# SA TfEL

# South Australian Teaching for Effective Learning

## Review Tools handbook

Learning for effective teaching

Create safe conditions for rigorous learning

Personalise and connect learning

Develop expert learners

Teaching for effective learning

A resource for reflecting on teaching and learning in South Australia

**Government of South Australia**
Department of Education and
Children's Services

## Acknowledgements

SA TfEL

# South Australian Teaching for Effective Learning
# Review Tools handbook

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**Government of South Australia**
Department of Education and Children's Services

# Contents

# 1. How to use this resource

The South Australian Teaching for Effective Learning (TfEL) Framework helps us develop an 'internal compass' for guiding our professional work. The *SA TfEL Review Tools handbook* provides a number of useful tools and processes for reviewing teaching practice against the TfEL Framework and suggestions for how to use personal reflections and the feedback from others to improve professional practice.

The TfEL Framework provides an overview: a map of what constitutes effective teaching. By making the domains and elements of effective teaching explicit and providing a reference point for reflection, the TfEL Framework can help each of us:

○ develop a language to describe our practice
○ develop common understandings and a shared vision of effective teaching and learning
○ take the 'blinkers' off and see elements of practice that we have overlooked or did not recognise as strengths.

It is quite common for teachers to feel affirmed or relatively comfortable about their practice in some of the domains, while possibly feeling quite uninformed and lacking 'know-how' in other domains.

However, to more deeply engage with and analyse our practice, just reading the Framework may not be enough to see whether what we think we are doing is having the desired effect. If we simply reflect on our practice on our own without feedback from others how will we know the impact of our practice? How will we identify all potential 'blind spots'? We all need the benefit of the fresh perspectives of trusted colleagues and the viewpoints of those we are there to help—our students. The review tools and processes presented in this document have been designed to provide a range of ways to reflect on our practice and obtain feedback from others.

Whilst this resource is written for teachers to examine their own practice in conjunction with their colleagues and students, it can also be used by schools and sites in professional learning conversations to develop a snap-shot of practice at a school level and determine a school action plan.

Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning.

Boud D, Keogh R & Walker D (1985) *Reflection: Turning experience into learning*

**Reflection-in-action** is strengthened by **reflection-on-action**. Reflection-**in**-action is the ability of a practitioner to 'think on their feet'—it represents 'felt-knowing'. In the complexity and immediacy of teaching situations, a teacher integrates feelings and prior experiences to respond directly. Reflection-**on**-action involves the teacher analysing their actions and the impact of their actions after the event and determines whether in hindsight it was the best course of action. This conscious, metacognitive act has the power to strengthen the effectiveness of our everyday, intuitive responses.

Adapted from Schön, D (1991) *The reflective practitioner: How professionals think in action*

Having been observed by a trusted collague, I'm now able to use the language of the TfEL Framework to clearly articulate my teaching practice!
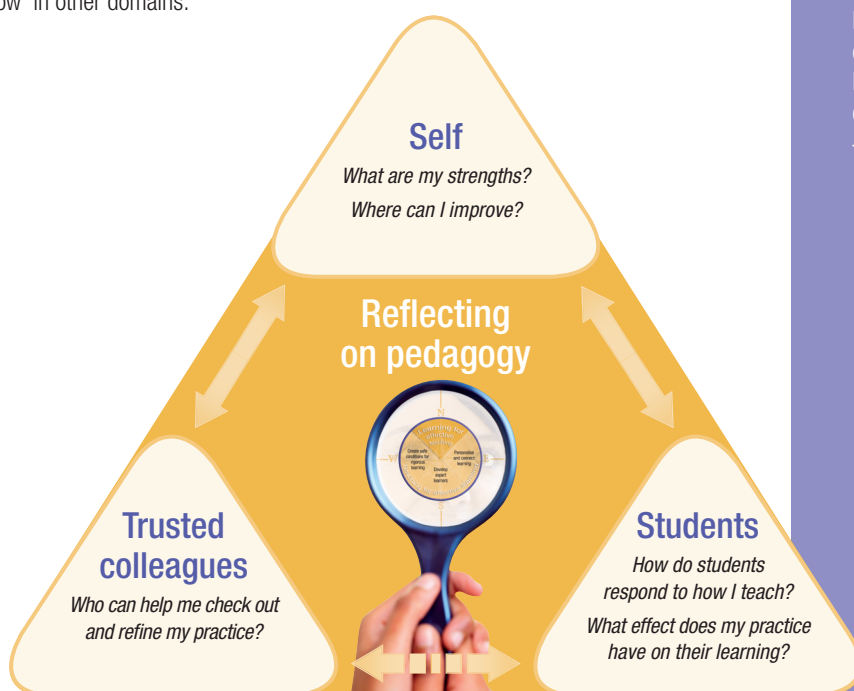
Teacher



Figure 1: Reflecting on pedagogy

> We judge ourselves by what we feel capable of doing, while others judge us by what we have already done.
>
> Henry Wadsworth Longfellow

> Teachers comment that they highly value and appreciate the feedback received after observations because it is referenced against a framework which describes what quality teaching looks like.
>
> Jane Leaker

In summary, the TfEL review tools can be used in association with the TfEL Framework to:

○ revisit the Framework
○ reflect on pedagogy, personally, with colleagues and students, and as a school
○ develop a personal and/or school action plan.

