

Analysis of Program - Evidence Component 1

DOMAIN: *Evidence that Demonstrates Professional Knowledge*
EVIDENCE COMPONENT 1: *Examples of Teaching*
ANALYSIS OF PROGRAM: *An example of a planning/teaching/learning/assessing/reporting cycle and annotated analysis linked to the professional standards*

NAME: XXXXXXXX TRB #: XXXXXXXX

A) The Teaching and Learning Context		Standards						
		1	2	3	4	5	6	7
1) What is the selected unit?	The selected unit is the first Issues Analysis component of the Stage 2 Health course as outlined by SACE, with the core area being <i>Core Concept 2: Social and Economic Determinants of Health</i> . The issue chosen was <i>Homelessness</i> . The teaching time allowed for this assessment was 4 weeks, with a total unit teaching time of 7 weeks, taught in 4 x 55minute lessons per week.							
2) Describe the class chosen for the sequence.	The class consists of 22 students of varying learning abilities and from a range of social and ethnic backgrounds. There are more females than male students, with a ratio of 17:5.							
3) Explain the abilities, challenges and learning needs of 2 selected students.	<p>K is a student who always tries extremely hard in all tasks and has really good time management skills. She understands concepts well and contributes opening in class discussion, however, her written work and sentence structure is weak. K does ask for feedback, however, sometimes finds it difficult to listen to instruction and apply the feedback to her work.</p> <p>B is a student who has poor behaviour and social skills. She is loud in class and distracts others by making off-topic, inappropriate comments, answering her phone and/or walking in and out of class when it suits. There is a slight power struggle between B and the teacher and she does not like to listen. She has poor literacy skills and finds it difficult to focus on tasks, due to her not fully understanding concepts or finding a topic boring or too difficult.</p>							
4) What is the school's philosophy and initiatives that will influence my work?	XXXXXXXXXXXXXXXXX is a school that expects students to be committed to their studies, particularly in Stage 2. The school has high expectations for it Year 12 students due to							

	<p>past successes and so expects the same every year, however, understands that this is a stressful year for students and will have different results for individual students. Stage 2 students are treated with a level of maturity, and as young adults, as teachers move away from classroom teaching/instructions, to self-paced learning as per individual's learning levels and abilities. Support is available through classroom teachers, counselors, tutors, year coordinators, faculty heads, assistant principals and year coordinators. Contact with parents is encouraged, particularly with Stage 2 students, to maintain track over their students learning.</p>						
5) Describe the 2 students socio-cultural, linguistic and literacy background.	<p>K is from an Australian heritage. She comes from a two-parent family and seems to have been brought up quite well. She speaks and dresses politely and is competent in literacy skills. B is also from an Australian heritage, however, is experiencing her parents split during her time in Year 12. Her father plays more of a role in her schooling, however, still quite absent. The behaviours of B, I believe, stem from her mother, with not much support given to her at home, and a lot of stress coming from fighting within the family. I believe that the unstable household has led to B's literacy and linguistic skills suffering over time.</p>						
6) What are the teaching challenges in relation to students eg. engagement, management.	<p>I see the class as quite a mixed bag, with some students really motivated and eager to do well, and others chatty and not interested. Upon asking the students, there was almost half the class that admitted to choosing the subject as they thought it would be a "bludge". There are some behavioural issues- mainly with B- however the biggest concern is mobile phones, chatting and being easily distracted. I believe that this class needs a more visual, hands-on approach, rather than to be in a classroom setting with the teacher speaking.</p>						
7) Provide an overview of the physical environment.	<p>There is adequate seating for 22 students however, the room is quite full. There isn't much space for moving around and the tables are quite large (which is good for working), however compact, so difficult to move around. There are two computer trollies in the back of the room, which are always charged and ready for students to use. Predominantly a Year 12 class so kept in good condition. Air conditioner is always on- a little cold- but keeps the students on their toes.</p>						

