

FINAL PROFESSIONAL EXPERIENCE REPORT 2017

Pre-service Teacher	Emma Hosie	Student ID 2133971
School	[REDACTED]	
Mentor Teacher(s)	[REDACTED]	Learning Area History, English and Humanities & Social Sciences/ 11 Aboriginal Studies
	[REDACTED]	Learning Area Health Dance
School Co-ordinator	[REDACTED]	
University Liaison	[REDACTED]	Coordinator Caz Lewis
Teaching Days	Please delete those not applicable 10 introductory days + 30 day block: 8 week Country/Term 2 Placement: Extended Placement:	Please select 40 days <input type="checkbox"/> 40 days <input checked="" type="checkbox"/> Up to 65 days <input type="checkbox"/>

CONTEXT	Please add brief context statements about the school and class: <i>School sector; size and composition of campus (R-12, Area, Primary); particular features or unique characteristics; index of disadvantage.</i>
School	<p>[REDACTED] reflects the rich multicultural nature of Australian society, with students from over 60 cultural backgrounds. As a school community, we celebrate this diversity as one of our Three Core Values; diversity, creativity, success. This is reflected in the our Value Statement developed in partnership with the school community: To provide quality education for all students in a safe, supportive environment in which students are challenged to expand and develop the knowledge, skills and values which empower them to be successful members of a global society.</p> <p>The school is located in the newly developed St Clair Estate and is within walking distance to train and bus routes.</p> <p>The school's curriculum and student wellbeing programs reflect all aspects of our statement of purpose, with an emphasis on quality education in teaching and learning and international perspectives. Consequently, our graduates are skilled to contribute as active global citizens.</p> <p>Creativity is highlighted through the school's status as a Special Interest Music Centre and through extensive performing and visual arts opportunities. Students apply for and are auditioned for entry into the Music Centre, which is staffed by specialists. Students are also able to apply for the Visual Arts enrichment course through submission of a portfolio of work.</p> <p>Success for all students is the core business of our staff who are selected specifically for the needs of the school. Student success is nurtured through a well structured pastoral care program and a range of quality teaching practices. High standards of teacher performance are supported through quality professional development and structured professional conversations. The school has a proud academic tradition dating back nearly one hundred years.</p>
Class (including children with special needs)	<p>8.3 History, 8.3 English & 8.3 Homegroup/Pathways class</p> <p>This is a general mixed ability class of approximately 32 students for History and 26 students for English as some students do EALD. One student has an NEP and considerable behaviour issues which are differentiated for with a modified program.</p> <p>There are 2 Aboriginal students with low literacy levels and they are classed as at risk.</p> <p>There are 3 very intelligent Asian girls who are high achievers and 1 Indian girl who is good at Dance.</p> <p>There are 22 girls and 8 boys in the class, most of whom sit separately from the opposite gender.</p> <p>Three students are very poor at spelling and are provided with modified spelling tasks.</p> <p>Two of these students are awaiting Guidance officer assessment one for dyslexia and one for a possible brain injury with 4</p>

steel plates in his fore head from a car accident as a child.

There group of 8 girls who have a high NAPLAN writing level of 8 and 9 in year 7. They will be extended through the use of Blooms Higher Order Thinking skills.

One boy has very poor attendance of 48% and has issues with his literacy skills.

All student work tasks and notes are uploaded to an education social network page, Edmodo so that students and parents can access the work from home.

10 Health class

SACE Stage 1 &2 Offline Dance

This class consists of 15 students, 12 studying Stage 2 Dance and 3 studying Stage 1. 13 of these students don't attend Woodville High School but successfully auditioned to be part of our SACE Stage 1 and 2 Offline Dance Program. They come from Marrayatville HS, St Aloysius, St Mary's, St George, Eyensbury and St Michaels College. They are all highly proficient in dance and study it at private dance studios around Adelaide for between 10-20 hours per week. The 2 Woodville High School students only started studying dance in Year 8 during regular lesson times. They also study hip hop dance outside of school for approx. 5 hours per week.

There are 13 girls in the class and 2 boys.

The lesson runs once a week on Thursdays from 1:30-5:00.

ASSESSMENT AGAINST THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Please place an 'X' at the point along each continuum that best represents the development of the pre-service teacher towards each of the standards at this time.

PROFESSIONAL KNOWLEDGE			
Standard 1	<i>Know students and how they learn</i>		
			x
Complete Novice	Emerging	Graduate	Proficient
Standard 2	<i>Know the content and how to teach it</i>		
			x
Complete Novice	Emerging	Graduate	Proficient

PROFESSIONAL PRACTICE			
Standard 3	<i>Plan for and implement effective teaching and learning</i>		
			x
Complete Novice	Emerging	Graduate	Proficient
Standard 4	<i>Create and maintain supportive and safe learning environments</i>		
			x
Complete Novice	Emerging	Graduate	Proficient
Standard 5	<i>Assess, provide feedback and report on student learning</i>		
			x
Complete Novice	Emerging	Graduate	Proficient

PROFESSIONAL ENGAGEMENT			
Standard 6	<i>Engage in professional learning</i>		
			x
Complete Novice	Emerging	Graduate	Proficient
Standard 7	<i>Engage professionally with colleagues, parents/carers and the community</i>		
			x
Complete Novice	Emerging	Graduate	Proficient

SUMMARY STATEMENTS (You may choose to comment on both personal and professional characteristics)

School Coordinator/Principal	
Emma clearly immersed herself into the life of the school with the expectation of making a difference.	
Name: [REDACTED]	Date: 28/06/2017

University Liaison	
<i>Emma demonstrated a confident, relational and organised approach to her work during her placement. She was well prepared, aware of classroom time management, handled well the flow of each lesson I observed and successfully engaged students in the learning tasks presented. Reflective in her practice, she also worked in a collegial manner with her mentor. Discussions about each lesson I visited were enjoyable for me as her passion for working with young people in schools was clearly articulated.</i>	
Name: [REDACTED]	Date: 19/6/17

SUMMARY STATEMENT *(May be used as a referee statement)*

Classroom Teacher/Mentor	
Student Name: Emma Hosie	Learning Area: Humanities & Social Sciences (8 History & 11 Aboriginal Studies) & 8English
<p><u>Professional Knowledge</u></p> <p>Emma used teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning. She was able to structure excellent teaching programs using research and advice from colleagues. In her teaching strategies Emma was inclusive of students from diverse cultural, religious and socio economic backgrounds. This was very evident in her differentiated strategies working with Aboriginal students in year 11 Aboriginal Studies.</p> <p>Emma supported an NEP student with severe behaviour issues by modifying the program to meet her special needs. She also observed in the Special Education classes, assisting when needed. During her time at Woodville High School Emma had excellent knowledge of the content in Medieval Khmer History, English text analysis and Aboriginal Studies.</p> <p>In these subjects Emma designed and implemented teaching programs using her excellent knowledge of the curriculum and she assessed it to Stage 1 Performance standards in Aboriginal Studies and the Australian Curriculum requirements.</p> <p>Emma's teaching observations demonstrated a high level of skills in Literacy, Numeracy and ICT. All work was published online so that students could access it from home.</p> <p><u>Professional Practice</u></p> <p>At the start of each lesson Emma set explicit Learning Goals, that were written on the white board and an all assessment tasks. Her lessons were thoroughly planned and well sequenced to promote student engagement. In her programs Emma used a variety of teaching strategies that assisted students to develop knowledge, skills, problem solving and critical and creative thinking. An example of this included a differentiated choice activity for year 8 English using Blooms Taxonomy and student negotiation in a text analysis assessment task. Students were able to choose from a range of activities from lower order thinking remembering to higher order thinking of creating and evaluating information.</p> <p>Emma displayed highly effective verbal and non verbal communication skills when teaching students. She was willing to take on constructive feedback in order to improve her teaching and learning programs.</p> <p>Emma was diligent in contacting home to parents when students were absent or not achieving in class. Parents were appreciative of her contact home.</p> <p><u>Professional Engagement</u></p> <p>Emma made use of existing staff expertise and attended PD sessions run by the school. She was proactive in seeking out feedback to improve her practice.</p>	
Written by: [REDACTED]	Date: 27/06/17