Reviewing practice is not intended as a one-off exercise: teachers who conduct ongoing reviews with their colleagues and students and who continue to personally reflect on their own practice will enrich their understandings and enactment of effective teaching.

## Working independently

In order to use the TfEL review tools effectively, you need to be familiar with the layout and the concepts of the TfEL Framework. The TfEL domains and element concepts are covered in detail in the *SA TfEL Framework guide* (DECS, 2010) and the accompanying DVD.

The process for working independently to reflect on your practice is described more fully in section 3. Working independently. Using the *SA TfEL Review Tools handbook*, together with the Framework, will enable you to review your practice by:

○ determining a broad overview rating of your practice in each of the domains and elements
○ identifying the domains or elements in which you see your strengths
○ exploring some domains or elements more deeply
○ using the Observation record sheets to identify examples of how you enact a domain or element
○ rating your practice for quality
○ identifying which domains or elements you would like to strengthen.

## Working with trusted colleagues

Trusted colleagues can encourage and affirm what you do, whilst identifying any 'blind spots'. Trusted colleagues can do this by observing all aspects of your practice or by using a focus you have chosen. The ensuing learning conversation can enrich both your practice and theirs.

An effective way to work with colleagues is to invite them to observe your practice; to reflect on your strengths and those aspects requiring further focus; and to support you in developing and implementing an action plan to extend your practice. In this way you can together identify and discuss those strategies that improve practice underpinned by the TfEL Framework.

The process for working with colleagues to examine your practice is described more fully in section 4. Working with trusted colleagues.

## Working with students

Student feedback is essential for informing your reflections on your practice. As teachers, we may have great intentions for our pedagogy, but how do we know if our practices are having the desired effect for students?

Students can provide valuable reflection on teaching experiences and pedagogy. There are many ways in which they can provide feedback, including through feedback surveys and questionnaires.

This resource includes surveys you can use with students to gain their feedback: the SA TfEL student feedback survey, which is provided in three versions to accommodate different age groups; and the SA TfEL Student engagement questionnaire. The feedback you gain will be most valuable to you if it is conducted at the end of the same session(s) that a colleague has observed. This can be particularly helpful in giving you a triangulated view of your practice and the impact of your practice on students.

The process of gaining student feedback is described more fully in section 5. Working with students.

## Developing an action plan

When you have reflected on your own practice, sought the feedback of trusted colleagues and gained student feedback, you can consider your practice from multiple viewpoints, providing you with greater understanding of your strengths together with areas for improvement to extend your professional practice. Considering the student feedback along with your colleague's feedback can stimulate rich learning conversations.

From this you can develop an action plan to include identified goals, required support, and how you might assess your progress. However your reflections and explorations will be your most valuable tools. Use a dedicated notebook to record these. Not only will this help you to organise your thoughts, but it will also provide a learning journey which you can reflect on over time.

Teachers across schools and faculties might also collaborate in examining strengths and weaknesses against the TfEL domains and elements to determine a school action plan on how they might respond.

Professional learning conversations and the process to subsequently create action plans when moving forward are discussed more fully in section 6. Developing an action plan.

The observation process is a unique and powerful way to turn good teaching into great teaching.

Leonie Harris

I truly value collaboration and thought I was doing a reasonable job of encouraging collaboration in a small staff group. But it was a classic case of self delusion! It wasn't until a colleague suggested that my energy and passion for an idea had 'squashed' everyone else that I realised that, much as I intended to be collaborative, I wasn't enabling it. Honest, constructive feedback from another was crucial for me to recognise this 'blind spot'.

Julia Atkin

The SA TfEL Framework, the review tools and the quality tests value and validate the complexity and art of teaching.

Louise Barker

# 2. The review tools

The *SA TfEL Review Tools handbook* contains a number of resources to help you to reflect on and examine your practice. These include:

○ Quality tests
○ Observation record sheets
○ Student surveys
○ Student engagement questionnaire.

All resources can be used again at suitable intervals as part of ongoing self-review.

## Quality tests

Effective teaching is far more complex than the simple use of strategies. Effective teaching involves complex competencies that defy being measured by simple behavioural checklists. Ticking off how many times a teacher uses thinking strategies or how many times they refer to students by name tells us nothing about the effectiveness of their action in terms of its impact on student learning. Much richer and more robust approaches are needed.

How do complex competencies differ from skills or strategies? Competencies draw together knowledge, skills/behaviours, attitudes, values and intentions. Assessing teaching effectiveness is not simply ticking off whether a teacher does something, nor the *quantity* of times the teacher does it; it is also a question of *quality*.

For example, two teachers have been to a professional development session where they were exposed to graphic organisers as a general strategy for making thinking visible. They both then use graphic organisers with their students. One teacher decides to use the strategy because he enjoyed the activity and thinks the students will too. The other teacher thinks carefully about the challenges the learners are facing in clarifying some ideas and considers that if the students 'see' the thinking laid out and organised it may help establish clarity. She reviews the range of graphic organisers she could use and chooses a type that is best suited to mirror the knowledge the students are exploring. In observing these two teachers, simply ticking off whether they are using strategies to support thinking will not reveal the underlying quality of their teaching.

