2014

|  |  |
| --- | --- |
| **Pre-Service Teacher: Shenglan Liu** | **Pre-Service Teacher ID: -** |
| Pre-service Teacher enrolled in: Grad. Diploma Education  B Teaching  B Music Education | |
| Placement: From 27/10/2014 to 28/11/2014 Days Absent: 0 Days at School: 25 | |
| Professional Experience placement 1  Professional Experience placement 2 | |

|  |  |
| --- | --- |
| **School: Bradford College** | **Mentor Teacher:** **Renata Heintze**  email contact:Renata.heintze@adelaide.edu.au |
| **Site Co-ordinator: Andrew Foley email contact**: Andrew.foley@adelaide.edu.au | **University Liaison:** Tiziana Margaritis |
| **Subject Taught:** Chemistry | **Year Level(s) Taught:** Foundation Studies (year 12 equivalent) |

|  |
| --- |
| **Professional Experience School Context (eg: Co-educational, R-12 School)**  Bradford College provides a pathway for undergraduate studies at the University of Adelaide. The College is located in the heart of the city and students make up a part of the University of Adelaide population and often study on university campus and share facilities and resources. Approximately 800 students from Australia and around the world are provided two pathway programs, Foundation Studies or Degree Transfer. Students choose an academic program which suits their individual aspirations and caters specifically to special needs of international students. |

|  |
| --- |
| **Teaching/Learning Context (eg: year levels, class sizes etc)**  Shenglan was able to participate in the Foundation Studies program which gives successful students direct entry into the University of Adelaide. Students were from different nationalities ranging from 17 + years of age and with various background knowledge of Chemistry. Specifically Shenglan participated in the following learning environments:  FSPX – an accelerated program of study made up of two classes of 14 and 10 students. Shenglan was given the opportunity to teach the 5 hour/week lessons for each classes which consisted of lectures and tutorial sessions. Topics studied in the 5 weeks included atomic structure, the periodic table and bonding.  FSP1 & FSP2 – two classes containing 16 & 15 students respectively. Shenglan was given the opportunity to observe teaching practises in lectures and help students in class as a teacher assistant both in tutorial and practical lessons. Topics studied included equilibrium, acids & bases, stoichiometry and redox reactions. |

**CLASSROOM PRACTICE.** Satisfactory  Unsatisfactory

**APST: 1** - Know the students and how they learn

|  |  |
| --- | --- |
| * 1. Physical, social and intellectual development and characteristics of students.   2. Understand how students learn.   3. Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.   4. Strategies for teaching Aboriginal and Torres Strait Islander students.   5. Differentiate teaching to meet the specific learning needs across the full range of abilities.   6. Strategies to support full participation of students with disability. | Shenglan quickly got to know the students in each class by learning the names of individual students and being able identify them. As students were from a range of cultural and linguistic (all students have English as their second language) backgrounds, Shenglan effectively used suitable simple language and explained key chemistry terms from an English perspective of nouns, verbs etc. He created interest in class by explaining concepts using everyday examples visual diagrams, powerpoint presentations and group activities. He helped individual students when they asked questions during tutorial time and when working in pairs for practical lessons. He gave students clear directions, both verbally and written, on the activities of the day and the key dates of assessment. Students stated that he gave them clear explanations to their questions and Shenglan quickly adapted and changed lesson plans when unexpected things occurred.  Note: Shenglan did not have the opportunity to work with Aboriginal and Torres Strait Islander students. |

