



Confraternity of Christian Doctrine

SRE TEACHER REVIEW

Diocese of Lismore CCD

Teacher Self-Reflection and Classroom Observation Process to support, guide and provide feedback to SRE Teachers

TEACHER REVIEW PROCESS

The teacher review and audit is a requirement of the NSW Department of Education and forms part of the Annual Assurance, a document which is completed, signed and submitted by each Authorised Provider annually, and states that all procedures and policies are in place for SRE teachers authorised by the Provider. The results of the audit must be reported on briefly each year.

Self-reflection is like looking into a mirror and describing what you see. It is a way of assessing yourself and your ways of working. Reflecting helps you to develop your skills and review their effectiveness, rather than just carry on doing things as you have always done them. It is about questioning, in a positive way, what you do and why you do it and then deciding whether there is a better, or more efficient, way of doing it in the future.

The following process will be used to assist you in your self- reflection journey.

- Teacher completes **Self-Reflection Questionnaire** annually or as required.
- Self-reflection identifies areas for support.
- Teacher self-reflection questionnaires are forwarded to Diocesan CCD Coordinator.
- CCD Coordinator to speak with teacher as required.
- **Teacher Classroom Observation** form to be used where indicated for a random sampling of SRE delivery which includes positive feedback.

OUTCOMES	YES/NO
<p>Relationships with Students:</p> <p>I have created a happy, engaging atmosphere and I interact with students in a warm and friendly way.</p>	
<p>I guide student's behaviour in a positive way.</p>	
<p>Respect for Students:</p> <p>I initiate and maintain communication with students and my communication conveys respect and promotes equity.</p>	
<p>I respect the diverse abilities and the social and cultural backgrounds of all students and I accommodate the individual needs of each student.</p>	
<p>Staff Interactions</p> <p>I communicate effectively and work collaboratively with the school staff and I function well as a member of the school community.</p>	
<p>Learning and Development</p> <p>I encourage students to make choices and take on new challenges.</p>	
<p>I foster curiosity and spiritual development.</p>	
<p>Safety</p> <p>I follow the school's safety and evacuation policies.</p>	
<p>I am aware of the Departments Code of Conduct and adhere to its principles at all times.</p>	
<p>Curriculum</p> <p>I feel confident in my knowledge of curriculum outcomes and the delivery of the curriculum.</p>	

REFLECT ON YOUR TEACHING AND LEARNING EXPERIENCE

How do you sustain the students' interest? **Provide examples** of motivating strategies you use.

How do you manage classroom behaviour? **List some strategies** you use.

How do you communicate effectively with the classroom teacher and/or school administration?
Provide examples of your methods.

How do you adhere to the Departments Code of Conduct and to its principles?
List some ways you consciously do this.

How do you ensure you meet the outcomes or aims of your lessons?
Provide examples of recent strategies or methods.

What is the best way for CCD to support you in your teaching?

CLASSROOM OBSERVATION

Classroom observation can be a powerful tool for growth as a teacher. Classroom observation: Gives teachers feedback on whether they are on track in delivering the curriculum or whether changes are required

Provides tangible, observed evidence by the observer as a basis of discussion Develops teachers' self-awareness about their own teaching practice and its impact Guides professional learning needs at individual and provider level

Supports the development of a common understanding of effective teaching practices that have impact

Provides opportunities to discuss challenges and concerns with colleagues

PROCESS FOR CLASSROOM OBSERVATION

It is necessary for teachers to learn and grow from classroom observation. Classroom observation can serve to inform and enhance the quality of the teaching. However, if not handled well, it can lead to anxiety and resistance.

Ideally there should be a pre-observation meeting which provides the opportunity for the teacher to highlight areas where feedback is sought. It also provides the opportunity for the observer to go through aspects of the lessons that will be observed. It assists in building a rapport between the teacher and the observer.

During the observation the observer takes descriptive, not interpretive notes e.g. 'Interactions with students provided opportunities for students to asks questions' rather than '... did a good job, well done...'

Post observation meeting occurs as soon as possible after the observation. Both the observer and the teacher share reflections on the lesson. The observer poses questions to prompt further development.

PRE-OBSERVATION MEETING NOTES

Teacher	Observer
In this lesson I am focussing on	In this lesson I will look at the following descriptors..... <i>(observer to define each of the descriptors and the rating scale to provide clarification for the teacher)</i>
I would like feedback on.....	To assist with feedback after the meeting, I will take notes on each of the descriptors.

CLASSROOM OBSERVATION FORM

NAME	SCHOOL
PARISH	CLASS/TIME
OBSERVED BY:	DATE:

CLASSROOM BEHAVIOUR MANAGEMENT

OBSERVED	ADDITIONAL COMMENTS/ENCOURAGEMENT
1.1 Evidence of foundational routines (entry to classroom, calling students to attention, organised seating arrangements)	
1.2 Reinforced positive behaviours (verbal praise, stamps, doing a special job etc)	
1.3 Used a variety of limit setting strategies (rule reminders, warnings, separating etc)	
1.4 Displayed assertive leadership skills (students were aware of boundaries, rules and displayed respect for Catechist)	
1.5 Effectively managed transitions between activities in a lesson (movement of students, settling students etc)	

TEACHING /QUESTIONING SKILLS

OBSERVED	ADDITIONAL COMMENTS/ENCOURAGEMENT
3.1 Evidence of lesson planning and preparation (prepares resources, brings big books, etc)	
3.2 Evidence of use of authorised curriculum in the classroom (COLAL and/or other suitable resources)	
3.3 Catechist makes use of a clear lesson structure (e.g. introduction, body and conclusion)	
3.4 Catechist demonstrates an ability to communicate the lesson in an age appropriate way (language, mediums)	
3.5 (Optional) Catechist demonstrated flexibility and adaptability according to students needs	

LESSON DEVELOPMENT

	OBSERVED	ADDITIONAL COMMENTS/ENCOURAGEMENT
3.1 Evidence of lesson planning and preparation (prepares resources, brings big books, etc)		
3.2 Evidence of use of authorised curriculum in the classroom (COLAL and/or other suitable resources)		
3.3 Catechist makes use of a clear lesson structure (e.g. introduction, body and conclusion)		
3.4 Catechist demonstrates an ability to communicate the lesson in an age appropriate way (language, mediums)		
3.5 (Optional) Catechist demonstrated flexibility and adaptability according to students needs		

SPIRITUALITY AND CULTURE OF CLASSROOM

Prayerful		Sense of Wonder/Awe		Sense of Expectation
Joyful		Inclusiveness		Enthusiasm
Sense of Community		Culture of openness		Discipleship
Sense of Sacred		Catholic Identity		Catechesis is Valued

ADDITIONAL COMMENTS

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OHS CHILD PROTECTION AWARENESS

	OBSERVED	ADDITIONAL COMMENTS
5.1 Catechist teaching space was clear of potential hazards (trip hazards etc)		
5.2 Catechist was aware of student movements throughout the lesson		
5.3 Catechist showed awareness of Child Protection concerns and requirements (Culture of safety, etc)		
5.4 (Optional) Catechist responded appropriately to an OHS/CP incident in the classroom		
5.5 (Optional) Catechist demonstrated good self-awareness managing challenging situations		