B) The Teaching and Learning Program		Standards						
		1	2	3	4	5	6	7
1) What should students know (learning objectives) and be able to do (learning aim) after the learning sequence?	<p>As stated in the SACE unit outline for Stage 2 Health:</p> <p>For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:</p> <ul style="list-style-type: none"> • understanding • critical analysis and evaluation. <p>Each of these criteria is assessed on the performance standards for the individual task sheet for the assessments that make up the Issues Analysis component of the course.</p>							
2) How are they going to achieve this (teaching & learning activities)?	<p>Students will achieve this through:</p> <ul style="list-style-type: none"> • Teaching to the assessment- includes providing relevant documentation, scaffolding assessment, going through standards that are being assessed and what they mean • Drafts- ensuring all students hand in a draft which will be thoroughly drafted and handed back so students can gain maximum benefit • One-on-one meetings- students are locked into one-on-one meetings with me to go through drafts of assessment • Producing final copy- students must act upon what has been learnt in class, as well as feedback from draft and questions answered in one-on-one meetings. 							
3) How will I know that my students have learnt (formative and summative assessment)	<p>Formative: class discussions, group activities, note taking, questions asked to guest speaker, evidence gathering</p> <p>Summative: improvement from draft to final copy and improvement in second Issues Analysis</p>							
4) Comment on the clarity of the outcomes of the learning sequence.	The outcomes were clear to students. This was based on group discussions about the task, one-on-one sessions, scaffolded formative tasks revolving around assessment, moderately high grades in this assessment task.							
5) How did you establish students' prior knowledge?	The class was asked who had completed Stage 1 Health and the results showed that less than half had done this course last year. Prior to starting assessment, a glossary of health literacy terms was handed out and read as a class. Brainstorming sessions with class, group discussions and watching ClickView clips helped increase knowledge on the issue for those whose prior knowledge was low.							
6) Describe teaching & learning activities to achieve learning aims.	<p>Teaching activities included:</p> <ul style="list-style-type: none"> • Assessments handed out • Watched videos- ClickView and Oasis Documentary • Guest speaker- Neil Gray- former homelessness victim 							

	<ul style="list-style-type: none"> • PowerPoint presentation • Government documentation handed out • Group discussions <p>Learning activities included:</p> <ul style="list-style-type: none"> • Worksheets to complete • Note taking • Questions prepared and asked- to guest speaker • External research • Drafting of assessment 							
<p>7) Comment on changes in the learning environment to accomplish aims.</p>	<p>Adequate class time was dedicated to completion of the summative tasks. Students were able to approach teacher during class time or after class for questions or issues about assessment. However, some students didn't utilize class time effectively or had poor attendance, meaning that extra time outside class or school hours was needed. Some drafts weren't handed in at all and parents were contacted about at-risk students in order to put in place some strategies for individual students in order to ensure their success. Professional conversations with colleagues regarding strategies to employ were also had, to adapt the learning environment to meet students' needs.</p>							
<p>8) How will teaching activities enable monitoring student learning.</p>	<p>Through group and individual discussion and observation during class time, it is easy to monitor students work, however, particularly with students who show poor attendance, marking the drafts of their assessments proved to be the most accurate means of monitoring student learning. This instantly highlighted which students understood the concept and how to apply it to the assessment, and which ones needed more time and focus. It also showed me which strategies were successful.</p>							
<p>9) What assessment tasks will be used to reveal student learning?</p>	<p>This is the first of two in this Assessment Type. However, they have learnt how to meet performance standards that will be assessed in other Assessment Types throughout the year, so all assessments will indicate the level of student learning and areas of strength and weakness.</p>							

C) The Analysis of Student Learning		Standards						
		1	2	3	4	5	6	7
<p>1) Describe the students' social and historical learning context.</p>	<p>K is from an Australian heritage and comes from a two-parent family. She speaks and dresses politely and is at a good literacy level. She puts her studies first and is extremely dedicated to her work. K had trouble at first, receiving feedback from me due to me being her student teacher last year. This created a bit of a power struggle in class, with her not taking my feedback onboard, and resulting in an emotional exit from class after receiving her results. She aims extremely high for herself and expects A+'s, which makes her disappointed in herself when she achieves anything else. She is around a high B student.</p> <p>B is from an Australian heritage, however, this year experienced her parents split. Her father plays more of a role in her schooling, however, still quite absent. I have not been able to get in touch with her mother during the year but have heard that B shares similar social attributes as her mother. The behaviours of B, I believe, stem from her mother, with not much support given to her at home, and a lot of stress coming from fighting within the family. B is a party girl who spends little to no time on assessments and likes to socialize in and out of school. Her social upbringing and behaviour also affects her relationships with her peers.</p>							
<p>2) What does the work samples reveal about the students' progress toward the key concepts?</p>	<p>K had her assessment finished a week before the due date. The class was still finalizing their drafts and K had completely finished her final copy. In saying this, I still sat down with K and had a one-on-one meeting where I provided her feedback on what needed to be done in order to aim for the higher grades, however, her confidence in herself and lack of confidence in me as a teacher, meant that she did not get the grade that she was hoping for, and was in fact one of the lowest in the class. I also feel that due to being over-prepared, K was not willing to go back and continue working on an assessment that in her mind was complete. There were very little changes made to her final based on the feedback she received from me. She also emailed a former teacher for feedback, rather than approaching me, and did not spend enough time really focusing on the question and what she was being asked.</p> <p>B had a few tantrums in the first few weeks, storming out of class, yelling at me and others and basically showing a complete disregard for her studies and for me as a teacher. I sat down with her and told her that I was on her side and wanted the best for her, so I would put in extra effort but she needed to also. To her credit, B came and saw me twice a week after school and sat with me while we dissected her assessment parts at a time. This strategy worked well for B and she took my feedback onboard and ended up extremely satisfied with her result. She got a better grade than she was aiming for, and this was due to her commitment during this task, and me adapting my teaching strategies based on how she learns.</p>							

