Semester 2 Report

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| **Term** | Four | | |
| **Graduate Teacher** | Tara Roberts | | |
| **Mentor** | Joanna Deck | | |
| **Date** | 1 December 2016 | | |
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| **Teaching and Classroom Practice** | | | |
| *Strengths* | | | |
| Tara is to be commended on developing different strategies to meet the specific and diverse learning needs of the students in her class this year. She has a firm understanding of the EYLF and has demonstrated this through her mat sessions and activities. Tara is constantly growing in her understanding of an inquiry-based approach to teaching and learning. This Semester she has become more familiar with the elements of Kath Murdoch’s Inquiry Planning Model and has developed her ability to ask open-ended questions. Tara has developed her skills in documenting learning stories within an inquiry project in order to make learning visible to teachers, children and parents. She also developed a SOLO assessment rubric in order to make Learning Outcome 1 and 2 of the EYLF more visible to teachers and families. | | | |
| *Areas for Development* | | | |
| Tara is developing her ability to frame an inquiry around an open-ended essential question (rather than a closed ‘Big Idea’). She is also extending her ability to imbed a wider range of outcomes within a project. | | | |
| **Homeroom/Pastoral Involvement** | | | |
| *Strengths* | | | |
| Tara’s friendly disposition has been a great asset to the many regular parent meetings she has held this year. She has sought guidance during mentor meetings in developing strategies to use during meetings with parents of students requiring additional assistance. She has sourced resources for parents to involve them in the educative process. Tara is to be commended on seeking and applying advice in working with colleagues who have different teaching philosophies. | | | |
| *Areas for Development* | | | |
| Tara has started to initiate collegial discussions with other colleagues (other than her Mentor Teacher) in order to improve professional knowledge and practice. | | | |
| **Professional Development/Research** | | | |
| *Strengths* | | | |
| Tara is to be commended on constantly initiating reflective practice. She consistently brings discussion points to mentor meetings for reflection on her professional growth. After attending professional development or reading new research she considers how she can apply her new knowledge to the context of Kindergarten at St Stephens. After reading suggested research by Margaret Carr, Wendy Lee and Tom Hammond Tara was able to reflect on the role of learning stories and how this impacts on Kindy reporting methods. She helped facilitate a meeting with Leadership outlining how eportfolios and portfolios could be shaped to reflect best practice in Kindergarten. | | | |
| *Areas for Development* | | | |
| Tara has begun to lead learning assistants in reflecting deeply on best practice during weekly meetings and will hopefully continue to do so next year. She has also started to familiarize herself with the Kindergarten Curriculum Guidelines for WA and will also continue to do so next year. | | | |
| **National Professional Standards for Teachers (Standard 2)** | | | |
| *Strengths* | | | |
| During our recent mentor meetings Tara has been reflecting on the opportunities she offers her students that encourage mark making and writing. She has used the EYLF, The Kindergarten Guidelines and a recent AISWA Early Childhood Newsletter article to consider the age-appropriate opportunities that should be offered in Kindergarten (both play-based provocations and intentional teaching). Tara has started to document ideas for how to increase the value placed on mark making in the Kindergarten environment | | | |
| *Areas for Development* | | | |
| Tara is ready to apply this new knowledge when planning literacy experiences for her 2017 Kindergarten students. | | | |
| **Graduate Teacher Summary** | | | |
| *Strengths* | | | |
| Tara is a passionate and dedicated teacher who contributes to the team environment in Kindergarten. She constantly demonstrates initiative and confidence. Tara has a heart for her students and demonstrates service and care by differentiating for individual learners needs. She effectively utilizes digital learning resources to involve parents in the learning journey, evident by her student’s impressive eportfolios and class blog. I have greatly enjoyed mentoring such as vibrant and positive young teacher and I look forward to seeing how she continues to develop her skills throughout her teaching career! | | | |
| *Areas for Development* | | | |
| Tara has many challenges ahead of her for 2017! The structure of the Kindergarten teaching team has been reshaped and Tara will have additional students in Kindy Roberts to nurture and grow. In order to ensure her personal wellness she must continue to develop her ability to work smarter not harder! | | | |
| **Portfolio checked:** Yes | | **Absences:** None | |
| **Signed (Graduate Teacher)** | | **Signed (Mentor)** | **Signed (Head of School)** |