



Professional Experience Office
 School of Education
 Telephone: 8201 3330
 Fax: 8201 2568

Flinders
 UNIVERSITY

Professional Experience Report 2013

PROFESSIONAL EXPERIENCE THIRD YEAR

Middle & Secondary Schooling

Year 3 Undergraduate & Year 1 Master of Teaching

Pre service teacher name	Caleb Butler-Bowdon	Student No.	2095352
Site	Blackwood High School	Year level(s) taught	8, 9 & 10
Site mentor teacher	Janet Bradley,	Subject	Physical Education
Site coordinator	Michael Winter	University liaison	Stephen Matthew
20 day placement	5 Days Preparation + 4 Week Block		DATES: 22 July-16 Aug, 2013
Site Context	School Coordinator - Context statement about your school		
School sector (DECD), Independent. School size, class size and composition of campus (R-12, Area, Primary, Secondary) Physical and/or unique characteristics. Students with specific needs. Socio-economic factors.	Blackwood High School is a large, metropolitan co-educational secondary school of approximately 800 students. Students in Years 8 to 10 study the International Baccalaureate Middle Years program (IBMYP), students in years 11 and 12 study the South Australian Certificate of Education. The student cohort consists of a wide range of abilities and socio-economic backgrounds. The school staff are committed to providing a strong thinking curriculum which meets the needs of the students and IB MYP criteria. A very high percentage of staff are formally accredited mentors via AST and Step 9 processes.		
	Mentor Teacher - Summary Statements		
Professional Relationships	Comments		
PROFESSIONAL & COLLEGIAL LEARNING Teachers actively engage in personal and collegial learning within the professional community	Caleb engaged in professional conversations with physical education staff. He attended staff meetings, the IB MYP moderation visit, faculty meetings, Year Level meetings and a whole school professional development session on drafting for Stage 1 and 2 SACE work. He also observed Year 10 to 11 Subject Counselling interviews held between teacher, student and parent over the course of an afternoon.		
LEARNER REPORT Teachers foster trusting and respectful relationships with all learners	Caleb treated learners with respect by engaging them in meaningful activities that enhanced learning, using their names (which he learnt quickly) and treating them fairly. Respect from the learner was evidenced by their willingness to engage in his lessons, ask questions and listen and act on his feedback.		

<p>PARENT/CAREGIVER & COMMUNITY PARTNERSHIP</p> <p>Teachers work effectively with parents/caregivers and the wider community</p>	<p>Caleb took all opportunities given to him to relate to the wider community. This included observing parent/student/teacher subject counselling interviews, assisting in Southern Zone Sport, Knock Out Girls Volleyball and Boys Netball. Caleb worked effectively with learners, teachers, the sports trainee, parents and other school and community competition organisers with respect and professionalism.</p>
<p>Professional Knowledge</p>	<p>Comments</p>
<p>LEARNING PROCESSES</p> <p>Teachers know about learning processes and how to teach and implement</p>	<p>Caleb successfully integrated his theoretical university knowledge into the practical classroom environment. He involved all learners at their stage of development. Caleb taught the IB MYP curriculum, using Knowledge of Understanding tasks, IB Unit Plans and Assessment Plans. Caleb has used inclusive teaching practices including verbal instructions, demonstrations, drills and modified games. He has developed learning through recognising the level of the learner and then progressing the learner when they are ready.</p>
<p>LEARNING CONTENT</p> <p>Teachers know the content they teach</p>	<p>Caleb's knowledge of the content he taught was excellent. The combination of his prior knowledge, research, professional questions and observation resulted in learner respect for his knowledge of the content he taught. This included the practical content of Basketball, Soccer, AFL, Netball and Badminton and Health content of Illegal Drugs.</p>
<p>LEARNING CONTENT</p> <p>Teachers know about learner contexts and diversity</p>	<p>Caleb adapted his teaching to suit learner contexts and diversity. He was sensitive to individuals' needs and conditions including those with chronic illness (Type 1 diabetes and Addison's disease), depression, anxiety and learning difficulties. Caleb was also inclusive of new students with limited English including a refugee. He successfully engaged all students in physical activity and the learning environment so that the learner was comfortable in his lessons and enjoyed them.</p>
<p>Professional Practice</p>	<p>Comments</p>
<p>PLANNING AND TEACHING</p> <p>Teachers plan and implement teaching strategies for successful learning experiences</p>	<p>Caleb's lesson planning was thorough and meaningful. He sought feedback prior to lessons to ensure the best possible outcome for the learner. His time management improved rapidly, as did his voice projection and use of the whistle. Caleb's lessons displayed excellent progression of skills taught through a variety of activities that engaged the learner.</p>

