



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 Teacher

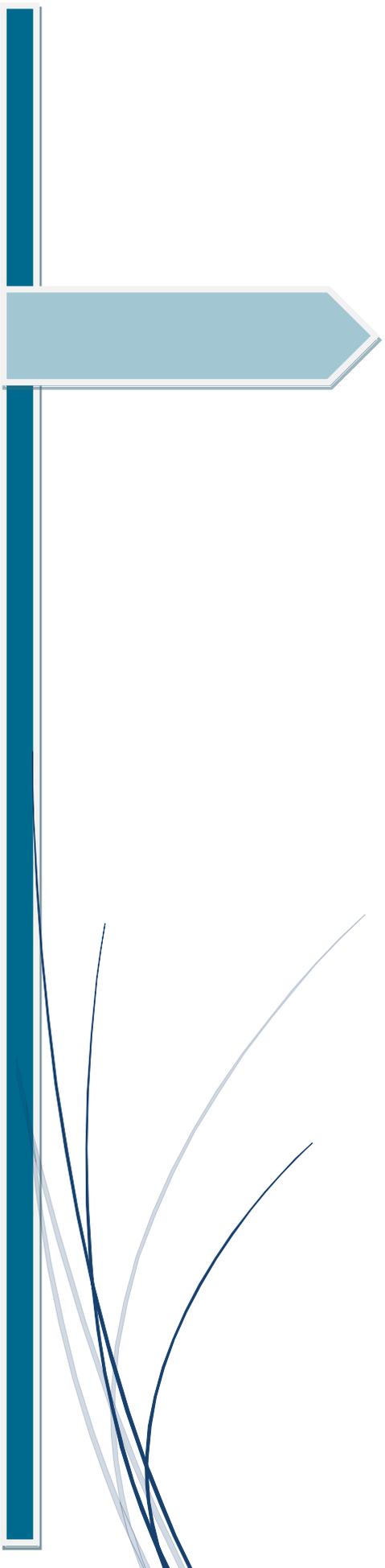
TEACHER REVIEW PROCESS

PREAMBLE:

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.

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



SRE TEACHER REVIEW

Diocese of Lismore CCD

Name: _____

TEACHER SELF-REFLECTION QUESTIONNAIRE

Name:

Date:

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>	

Reflecting on your previous lessons:

How did you sustain the students interest? **Provide examples** of motivating strategies you used.

How did you manage classroom behaviour? **List some strategies** you used.

How did you communicate effectively with the classroom teacher and/or school administration?

Provide examples of your methods.

How did you adhere to the Departments Code of Conduct and to its principles?

List some ways you consciously do this.

How did you ensure you met the outcomes or aims of your lessons?

Provide examples of your 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

PROCESSES 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

COMMENTS/ENCOURAGEMENT	OBSERVED	ADDITIONAL
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
2.1 Used questioning effectively in lesson (tested prior/current knowledge, stimulated deeper thinking, engaged students personal experience and encouraged discussion)	
2.2 Used a variety of teaching aids/styles to engage students (storytelling, technology, craft, song, dance)	
2.3 Used voice and presence effectively variety of tone, 'working the room' etc.	
2.4 Displayed an awareness of student needs (students were aware of boundaries, rules and displayed respect for catechist).	

2.5 Displayed a conscious engagement of multiple learning intelligences (visual, body awareness, language, relational/ personal reflection/group work, spatial, musical, logical.		
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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 (eg. 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 & CULTURE OF CLASSROOM

OBSERVED CHARACTERISTICS

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

ADDITIONAL COMMENTS

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 students' 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		

COMMENTS / ENCOURAGEMENTS/RECOMMENDATIONS