

3rd Year Undergraduate or 1st Year MTeach PROFESSIONAL EXPERIENCE REPORT 2017

Pre-service Teacher	Nikita Mickan	Student ID 2151529	
School	Windsor Gardens School B-12		
Mentor Teacher(s)	Name: Molly Hardman	Learning Area: English	Year Level 8&9
	Name:	Learning Area:	Year Level
School Co-ordinator	<u>Eleana Meliniotis</u>		
University	Liaison Andrew Miller	Coordinator Zoe Christopher	
Teaching Days	5 introductory days + 20 day block:		25 days

CONTEXT	Please add brief context statements about the school and class: <i>School sector; size and composition of campus (R-12, Area, Primary); particular features or unique characteristics; index of disadvantage.</i>
School	<p>Windsor Gardens School is a Birth to Year 12 school (Category 2). This is a public school with approximately 500 students enrolled, 40 teaching/support staff and is co-educational. The majority of students come from low socio economic households, and have associated disadvantages. The school compensates as much as possible by providing free meals, subsidised uniforms and other services.</p> <p>The school offers traditional curriculum areas, but with modifications to suit the community. For example, the language offered on campus is Auslan. The school has a Centre for the Hearing Impaired (CHI), which improves the opportunities and choices for hearing impaired students attaining SACE or vocational certificates. Students meet in care groups each morning. These are kept small so that the care group teacher can become acquainted with individual students and monitor their progress, well-being and school involvement.</p> <p>The teaching staff are collaborative and consultative between themselves, communicating in regard to activities, learning areas and students who may be having problems. There are well established and well understood procedures for dealing with absenteeism, problem behaviour, non-completed student assignments and other matters that require attention by staff and administration.</p>
Class (including children with special needs)	<p>Nikita taught English only for this practicum: 1 x year 9 (26 students) and 2 x year 8 (19&23 Students) All classes are of mixed ability including students with negotiated education plans, ESL students, students with attendance issues as well as several others with significant family, social or behavioural issues. One of the year 8 classes contains many students on behaviour management plans. Two in this class have already attended Beafield (high security school placement). As such, it is an extremely difficult class to teach in terms of the variety of behaviours. In this case, Nikita taught the content and managed minor behaviour, whilst her mentor dealt with the larger behavioural issues as they arose.</p> <p>Nikita also ‘adopted’ a year 8 care group daily for the morning roll call and bulletin notes, along with the once-weekly PCC, helping them to prepare for their success presentations. She attended all necessary meetings including staff and faculty and participated in yard duty supervision.</p>

SUMMARY STATEMENTS (You may choose to comment on both personal and professional characteristics)**School Coordinator/Principal**

Nikita has completed a very successful practicum here at Windsor Gardens B-12 School. She has forged great professional relationships with staff and formed positive relationships with the students. Nikita has been a pleasure to have at our school and we wish her every success for her future teaching career.

Name: Eleana Meliniotis**Date: 18/8/2017****University Liaison**

Nikita has demonstrated that she is capable of creating a learning environment that is positive for all students. She had clear expectations and showed consistency in her delivery of these expectations.

She responds well to constructive feedback and demonstrates the ability to reflect upon her own lessons and identifying her own strengths and weaknesses and puts reflection into practice to improve her delivery.

Name: Andrew Miller**Date: 27/8/17**

SUMMARY STATEMENT(S) *(May be used as a referee statement)*

Mentor

RE: Nikita Mickan

Learning Area:
English – Y8 and 9

Professional Knowledge

Know students and how they learn

Nikita has made good use of her innovative style and organisation when presenting lessons. In addition to the various resources used as stimulus, she involved students in drafting, conferencing, reading and presentation as well as a range of short, structured activities to engage students of all abilities. She also used the speaker system for CHI students, enabling them to follow lessons clearly. It is clear Nikita enjoys all facets of English and managed to convey an enthusiasm for the subject matter which helped students to keep their focus and understand the goal for the work. She provided clear instructions for all tasks, whether they were on the board or in handouts. She also developed the ability to rethink her lesson plans to cater for the students in her class and what ability level they were gauged to be at. Nikita is clearly spoken and confident which she uses to her advantage. Students quieten down in order to hear instructions although at times some tonal variation is needed to grab full attention. She uses many resources and styles to captivate her audience. She has a natural ability to calm the students and get them to focus on the task to hand.

Know the content and how to teach it

It is clear that Nikita is passionate in terms of English as a subject. This was made especially clear in terms of her constructive feedback on student work and the construction of her assignments. An example of this knowledge can be seen within the Shakespeare unit. Nikita was able to confidently teach and answer questions surrounding Shakespeare's most famous sonnets and plays. Nikita's understanding of the current Australian Curriculum requirements, taking into account students on NEPs, EALD students and others is developing nicely and she incorporates some of these into her thinking when planning units. She has developed an entirely different program for one student who is severely autistic, coupled with dyspraxia as he would not cope with the year 8 horror unit. Nikita's commitment to producing challenging and relevant topics/lessons for her students has been exemplary from the start. It is clear from the material she has found and used required extensive research. All were engaging and accessible for the students. Nikita used the resources and technologies available to her to plan her lessons, including use of the interactive whiteboard. When certain technologies were not working (as can happen on a regular basis), Nikita remained calm and always had a back-up plan.