**KNOWLEDGE OF SUBJECT AND RELEVANT CURRICULA.** Satisfactory  Unsatisfactory

**APST: 2** - Know the content and how to teach it

|  |  |
| --- | --- |
| 1. Content and teaching strategies of the teaching area. 2. Content selection and organisation. 3. Curriculum, assessment and reporting. 4. Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians. 5. Literacy and numeracy strategies 6. Information and Communication Technology. | Shenglan demonstrated a sound knowledge of the chemistry concepts covered. He was enthusiastic about the content and readily researched additional background knowledge at a higher level to fully understand the concepts before delivery to the class. Shenglan showed knowledge of the course requirements in terms of content and assessment for the foundation course. He showed a good knowledge of different teaching approaches by giving students individual and group tasks as well as a quick review of content at the beginning of lessons. He demonstrated a sound understanding of the laboratory equipment used and was able to help students develop their laboratory skills. Shenglan effectively used ICT within lessons using power point presentations, short video clips and the elearning student portal and learnt how to use the whiteboard to effectively communicate information. |

**PLANNING AND PREPARATION.** Satisfactory  Unsatisfactory

**APST: 3** - Plan for and implement effective teaching and learning.

|  |  |
| --- | --- |
| 1. Establish challenging learning goals 2. Plan, structure and sequence learning programs 3. Use teaching strategies 4. Select and use resources 5. Use effective classroom communication 6. Evaluate and improve teaching programs 7. Engage parents/carers in the educative process | Shenglan was enthusiastic about his placement and quickly consulted with his mentor teacher about the nature of the classes he would participate with and the part of the syllabus he would be teaching. He was able to identify the key objectives of each unit and break the unit into a series of lessons with an effective flow between them. Shenglan quickly identified students had different background knowledge and abilities and took this into account in his lesson preparation and the delivery of lesson. He provided detailed lesson plans of concepts to be covered, activities and questions to be completed before the commencement of the lesson, each displayed a logical sequence of learning activities and the times to complete these activities. He began to understand how much time was actually needed to complete activities and thus improved how to allocate time effectively to complete all tasks so students would have a general understanding of concepts. He gave several opportunities for feedback to students via discussing solutions to problems to the whole class, checking homework was completed and giving detailed written and verbal feedback on assignments and tests. |

**LEARNING ENVIRONMENT – MANAGEMENT AND DISCIPLINE.** Satisfactory  Unsatisfactory

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

|  |  |
| --- | --- |
| 1. Support student participation 2. Manage classroom activities 3. Manage challenging behaviour 4. Maintain student safety 5. Use ICT safely, responsibly and ethically | Shenglan provided a safe and supportive learning environment for all students and students reported he was friendly and easy to approach to ask questions. He was able to manage the classroom for different types of learning activities including teacher lead discussion, individual and group tasks and during topic tests. He quickly established what behaviour he expected in the classroom and quickly and effectively got students back on track when required. He managed minor interruptions quickly and in a positive way. He developed sound professional relationships with members of different faculty groups. Shenglan also developed good personal relationships with many students especially those from the same cultural background as himself. |

**ASSESSMENT AND REPORTING.** Satisfactory  Unsatisfactory

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

|  |  |
| --- | --- |
| 1. Assess student learning 2. Provide feedback to students and their learning 3. Make consistent and comparable judgements 4. Interpret student data 5. Report on student achievement | Shenglan assessed student learning as described by the syllabus of the course. He used both formative and summative assessment to provide feedback to students. He developed and designed new topic tests and revision sheets and graded topic assignments and tests. He recognised the importance clear instructions and presentation were to assessment items so all students were able to easily understand how to complete the set task. Shenglan completed marking of different types of assessment in reasonable time and provided both written and verbal feedback to students and recorded student achievement in an appropriate way. He had a very good understanding of assessment policies, especially referencing material correctly and the plagiarism and collision policy, and effectively used assessment proformas. After each topic he was able to evaluate the success of assessment items and teaching style to improve delivery of content in the future. |

**PROFESSIONAL QUALITIES, PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL DEVELOPMENT.** Satisfactory  Unsatisfactory

**APST: 6 -** Engage with Professional Learning

|  |  |
| --- | --- |
| 1. Identify and plan professional learning needs 2. Engage in professional learning and improve practice 3. Engage with colleagues and improve practice 4. Apply professional learning and improve student learning | Shenglan demonstrated a strong commitment to teaching. He was always punctual to classes, mentor meetings and submitted lesson plans the day before for review. He was enthusiastic to pass his knowledge of content along to his students and would eagerly perform any tasks to expand his teaching experience. He developed positive relationships and respect from students were students felt he was easy to approach and would patiently listen to their questions. Shenglan also developed positive relationships with colleagues both personally in the lunchroom and professionally by participating as a team member and inquiring about what was involved in their teaching subjects. He became involved in extra-curricular activities by helping to supervise the Halloween party and helped clean up afterwards. The biggest strength of Shenglan was that he readily listened and identified his strengths and weaknesses of his teaching and quickly and successfully took on board advice and made appropriate changes to improve his delivery of content. |

**APST: 7 -** Engage professionally with colleagues, parents/carers and the community  
Satisfactory  Unsatisfactory

|  |  |
| --- | --- |
| 1. Meet professional ethics and responsibilities 2. Comply with legislative, administrative and organisational requirements 3. Engage with the parents/carers 4. Engage with professional teaching networks and broader communities | Shenglan always conducted himself in a professional manner around the College. He treated all students and colleagues fairly and with respect of their individual cultures. He complied with all College policies and standards as well as legislative requirements. Shenglan is beginning to develop his teaching networks by engaging with many colleagues of different faculity areas as well as attending career expo’s.  Note: Shenglan did not have the opportunity to interect with parents or careers. |

**Overall Evaluation. Very Good**

|  |
| --- |
| Shenglan demonstrated a passion for teaching and a wanting to pass his outstanding knowledge of chemistry onto the future generation. He formed good relationships with students which in return they gave him their attention and respect. Everyday he was enthusiastic about being at the College and continued to improve his teaching skills. He demonstated a strong willingness to listen to colleagues’ advice and take on board any advice by trying different strategies in the classroom. Shenglan showed he was willing and able to be involved in different types of events around the school and would volunteer to help out whenever possible. He displayed a strong work ethic and commitment to his responsibility for students, College and the community. |

Signed: Date:

Classroom/Supervising Teacher

Signed: Date:

Site Co-ordinator/Principal

|  |
| --- |
| 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:

For the University of Adelaide Certification Stamp

**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. | Some willingness to engage with the needs of individual students and with the school as a place of learning. | Clear evidence of initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. | Strong initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. | Leadership in engaging with the needs of individual students and with the school as a place of learning. |
| **Knowledge of Content and curricula**  APST 2  Know the content and how to teach it | Scant/erroneous knowledge of content and curricula. | Knowledge of most content, but several gaps: able to meet curricular requirements. | Sound knowledge of content; clear understanding of curricular needs. | Strong and self-reliant knowledge of content; imaginative application of curricula. | Knowledge of content beyond curricula and willingness to assist colleagues. |
| **Planning and preparation**  APST 3  Plan for and implement effective teaching and learning | Little evidence of planning or preparation for teaching. | Minimal evidence of planning and preparation for teaching. | Clear evidence of planning and preparation for teaching. | Planning and/or preparation for teaching that extends beyond the student’s own class. | Planning and/or preparation for teaching extending beyond the student’s class and year levels, or with a creative aspect that inspires learning. |
| **Classroom Management and Discipline**  APST 4  Create and maintain supportive and safe learning environments | Poor/unethical classroom management skills. | Some classroom management skills, with potential to develop. | Effective classroom management skills. | Confident classroom management skills. | Confident leadership in classroom management skills. |
| **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. | Some evidence of competent assessment. Limited/ late feedback.  Little differentiation in assessment processes. | Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes. | Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes. | 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. |
| **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. | Minimal commitment to the school, professional colleagues and students. | Sound commitment to the school, professional colleagues and students. | Strong commitment to the school, professional colleagues and students. | Exemplary commitment to the school, professional colleagues and  students. |