

Professional Experience Report

SCHOOL OF EDUCATION



THE UNIVERSITY of ADELAIDE

2014

1157950

Pre-Service Teacher: Shenglan Liu		Pre-Service Teacher ID: Enter ID (if known)	
Pre-service Teacher enrolled in: Grad. Diploma Education <input checked="" type="checkbox"/>		B Teaching <input type="checkbox"/>	B Music Education <input type="checkbox"/>
Placement: From 12/05/2014 to 13/06/2014		Days Absent: 0	Days at School: 25
Professional Experience placement 1 <input checked="" type="checkbox"/>		Professional Experience placement 2 <input type="checkbox"/>	
School: Bradford College		Mentor Teacher: Paul Leeson email contact: paul.leeson@adelaide.edu.au	
Site Co-ordinator: Andrew Foley email contact: Andrew.foley@adelaide.edu.au		University Liaison: Michael Colbung	
Subject Taught: Mathematics		Year Level(s) Taught: Foundation Studies Program (Year 12 equivalent)	

Professional Experience School Context (eg: Co-educational, R-12 School)

In its Foundations Studies Program, Bradford College provides pathways for international students seeking entry to the University of Adelaide. In Mathematics we provide three subjects, Specialist Mathematics, Mathematical Studies and Mathematical Methods, all based on the SACE subjects of the same names. Our courses and examinations are moderated by staff members in the Department of Mathematics in the University of Adelaide and the entire program is overseen by and Academic Board nominated by the University. We have several intakes per year. FSP1 students started in February 2014 and are currently completing their first semester. FSP2 students commenced in July 2013 and are currently completing their courses. Shenglan is a graduate of this program having completed the Foundation Studies Program, with considerable distinction, in 2007 prior to his entry to the University of Adelaide in 2008.

Teaching/Learning Context (eg: year levels, class sizes etc)

Shenglan observed and taught classes in Specialist Mathematics, Mathematical Studies and Mathematical Methods in FSP1 and also Mathematical Studies and Mathematical Methods in FSP2. The Specialist Mathematics class consisted of 16 students, The Mathematical Studies classes had 14 (FSP2) and 21 (FSP1) students and the Mathematical Methods classes both had 10 students. Because of the nature of the College all students are the equivalent of Year 12 students.

An editable copy of this report can be downloaded at:

Template: Editable Online (DOCX) [Click Here](#)

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Template: Printable (PDF) [Click Here](#)

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Professional Experience Office, School of Education, University of Adelaide SA 5005

or email a scanned/signed copy to education.practicum@adelaide.edu.au

CERTIFIED COPY



THE UNIVERSITY OF ADELAIDE

CLASSROOM PRACTICE.Satisfactory Unsatisfactory **APST: 1 - Know the students and how they learn**

<ul style="list-style-type: none"> 1.1 Physical, social and intellectual development and characteristics of students. 1.2 Understand how students learn. 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds. 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students. 1.5 Differentiate teaching to meet the specific learning needs across the full range of abilities. 1.6 Strategies to support full participation of students with disability. 	<p>Shenglan was able to present a range of lessons in a style that was appropriate to the needs of students and fitted in with the ethos of the College. This included presenting lectures on new course content and tutorial exercises demonstrating concepts. He was able to communicate with our international student in ways that were appropriate for their needs. He showed considerable enthusiasm for both the Maths that he was teaching and for developing their understanding and ability to apply their new knowledge to problems. He was able to give directions that were easily understood by the students and developed the ability to ask relevant questions that enhanced student engagement. This is a work in progress and will need some more practice, but I have confidence that this ability is developing well. His manner in front of classes was friendly and used appropriate language.</p>
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KNOWLEDGE OF SUBJECT AND RELEVANT CURRICULA.Satisfactory Unsatisfactory **APST: 2 - Know the content and how to teach it**

<ul style="list-style-type: none"> 2.1 Content and teaching strategies of the teaching area. 2.2 Content selection and organisation. 2.3 Curriculum, assessment and reporting. 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians. 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology. 	<p>Shenglan demonstrated a clear understanding of all areas of content and an understanding of where our curriculum differs from the SACE curriculum. In topics which were new to him (in Maths Methods) he carefully researched the new material so that he understood it and was able to clearly present it to the students at an appropriate level. He developed his skills in using technology, mostly the graphics calculator, so that he was able to integrate its use in lessons and answer questions from students when they had difficulties.</p>
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PLANNING AND PREPARATION.Satisfactory Unsatisfactory **APST: 3 - Plan for and implement effective teaching and learning.**