There are four factors that contribute to the quality of teaching. High quality teaching involves being *intentional*. Being intentional means having clarity about the desired learning outcomes and it means selecting or designing learning activities and strategies which you believe will be *effective* to achieve these outcomes, given the particular learners—their needs and prior knowledge. Even when we have been highly intentional, we need to be forever *responsive* to the teachable moment and any opportunities that might present themselves. As if these demands aren't enough, we need to strive for *consistency* in our approach for all students. Four *tests of quality* have been developed to capture these qualitative aspects of teaching practice.

The four quality tests used in the *SA TfEL Review Tools handbook* provide an authentic assessment of quality teaching. They are:

○ intentionality
○ effectiveness
○ consistency
○ responsiveness.

Each quality test has a number of key questions:

## Intentionality

Am I clear about *what* I want them to learn? What will it look like, sound like and feel like when they have learned it?

Am I clear about what is required to learn it——about *how* to help them learn by creating the conditions to support learning, designing appropriate strategies and learning experiences?

Have I considered the learners and their context when framing outcomes and designing how to achieve the outcomes?

## Effectiveness

Did what I design work for everyone?

Did they learn it?

Are the strategies and approaches used effective for their purpose?

Did they meet the needs of each learner?

## Consistency

Am I consistent in what I say and what I do?

Do I act consistently with everyone?

Do I consistently consider the individual needs of all my learners?

Are the messages given about learning consistent?

## Responsiveness

Am I responding to what's happening in the learning?

Am I taking them to the next step?

Am I aware of what is emerging?

Am I reading the cues indicating:

○ understanding/misunderstanding
○ engagement/disengagement
○ appropriate level of challenge?

Am I intervening as needed? Responding accordingly?

The quality tests and the key questions that guide critical reflection of quality teaching can also be found in Appendix 4 for ready reference. You and your colleagues will need to refer to the key questions when completing the Observation record sheets.

For a detailed explanation of the quality tests, view Video 1 in the TfEL Review Tools section on the TfEL Framework DVD.

I've been using the four quality tests to reflect on and plan with teachers on a weekly basis. In reflecting on a lesson or unit of work, given your intentions…

○ how effective was it?
○ how consistent do you think you were?
○ what individual students do we need to consider?
○ how did you respond? What came up that you didn't expect? Did you change anything in the moment?
○ how will this influence what you do next—your intentions for future planning?

This has been a very different way of thinking about planning!

Chris Naish

As a result of using the SA TfEL Framework and observation tool I have seen profound changes in the students—in the way they approach learning, the language they are using and their level of engagement.

Cheryl West

The observations and conversations provided descriptive feedback on what the teachers were actually doing in the classroom for the first time and they really welcomed it.

Cheryl Rafferty

# Observation record sheets

The SA TfEL Observation record sheets (Appendices 5 and 6) have been proven through trials[1] to deliver valuable information about teaching practice and, most importantly, to act as a really effective catalyst for professional dialogue and collaboration. Using the Observation record sheets invites practitioners to take a fine-grained look at their practice through the lens of the four quality tests. Teachers may choose to review individual TfEL domains, using the Domains observation record sheet (Appendix 5) or selected elements using the Elements observation record sheet (Appendix 6). The Observation record sheets can therefore be used in a variety of ways: from a comprehensive observation of all aspects of pedagogy in the SA TfEL Framework, through to a focused look at one element of one domain.

The Observation record sheets were designed to provide common quality criteria and a common platform from which to reflect on our pedagogy and learn together. They are very powerful for focusing in on the detail and finer points of your practice, providing a framework for your personal reflection. The same tools can be used by a trusted colleague to focus reflection on what is being observed and to act as a running record for their observations.

The Observation record sheets have been designed for quick recording during the observation process. Prior to using the Observation record sheets, you will need to be familiar with the TfEL Framework, including the domains and elements, together with their essence statements and indicators of practice, as well as the quality tests. These are provided adjacent to each Observation record sheet.

Each Observation record sheet invites you to make notes against the domains and/or elements you are reviewing. Teaching strategies and examples of practice can be recorded in the Observation running notes column. Use the quality test key questions (Appendix 4) to determine quality ratings and indicate for each domain and/or element an overall score.

An example of a completed Observation record sheet, used by a teacher to reflect on his practice, is provided in section 3. Working independently.

The Observation record sheets are A3 size. Full-sized master copies can also be found in the TfEL Review Tools section on the TfEL Framework DVD.

# Student surveys

The SA TfEL Review Tools handbook includes tools for working with students to gain their feedback, including:

○ the SA TfEL Student feedback survey. Three versions are provided for use with students of various ages (Appendices 7, 8 and 9)

○ a Student feedback item bank, from which you can develop your own survey (Appendix 10)

○ the SA TfEL Student engagement questionnaire[2] (Appendix 11).

The SA TfEL Student feedback survey is linked directly to the SA TfEL Framework. The statements in this tool match the indicators of practice for elements of the TfEL Framework. The advantage of using a feedback tool linked to the Framework is that it provides an objective reference point for what constitutes effective teaching as well as the language to describe effective teaching.

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[1] The Observation record sheet is derived directly from the SA TfEL Framework with the addition of the quality tests. The aim was to develop a review tool that had a developmental focus and a resource that was non-intrusive and manageable in regular school teaching and learning settings. It has been trialled and tested in the field with both rural and urban schools by experienced educators who were familiar with the Framework and the quality tests. Analysis of data from the trial showed that the tool is valid and reliable and that it is sensitive to small differences in teaching practice.

