**April 11th Intensive Workshop:**

**Graduate Standards: Explaining how the Evidence Fits**

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**INTRO**: the graduate standards . . . **what picture do you get?** (a dimension 1 constructing meaning exercise)

* Where do they sit in relation to your Professional Experience (in terms of assessment, reflection, mentoring)?

1. .
2. .
3. .

* What’s the hardest thing(s) about gathering evidence for them? (put in rank order) Why?

1. Storing/organising the large amount of material?
2. Linking evidence to the most appropriate standard?
3. Collecting the evidence in a useful form?
4. Understanding the standards?
5. Explaining the link?
6. Choosing between competing bits of evidence?
7. Something else?

* Experiences of Panel Members . . . **being able to articulate the link between the standard and the evidence** is the difference between an OK interview, and a good one.

**TASK:** Match the standard to the evidence on the section you’ve been given, and explain persuasively they ways in which the evidence is a clear indication of having met the particular standard (you might have to use your imagination/experience to flesh out the evidence)

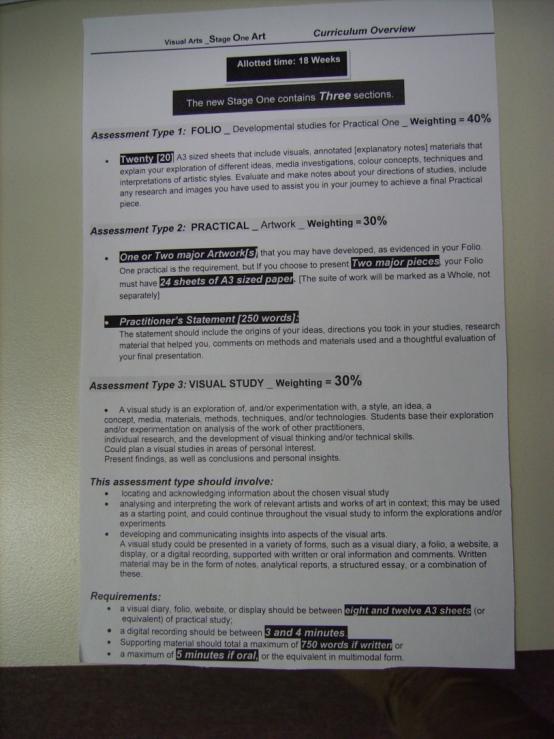
Graduate Standards: Match the Evidence to the Standard, and **persuasively** explain the link/rationale . . .