<ul style="list-style-type: none"> 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 3.7 Engage parents/carers in the educative process 	<p>Shenglan is developing the ability to plan lessons effectively. I would like him to be able to set observable goals for his students but there is still some way to go in this area. He can plan and deliver effective lessons but also needs to develop the ability to see where these fit into the bigger picture. His lesson plans were adequate but could be more creative in using new ideas and resources. I am sure that this will come as his experience broadens. He used tests and assignments to provide feedback for students and was effective in identifying weaknesses in student understanding and remedying problems. His use of classroom time was generally effective but he sometimes let his enthusiasm for solving a problem make him forget the time that was available and the overall need to cover lesson content. I don't think this is a great problem will be overcome with a little more experience.</p>
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LEARNING ENVIRONMENT – MANAGEMENT AND DISCIPLINE.

Satisfactory

Unsatisfactory

APST: 4 - Create and maintain supportive and safe learning environments

<p>4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically</p>	<p>Shenglan has the ability to organise and maintain a positive learning environment in class. He is able to call students to attention when he needs to address them and encourages them to use class time to work effectively. He uses appropriate language and strategies when dealing with occasional lapses in student behaviour, not that we have that many. The worst our students seem to do is fall asleep! He dealt with this well and when students became too noisy he called them back to work firmly but with kindness. He managed the day-to-day administrative detail such as marking rolls and other record-keeping efficiently and with good humour.</p>
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ASSESSMENT AND REPORTING.

Satisfactory

Unsatisfactory

APST: 5 - Assess, provide feedback and report on student learning

<p>5.1 Assess student learning 5.2 Provide feedback to students and their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement</p>	<p>Shenglan was able to use a number of assessment instruments with each of the classes he taught. He carefully explained the criteria for assessment used in both the assignments and topic tests he used in class. He marked things very efficiently and provided detailed comments and suggestions on each student script. This often provoked valuable discussion both with individual students and amongst class members when they were handed back. He recorded marks in the ways required by the College and was able to reflect on the effectiveness of the parts of our program that he has been involved in.</p>
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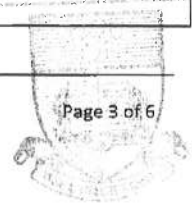
PROFESSIONAL QUALITIES, PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL DEVELOPMENT.

Satisfactory

Unsatisfactory

APST: 6 - Engage with Professional Learning

<p>6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student learning</p>	<p>Shenglan shows considerable commitment to the notion of being a teacher and is always enthusiastic about both the students and for Mathematics. He has an easy manner with students and is able to converse with them on an appropriate level. He is always approachable and organised a number of sessions out of class time for students who had difficulties. These were enthusiastically attended by a number of students, who found them very valuable. He worked well with other staff and was a keen participant in conversations in the staffroom. He attended our regular staff meetings on several occasions and was able to make valuable contributions to discussions on students in difficulty. He makes a good team member. He was always keen to get feedback on his teaching and is always willing to modify and improve his teaching practices in response to comments.</p>
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APST: 7 - Engage professionally with colleagues, parents/carers and the community

Satisfactory

Unsatisfactory

<p>7.1 Meet professional ethics and responsibilities 7.2 Comply with legislative, administrative and organisational requirements 7.3 Engage with the parents/carers 7.4 Engage with professional teaching networks and broader communities</p>	<p>Shenglan was able to meet all of the professional and organisational requirements of the college in a professional and effective manner. The only area he was not able to cover was engagement with parents and carers. All our students are from overseas and contact with parents is minimal, except for students who are under 18. It is mostly handled by our Manager of Student Services.</p>
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Overall Evaluation.

Please select your rating of overall performance from this drop-down list

Shenglan shows a strong willingness to engage positively with the needs of individual students and the College as a place of learning. He has a sound knowledge of the subject content and a clear understanding of curricular needs. He shows clear evidence of planning and preparation and observed classes in a number of other curriculum areas. He is confident in his classroom management skills and provided competent and efficient assessment tasks. He provided timely and useful feedback linked to the strengths and weaknesses of individual students. He demonstrated a strong commitment to the College, his professional colleagues and to the students. [Click here to enter additional comments about the performance of this pre-service teacher.](#)

Signed: Paul Leeson
 Classroom/Supervising Teacher

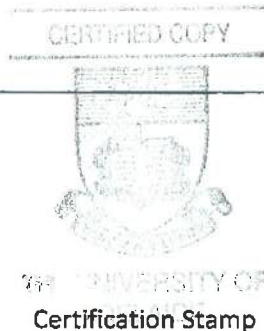
Date: 20th August 2014

Signed: Andrew Foley
 Site Co-ordinator/Principal

Date: 20/8/14

Staff at the University of Adelaide's School of Education greatly value your opinion and appreciate the time and effort you have put into supervising our pre-service teachers.

