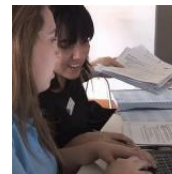


A pre-service journey

About this Illustration of Practice

A pre-service teacher at Darwin High school reflects on a number of the processes that she used to make her 'practicum' at the school personally and professionally fulfilling. She found classroom observation useful because it offered valuable models of how teachers managed classrooms. In the practicum she maintained a journal that she used to reflect on her teaching progress. She also used a range of opportunities to gain and act on written and verbal feedback from her supervisor. She acknowledges the importance for pre-service teachers of asking for help, acknowledging weaknesses and gaining feedback from mentors.



Standards

Standard 6

Engage in professional learning

Focus area 6.3

Engage with colleagues and improve practice

Graduate

Descriptor: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

Discussion questions

1. What areas of your teaching practice would you most like to improve?
2. What steps could you take to systematically improve these areas?
3. Who would you trust to give you fair and constructive feedback on your teaching practices?

Learning context

Darwin High School is one of only two government schools in Darwin that cater purely for senior students at years 10–12. The school is relatively large in comparison with other Territory schools. The school is a teaching school with a relationship with Charles Darwin University. The pre-service teacher began her practicum in the second term of the school year, and at the end of her teaching round reflects on the qualities that made the practicum a successful one for her.

School context

[Darwin High School](#)

Northern Territory

Year level: Year 11

Stage of schooling: Secondary

School type: Government

School location: Provincial

[View school location in Google Maps](#)