

Examples of reflections

The following examples are reflections of a professional development activity that details the learning and application to teaching practice.

Date of PD	Title	Description	Reflection	Duration	APST
29-04-2018	Strategies to increase engagement and participation	E Learning by John Smith. Covered how students with ASD learn. How to increase socialisation. Key strategies to decrease anxiety. What to implement into the classroom	Learning to understand the differences between Asperger's and Autism, and how to set up my classroom to better facilitate the needs of learners was very insightful. I was able to discover many books to support me in helping children on the spectrum through the program. The tips on working with parents will also help me in my practice, and seeking feedback from them will help me analyse whether changes to practice are assisting my students with ASD. I have changed the way I set up my classroom by positioning children, using schedules and timers especially for toilet planning and having quiet zones with the benefit of sensory tools. I have experimented with the use of motivators for children / teens, but feel I need to seek out more learning to make this more powerful. I plan to speak at an upcoming staff meeting about quiet zones and the benefits of their use.	.40	<ul style="list-style-type: none"> Know students and how they learn Create and maintain supportive and safe learning environments Engage in professional learning
26-02-2018	Guided Reading Blueprint	This activity was an online webinar which outlined what a guided reading group should look like and the steps to take to help students become independent readers	This PD further developed my understanding of how to prepare, conduct and use appropriate strategies within a guided reading session. The content covered in the webinar assisted me to better prepare a guided reading session and think about what type of text to choose, what my teaching focus would be, how to introduce the text, activities and discussions during and after reading the text. This webinar gave me a greater understanding and introduced new strategies so that I have been able to effectively conduct a guided reading session to support students in becoming independent readers.	1	<ul style="list-style-type: none"> Know the content and to teach it

26-03-2019	Melbourne Museum Visit	A visit to Melbourne Museum to gain insight into available resources and material	<p>Although I have not applied the information I gained from visiting the Melbourne Museum's history based exhibitions, I have thought about how I would apply and direct my new knowledge teaching history lessons. For example, the historical artefacts, which relate to the Gold Rush in Victoria, could be used as primary sources during Year 9 History. I took pictures of the mural at the museum and as a classroom activity or assessment task, I would ask students to create a similar mural which demonstrated their understanding of the dramatic changes brought about during the Gold Rush period.</p> <p>A second activity, after discussing the chronology as well as patterns of immigration and its impact on the development of Melbourne I would ask students to compare and contrast their current way of living with that of the gold rush period or early Melbourne. Students would benefit from making deep connections between past and present to develop their critical thinking skills. They would also be able to increase their understanding of factors that shape the way the world works, progresses and evolves.</p>	1.5	<ul style="list-style-type: none"> • Know the content and to teach it • Plan for and implement effective teaching and learning
04-06-2019	Essential Assessment	In-school PD to introduce the data and student tracking program Essential Assessment	<p>This PD introduced teaching staff about the use of Essential Assessment. The online tools for collecting data, tracking student progress and feeding back to students was specifically useful to me in Maths and English. The assessment tool links to the Victorian Curriculum and includes codes for each specific descriptor. Overall, the assessment tool appears to make it easier to differentiate for individual students. Teachers can pick the progression points to assess and are able to set tests according to the levels you wish to test for each student. It appears that students can be assessed both summatively and formatively. I am keen to try the additional add-ons like 'create a worksheet', which links to specific skill descriptors in the Victorian Curriculum. As a whole staff, this tool provides a great way to consistently make equitable judgements of student's progress.</p>	2	<ul style="list-style-type: none"> • Assess, provide feedback and report on learning