

TASK 4 - SITUATION ANALYSIS

The starting point for planning for any class is a clear profile of the class. During your first week you are required to develop a written profile of your class, use it in your planning and include it in your professional experience folder. You should also consider the place in which you are teaching and identify ways in which you can utilise the place to make learning relevant to your students.

Making sense of place

Find out about the town and community in which you are teaching through discussions with staff and community members and through your own explorations.

Create a one page mindmap that indicates ways in which you could use the local area in teaching at your primary school. Use this information in **at least** one lesson.

Overview of the school

- ☐ Location
- ☐ Size number of classes
- ☐ Demographic information

Class profile

- ☐ Background information
- ☐ Total number of students
- ☐ Class List
- ☐ Gender breakdown
- ☐ Student background – NESB, Aboriginal and Torres Strait Islander, learning difficulties etc (students in each category, support provided)
- ☐ Ability in literacy and numeracy – groups, special programs etc
- ☐ Support staff for students with identified disabilities
- ☐ Note the groupings of children in different subjects. How are these groups determined? How are the groups managed?

Who teaches the class?

- ☐ RFF, Librarian, specialist teachers etc
- ☐ Which subjects

Special programs

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List any special programs – eg. Recorder group for Opera House performance

The Learning Environment

- (a) Draw a plan of the classroom.
- (b) Annotate your map with the following information:
 - Classroom facilities and purposes of classroom areas;
 - Name of each student in their seating position;
 - Why students are seated in particular locations; and
 - Groups to which students belong.
- (c) Classroom organisation should match the teaching/learning task – individual, pairs, small groups, whole class. How effectively does your classroom layout match the task? How could you make it more effective?

Managing the learning environment

- Make a copy of the teacher's timetable and discuss the rationale with the teacher.
- Read the teacher's program – record the format if given permission to do so, find out the school's programming expectations.
- Familiarise yourself with the classroom teacher's routines and strategies for managing the class.
- Note the groupings of students in different subjects and the reasons for particular groupings.
- Compile detailed **anecdotal records** of four students of interest (begin during the first week and add to your records throughout the professional experience).
- Look at the school's student welfare/discipline policy, note the system and how you can use it in your management of student behaviour.

Assessment of Student Learning

- Access the school policies for assessment & reporting. Discuss with your associate, & other staff members, how this is implemented in classrooms in the school.
- Outline strategies your associate utilises to assess students learning in each KLA.
- Maintain records of student progress/achievement for the subjects you teach during this professional experience.

School organisation

- The following checklist, while not comprehensive, represents a broad range of school organisational, administrative and curriculum aspects. Pre-service teachers are expected to record awareness and understanding of each of these aspects during the course of this professional experience.

Signing on - Hours of attendance - L.O. Absence

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Physical layout of school

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Photocopy policy

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Daily Organisation

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First Aid and OH&S

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Timetable & Playground duty roster

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Roles in the school

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School Policies and Procedures booklets

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Absence of Associate Teacher

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Audiovisual, photocopying, etc

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Library- access and procedures

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Computer Access for staff and students

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Emergency evacuation procedures

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Welfare procedure

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Assessment & Reporting in the School

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School & Community Links

- List & describe ways the school engages with the wider community.
- For each one, identify the impact of and opportunities afforded by, such engagement.

Associate Teacher: _____

Date:
