**Name:** Shannon Baron **ID:** 30092723 **The Professional Experience Reflection Tasks**

**University Professional Experience Mentor:** Greg Walton **Date submitted** 01/07/13

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| Professional Knowledge | *1. Teachers know how students learn and how to teach them effectively.* | Three examples of higher order thinking strategies include Gardiner’s Multiple Intelligences, The Compass Points Thinking Strategy and Lotus Diagrams. Gardiner’s Multiple Intelligences are used at Ballarat High as a part of their Learning Advisor Period. This is a set time each week that is put away in order to evaluate how students learn. The students used a Multiple Intelligences Quiz to determine which learning style best suits them. The Compass Points Thinking Strategy is used to stimulate student thinking in regards to a proposition. It encourages students to identify what they find exciting and worrisome about the proposition, what more they need to know or find out, and what is their current stance or opinion on the proposition. Lotus diagrams are used as a graphic organiser, they help to organise students thoughts and knowledge that they have on a particular topic. The Lotus Diagram was used by the year nine students at Ballarat High in preparation for their English exam on the text ‘Ironbark’. It assisted students in organising the main themes and characters of the text along with quotes. |
| **Learning Task selected****1C** Give 3 examples of higher order thinking strategies and how they are used in the classroom |
| *2. Teachers know the content they teach.* | As my content areas are History and English these are the two areas in which I have to strengthen and develop while on placement. In the year 9 class that I am teaching they are learning about WW2 in the subject of history. While I am familiar with WW2 as I learnt about it in school myself, I felt a little rusty on the topic initially, as it was so long ago that I learnt about it. In order to ensure that I was familiar with the content that I was going to teach, and that I would be able to answer any questions correctly that students may ask me, I did a refresh on the topic myself. To do this I went over my notes from high school (I kept them as this was a topic of interest), and conducted internet searches on various aspects of WW2, this assisted in refreshing my memory and provided me with detailed information in which I would be able to pass onto students. My mentor teacher informed me that the class would be watching the movie “Kakoda”. Therefore I watched this movie at home prior to watching it in class with the students so that I would be aware of what was going on. In English the students were reading the text “IRONBARK”, my mentor teacher gave me a copy of the text to read so that I would be able to understand what classes were about and eventually run them myself. By conducting greater research and familiarising myself with the topics that I would be teaching I was able to gain a greater level of confidence as I was well prepared and familiar with the various aspects that I would be teaching.  |
| **Learning Task selected****2A** Continue to develop an understanding of the content, processes and skills of the content areas you intend to teach. |
| *3. Teachers know their students.* |

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| **Criteria**  | **Needs improvement** | **OK** | **Good** | **Excellent** |
| Voice |  |  |  |  |
| Enthusiasm |  |  |  |  |
| Use of appropriate language |  |  |  |  |
| Ability to clearly explain a task |  |  |  |  |
| Ability to appropriately answer questions |  |  |  |  |
| Control of the class |  |  |  |  |
| Evenly shared their time among students  |  |  |  |  |

At the conclusion of a TLC lesson on relationships this feedback sheet was provided to students in the group that I conducted. Most of the students ticked the boxes under the good or excellent columns. However some students ticked the box ok under the headings of control of the class, evenly shared their time among the students and ability to explain a task. This feedback helped me to recognise that I must make sure that I gain all of students attention before I start talking (class control), that I encourage the quieter students to speak up and target them specifically with some of my questions (evenly shared time) and that I ensure that every student can hear and understand my directions before they start working on a task. |
| **Learning Task selected****3D** Use student feedback to gauge your teaching and learning/engagement of students |
| Professional Practice | *4. Teachers plan and assess for effective learning.* | **Week 1 weekly planner:**

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| **Time** | **Monday 03/06/13** | **Tuesday 04/06/13** | **Wednesday 05/06/13** | **Thursday 06/06/13** | **Friday 07/06/13** |
| **Period 1** | **9G (Room 26)***Tour* | **9G (Room 20)***Warm up activity* *(word chain)* | **Arch Meeting** | **TLC(Room 21)***Getting to know you activity**Lotus diagram**Modelling quotes* | **9G (Room 26)***Brainstorm activity**Ironbark Revision* |
| **Period 2** | **9H (Room 26)***Guest speaker* | **9H (Room 20)***Warm up activity* *(word chain)* | *Observe “go girls” health class* | **TLC (Room 21)***Collecting quotes* | **9H (Room 26)***Brainstorm activity**Ironbark Revision* |
| **Recess** |  |  |  |  | **Yard Duty** |
| **Advisory**  | **TLC** **(Room 27)***Gardiner’s multiple intelligences*  |  |  |  |  |
| **Period 3** |  **TLC** **(Room 27)***Butchers paper maths* | *Group Planning* | *Group Planning* | **9G(Room 25)***Finish Ironbark* | *“Go girls” Fernwood* |
| **Period 4** | **TLC** **(Room 27)***Started war projects* | *Group Planning* | *Group Planning* | **9H(Room 25)***Finish Ironbark* | *“Go girls” Fernwood*  |
| **Lunch 1** |  |  |  | **Yard Duty** |  |
| **Lunch 2** |  |  |  |  |  |
| **Period 5** | *Group Planning*  | **TLC****(Room 28)***Animal warm up activity**War projects* | **9G (Room 24)***Finish reading Ironbark* | **TLC****(Room 21)***Yard duty clean up**Paper game**Research careers*  | **9G (Room 20)***Ironbark Revision**TEEL essay structure* |
| **Period 6** | *Group Planning*  | **TLC****(Room 28)***Science projects* | **9H (Room 24)***Finish reading Ironbark* | **TLC****(Room 21)***Science projects* | **9H(Room 20)***Ironbark Revision**TEEL essay structure* |
| **After school** | **Staff Meeting**  |  |  |  |  |

