

**Template – Commentary on Professional Learning Arising From Professional Activities – Evidence Component 3B**

**DOMAIN: *Evidence that Demonstrates Professional Engagement***

**EVIDENCE COMPONENT 3: *Commentary on Three Professional Development Activities***

**FOCUS: *Identify how learning goals against the Standards have been addressed and how these activities have been incorporated into classroom teaching***

*This observation is intended to address the Australian Professional Standards for Teachers – 6, 7.*

*Please note that cells will expand for the purposes of making commentary*

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| **Teacher’s Name :** | | | | | | | | | | **Registration Number :** |
|  |  | ***Hours*** | ***Standards addressed in the PD Activity*** | | | | | | |  |
| ***Date*** | ***Professional Development Activity*** |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ***Reflection and comment on the effectiveness of the PD activity to support and enhance professional practice and/or knowledge*** |
| 17/03/XXXX | NTCET Stage 2 Clarifying Forum | 3.5 |  |  |  |  |  |  |  | The clarifying forum is the opportunity for Stage 2 Health teachers across the region to meet and share professional knowledge for the upcoming year.  The XXXX forum took the form of four teachers (including myself)- all of which were new to teaching Stage 2 Health, having a professional conversation for roughly 3.5 hours.  As the SACE unit outline is deliberately flexible and open to interpretation, the benefit of this discussion is to get an insight into what other schools have done in the past and how other health teachers are interpreting the guidelines. This includes the range in assessments that can be used to meet the performance standards. It is also to ensure assessment task design is adequate and consistent, and that standards are being met in similar and consistent ways across different schools.  A booklet that included the breakdown of the Performance Standards, as well exemplars of past assessments tasks and student responses (with grades and commentary included), was handed to each of us to read through and use as a guide throughout the year.  We each took turns at doing ‘blind grading’ on some of the assessment types to see what grade we would have given the assessment and discuss our reasoning with the group before finding out the actual grade given. This served to consolidate individual teachers’ understanding and interpretation of the performance standards.  One of the most valuable parts of this professional discussions was the sharing of ideas for the different assessment tasks, including how they would be assessed to the performance standards.  Discussion was also had about the time given for each assessment and on different ways of structuring the program that would allow the students enough time to complete each assessment, trying to create an equal balance among the three terms.  We also discussed the moderated Investigation and particular teaching and learning strategies to help scaffold student learning, such as:   * Strategies on helping students chose a topic * Processes involved- including all relevant forms that needed to be completed * Gathering of information/research, i.e. primary and secondary sources * The best way to structure and layout the investigation * Breakdown of the performance standards * What to include in the Appendix   I have used all of these strategies in the planning and implementation of the Investigation, where I feel the students had a clear understanding of what was expected.  Being a first year teacher and having not taught health at a senior level, this clarifying forum was extremely beneficial to me, as were the resources we were given. |
| 19/06/2014 | ACHPER/HEIA(NT) Joint Conference | 14 |  |  |  |  |  |  |  | The Australian Council for Health, Physical Education and Recreation (ACHPER) NT Branch, and Home Economics Institute of Australia NT branch coordinated a conference for Home Economics, Physical Education and Health teachers throughout the Northern Territory. This year the conference was held at XXXXXXXXXXXXXXX over two days.  The aim of the conference is to explore and expand on current pedagogy and research in home economics, health and physical education with active participation workshops and theoretical presentations.  There were many sessions that I attended over the two days, however, the sessions that were the most beneficial to me were the sessions held on incorporating technology into sport (presented by XXXXXXXXX, known as The PE Geek) and the session on Sepak Takraw.  The PE Geek sessions were both informative and practical, allowing the hands-on approach. We worked with IPads and IPhones in downloading several of XXXXXXX apps that would help assess student performance, monitor and track student progress, demonstrate student’s skills as well as creative ways to include technology into sport, to keep the students engaged.  The practical session on Sepak Takraw was extremely interesting as I had never played the sport before however, I had seen professionals play it. The session included how to go about incorporating this sport into our sports program as well being provided with lesson plans and activities that would build the students capacity to eventually be able to play the sport unassisted and learn all the rules. The session involved demonstrations and completing the practical activities, which helped me as a teacher understand the skill level needed and the best way to scaffold the course. I implemented Sepak Takraw into my Year 11 Sport and Rec program, and although daunting as it was the first time teaching this sport, it was a huge success. The students absolutely loved it, particularly the students who are generally disengaged and with lower academic levels. Their skills improved immensely throughout the duration of the practicum and students enjoyed having learned a new sport that challenged them, but that they also enjoyed. |
| 8/7/14- 10/7/14 | Observation and practical experience in juvenile justice and working with behaviour students in NSW | 24 |  |  |  |  |  |  |  | During the semester break, I flew to XXXXXXXXXX to undertake some professional development with XXXXXXXXXXXXX at the detention centre XXXXXXXXXXXXXXXXXX. I wanted to develop my skills in behavior management and the various strategies used to combat this.  My professional development ran over three days and not only included observations, but also included me assisting the teachers during lessons, and working closely with the students, as if I was one of the teachers. The students ranged from 12 years to 16 years and consisted mostly of Indigenous students.  Throughout the three days I spent at XXXXXXXX, I learned many behavioral strategies that I could potentially use in the classroom. One strategy that particularly stood out included:   1. Student is asked to leave class for the day- this could be due to repeated disruption in class, the use of a particular swear word or constant swearing, refusal to participate etc 2. The following day, the student has a meeting with the teacher and Assistant Principal 3. A document is used to map student reflection on the incident and ways to prevent this in the future. 4. A discussion is had between the student and teachers on what the student thinks s/he got in trouble for and why, as well as suggestions they have on how to prevent being sent out of class from happening in the future. 5. Student and teacher sign document after coming to an agreement and student is allowed to resume normal classes.   I found this a particularly beneficial strategy, as it allows the student to think about his/her actions and take the time to reflect on it. It also gives the student a sense of ownership and responsibility for the incident, as well as allowing them to have a mature conversation about why they acted the way they did and allows them to work out the best way for them to combat this issue.  This addresses the fact that all students learn in different ways, whether it is academically or behaviorally, and allows an individual program to be set for each student that targets their specific areas of improvement through strategies that they learn best from. I was given the opportunity to sit in with several of these meetings and found them to be very mature, considering the psychological and intellectual age of the students. Fortunately, I have not had to implement this into my programs at XXXXXXXXXXXX, as I have not had the opportunity arise. However, it is an experience that I will always remember and be able to use in my future teaching career.  It was a rewarding experience that most people are not fortunate to undertake and it enabled me a close look at the way in which students learn and pedagogy strategies for engaging students whilst also educating them. |

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| **Professional Knowledge** | | **Professional Practice** | | | | **Professional Engagement** | | |
| **1** | 2 | | 3 | 4 | 5 | | 6 | 7 |
| Know students and how they learn. | Know the content and how to teach it | | Plan for and implement effective teaching and learning | Create and maintain supportive and safe learning environments | Assess, provide feedback and report on student learning | | Engage in professional learning | Engage professionally with colleagues, parents/carers and the community |