[2] Based on the Student engagement questionnaire (SEQ), developed as part of 'Measuring what matters' (MWM), DECS Curriculum Services Learning to Learn work 2005–2008

The SA TfEL Student engagement questionnaire has been designed to assess the effect of quality teaching on learner engagement. Research into learner engagement has resulted in the development of this simple questionnaire that can be used to collect reliable data quickly and easily from every student.
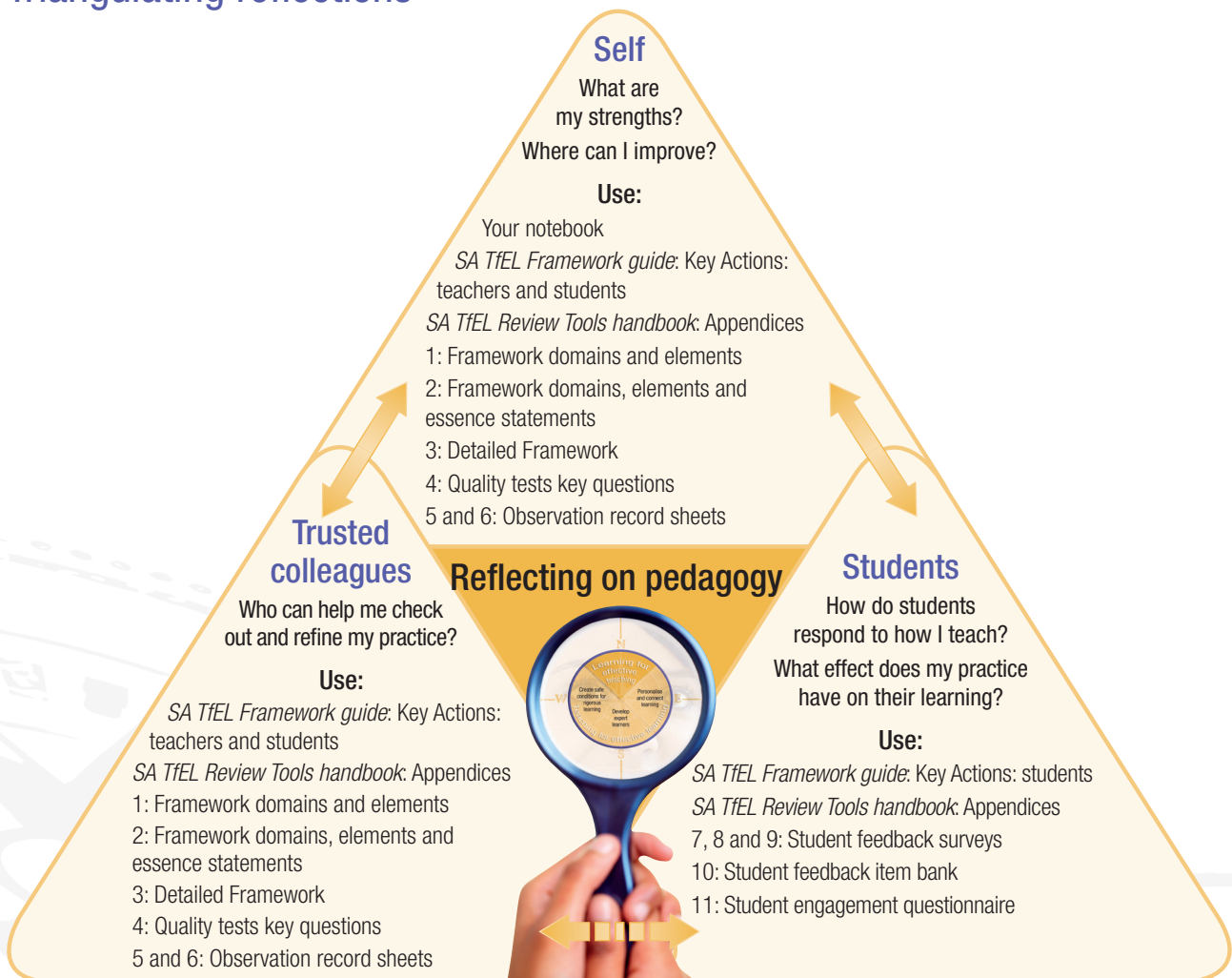
The SA TfEL Student engagement questionnaire draws on the significant research[3] that has been undertaken by the South Australian Department of Education and Children's Services (DECS) into the relationship between the quality of the learning environment and learner wellbeing and involvement. This research has resulted in the development of the Early Years resource: *Assessing for learning and development in the Early Years using observation scales: Reflect Respect Relate* (DECS, 2008) and a student engagement questionnaire, which is a research instrument designed to assess the effect of quality teaching on learner engagement. The SA TfEL Student engagement questionnaire is an amended version of the research instrument. The questionnaire complements other resources in *SA TfEL Review Tools handbook* and is one means of gaining student voice.



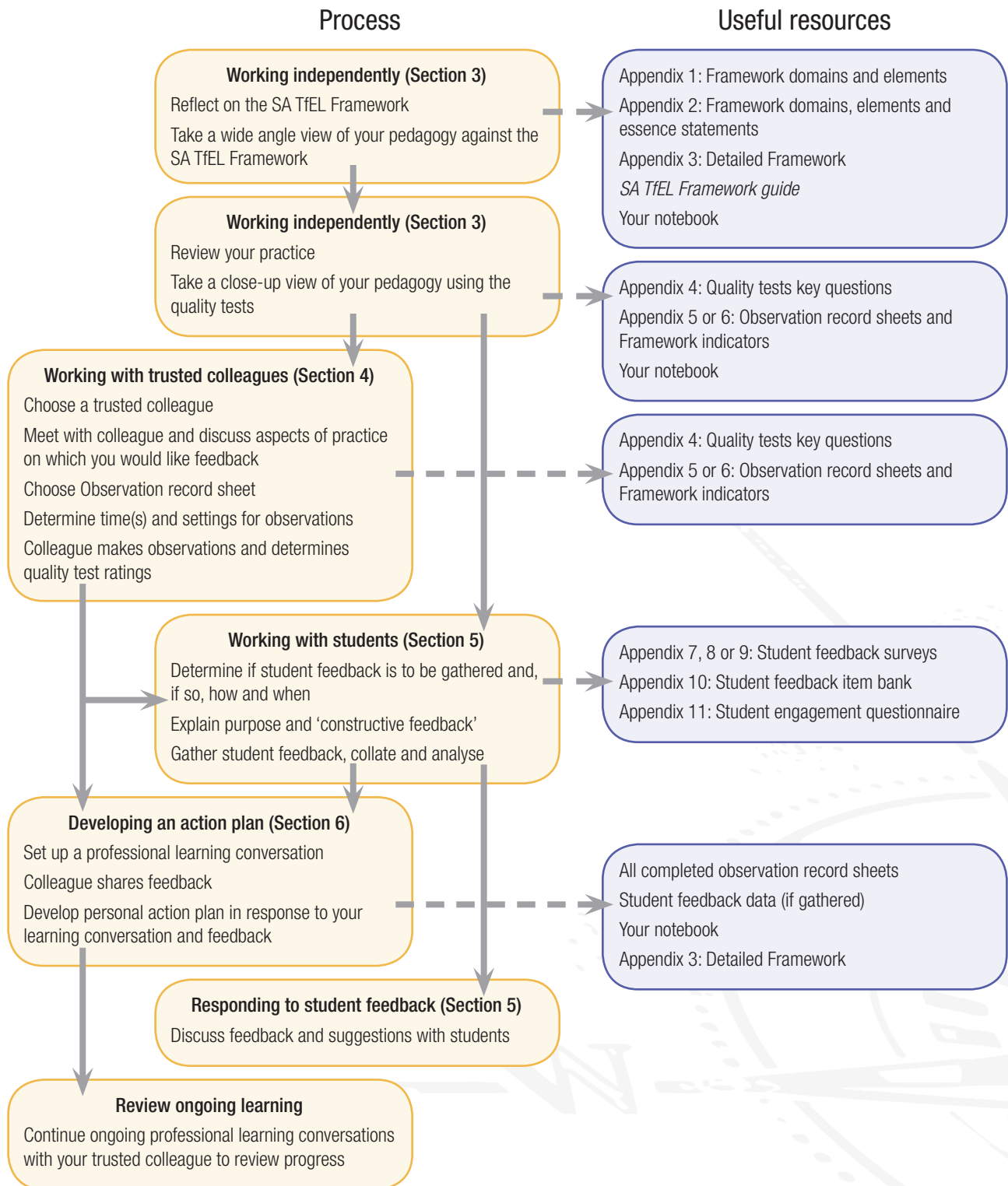Figure 2: Reflect Respect Relate

# Triangulating reflections



**Self**
What are my strengths?
Where can I improve?

**Use:**
Your notebook
*SA TfEL Framework guide*: Key Actions: teachers and students
*SA TfEL Review Tools handbook*: Appendices
1: Framework domains and elements
2: Framework domains, elements and essence statements
3: Detailed Framework
4: Quality tests key questions
5 and 6: Observation record sheets

**Reflecting on pedagogy**

**Trusted colleagues**
Who can help me check out and refine my practice?

**Use:**
*SA TfEL Framework guide*: Key Actions: teachers and students
*SA TfEL Review Tools handbook*: Appendices
1: Framework domains and elements
2: Framework domains, elements and essence statements
3: Detailed Framework
4: Quality tests key questions
5 and 6: Observation record sheets

**Students**
How do students respond to how I teach?
What effect does my practice have on their learning?

**Use:**
*SA TfEL Framework guide*: Key Actions: students
*SA TfEL Review Tools handbook*: Appendices
7, 8 and 9: Student feedback surveys
10: Student feedback item bank
11: Student engagement questionnaire

[3] Goldspink C & Winter P (2009) 'Measuring what matters: A series of instruments to evaluate engagement, focusing on involvement, wellbeing and thinking', unpublished paper

# Tools and processes for reflecting on pedagogy

## Process

**Working independently (Section 3)**

Reflect on the SA TfEL Framework

Take a wide angle view of your pedagogy against the SA TfEL Framework

**Working independently (Section 3)**

Review your practice

Take a close-up view of your pedagogy using the quality tests

**Working with trusted colleagues (Section 4)**

Choose a trusted colleague

Meet with colleague and discuss aspects of practice on which you would like feedback

Choose Observation record sheet

Determine time(s) and settings for observations

Colleague makes observations and determines quality test ratings

**Working with students (Section 5)**

Determine if student feedback is to be gathered and, if so, how and when

Explain purpose and 'constructive feedback'

Gather student feedback, collate and analyse

**Developing an action plan (Section 6)**

Set up a professional learning conversation

Colleague shares feedback

Develop personal action plan in response to your learning conversation and feedback

**Responding to student feedback (Section 5)**

Discuss feedback and suggestions with students

**Review ongoing learning**

Continue ongoing professional learning conversations with your trusted colleague to review progress

## Useful resources

Appendix 1: Framework domains and elements

Appendix 2: Framework domains, elements and essence statements

Appendix 3: Detailed Framework

*SA TfEL Framework guide*

Your notebook

Appendix 4: Quality tests key questions

Appendix 5 or 6: Observation record sheets and Framework indicators

Your notebook

Appendix 4: Quality tests key questions

Appendix 5 or 6: Observation record sheets and Framework indicators

Appendix 7, 8 or 9: Student feedback surveys

Appendix 10: Student feedback item bank

Appendix 11: Student engagement questionnaire

All completed observation record sheets

Student feedback data (if gathered)

Your notebook

Appendix 3: Detailed Framework

# 3. Working independently

Self

*What are my strengths?*

*Where can I improve?*

Reflecting on pedagogy

Trusted colleagues
*Who can help me check out and refine my practice?*

Students
*How do students respond to how I teach?*
*What effect does my practice have on their learning?*

## Reflecting on the SA TfEL Framework

Over time, some aspects of your practice may have become routine and unconscious. Or, if you are new to teaching, you may find that it is easy to slip unconsciously into teaching the way you were taught. Either way, as teachers we all have potential 'blind spots'. Not only can we be unaware of how our teaching practice could be improved, but we also may not be aware of the strengths in our teaching.

Prior to using the review tools, it is important that you revisit the SA TfEL Framework. Appendices 1–3 will support you in gaining greater understanding of the Framework.

○ Appendix 1 provides an overview of the domains and their specific elements.
○ Appendix 2 provides a further layer by adding the essence statements for each element.
○ Appendix 3 is the detailed Framework and provides further depth and detail by including indicators of practice for each element.

These three versions of the Framework, in providing different levels of detail, allow you to work from the simplicity of the four domains, as represented in the SA TfEL logo, through to specific indicators of practice for each element.
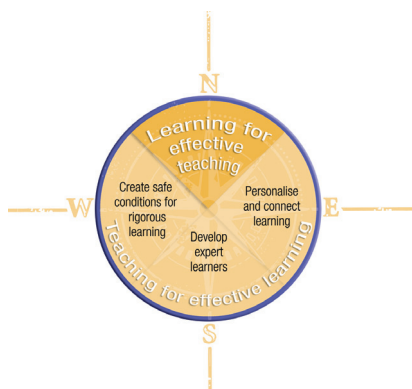


Figure 3: SA TfEL logo

Read Appendices 1–3 and:
○ examine how the Framework is constructed
○ the connections between the elements
○ the essence statements for each domain
○ the indicators of practice.

As you use the Framework to reflect on your practice, you will continue to develop greater understanding of the meaning of each of the elements and the many different ways you can enact each of them in practice. Keeping a notebook on your reflections and understandings is an excellent way of tracking your own learning. Figure 4 provides an example of one teacher's personal reflections.

Before you ask a trusted colleague or students to give you feedback on your current practice, it is important that you engage in your own self assessment. The process outlined below leads you through a personal reflection on your current practice and supports you to identify actions you could take to enhance your teaching.
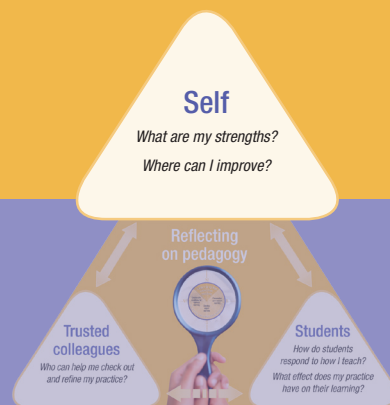
> Knowing others is wisdom, knowing yourself is enlightenment.
>
> Lao Tzu

> Give yourself permission to reflect: give yourself permission to contemplate change: give yourself permission to construct your own meaning!
>
> Jo Spyrou

## Process: personal reflection

You will need:
○ Appendix 1: Framework domains and elements
○ Appendix 2: Framework domains, elements and essence statements
○ Appendix 3: Detailed Framework
○ The *SA TfEL Framework guide*
○ your notebook to capture your reflections.

As you work through the process steps that follow, note the date, and jot down your reflections in your notebook.

1.  Looking at Appendices 1 and 2, reflect on your own teaching and each of the domains and elements. On a scale of 0–4 where 4 indicates highly developed, how would you rate your current practice in each domain?
2.  Use Appendix 3 to reflect on the indicators of practice: are there some elements that you have developed more highly than others? Give some examples.
3.  Are there some elements that you might explore in more depth to enrich your practice? How might you do this and how would it enrich your current students' learning experience?
4.  Choose one or two elements that you would like to explore more deeply. In the *SA TfEL Framework guide*, read about your chosen elements, paying particular attention to the Key Actions for students and teachers and the Practice Checks.
5.  What actions can you take to further develop these elements in your own practice?