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| **Learning Task selected****4F** Develop a weekly planner/work program which is an overview of your teaching and learning activities  |
| *5. Teachers create and maintain safe and challenging learning environment.* | As I am doing placement as a part of the year 9 program at Ballarat High it means that I am constantly working with other teachers and PSTs in order to plan and organise lessons. Three other PSTs and I have been given the opportunity to plan a unit of work on teen issues. Therefore it has been vital that we work cooperatively and get together on regular occasions in order to complete our planning. Not only does this ensure that we are all aware of what is going on but it also enables us to share ideas with each other and come up with a unit of work that will be beneficial to the students. Together we brainstorm ideas of what we can teach in our series of lessons and then we delegate tasks for each member of the team to go away and complete in their own time. This ensures that everyone is evenly contributing to the workload and that each member of the team is doing their fair share. Our two mentor teachers have been working alongside the four of us PSTs and have been ensuring that our lessons are along the right track and that they will run as smoothly as they can. It is essential in a program such as the year 9 program that teachers work alongside each other rather than against one another.  |
| **Learning Task selected****5B** Work cooperatively and purposely with colleagues and other professionals who share responsibility for the learning and welfare of students |
| *6. Teachers use a range of teaching practices and resources to engage students in effective learning.* | After getting my Mentor teacher to evaluate my speech, voice modulation, diction, clarity, use of grammar & annunciation when teaching a lesson I came up with the following 3 goals:1. To work on the formality of the language that I use, as, as an English teacher I am to model the correct use of the English language.
2. To project my voice a bit louder. As while I have a fairly loud talking voice I have to remember that my voice should be able to be heard by everyone in the room. (This is especially important when teaching a large number of students in a large room.
3. Use voice variation to emphasise particular points. As by altering your voice it helps to inform students of what is a key aspect of the lesson and also helps to keep them engaged as they are not hearing the same monotone throughout the lesson.
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| **Learning Task selected****6C** Ask your Mentor teacher to evaluate your speech, voice modulation, diction, clarity, use of grammar & annunciation when teaching a lesson. Outline 3 future strategies for improvement.  |
| Professional Engagement | *7. Teachers reflect on, evaluate and improve their professional knowledge and practice.* | **Collins, R. (2011). Work-life balance: stop and smell the roses. *Teacher the national education magazine.* August 2011. 6-13.**This article deals with the stresses that teachers have and how it affects their teaching and their student’s learning, and suggests ways that teachers can reduce this stress and maintain a balanced lifestyle. I chose this article as I was personally able to relate to it and recognised that other teachers at my school of placement would be able to relate to it. After completing my first two days of placement during week 12 I felt that I was feeling physically exhausted and found that I was counting down the hours until I could go home each day. After reflecting upon this I thought that this is not how being a teacher should be and I acknowledged that I had to deal with this problem. After reading the article I recognised the importance of getting enough sleep, remembering the things that I love about teaching, finding time to unwind and relax, and appreciating the little things. After taking on board these simple tips I was able to acknowledge that my personal wellbeing is just as important as the actual teaching side of things. This is because as a teacher your mood affects the students, what you teach, how you teach it and what they learn. This article assisted me in recognising that a balanced lifestyle is the key to a successful teaching career and helped me to enjoy the following days of placement as I was not feeling as tired or stressed.  |
| **Learning Task selected****7D** Select a professional reading and make some notes on how the issues may impact on you as a classroom teacher |
| *8. Teachers are active members of their profession.* | While at Ballarat High I attended a number of different meetings including staff meetings every Monday night, the year 9 Arch program meetings every Wednesday morning and an English and Humanities meeting on the Tuesday of my last week of placement. The staff meetings dealt with major issues around the school while also incorporating personal development into these meetings. I found that this was a really good aspect of staff meetings which I had never seen before on any of my previous placements. I believed that they were beneficial to all staff as it ensures that teachers (even those who have been teaching for years) are still learning and developing their teaching skills. The Arch meetings dealt with the curriculum that was to be covered over the following weeks. I believe that this is a necessity when in a program such as the Arch program as it ensures that all teachers are on the same page and that all students, regardless of their teacher, are receiving the same information. At the English and Humanities meeting the teachers of particular year levels gathered and went through what they had covered in the semester. They discussed resources that were useful and which aspects they should keep for the following year. I believe that this would be beneficial as it means that the curriculum is kept up to date and that teachers are provided with resources that work really well which makes teaching the same unit easier, when teaching it the following year.  |
| **Learning Task selected****8D** Attend scheduled meetings (i.e Staff, Year Level, PLT’s) Including Professional Development if on offer. Document your wonderings after attending these meetings. |