RUNNING HEAD: EDUCATION

Annotated Poster / Professional Knowledge

[Name of the Student]

[Name of the Institution]

Annotated Poster / Professional Knowledge

***Question Number 1***

The task chosen is a personal recount in which the student wrote about mother's day. The information provided in this particular account is significant to the student, and his/her parents and the vent is described briefly. However, if more information was added and clear writing without grammatical errors would be useful, but this literary piece of writing about the personal account is full of errors and omissions. The improvement and development are needed to structure the sentences, and their flow should be in a smooth transition. The speech or narration is not in one direction, as active and passive voice is intermixed. The tenses used should also be in either way, past or present. Improvement is needed at various places; first of all, sentence structure should be in one go or continuous flow. The strategic development is to read essays or articles from people who are pro at writing excellent material. Vocabulary building should be done by studying different literary books and watching movies.

***Question Number 2***

This sample is evidence of student achievement for outcomes of an actual learning level rather than any assumed learning according to the Victorian curriculum. As this sample provides a real example of enhancing the personalized learning programs for every student, it provides enough evidence for student achievement. The student connected his personal life scenario while giving a personal account, which is mentioned in the Victorian curriculum (Exley et al., 2016). The account on mother's day includes the information regarding student's encounter with his mother at first like he made tea, cornflake cake and toasted bread slices with jam on it, is the true depiction of personal feelings while doing such stuff for his mother on a special day. In the Victorian curriculum, the approach of learning used is a literary strategy and personalized way of learning. Therefore, this sample shows how the fulfillment of the curriculum's particular is achieved through this task's accomplishment.

***Question Number 3***

According to the AITSL Effective Feedback, the teacher has to go through proper guidelines given by AITSL. According to those guidelines, I will as a teacher of this student provide an effective feedback based on my outcomes form the sample which I checked of that student (McDonough, 2018). Firstly, the overall performance of the task would be assessed. Just like in the chosen sample, the overall effect given is negative as there are so many omissions and cutting of the text. Also, the punctuations, article placement, and capitalizing the words are not carefully catered to.

The providence of information would be done as so that student tends to change his writing style and focus on his errors while criticizing his writing in a constructive manner. The sample is overall in good shape when it comes to the information given, although the addition of a few more things or in a creative way would have enhanced the literary piece. The self-assessment by the student of his workpiece will be retrieved so that student may think twice what and how he wrote what was provided to him.

I would also like to offer the student feedback based on the positive elements while talking about negative elements I would prefer doing it in a constructive way not belittling the student just providing him some insight and clarify things for him more. At first, I would highlight the things done perfectly so that it boosts the morale of the student, then I would identify the mistakes and errors, and I'll tell them how it is okay to make mistakes but not to repeat them.

***Question Number 4***

When planning the next stage of the teaching and learning program to progress this student’s learning focus on the following skills and knowledge, i.e., I would work on his literary skills and capabilities by assigning him more writing pieces and providing a more clear and easy approach to enhance the writing skill. I will ask the student if he or she is not comfortable the way I teach, and if I should provide a different way through which his writing is enhanced. This provides a student with more confidence and trust in the teacher, and they tend to make fewer mistakes the next time and built strong skills with the passage of time. I will also prefer my students working in groups as collaborative learning makes them learn more.

My main focus as a teacher would be to provide a comfortable and productive environment to my students, and if one lacks behind, I will propose certain strategies according to which no student would be left behind. The current student whose sample is understudy, might not be able to grasp the proper information and learning according to my usual way of teaching so I'll provide him with the opportunity to discuss his issues with me and then I will prefer omitting certain ways and will redefine my teaching style. The strategic development is to read essays or articles from people who are pro at writing fine material.

I will clear the goals of the lesson, and also I will show and tell the way different tasks are done so that if the visual or auditory learning of the students is different, they might learn either way. The most important of all is to make the student practice a lot so that the errors and mistakes get lesser.

***Question Number 5***

The ways of teaching which I would likely be using on my student are mentioned above, and they all link to the AISTL and the Pedagogical Model because both these models gave the details regarding effective teaching and its style. According to pedagogical model, the resources, activities, support, and evaluation provided to the student as mentioned above as well will enhance the abilities of the student and will provide him with better learning opportunities (Quintana, and Fernández, 2015). As I reconsidered my teaching style just to support the student is the way according to which pedagogical model expects and guides teachers to do.

The AISTL includes the teaching interventions and the feedback from the student and also from the teacher (McDonough, 2018). This way, the information regarding learning choices and teaching activities are more cleared or given in a more precise way. The effectiveness and infectivity of the reflective analysis support the student in enhancing the capabilities and the skills for writing or reading properly. The way through which I will clear the goals of the lesson, and also I will provide and tell the way different tasks are according to the AISTL.

***Question Number 6***

There are three main theories of learning, and out of these, the two theories, i.e., cognitive constructive and socially constructive, are important in the classroom learning environment (Illeris, 2018). Although the behaviorist approach is an effective one as well, it is more useful for adults and different scenarios then classroom environment. In cognitive constructivism, the system of knowledge is based on cognitive structure, and it is constructed through the preexisting cognitive structures of the learners, i.e., the student's cognitive abilities which are already present are just enhanced.

The learning occurs through the accommodation and assimilation of the innovative information as it is described earlier that I will show and tell students the new ways of learning, but it will be according to preexisting cognitive structures. This discovery will emphasize the learning pace and motive. The motivation will come from within according to the cognitive, constructive way of learning, i.e., the learners are motivated from within, and they set the goals and objectives for learning. Hence, when I mentioned above that, I will provide these students the environment in which their discovery and assimilation are promoted then this learning theory goes along with the methods proposed by me as a teacher (Exley et al., 2016).

The social constructivist theory is according to the social context, and it enhances the learning skills and abilities of the students by social interactions among people (Skehan, 2018). This theory views learning as an integration of the students into their social capacity or community. Therefore, the collaborative approach which accommodates or assimilates the students with innovative information will further help me as a teacher to enhance the learning capacity of my students and the things which they could not learn with classic methods is taught to them according to the new teaching methods. This is only possible through the motivation, which is intrinsic as well as extrinsic rendering to the theory of social constructivism. I will prefer my students working in groups as collaborative learning makes them learn more.

The decision made to teach this student according to different ways so that there are effective strategies used in order to build the learning (reading or writing) of the students. Therefore, the ultimate goal of giving feedback is to enhance the learning style and remove all the apparent errors or mistakes which are more likely to reoccur if not catered to fully. As I reconsidered my teaching style just to support the student is the way according to which pedagogical model expects and guides teachers to do.

***Bibliography***

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