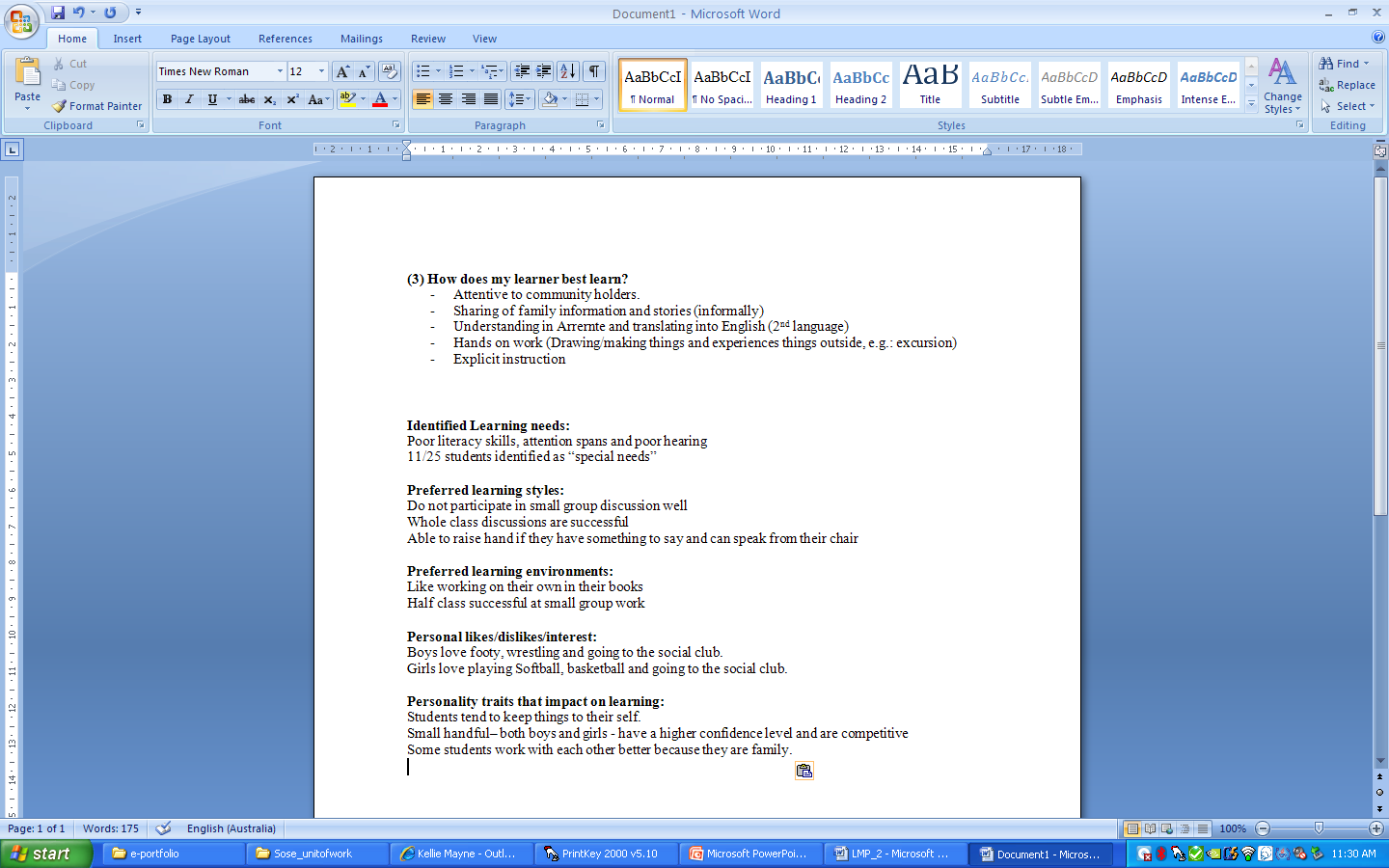
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| --- | --- | --- |
| **Grad Standard No and Key Terms** | **Evidence Type** | **Explain how this is persuasive evidence of fulfilling the grad stand** |
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**How to gather and store evidence? What works and what doesn’t?**

**Gather:** getting the goods from a busy mentor (lateral thinking: voice record/, complete prepared lesson focus sheet/tick boxes - could use the self-assessment rubrics developed in earlier session.

**Store:**  In terms of using ICT (Windows folders, blog, wikispace etc)and physical resources (concertina files, ringbinders, display folders etc) Advice from senior students

**Lesson Plans other Prepared Documents: Standards 3.3, 6.1**

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**Reflective journal/other notes: Standards 1.2, 2.3, 4.2, 6.1**

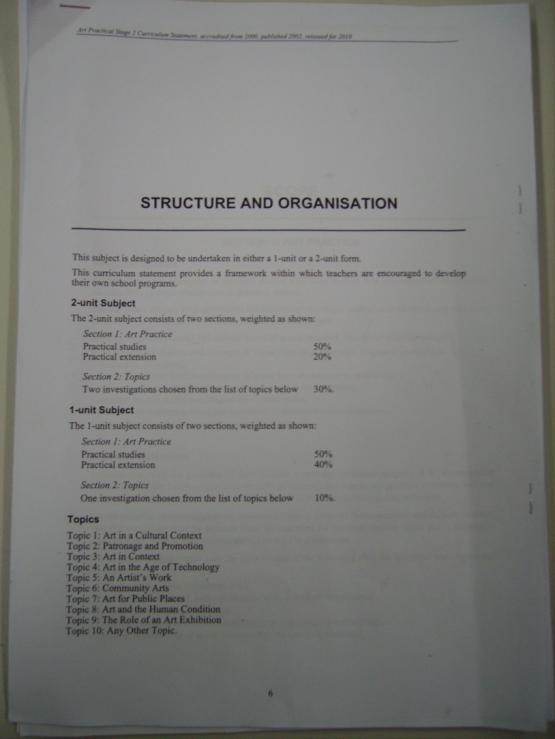
According to Piaget’s theory it is noted that *all children go through the same sequence of development, but at different rates. Therefore, teachers must plan activities for individual children and small groups, not just for the whole class. (pg 257)*

