

**TEACHING Observation**

|  |  |  |
| --- | --- | --- |
| Preservice teacher | Date | Notes for users:  *The University Supervisor will undertake an observation of teaching as part of the final placement.*  *The AITSL Standards provide focus for observation and can stimulate professional dialogue around strengths and developmental needs.* |
| School/site | Name and role of observer: |
| Number in class/group | Year/group/ability information |
| Professional Experience Course | Week of placement: |
| Teaching focus | Observation focus (standards/target(s)) |
|  |  |  |
| **Previous targets** *(achieved/still to be achieved - link to* ***Graduate Standards*** *where appropriate)* | | |
| **OBSERVATION** (*link to* ***Graduate Standards*** *where appropriate)*  **Professional Knowledge** *(S1 Know students/children and how they learn, S2 Know the content and how to teach it)* **Professional Practice** (S3 Plan for and implement effective teaching and learning, S4 Create and maintain supportive and safe learning environments, S5 Assess, provide feedback and report on student/children’s learning)**Professional Engagement** (S6 Engage in professional learning, S7 Engage professionally with colleagues, parents/carers and the community) | | |
| **Teaching Strengths** *(link to* ***Graduate Standards*** *where appropriate)* | | |
| **Developmental teaching targets arising from this observation** (*link to* ***Graduate Standards*** *where appropriate)* | | |

##### **Australian Professional Standards for Teachers – Graduate Level Overview**

# **PROFESSIONAL KNOWLEDGE Standard 1***: Know students and how they learn*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.1: Physical, social and intellectual development and characteristics of students **Graduate level:** Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning | 1.2 Understand how students learn **Graduate level**: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds **Graduate level:** Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds | 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students **Graduate level:** Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds | 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities **Graduate level:** Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities | 1.6 Strategies to support full participation of students with disability **Graduate level:** Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. |

#### **PROFESSIONAL KNOWLEDGE Standard 2**: Know the content and how to teach it

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2.1 Content and teaching strategies of the teaching area **Graduate level:** Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area | 2.2 Content selection and organization **Graduate level:** Organise content into an effective learning and teaching sequence | 2.3 Curriculum, assessment and reporting **Graduate level:** Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians **Graduate level:** Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | 2.5 Literacy and numeracy strategies **Graduate level:** Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | 2.6 Information and Communication Technology (ICT) **Graduate level:** Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. |

#### **PROFESSIONAL PRACTICE Standard 3:** Plan for and implement effective teaching and learning

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 3.1 Establish challenging learning goals **Graduate level:** Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | 3.2 Plan, structure and sequence learning programs **Graduate level:** Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | 3.3 Use teaching strategies **Graduate level:** Include a range of teaching strategies. | 3.4 Select and use resources **Graduate level:** Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning | 3.5 Use effective classroom communication **Graduate level:** Demonstrate a range of verbal and non-verbal communication strategies to support student engage | 3.6 Evaluate and improve teaching programs **Graduate level:** Demonstrate knowledge of strategies that can be used to evaluate teaching programs to improve student learning | 3.7 Engage parents/ carers in the educative process **Graduate level:** Describe a broad range of strategies for involving parents/ carers in the educative process |

#### **PROFESSIONAL PRACTICE Standard 4:** Create and maintain supportive and safe learning environments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4.1 Support student participation **Graduate level:** Identify strategies to support inclusive student participation and engagement in classroom activities. | 4.2 Manage classroom activities **Graduate level:** Demonstrate the capacity to organise classroom activities and provide clear directions. | 4.3 Manage challenging behavior **Graduate level:** Demonstrate knowledge of practical approaches to manage challenging behaviour | 4.4 Maintain student safety **Graduate level:** Describe strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements. | 4.5 Use ICT safely, responsibly and ethically **Graduate level:** Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. |

#### **PROFESSIONAL PRACTICE Standard 5**: Assess, provide feedback and report on student learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5.1Assess student learning **Graduate level:** Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. | 5.2 Provide feedback to students on their learning **Graduate level:** Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. | 5.3 Make consistent and comparable judgements **Graduate level:** Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. | 5.4 Interpret student data **Graduate level:** Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | 5.5 Report on student achievement **Graduate level:** Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement |

#### **PROFESSIONAL ENGAGEMENT Standard 6:** Engage in professional learning

|  |  |  |  |
| --- | --- | --- | --- |
| 6.1 Identify and plan professional learning needs **Graduate level:** Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. | 6.2 Engage in professional learning and improve practice **Graduate level:** Understand the relevant and appropriate sources of professional learning for teachers. | 6.3 Engage with colleagues and improve practice **Graduate level:** Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | 6.4 Apply professional learning and improve student learning **Graduate level:** Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning |

#### **PROFESSIONAL ENGAGEMENT Standard 7**: Engage professionally with colleagues, parents/carers and the community

|  |  |  |  |
| --- | --- | --- | --- |
| 7.1 Meet professional ethics and responsibilities **Graduate level:** Understand and apply the key principles described in codes of ethics and conduct for the teaching profession | 7.2 Comply with legislative, administrative and organisational requirements **Graduate level:** Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. | 7.3 Engage with the parents/carers **Graduate level:** Understand strategies for working effectively, sensitively and confidentially with parents/carers | 7.4 Engage with professional teaching networks and broader communities **Graduate level:** Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice. |