## Teacher notes

### Reflecting on the Framework

11 March 2010

On reading and reflecting on the SA TfEL Framework I was struck by how the domains sort of overlap or amplify each other. For example, I have prided myself on being very intentional in Domain 3 – Develop Expert Learners, especially in regard to 3.1 – Teach students how to learn, and I consider that I'm pretty effective in helping students expand their strategies for thinking, learning and working collaboratively. But I haven't convinced myself, yet, that I've been helping them really direct and manage their own learning effectively – nor can I say that some of the students actions have convinced me! As I was thinking about what I might need to do to develop their ability to self direct and self manage my eye wandered over to Domain 2 – Create Safe Conditions for Rigorous Learning and the first element there and its essence statement – 2.1 develop democratic relationships – the teacher shares power with students recognising it is a fundamental condition for learning, and I realised in a flash that I'd been operating at a fairly surface level there and yet that had to be the key to helping them learn to self direct and manage their own learning. So I decided to reflect more deeply about Domain 2 and in particular the elements 2.1 – develop democratic relationships and 2.3 – negotiate learning and apply the quality tests in the hope that I might find the key to helping the students become more capable self managers.

Figure 4: Teacher notebook on reflecting on the Framework

# Reviewing your practice

As Schön says (quote p1), reflection-**on**-action sharpens reflection-**in**-action. The resources have been designed to help you review your pedagogical practice in a number of ways, from a wide angle view to a fine grained lens, both on your own as well as with feedback from trusted colleagues and from your students. Using the quality tests to reflect on your pedagogy will enable you to gain greater insight into your practices.

You can choose from two Observation record sheets to support you in reviewing your practice.

**Appendix 5** is the Domains observation record sheet. Note how it provides a wide angle lens by looking at Domains 2, 3 and 4. You can use this sheet to review your practice broadly, to record examples of practice and to give yourself a rating against the quality tests for each domain. You may wish to start by observing your practice using this wide angle lens before reflecting more closely on your practice at the element level.

**Appendix 6** is the Elements observation record sheet. It allows you to review your practice by looking at any or all of the elements. Again, you should use this to record examples of practice for each of your chosen elements and give yourself a rating for each chosen element against the quality tests.

You will need to use the Observation record sheets in conjunction with the essence statements and indicators. These appear adjacent to the observation sheets, as well as in the detailed Framework (Appendix 3).

Before you begin your review, take a look at each of these Appendices. Work through the process described below and consider how you might begin to develop a personal action plan. This is described more fully in section 6. Developing an action plan.

Life isn't about finding yourself.
Life is about creating yourself.

George Bernard Shaw

I read and walked for miles at night along the beach, writing bad blank verse and searching endlessly for someone wonderful who would step out and change my life. It never crossed my mind that that person could be me.

Anna Quindlen

## Process: self review of practice

You will need:
- Appendix 4: Quality tests key questions
- Appendices 5 or 6: Observation record sheets—choose one–and adjacent Framework indicators.
- your notebook.

Mark onto the Observation record sheet in the left hand tick boxes the domains and/or elements you wish to review.
1. Look at the Framework indicators.
    - Pay particular attention to the essence statements and indicators for your chosen domains and/or elements.
    - Consider specific examples of how you enact the domains and/or elements you have chosen and note these in the middle column of the applicable Observation record sheet.
2. Now return to the quality tests (Appendix 4). Using the key questions, give yourself a rating for each of your chosen elements.
3. Consider what you might do differently in the future. Reflect on your quality ratings. Jot down some notes and consider what you are going to do in response to your reflections, for example:
    - set goals
    - identify support needed
    - determine how you will assess whether you have met your goals.

Figure 5 provides an example of how one teacher has used the Elements observation record sheet for personal reflection, focusing on the elements in Domain 2. Note how the teacher has scored his quality tests by reflecting on his practice. Figure 6 is an example of how this same teacher recorded his reflections in his notebook.

# Appendix 6: Elements observation record sheet

School: *High Street PS*    Session: *Yr 7 Science*    Teacher observed: *Mr Teacher*    Observer: *Self*    Date: *25/3/10*

**Domain 2: Create safe conditions for rigorous learning**
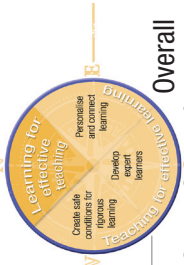
| Domains and elements | Observation running notes | Quality tests | 0 | 1 | 2 | 3 | 4 | Overall score |
|---|---|---|---|---|---|---|---|---|
| ☒ 2.1 develops democratic relationships<br><br>the teacher shares power with students recognising it as a fundamental condition for learning | – strategies to ensure inclusion structured sharing etc<br>– class values–actions jointly developed<br>– strategies to put self in shoes of others and structured controversies<br>– raising consciousness of voices heard – who holds the conch?<br>– blogs and online discussion forums to hear all voices | Intentionality<br>Effectiveness<br>Consistency<br>Responsiveness | | | X<br>X | X<br>X | | 10 |
| ☒ 2.2 builds a community of learners<br><br>the teacher creates a culture where everyone inspires and encourages each other's learning | – class mascot, pet, logo, birthday parties<br>– learning teams, 'ask 3 before me etc<br>– student ICT skills directory | Intentionality<br>Effectiveness<br>Consistency<br>Responsiveness | | | X<br>X | X<br>X | | 12 |
| ☒ 2.3 negotiates learning<br><br>the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum | – burning questions sessions<br>– eliciting ideas<br>– NOT ENOUGH ON ' providing opportunities and resources for self directed learning ' !!! | Intentionality<br>Effectiveness<br>Consistency<br>Responsiveness | | X<br>X | X | X<br>X | | 9 |
| ☒ 2.4 challenges students to achieve high standards with appropriate support<br><br>the teacher has high expectations and guides each student to achieve his/her personal best | – co-constructed rubrics, personal goal setting and reflection on progress<br>– consolidation mini workshops – work stations<br>– student and teacher developed video clips on class home page 'Can you show me that again'<br>– Have structures set up but not getting to each student enough | Intentionality<br>Effectiveness<br>Consistency<br>Responsiveness | | X | X<br>X | X<br>X | | 10 |