My Teaching Philosophy: Dreikurs and Glasser

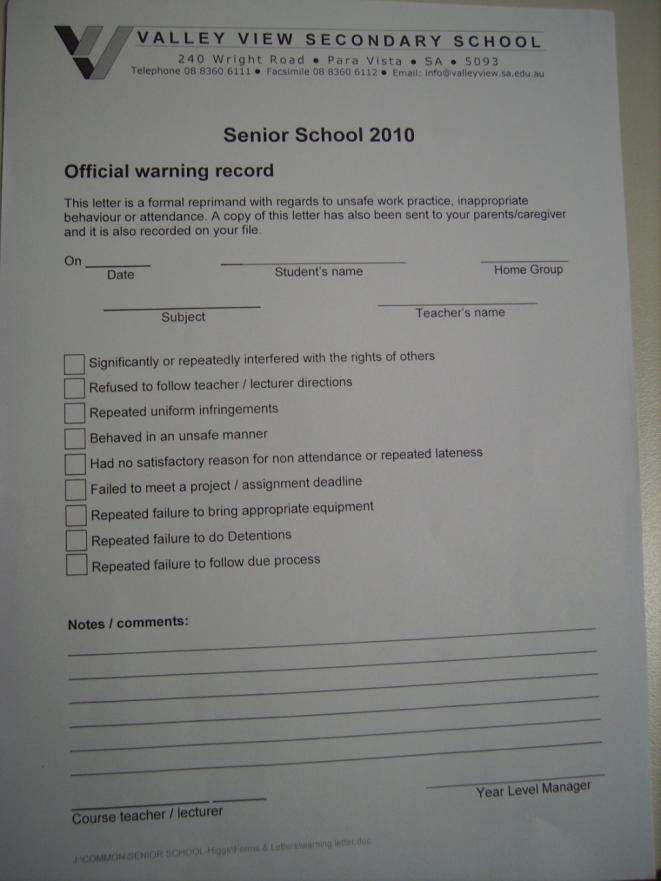
* All total behavior is chosen
* People are social beings whose main desire is to belong
* Encourage improvement, not perfection
* Making learning ‘real’
* Students need to experience success & achievement
* Have power over their learning, and
* Freedom to express and realize their potential

****Last night’s information evening was rather good because I learnt about what the school expects from students as a whole. This helped me formulate how I teach and what I expect of the students from technology requirements all the way to homework and how the parents are involved in the 'community'.

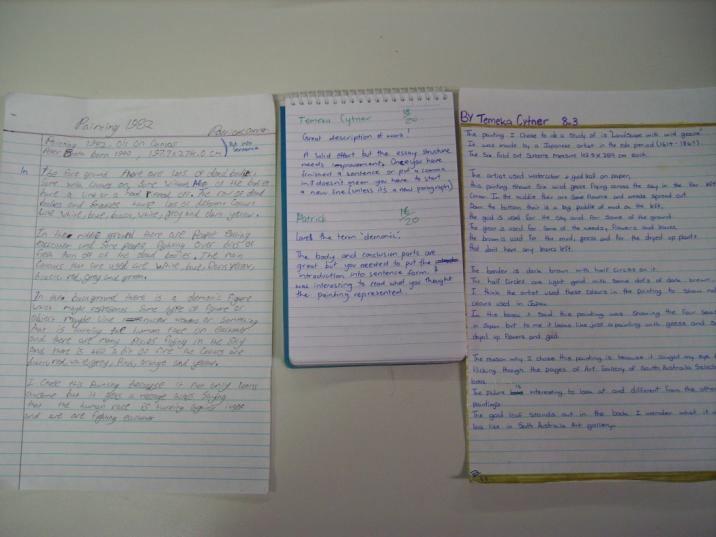
*Whilst on practical, I have identified behaviour management as a professional learning need. I have since then, worked in conjunction with my mentor to rectify problems with this and have had professional tutorial about behaviour management and safe schools N.T. with Ray Dixon.*