<p>3) Did the students achieve the learning expectation?</p>	<p>K did not achieve the learning expectation that she wanted, or what I thought she was capable of. This was due to her not taking onboard my feedback after reading her draft. B achieved beyond the grade that she wanted and I was very satisfied in her result. It was well-deserved and based on a new teaching and learning strategy employed specifically for her.</p>							
<p>4) What feedback was given to support their learning?</p>	<p>The drafts contained extremely detailed and thorough feedback. Verbal feedback was provided, encouraging questions from the students to ensure they understood the standards and the feedback. Follow up was undertaken throughout the year with B's parents, and K and I frequently had one-one-one chats regarding feedback specifically for her and her assessments, that she followed well.</p>							
<p>5) How effective was this activity in the teaching / learning program?</p>	<p>The task completed for the Issues Analysis was extremely effective in assessing and ensuring student understanding across the performance standards. The students learnt extremely well from interactions, e.g the guest speaker and class discussions, rather than written work and handouts. The task also enabled me to assess areas of strength and weakness in my pedagogical strategies and how to better aide students individually, as well as teaching them as a whole. From this, I could then modify teaching and learning strategies for the next Issues Analysis and other tasks to be completed, based on my learning from student performance in this particular class.</p>							

D) The Reflection on the Teaching & Learning Plan		Standards						
		1	2	3	4	5	6	7
1) What worked well in the teaching program to progress student learning and why?	Visuals worked extremely well with this class. The Oasis documentary that we watched and the guest speaker were the most successful in the program for learning. This was due to the types of films shown and the excellence of the speaker. They both displayed real life stories to the students without sugarcoating the rawness of the issue. There was interaction with the documentary through class discussions and worksheets, and question time with the guest speaker. Discussions also worked extremely well with this class as the range of learning abilities enabled the lower level students to learn from the higher level students and really understand the topic.							
2) What was ineffective for both teacher / student and why?	Student K found some feedback unclear and therefore didn't properly act upon it, nor did she ask probing questions to find out. This means that I have paid closer attention to the instructions/feedback I give with her and ensure that I know she understands. It is ineffective to try and harass B for her work. There needs to be enormous amounts of positivity and the need to 'tread lightly' as anything can set her off. It is extremely ineffective for me to address the class as normal and expect that she is listening or understanding. This means that I have had to modify my teaching strategies to ensure that I spend one-on-one time with her and give her personal attention regarding assessments. During these one-one-one discussions, I knowingly alter my language to simplified terms so that she understands what is being taught.							
3) What changes would I make to improve when teaching this in the future?	I could have allowed more in-class time to work on assignments; however the biggest thing would have been for me to scaffold the assessment a lot more and really break down the standards for the students so that they are aware of exactly what they are being assessed on and therefore, what is required of them. After handing back assessments I asked how many students actually looked at the standards on the back of the task sheet and only two students raised their hands. This was a realization for me that I needed to focus on this, as it is a vital aspect of Stage 2 Health.							
4) Comment whether the learning activities provide adequate information for student assessment.	For the initial task, it was adequate in the responses given from students to the topic and across a broad range of performance standards, to provide information for student assessment.							
5) Having analysed this component, what areas for professional development could be explored?	I did converse frequently with other Stage 2 Health teachers and SACE moderators as it was my first year teaching it. It was difficult as I was getting conflicting answers given to me, which did make things hard. I would have asked other Health Teachers for advice on scaffolding and marking assessments as I marked student assessments roughly three times, to ensure I was marking correctly to the standards. More understanding of the standards and what they are asking as well as marking assessments.							