

EPT508 Professional Experience Research (WD)
Assignment Criteria and Mark Sheet
Subject Coordinator: Meagan McKenzie

Assessment Task 1
Professional Experience Goals

Student Name	Jodie Bowman	
Student Number	11589514	
Due Date	25/03/19	
Date submitted	12/03/19	
Assignment Grade:	Satisfactory / Unsatisfactory	
Marker Name:	Meagan McKenzie	Date: 15/3/19
<p>Comments: Jodie, this is a well detailed, thoughtful and well planned goal scaffold. You have thoughtfully prepared achievable goals that are measurable. You have linked your goals to actions within the classroom – guiding your practice. You grounded your goals in valuable research. Well done, I look forward to reading how you go on your placement with these goals, it is very interesting.</p> <p>Regards Meagan McKenzie</p>		

Criteria	Satisfactory (SY)	Unsatisfactory (US)
Goals for Professional Experience are identified, with actions and evidence included.	Goals link to the Australian Professional Standards for Teachers (AITSL) (minimum of TWO different ones) and the selected research topic. Each goal is directed towards ONE focus area only. Goals are SMART: Specific, Measurable, Achievable, Relevant, and Time-phased. The rationale, actions and evidence are clearly documented.	Goals do not adequately align with the required minimum of TWO AITSL Standards. Goals do not link/show unclear links with the selected research topic. Each goal is not clearly directed towards ONE focus area. Goals are not SMART: Specific, Measurable, Achievable, Relevant, and Time-phased. The rationale, actions and/or evidence are unclear/confused.
Professional standard: formal Australian English, correct spelling, grammar and punctuation.	Formal Australian English is maintained throughout. Spelling, grammar and punctuation are accurate, demonstrating a professional standard.	Language is conversational and/or does not conform to the conventions of formal Australian English. There are marked problems with spelling, grammar and punctuation that disrupt the meaning of the text.

EPT508 PROFESSIONAL EXPERIENCE GOALS TEMPLATE

<p>a) Rationale for my research</p> <p>The area of participatory active research I have selected is the use of concrete materials in developing Early Stage 1 students' numeracy skills. I am interested in applying and reflecting on theory supporting the use of concrete materials through two high impact teaching strategies: Differentiated instruction and Multiple exposures, within the ES1 classroom context.</p> <p>Differentiated teaching, supported by concrete manipulatives, extends knowledge and skills for every student regardless of their starting point, through supplemental individualised interventions. The provision of a range of resources, including ICT, facilitates opportunities within learning experiences for multiple exposures, allowing students to encounter, engage with, and elaborate on new knowledge and skills through practice and immediate feedback (Victoria State Government Education & Training, 2018). Student engagement is enhanced through the use of concrete materials and kinaesthetic experiences, in accordance with Gardner's Multiple Intelligences (1983), promoting opportunities for how students learn best (McDevitt, Ormrod, Cupit, Chandler & Aloa, 2012).</p> <p>Getting to know students (Goal 1) and a collaborative teacher-parent approach to meeting student's personalised needs (Goal 3) are designed to inform outcomes and lesson design, incorporating the exploration of the use of resources (Goal 2) and specified research area.</p>		
<p>b) Goal:</p> <p>Goal 1: <i>To identify students' physical, social and intellectual needs and characteristics which may affect learning, and apply strategies to meet learning needs from Week 2 of my placement.</i></p> <p>Professional Knowledge Standard 1: Know students and how they learn.</p> <p>Focus area 1.1: Physical, social and intellectual development and characteristics of students.</p> <p>Rationale: Knowing students, including their interests, backgrounds, physical, socio-emotional and intellectual learning needs, promotes teacher-student connections, builds trusting relationships and informs teaching decisions, facilitating a positive, safe and inclusive learning environment.</p>	<p>c) Action</p> <p>I will take to achieve the goal, including links to related focus areas</p> <ol style="list-style-type: none"> 1. Seek knowledge of students' physical, social and intellectual development and learning needs through observations, student interactions, discussions with Supervising Teacher (ST) and parents (Link to focus area 7.3). 2. Develop student profiles, building information and understandings for application throughout W1-W6. 3. Produce a class profile through a Getting to know the class activity, observations and interactions. 4. Develop a framework for differentiated instruction (Including task content, pace, output, support and resources) to reflect student's needs (including extension). Endorsed by ST (Link to 1.5). 5. Respond to differences in students' needs and learning styles, adapting approaches to lesson design, including modifications to the learning environment, teaching strategies, and use of a variety of resources (Link to 1.2, 1.3, 3.3 and 3.4). 	<p>d) Evidence</p> <p>to show I have achieved the goal</p> <ul style="list-style-type: none"> • Student profile index cards, identifying students' specific physical, social and intellectual development and learning needs. • Copy of class profile recognising differences in students' background, strengths, needs, and ways of learning best. • Differentiated instruction framework document, recording student accommodations and modifications, used for planning (learning outcomes and experiences), progress monitoring and reflection. • Lesson plans incorporating differentiated learning outcomes, tasks, teaching and learning strategies, assessment and resources to meet students' individual learning needs.

Commented [MM1]: Great – very practical are to look at.

Commented [MM2]: Good research to support the area that you are looking at.

Commented [MM7]: Fantastic strategy.

Commented [MM4]: A very good strategy.

Commented [MM3]: This is a very important aspect of teaching and one are that impacts all other aspects of the classroom.

Commented [MM5]: Great examples and an important strategy.

Commented [MM6]: How will you do this?

<p>Goal 2: <i>To select, create and use a range of resources, including ICT, to engage students in their learning from the commencement of my placement. Use appropriate resources to support differentiated instruction and multiple exposures to syllabus content from Week 2.</i></p> <p>Professional Practice Standard 3: Plan for and implement effective teaching and learning. Focus area 3.4: Select and use resources.</p> <p>Rationale: Early Stage 1 student engagement is enhanced through the use of concrete materials and kinaesthetic experiences. The provision of a range of resources, including ICT, facilitates opportunities for students to perform in ways they learn best.</p>	<p>Prior to my placement:</p> <ol style="list-style-type: none"> 1. Discuss with ST/visit classroom to establish existing resources (including ICT, concrete materials, literacy support and craft items). 2. Produce a list of materials available (classroom and personal collection) partnered with KLA outcomes. 3. Collate professional information relating to differentiated instruction and multiple exposures using concrete materials appropriate for developing ES1 Numeracy skills (Link to 6.4). <p>During my placement:</p> <ol style="list-style-type: none"> 4. Incorporate the use of a variety of resources (including ICT) into lesson designs to engage students (Link to 4.1). 5. Support differentiated learning needs and outcomes using suitable concrete materials (Link to 1.5). 6. Collaborate ideas and best practices with ST and known ES1 teachers (Link to 6.3). 7. Ensure safe and responsible use of resources, including set up and pack away. 	<ul style="list-style-type: none"> • Resource reference manual for ES1. • Annotated scholarly literature linking the use of concrete materials in developing Numeracy skills with classroom application. • Differentiated instruction framework document highlighting modifications to concrete materials. • Resources recorded on lesson plans. • Observations recorded - Students engaged with their learning and on task when using selected resources. • Work samples demonstrating how concrete materials have assisted learning. • Feedback sheets from ST. • Lesson plan self-evaluations.
<p>Goal 3: <i>To apply strategies for working effectively, sensitively and confidently with parents/carers. Have some form of communication with three sets of parents/carers by the end of Week 4.</i></p> <p>Professional Engagement Standard 7: Engage professionally with colleagues, parents/carers and the community. Focus area 7.3: Engage with the parents/carers.</p> <p>Rationale: Establishing and maintaining respectful and collaborative relationships with parents regarding their student's learning and wellbeing is a fundamental role of the teacher, and requires the development of social skills within the school context.</p>	<ol style="list-style-type: none"> 1. Greet parents/carers when they are in the school using respectful and appropriate language, tone and body language. 2. Introduce myself to parents/carers, establish respectful collaborative relationships, sensitive to the backgrounds and needs of students and parents/carers (Link to 1.1, 1.3). 3. Demonstrate responsiveness in all communications. 4. Be involved in communications between parents and my ST when possible and appropriate. 5. Discuss with ST strategies to initiate communication with parents and carers regarding their children's learning, and potential parental involvement (Link to 3.7). 	<ul style="list-style-type: none"> • Recorded notes of verbal communications. • Photocopies of written forms of communications. • Daybook entries of scheduled/actual communications. • On-going written personal reflections. • Documented strategies of potential communications with parents relating to their children's learning and wellbeing, and potential involvement in learning activities.

Commented [MM8]: This will also help you as you prepare your lessons. A valuable practical way to organise your work environment.

Commented [MM9]: Well done this is an important strategy.

Commented [MM10]: This is an important aspect of your role as a classroom teacher.

Teacher Education Student: Jodie Bowman

Date: 12/3/19

Supervising Teacher: R. King

Date: 11/4/19

Marker/Subject Coordinator: Meagan Mckenzie

Date: 15/3/19