**Student Work/Other Documents: 4.3, 6.1, 6.3 (one used twice)**

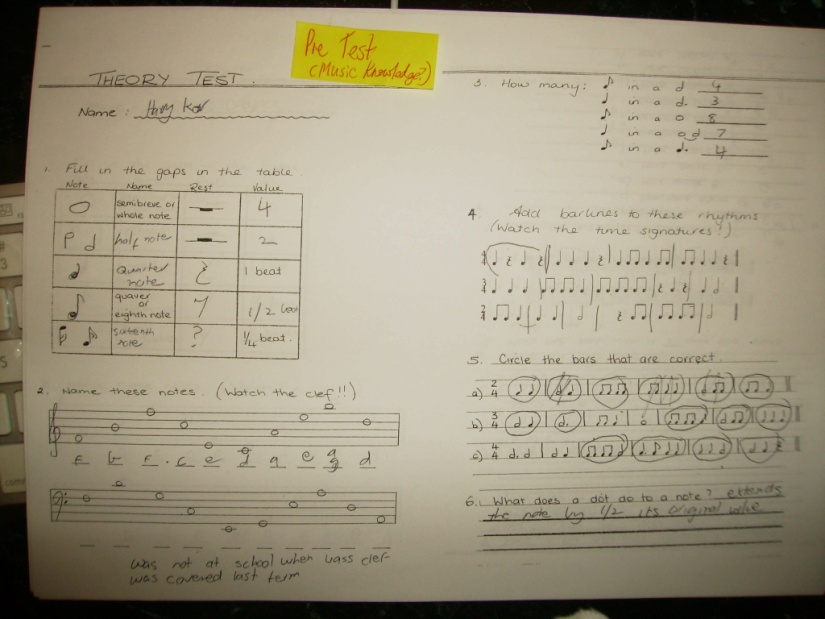
Art Practical Stage 2 Curriculum Statement, 2010.

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This form is the ‘Official Warning Record’. It is given to students who haven’t been following the unit requirements and teachers instructions.

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Yr 9 students theory (analysis of an artwork): different length requirements for different students.



pre-test in music

**Feedback: Mentors/Others: 1.2, 2.1, 4.1, 4.5**

**2008: Community sports weekend, March**

**“***Kellie was asked to help out in the community sports weekend and run games and activities for children, as the events were mainly for older people in the community.**Kellie was able to organise the activities well in advance and children knew where to come to participate. Kellie drew on her sporting knowledge to have many different games, Egg and Spoon, Under and Over, and finished off with a water bombing competition Kellie showed terrific organisation skills and was able to run this effectively on the 2 days. Kellie should be congratulated on going out of her way to purchasing prize gifts. The families were grateful of Kellie running these events.”*

*10th October, 2008:*  Teresa is loved by the students and her colleagues. She interacts in a manner that is friendly and professional. She is courteous at all times and respects the opinions and views of those around her. I will miss having her around as I feel as though we have worked very well as a teaching team; she is dedicated and enthusiastic about teaching. I believe that my colleagues will also be sad to see her finish her practicum. Rebecca Glasby

When Teresa first started her practicum at Dripstone she came to school on the weekend to organise lessons. We focussed on the outcomes that we had to assess, the needs of the students and the university requirements. From those planning sessions she emailed me her programs and asked for feedback. The feedback that I provided was taken into consideration and she made use of the notes that she felt were appropriate. Teresa not only reflected on her programs, she also writes lesson plans and asks me to look at them a number of days before the lesson. She is always receptive to feedback.

After each lesson we discuss how things went. We also discuss things during the lessons and make changes and adjustments as we go along. As a result of her professionalism and desire to learn, I believe that she has come a long way in her teaching. She has had a difficult class to teach and they respect her. This is as a result of her organization, dedication to them and the fact that she provides adequate modelling for each task that they undertake.

Today for example we taught the same lesson but to different classes. I taught the lesson first and during that lesson I realised some things that I needed to improve on or make clearer. Teresa also noticed these things and in her lesson she made clear all aspects of the task and improved upon what I had done.

Maths Number line: feedback

This is excellent work Kel! Your design and planning shows a lot of thought. You introduced the lesson well, using prediction to engage students’ attention. I liked the way you used the resource to the full, by varying your questions and tasks to challenge the students’ thinking in a number of ways towards achieving the learning outcomes.

**Annotated Photos: 2.4, 6.2, 6.3**

Resources are found on the walls of the classroom. Here are some images of previous assessable tasks completed at school.

The art faculty has a huge range of books for students and teachers to gain ideas from. They also have access to computers and printers within the building.



Students progress in art can be monitored by visually examining students working on their artwork.

Units of work folders and student assessment portfolio folders:

