

SCHOOL OF EDUCATION
GRADUATE DIPLOMA IN SECONDARY EDUCATION
PROJECT PARTNERSHIPS
HGSE END OF YEAR REPORT



Graduate Diploma in Secondary Education preservice teachers can be expected to display interest in teaching as a career, awareness of personal relations in teaching and an inquiring attitude to teaching and learning. There are three domains, Professional Knowledge, Professional Practice and Professional Engagement alongside eight core standards that we ask you to reflect and write upon when providing feedback to preservice teachers. The criteria in the report are derived from the Victorian Institute of Teaching (VIT) Standards for Graduating Teachers. A copy of the Standards can be found on the PP Web site at <http://education.vu.edu.au/partnerships> under Reports in folder PP Mid Year and End of Year Reports.

This report should be completed in consultation with the preservice teacher and other relevant colleagues. A brief comment for each main Standard will be sufficient. Mentor teachers are encouraged to describe specific achievements, identify areas of concern and make recommendations for future development.

Preservice teachers are expected to keep a journal containing reflections, evaluations and thoughts about this Project Partnership work. These become examples and evidence of how they meet each of the eight core standards of teaching. This evidence should be shared with the mentor teacher prior to the completion of this report.

PP End-of -Year Report Deadline: 15th October 2012 - Preservice teachers must read and acknowledge that they have read this report by checking the tick box next to Preservice Teacher and entering their name under the *Compulsory Signatures* section. Mentor teachers required to do the same before the report can be sent to VU. Two copies of this report (one for the mentor and one for the preservice teacher) must be printed while sending the report to VU.

PRESERVICE TEACHER DETAILS

ID: 3916495 Family Name: Drozdowski Given Name: Vicki Campus: F Teaching Method: ESL Year Level/Grade: Year 7-10

PARTNERSHIP SCHOOL DETAILS

School Name: WELS-Braybrook Street: 46 South Road Suburb: Braybrook Post code: 3019 Phone: 9311 9325

Mentor Teacher: Bernadette Chermaine Thomas School Partnership Coordinator: Smaragda Piskopos University Colleague: Carole Pyers

END OF YEAR ASSESSMENT

At a level of practice and understanding expected in the Graduate Diploma, the preservice teacher is exploring and developing an understanding of professional knowledge, practice and engagement. This exploration and development needs to address all aspects of teacher knowledge, practice and engagement as listed. At a level of practice expected of the Graduate Diploma in Secondary Education preservice teacher, please comment on areas of strength and/or aspects needing improvement in relation to the following standards.

Note: Please refer to the VIT Standards for Graduating Teachers located under Reports in folder PP Mid Year and End of Year Reports of the PP web site for a listing of the specific characteristics expected under each of the eight standards below.

These characteristics of teachers' knowledge, practice and professional engagement have been identified by teachers and teacher educators as essential for the preparation of members of the teaching profession. This list of standards and characteristics provides a guide to effective teaching practices that all teachers graduating from a course of preservice teacher education should have the opportunities to consider, understand and develop as identified by the Victorian Institute of Teaching.

Please complete the form using these symbols - A: above expectation B: at expectation C: below expectation N: not applicable

PROFESSIONAL KNOWLEDGE

Preservice teachers in the Graduate Diploma will explore and develop their understanding of:

K1.1	how students learn and how to teach effectively	B
K1.2	the content they teach	A
K1.3	how teachers know their students	A

COMMENTS ON PROFESSIONAL KNOWLEDGE:

Vicki has a wealth of knowledge in English grammar and this has put her in a good position to teach in the newly arrived migrant ESL program. She is very familiar with her content. She has made an effort to get to know the students well and has used her knowledge of their learning behaviours to teach effectively. In this setting, ESL is taught within content and she has made an effort to read up on Geography and a novel 'Brown Eyes' during her time here so she can teach the students ESL through the content effectively. With more time, she will be able to read student behaviours more accurately, manage her time better and pitch lessons at the right level more consistently.

Please indicate development in relation to the Professional Knowledge domain: S (S= Satisfactory; N= Unsatisfactory)

PROFESSIONAL PRACTICE

Preservice teachers in the Graduate Diploma will explore and develop their understanding of:

P1.1	how teachers plan and assess for effective learning	A
P1.2	how teachers create and maintain safe and challenging learning environments	A
P1.3	how teachers use a range of teaching practices & resources to engage students in effective learning	A

COMMENTS ON PROFESSIONAL PRACTICE:

Vicki puts in a lot of effort into her planning and revises these until she is satisfied. She continuously tries to challenge herself to include varied activities in her lessons, ranging from manageable tasks to more challenging tasks. She has included more student-centred learning into her lessons to engage her students. Her lessons are structured and well organised, with a lot of thought and preparation given to each lesson. She makes a concerted effort to try and include all students' learning styles in each lesson. She is also resourceful and has used material from many different sources, such as newspapers, online web resources, videos, creating her own crosswords.

Please indicate development in relation to the Professional Practice domain: S (S= Satisfactory; N= Unsatisfactory)

PROFESSIONAL ENGAGEMENT

Preservice teachers in the Graduate Diploma will explore and develop their understanding of:

E1.1	how teachers reflect on, evaluate and improve their professional knowledge and practice	A
E1.2	how teachers are active members of their profession	A

COMMENTS ON PROFESSIONAL ENGAGEMENT:

Vicki has shown a lot of initiative and is keen to learn. She took part actively in all staff meetings and homegroup meetings while she was here. She volunteered her time to help with a school event, even though this was not required of her. She responds well to feedback and has taken on board and acted on improvements suggested immediately.

Please indicate development in relation to the Professional Engagement domain: S (S= Satisfactory; N= Unsatisfactory)

OVERALL ASSESSMENT

S (S= Satisfactory; N= Unsatisfactory)

MENTOR TEACHER'S RESPONSE

Vicki has shown a lot of initiative and has done well for this placement. She has taken on feedback professionally and made an effort to work on improvements suggested. Her positive attitude and genuine care and concern for the students have been reflected in all her lessons thus far. I wish her all the best and hope she will continue in this profession as she has been a valuable asset to the school during her short time here.

PRESERVICE TEACHER'S REFLECTIVE RESPONSE

I feel I have developed much during my practicum at WELS. In particular, there has been a shift from teacher to student focus. I have also got to know my students during this round and have been more aware of their development and what they are doing in the classroom instead of what I am doing. I feel my careful planning, scaffolding and development of interesting and varied activities have enhanced the learning outcome of the students. I am also pleased with my willingness and ability to be flexible and to engage with computer aided resources.

SIGNATURES

Preservice Teacher: I have read this report Name: Vicki Drozdowski Date: September 21, 2012