<p>FEEDBACK AND REPORTING</p> <p>Teachers assess and report learning outcomes</p>	<p>Caleb helped assess the learner on their IB MYP Performance for each practical unit. He also assessed their organisation, social interaction and personal engagement as required by the IB MYP. Caleb also assessed Knowledge of Understanding tasks for each of his classes. He gave ongoing feedback during lessons, both positive and constructive.</p>
<p>LEARNING ENVIRONMENT</p> <p>Teachers create a safe, challenging and supportive environment</p>	<p>The learning environment that Caleb maintained was physically safe at all times. Learners were comfortable to take risks in their learning, demonstrating the challenging yet supportive environment that Caleb created.</p>

Pre-service teacher: Comments

From my first professional experience at teaching I participated in a highly positive and beneficial experience. Blackwood High School as whole was extremely welcoming and provided me great assistance throughout my practicum when needed. In relation to actual teaching I found this experience so rewarding as it not only provided me with a foundation of teaching but showed me that this is the right career choice for myself.

Since I am majoring in Physical Education I felt extremely lucky to be placed at Blackwood High School as they have a major focus towards this subject area and provide high quality facilities (as they use the Blackwood Recreation Centre). This gave me a lot of confidence as I was able to have choice in how I went about teaching my lessons.

Throughout my experience I thought I would not learn as much as I did. Four weeks to me seemed very small and thought it might not be as valuable as it was. Thankfully for me my mentor teacher, Janet Bradley, was extremely helpful and provided guidance and learning tips for me throughout the four weeks. It was quite evident on Day 1 that I was nervous and felt the pressure of being in front of 25-30 students but by the end of practicum I felt that I was fully in control and felt that the students respected me.

From my professional experience I learnt that in being an effective teacher there are many aspects that you need take on. I pride myself on being highly organised and punctual in everyday life and these aspects are also crucial in the teaching world. I felt that being highly organised for every lesson gave me confidence in what I was teaching and allowed the lesson to run efficiently and smoothly. With this I felt that students gave me respect which I noticed was extremely important in providing effective teaching. By gaining students respect I realised that this allowed me to gain good relationships with each and every student. I believed I achieved this quite quickly as I learnt the names of all my students by the middle of week 2 which I believed show to my students that I cared. From then I notice that the students respected and listened to me whilst I taught as they knew that I had tried hard to remember their names. I found also by learning the students names quickly it helped with behaviour management as I could immediately identify who the student was and rectify the problem. In addition the professional experience also highlighted to me that knowing your content knowledge also allows for effective teaching. With each unit (sport) I taught I was confident and competent in playing each one which I found worked in my favour as I think this

lets the students know that what youâ€™re teaching them is the correct way and therefore they hopefully want to learn it. This also allowed me to join in at times which the students enjoyed, again enhancing my relationships with the students.

Overall I could not have asked for more beneficial professional experience as I feel I have extremely improved my abilities as an educator. This experience was invaluable to my learning and look forward to my next professional experience where I hope to face different challenges and experiences.

University Liaison: Summary statement

Caleb taught with great effectiveness. He displayed a sense of humour, and he related well to the students in his charge. He planned his lessons thoroughly. They were varied in approach and were well structured. He displayed confidence in his role as teacher, and he has a bright future as an educator.

School Coordinator: Final Comments (optional)

Caleb has completed an excellent 1st Practicum at Blackwood High School. To be honest I didn't really see him much outside of the scheduled review meetings as he was so highly engaged in the P.E faculty and meeting his responsibilities as a sports teacher. He actively sought out advice and most importantly utilised it and acted upon it. Caleb attended all required meetings and obligations and with regular updates from his mentor teacher, I understood how involved he was with the day to day organisation and comprehensive activities within the P.E department. He brought an enthusiastic optimism to the school due to his willingness to learn and engage. I wish him all the best for his future as he has the makings of an excellent educator.

School Coordinator:

The pre-service teacher may wish to submit this report with an application for employment. Please avoid the use of acronyms as student reports are often viewed by interstate and international employers who are not always familiar with South Australian nomenclature

Name of School Mentor Teacher(s): **Janet Bradley** Date: **22.08.2013**

Name of School coordinator: **Michael Winter** Date: **22.08.2013**

Consideration has been given to the complexities and degree of challenge of the professional experience context in evaluating the pre-service teacher's ability to meet the assessment criteria for the professional experience.

In our opinion, the pre-service teacher -

HAS demonstrated competency in the professional standards indicated in this report, and is ready to undertake Professional Experience in the final year **SATISFACTORY**

University Liaison

Name of University Liaison: **Stephen Matthew** Date: **16.09.2013**

Report ID: 000367