



Bachelor of Education (Primary)

PRESERVICE TEACHING PROFILE

1017EBL

Learning and Teaching in the Early Years  
Professional Experience 1

FINAL REPORT

Preservice Teacher Name: Sally-Anne Willcox-Smith Student No: .....

Name of School/Centre: Beenleigh State School

Teacher Mentor/s: V. Cairns

Age Levels Taught: Yr 3 From: 28/8/08 To: 17/10/08

Days Present:  5 observation  5 teaching block  public holiday

KEY: (Refer Reverse Side) U = Unsatisfactory S = Satisfactory	U	S	COMMENTS:
<b>A OBSERVATION</b> [QCT Professional Standards 1, 4, 5, 7] Is well prepared for observing. Records observations of children and teaching effectively. Makes reasonable interpretations/inferences based on a growing understanding of early childhood development, learning and teaching Uses observations to assist interactions with children in individual and small group learning experiences.		<input checked="" type="checkbox"/>     <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Accurate &amp; detailed observations of lessons &amp; activities</li> <li>• Analysed &amp; interpreted observations</li> <li>- observed a broad range of school activities and was able to state some future learning experiences applicable to observation.</li> </ul>
<b>B WORKING WITH CHILDREN</b> [QCT Professional Standards 1, 2, 3, 4, 7] Demonstrates awareness of individual children's strengths. Interacts appropriately with individual children or small groups of children in planned and/or spontaneous activities. Engages in purposeful and relevant interactions that extend children's learning.		<input checked="" type="checkbox"/>     <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Interacted well with students. Took small groups for reading activities</li> <li>• Led class in a whole group activity related to current unit of work.</li> <li>• Students loved having them in the class.</li> </ul>
<b>C REFLECTION</b> [QCT Professional Standard 10] Reflects on situations and responses that occur during interactions with children to identify own strengths and areas for future development Seeks to improve by acting on advice and using opportunities for development. Reflects on teacher mentor's interactions with children and uses this to extend upon existing understandings about teaching and learning in the early years.		<input checked="" type="checkbox"/>     <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Reflected on purpose of lessons.</li> <li>• Used the 5'R's framework effectively</li> <li>• Reflected on strengths &amp; weaknesses of students &amp; was able to engage these students purposefully</li> <li>• Adaptable &amp; versatile during teaching &amp; reflected upon the need for this.</li> </ul>
<b>D PROFESSIONALISM</b> [QCT Professional Standards 8, 9] Establishes positive relationships by communication and interacting appropriately with professional colleagues (teacher mentor, teacher aides, other school staff, and parents/caregivers). Demonstrates awareness of the need for confidentiality with individual and institutional information. Maintains folder in an organized and detailed manner. Prepares written communication with accurate spelling, grammar and punctuation.		<input checked="" type="checkbox"/>     <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Folder very neat &amp; well organised. Keep up to date. and was made available for perusal.</li> <li>• Very professional &amp; mature approach to practicum.</li> <li>• Self motivated &amp; took initiative independently.</li> </ul>

OVERALL RESULT: (please tick)      • SATISFACTORY       • UNSATISFACTORY       Tick if original given to Pre-Service Teacher (see over)

Sally-Anne Willcox-Smith  
Pre-service Teacher 17/10/08

Janet  
Supervising Teacher 17/10/08

D. Jones  
School Coordinator 17/10/08