

Professional Knowledge [GTS 1, 2 and 3]		
Strengths <i>Builds strong trusting relationships with the students. Gravitates to creating lessons that are practical + hands-on for students.</i>		
Areas for further development <i>Gain a greater understanding of the visual Arts NCEA standards (which will continue to happen over time).</i>		
In your professional judgement, the PST	Meets the standards <input checked="" type="checkbox"/>	Does not yet meet the standards <input type="checkbox"/>
Professional Practice [GTS 4 and 5]		
Strengths <i>Seeks feedback from students. Asks great questions. Build relationships that foster trust and promote sharing of ideas in learning communities.</i>		
Areas for further development <i>Focus now on being more comfortable with your "wait time" when asking students questions. Being okay with "awkward" questions.</i>		
In your professional judgement, the PST	Meets the standards <input checked="" type="checkbox"/>	Does not yet meet the standards <input type="checkbox"/>
Professional Values and Relationships [GTS 6 and 7]		
Strengths <i>Jess really gets the vitality of this in our creative subject.</i>		
Areas for further development <i>Following on from previous focus now on building relationships class/learning wide (ie 'AKO' concept).</i>		
In your professional judgement, the PST	Meets the standards <input checked="" type="checkbox"/>	Does not yet meet the standards <input type="checkbox"/>
"Fit to be a teacher"		
Please use your professional judgment to attest to the pre-service teacher's fitness to teach.		
	Demonstrates fitness	Doubts as to fitness
Trustworthiness	✓	
Honesty	✓	
Reliability	✓	
Sensitivity and compassion	✓	
Respect for others	✓	
Imagination, enthusiasm and dedication	✓	
Communication	✓	
Physical and mental health	✓	



2017

Faculty of Education and Social Work



Master of Teaching (Secondary)

Report from Mentor Teacher

Practicum Three

6 March to 14 April 2017

Preservice Teacher:	Jess Black
School:	Epsom Girls' Grammar
Mentor:	Jonathan Cameron
University Liaison Teacher:	
Teaching Learning Area	Visual Art
Classes and Levels:	Photography + Sculpture years 11, 12, 13!

I have seen this report:

Preservice Teacher:	Date:
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Signed Mentor: *[Signature]* Co-ordinator: _____ Date: 18/4/17

Thank you for your continued work with on behalf of our future colleagues in the profession.

Part One of this Practicum Three Milestone Report is to be completed collaboratively by the Mentor and the Preservice Teacher.

Part Two of this Practicum Three Milestone Report is to be completed by the Mentor and then discussed with the Preservice Teacher.

This report is formative and is to be used to enhance learning, ensure transparency of any concerns and will inform professional development planning for Practicum Four.

PART ONE: CONTEXT and EXPERIENCE
 This section is to be completed collaboratively by the Mentor and Preservice Teacher.

Describe the contexts in which you have worked in your Professional Learning School. Name and describe the classes you have worked with and outline the ways that you have worked with the class and the students. This may include quantifying the number of lessons you have taught and any wider school activities you may have been involved in.

→ Jess worked extensively with the year 11 photographers over a 4 week period.
 Jess ran the 2 week "Getting to know your DSLR camera" unit and introduced students to "visual language" through her adaption of our course → Vanitas, still life by candle light.

→ 12/13 Sculpture + 13 Photography.
 • Jess provided 1:1 mentoring for students in these classes.
 • Jess fully embraced CAMS approach to his 2017 classes → where focus is to make senior classes feel more "adult" and resemble a more university feeling + way of working.
 ↳ fostering student ownership + ability to manage self.

• Jess ran a number of classes around the "working/creative" process in photography (making/recording... then responding critically).

→ 12 Photography: Jess introduced students to final technique in 3.2 internal → "collage".
 (via ppt presentation + demonstration).
 • Jess provided 1:1 support and guidance as students worked to independently complete the assignment.
 • Jess provided a number of insightful lighting demonstrations.

PART TWO: MENTOR REPORT		Relevant GTS
L01	Collect, analyse and critically engage with information about learners to inform, evaluate and enhance their teaching practice.	1, 2, 4, 5
L02	Demonstrate effective practices that are responsive to adolescents' learning	3, 6, 7
L03	Use inquiry cycles to improve practice during a sustained period of teaching.	4

Feedback in relation to L.O. 1

→ Year 11 Photography... Jess reworked an existing (+ well established) programme to create a new + complementary unit for students around the concept of still-life vanitas paintings (+ contemp. photography practice) ... as well as introducing students to concept of candle + light photography.

→ Jess focused on building positive + constructive relationships with senior students, enabling her to be viewed by students as a valid and trustworthy mentor in their developing art practices.

Feedback in relation to L.O. 2

↳ Jess places a high value on the importance of forming strong relationships and bonds of trust with her students.

This enables her to be responsive to students needs but also enables her the ability to express her needs ~~to the~~ ^{and expectations} she has of the class to students. Jess can be directive + clear w/ students without feeling harsh.

Feedback in relation to L.O. 3

→ Jess reflected on feedback throughout the practicum, always working to take on board any constructive advice.

→ Jess's ability to form meaningful relationships with students enabled her to understand where students were at in their learning processes and plan her lessons accordingly.