SUMMARY STATEMENT *(May be used as a referee statement)*

Classroom Teacher/Mentor	
Student Name: Emma Hosie	Learning Area: Stage 1 & 2 Dance - offline
<p><u>Professional Knowledge</u></p> <p>Emma's knowledge in the area of Dance and ability to apply this knowledge in a motivational and relevant manner to wide range of students has been outstanding. She understands that students have different skills, abilities and learning styles, and is able to teach in order to maximise the learning that occurs in the classroom. She has differentiated tasks to suit individual learning needs and gave opportunities for all students to experience success and work at a level appropriate to their needs.</p>	

Professional Practice

She developed an excellent rapport with her students which resulted in good management of her classes, where a productive, stimulating and challenging learning environment was evident. She established positive relationships with students and differentiated tasks depending on their skill levels and learning needs. She showed great willingness to get to know each of her students and they responded well to her warm and encouraging approach. The interesting and challenging work taught kept the students focussed and their success contributed to the learners self-esteem. When giving instructions she was consistent and deliberate about her expectations and had good control of the class.

Professional Engagement

Emma's lesson planning was thorough and conscientious, but she was also flexible and adaptive to unforeseen circumstances. She is a highly motivated, energetic and passionate educator who is continually striving for excellence in her teaching. Her extensive knowledge, skills, experience and outstanding contributions have fully prepared her for the teaching profession.

Written by: [REDACTED]

Date: 27/06/17

SUMMARY STATEMENT *(May be used as a referee statement)*

Classroom Teacher/Mentor

Student Name: Emma Hosie

Learning Area: 10 Health

Professional Knowledge

Emma displayed excellent curriculum knowledge in Health particularly in the SHINE Sexual Health Component of the course. After familiarisation with the diverse background of students in the class, Emma was responsive to their learning strengths and needs, particularly as the majority were high achievers, and she designed creative learning opportunities and implemented effective teaching strategies to cater for this. The content of lessons was well organised and engaging. Emma also integrated ICT into learning and teaching programs to make selected content relevant and meaningful.

Professional Practice

Emma quickly established a good rapport with the students and gained their trust so that sensitive issues could be discussed openly and confidentially. At the beginning of each lesson, explicit and achievable learning goals were set, followed by well structured lessons. Emma was not adverse to seeking feedback not only from myself, but also from students and she used this information to reflect on her teaching and learning programs and to inform future planning. In turn, she also provided appropriate feedback to students about their achievement relative to their learning goals and proficiency scales. Emma quickly learnt to manage challenging behaviour, not necessarily poor behaviour, by establishing negotiated, clear expectations to focus students in classroom activities.

Professional Engagement

In order to deliver the SHINE Sexual Health Course, Emma was required to undertake PD run by SHINE. Her understanding of this course was evident in her delivery of lessons, plus she supplemented their material with updated, creative resources to engage this particular cohort of students.

Emma didn't shy from contributing to collegial discussions as observed during our whole school PD sessions, and was open to constructive feedback from colleagues to improve her professional knowledge and practice.

Written by: [REDACTED]

Date: 30/06/2017

SUMMARY ASSESSMENT (To be agreed by the School Coordinator and the University Liaison)

In our opinion **Emma Kate Hosie**

has demonstrated the following overall level of performance in this final professional experience:
(Please click on appropriate box below)

- Fail
- Pass
- Credit
- Distinction
- High Distinction

NOTES FOR COMPLETING THIS REPORT

The pre-service teacher may wish to submit this report with an application for employment. Please avoid the use of acronyms as student reports are often viewed by interstate and international employers who are not always familiar with South Australian nomenclature.

Please keep an electronic copy of this report and submit the report to the University Liaison for completion.

If this is not possible then please email it directly to: mssprofexp@flinders.edu.au