Professional Practice

Plan for and implement effective teaching and learning

Nikita planned her units of work using the AC standards for the Year 8s and 9s. She worked with her mentor teacher to gain knowledge about each student in order to understand how to differentiate some tasks. Her work on the year 9 Shakespeare unit displayed good knowledge of her 'clientele', making use of Youtube video clips and PowerPoint presentations with original worksheets to enhance learning which tied in appropriately with her lesson objectives. It was pleasing to see a diverse range of activities that got the students up, moving and, more importantly, thinking. Nikita grasped the different dynamics of the classes and was aware of NEP students and the disinclined; she planned units that would enable all students to meet the outcomes through interesting and exciting topics and provided additional opportunities for high achievers, for instance offering the more academically inclined a second task so they would not lose interest in the topic. Nikita took the opportunity to build relationships

with her students via written and verbal feedback on assignments as well as in the course of lessons. Nikita was keenly aware of time requirements for each group and understood the complex variables involved; for instance, she altered all her lesson plans for her last week of placement upon realising all three of her classes were at a 'summit' and therefore not in class. Nikita always dealt calmly with many unseen interruptions to her teaching program.

Create and maintain supportive and safe learning environments

Nikita's calm, cheerful personality created a positive, supportive environment and she never resorted to intimidation or threats. As a result, students felt confident to approach Nikita for help and assistance. For example, she managed to use self-deprecating humour to allow students to see her 'human' side and therefore work with her rather than against her. Nikita also rearranged the classroom to ensure ease of movement and the ability to sit some students apart from one another but still create a cohesive environment. The horseshoe arrangement she settled on worked perfectly and it was clear students were happy with the change rather than hesitant. Nikita's creativity, combined with her friendly, relaxed manner, easily facilitated the establishment of positive learning environments. Nikita understood the difference between a student/teacher relationship and a friend relationship. At no point did she say anything inappropriate to students in any class. She kept her conversations with students friendly yet professional. Nikita dealt quietly with minor interruptions without letting it spiral out of control. This may have been with a simple shake of the head to a quiet word. This enabled the class to continue with their work without interruption. Nikita has worked on ensuring full class attention before speaking, whether this be at the beginning, middle or end of a lesson. A little more work is required towards this. Nikita always ensured she was in the classroom and prepared before the students entered. All these are key components to being a fine teacher.

Assess, provide feedback and report on student learning

Nikita took into account the varying ability range within teaching groups and made a concerted effort to accommodate all students within the spectrum. An example was that a student on an NEP is only able to be assessed at a Year 2 level for literacy and therefore Nikita changed an assessment task to reflect this. Nikita will still need to work further on outcome-specific tasks that give students options, depending on their ability and interest levels. Nikita has realised during the course of this placement that sometimes less is more. An overload of information and verbal instruction (although relevant) can lead to confusion. It is a positive sign that she has recognised this and made moves to rectify it. Nikita successfully undertook the marking of national spelling test as well as Year 8 Horror debates and Year 9 Shakespeare re-enactments. She has a good sense of judgement in terms of work content and always provides helpful, detailed feedback in order to facilitate student learning. She has also learnt to praise what is there rather than what is not, a key technique given the SACE performance standards at Stage 1 and 2.

Professional Engagement

Engage in professional learning

Nikita is an enthusiastic and highly competent professional who is keen on generating challenging lessons for students. Throughout her practicum she has indicated a commitment to teaching; her grasp of curriculum expectations and the needs of her students enabled her to make sound choices for her lesson activities that resulted in satisfactory outcomes. Nikita attempted to learn all students' names and offered friendly greetings at the classes' beginnings. She listened to student suggestions and respected their opinion. Nikita's cheerful and chatty nature was appreciated by students and staff alike and put them at ease. Nikita had a positive relationship with staff she needed to deal with, such as administration, library and other faculty

members. Her development of all lessons was always consistent with current policies such as the Australian Curriculum and in-school pro formas. Nikita discussed lesson ideas, adapted and developed her own resources and consulted with her mentor to ensure all requirements were covered in her programs. She also attended the 'Oceania Energy Summit' as an assessor, together with her mentor during the last week of her placement. Nikita and her mentor discussed lesson outcomes and she was able to see where practical adjustments could be made in terms of tasks and behaviour. She is self-critical but also pro-active. She acts on suggestions and always seeks advice on how her lessons have gone. This is a positive as she is keen to grow and improve as a teacher, something this profession demands.

Engage professionally with colleagues, parents/carers and the community

Whilst Nikita has not had the opportunity to engage professionally with parents/carers and the community, she has taken part in all staff and faculty meetings. During these meetings she has conducted herself professionally and was enthusiastic about the tasks set for each of the sessions. Together with her mentor teacher she helped to prepare material for the school's review, looking at areas such as working with the Australian Curriculum, student engagement and differentiation.

Written by: Molly Hardman

Date: July'17

SUMMARY ASSESSMENT *(To be agreed by the School Coordinator and the University Liaison)*

In our opinion **Nikita Mickan**

(Please click on appropriate box below)

- has**, on balance, attained the level of 'emerging' against the Flinders standards for pre-service teachers and is ready to progress to the final professional experience.
- has not** attained the overall level of 'emerging' against the Flinders standards for pre-service teachers and is not ready to undertake the final professional experience.

NOTES FOR COMPLETING THIS REPORT

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.

***Please keep an electronic copy of this report and submit the report to the University Liaison.
Please DO NOT give a copy of this to the student as the report needs to be certified by the University.***

Please submit the completed report within 2 weeks of completion of Professional Experience placement.

If this is not possible then please email it directly to: mssprofexp@flinders.edu.au