Thank you
 Jan Keightley
 Head of School



Signed: [Signature]
 For the University of Adelaide

Evaluation Rubric

Please note that there is some latitude in interpreting these ratings. If Mentor teachers believe that their mentees reflected the tenor of the rating, but their attributes are not reflected in the examples given, they should give the rating that they think best reflects the pre-service teacher's standard and provide supportive evidence in their qualitative feedback.

Rating	U = Unsatisfactory	A = Acceptable	G = Good	VG = Very Good	O = Outstanding
Short Description	Performance below an acceptable standard for this stage.	Performance at a minimal standard for this stage.	A sound performance at this stage.	Performance at a standard above that which could be expected at this stage.	An exemplary performance well above a standard that could be expected at this stage.
Classroom Practice APST 1 Know the students and how they learn	Little willingness to engage with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Some willingness to engage with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Clear evidence of initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Strong initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. <input checked="" type="checkbox"/>	Leadership in engaging with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>
Knowledge of Content and curricula APST 2 Know the content and how to teach it	Scant/erroneous knowledge of content and curricula. <input type="checkbox"/>	Knowledge of most content, but several gaps: able to meet curricular requirements. <input type="checkbox"/>	Sound knowledge of content; clear understanding of curricular needs. <input checked="" type="checkbox"/>	Strong and self-reliant knowledge of content; imaginative application of curricula. <input type="checkbox"/>	Knowledge of content beyond curricula and willingness to assist colleagues. <input type="checkbox"/>
Planning and preparation APST 3 Plan for and implement effective teaching and learning	Little evidence of planning or preparation for teaching. <input type="checkbox"/>	Minimal evidence of planning and preparation for teaching. <input type="checkbox"/>	Clear evidence of planning and preparation for teaching. <input type="checkbox"/>	Planning and/or preparation for teaching that extends beyond the student's own class. <input checked="" type="checkbox"/>	Planning and/or preparation for teaching extending beyond the student's class and year levels, or with a creative aspect that inspires learning. <input type="checkbox"/>

Rating	U = Unsatisfactory	A = Acceptable	G = Good	VG = Very Good	O = Outstanding
Short Description	Performance below an acceptable standard for this stage.	Performance at a minimal standard for this stage.	A sound performance at this stage.	Performance at a standard above that which could be expected at this stage.	An exemplary performance well above a standard that could be expected at this stage.
Classroom Management and Discipline APST 4 Create and maintain supportive and safe learning environments	Poor/unethical classroom management skills. <input type="checkbox"/>	Some classroom management skills, with potential to develop. <input type="checkbox"/>	Effective classroom management skills. <input type="checkbox"/>	Confident classroom management skills. <input checked="" type="checkbox"/>	Confident leadership in classroom management skills. <input type="checkbox"/>
Assessment and Feedback APST 5 Assess, provide feedback and report on student learning	Little evidence of the use of assessment as a tool to understand student achievement and the effectiveness of teaching. <input type="checkbox"/>	Some evidence of competent assessment. Limited/late feedback. Little differentiation in assessment processes. <input type="checkbox"/>	Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes. <input checked="" type="checkbox"/>	Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes. <input type="checkbox"/>	Leadership in assessment practices indicating reflective teaching practice. Timely feedback linked to strengths and weaknesses of individual school students, associated beyond the class to the year level/cohort. Innovation in assessment processes. <input type="checkbox"/>
Professional Relationships APST 6 Engage with Professional Learning APST 7 Engage professionally with Colleagues, parents/carers and the community	Little/no commitment to the school, professional colleagues and students. <input type="checkbox"/>	Minimal commitment to the school, professional colleagues and students. <input type="checkbox"/>	Sound commitment to the school, professional colleagues and students. <input type="checkbox"/>	Strong commitment to the school, professional colleagues and students. <input checked="" type="checkbox"/>	Exemplary commitment to the school, professional colleagues and students. <input type="checkbox"/>