfactory for this level

### **Comment - Professionalism**

Bianca has presented extremely well. She is highly organised, her lesson plans were emailed well before her lessons and it was lovely to have a student who shows initiative. Congratulations on an impressive prac.

## ASSESSMENT

In awarding **Competent** or **Not Yet Competent**, consider the pre-service teachers professional experience unit level, that is, where this unit is positioned in their course. The Professional Experience Handbook provides this information. Please note that this assessment is based on this professional experience unit. Ratings awarded may be different from previous professional experience units and subsequent professional experience units.

If the descriptors are not able to be demonstrated, please tick **insufficient opportunity**, and provide an explanation in the appropriate Comment section.

The overall progress assessment of the placement is either **Pass** or **Fail**.

<b>STANDARD 1 - KNOW STUDENTS AND HOW THEY LEARN</b>	<b>Please select the appropriate level</b>
<b>1.1 Physical, social and intellectual development and characteristics of students</b> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Competent at this Level
<b>1.2 Understand how students learn</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Competent at this Level
<b>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b> Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Competent at this Level
<b>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</b> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	Competent at this Level
<b>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b> Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Competent at this Level
<b>1.6 Strategies to support full participation of students with disability</b> Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Competent at this Level

### COMMENT ON THE (S1) TEACHER EDUCATION STUDENT'S KNOWLEDGE OF STUDENTS AND HOW THEY LEARN

Bianca was very quick to pick up on an issues the children may have had. She showed an understanding of how different children learn and catered for these needs.

<b>STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT</b>	<b>Please select the appropriate level</b>
<p><b>2.1 Content and teaching strategies of the teaching area</b> Demonstrate knowledge, and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p>	Competent at this level
<p><b>2.2 Content selection and organisation</b> Organise content into an effective learning and teaching sequence</p>	Competent at this level
<p><b>2.3 Curriculum, assessment and reporting</b> Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p>	Competent at this level
<p><b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds</p>	Competent at this level
<p><b>2.5 Literacy and numeracy strategies</b> Know and understand literacy and numeracy teaching strategies and their application in teaching areas</p>	Competent at this level
<p><b>2.6 Information and Communication Technology (ICT)</b> Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	Competent at this level

**COMMENT ON (S2) THE TEACHER EDUCATION STUDENT'S KNOWLEDGE OF CONTENT AND HOW THEY TEACH IT**

Bianca was very well prepared. She displayed confidence when teaching her lessons.

<b>STANDARD 3 - PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING</b>	<b>Please select the appropriate level</b>
<p><b>3.1 Establish challenging learning goals</b></p> <p>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p>	Competent at this Level
<p><b>3.2 Plan, structure and sequence learning programs</b></p> <p>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p>	Competent at this Level
<p><b>3.3 Use teaching strategies</b></p> <p>Include a range of teaching strategies.</p>	Competent at this Level
<p><b>3.4 Select and use resources</b></p> <p>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p>	Competent at this Level
<p><b>3.5 Use effective classroom communication</b></p> <p>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	Competent at this Level
<p><b>3.6 Evaluate and improve teaching programs</b></p> <p>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p>	Competent at this Level
<p><b>3.7 Engage parents/ carers in the educative process</b></p> <p>Describe a broad range of strategies for involving parents/carers in the educative process.</p>	Competent at this Level

**COMMENT ON (S3) THE TEACHER EDUCATION STUDENT'S PLANNING AND IMPLEMENTING OF EFFECTIVE TEACHING AND LEARNING**

Bianca's lessons flowed beautifully. The children were well directed and the instructions given were clear.

<b>STANDARD 4 - CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS</b>	<b>Please select the appropriate level</b>
<b>4.1 Support student participation</b> Identify strategies to support inclusive student participation and engagement in classroom activities.	Competent at this Level
<b>4.2 Manage classroom activities</b> Demonstrate the capacity to organise classroom activities and provide clear directions.	Competent at this Level
<b>4.3 Manage challenging behaviour</b> Demonstrate knowledge of practical approaches to manage challenging behaviour.	Competent at this Level
<b>4.4 Maintain student safety</b> Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Competent at this Level
<b>4.5 Use ICT safely, responsibly and ethically</b> Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Competent at this Level

**COMMENT ON (S4) THE TEACHER EDUCATION STUDENT'S CREATING & MAINTAINING SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS**

The children gravitated to Bianca the minute she walked in the door. She exudes personality and kindness.

<b>STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</b>	<b>Please select the appropriate level</b>
<b>5.1 Assess student learning</b> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Competent at this Level
<b>5.2 Provide feedback to students on their learning</b> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Competent at this Level
<b>5.3 Make consistent and comparable judgements</b> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Competent at this Level
<b>5.4 Interpret student data</b> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	Competent at this Level
<b>5.5 Report on student achievement</b> Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Competent at this Level

**COMMENT ON (S5) THE TEACHER EDUCATION STUDENT'S ASSESSING, PROVIDING FEEDBACK AND REPORTING ON STUDENT LEARNING**

Bianca gave the children on the spot feedback, which worked well for the children.

<b>STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING</b>	<b>Please select the appropriate level</b>
<p><b>6.1 Identify and plan professional learning needs</b></p> <p>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</p>	Competent at this Level
<p><b>6.2 Engage in professional learning and improve practice</b></p> <p>Understand the relevant and appropriate sources of the professional learning for teachers</p>	Competent at this Level
<p><b>6.3 Engage with colleagues and improve practice</b></p> <p>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p>	Competent at this Level
<p><b>6.4 Apply professional learning and improve student learning</b></p> <p>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</p>	Competent at this Level

**COMMENT ON (S6) THE TEACHER EDUCATION STUDENT’S ENGAGEMENT ON PROFESSIONAL LEARNING**

Bianca participated in our staff wellness day and attended our cluster meetings.

<b>STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY</b>	<b>Please select the appropriate level</b>
<p><b>7.1 Meet professional ethics and responsibilities</b></p> <p>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession</p>	Competent at this Level
<p><b>7.2 Comply with legislative, administrative and organisational requirements</b></p> <p>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p>	Competent at this Level
<p><b>7.3 Engage with the parents/carers</b></p> <p>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p>	Competent at this Level
<p><b>7.4 Engage with professional teaching networks and broader communities</b></p> <p>Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.</p>	Competent at this Level

**COMMENT ON (S7) THE TEACHER EDUCATION STUDENT’S ENGAGEMENT WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY**

Bianca brought a happiness and energy to our staffroom conversations.

**OVERALL COMMENTS:****Recommendations:**

Looking forward to Bianca coming back into my classroom in Term 3 for three weeks.

**Commendations:****Conclusion:**

I think a pass/fail grade undersells how well Bianca has performed during this prac. I congratulate Bianca on her hard work and energy she brought to our class.

**Please select the appropriate overall assessment of placement****Pass/Fail**

PASS

<b>Mentor Teacher:</b>	Caroline Clinch	<b>Date:</b>	20/05/2022
<b>Pre-service Teacher:</b>	Bianca Bartucciutto	<b>Date:</b>	

Actioned by Caroline Clinch on 20/05/2022 13:19:18

**I acknowledge that by electronically signing and submitting this document, I have reviewed my assessment and the comments and ratings provided by my Mentor.**

Actioned by Bianca Bartucciutto (14827727) on 21/05/2022 16:29:27