Figure 5: Using the Elements observation record sheet for self-reflection on Domain 2

# Teacher notes

## Reviewing my practice

### 2.1 develop democratic relationships – the teacher shares power with students recognising it as a fundamental condition for learning

I actively seek students' participation through processes such as structured sharing, as well making sure they feel safe to ask questions, talk about any confusion and seek help from others. When I look at each of the indicators I am very responsive in terms of ensuring each individual felt included and I was always on the alert to ensure we all honour alternative perspectives but despite being quite intentional about involving kids in establishing what we value as a group and that everyone has a voice, and shares responsibility in relation to 'jobs' and 'tasks' what I realised was that I wasn't really putting myself in the equation – I was orchestrating all that for them it was me and them rather than me with them – I was not deliberately and intentionally sharing responsibility for their learning – I was still taking responsibility for their learning! Hmm – so not as effective as I thought about 'sharing power'. As for consistency – I feel that I am consistent with each of the learners but only with regard to some aspects of developing democratic relationships. I wasn't consistent in this fundamental aspect of sharing power and helping develop self-managing learners. I was like the 'conductor' and no one really felt encouraged to play 'solo'.

### 2.3 negotiate learning – the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum

I began to look at this element at both the macro and micro level. Funnily enough I think I have been attending to the micro aspects of this quite well but maybe not all that consciously nor intentionally. If a question or an idea comes from left field and it strikes a chord with the group we let that direct our learning – the learning path is 'negotiated' by their interest at the micro level. But, no surprise given my reflections above, I'm not operating very well on this one at a macro - level. The opportunities I provide for self-directed learning are quite limited in scope.

Figure 6: Teacher notebook on reviewing practice

# 4. Working with trusted colleagues
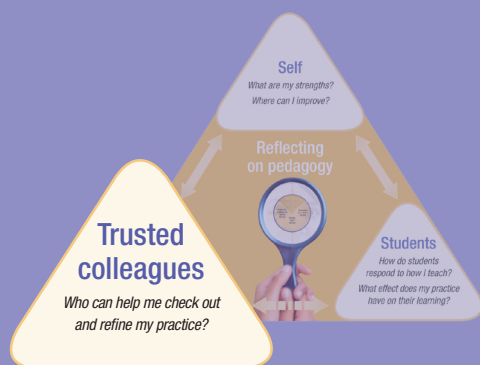


Observations should be a treasure hunt, not a witch hunt.

Douglas Reeves

My experience in working with a colleague and getting feedback in terms of the SA TfEL Framework have ignited my belief in me as a teacher.

Teacher engaged in trialling the SA TfEL observation tools

Having the opportunity to watch someone else through the lens of the TfEL Framework was **the** most valuable learning experience for me, the observer! It really brought home to me **what** makes teaching and learning effective.

Erin Matthews

It is crucial that we get feedback from others if we are to receive encouragement and affirmation for what we are doing as well as avoid personal 'blind spots'.

When observing and reflecting on your own practice, you may be limited by 'blind spots' which may lead you to inadvertently ignore elements that are crucial to effective pedagogy. If another teacher were to observe the same session, would they notice the same things and draw similar conclusions? By gaining the feedback of one or more trusted colleagues, a more holistic picture can be gained which values a wider range of elements and contributes to your and their learning through constructive learning conversations.

Those who were involved in the development and trialling of the SA TfEL Observation record sheets speak enthusiastically about the power of observing others teach, combined with the follow-up learning conversations for their own learning. The richness of the conversations was further amplified when two or more observers had watched a learning session and discussed their quality ratings. The follow-up conversations clearly provided rich learning for both the person being observed as well as those observing.

You can ask a trusted colleague to observe you over one or multiple teaching sessions, focusing on:

○ your practice more broadly for one or all of the TfEL Domains 2, 3 and 4, using Appendix 5: Domain observation record sheet

○ specific domains and/or elements, using Appendix 6: Elements observation record sheet.

Examples of observer reflections are provided in Figure 7, illustrating how colleagues arrived at quality test ratings from their observations.

It can be particularly helpful to gain student feedback on the same sessions in which you are observed. This will give you a triangulated view of your practice and the impact of your practice on students. After you have gained feedback from colleagues and students, you will engage in professional learning conversations, after which you may wish to conduct follow-up observations to identify which strategies were effective and which need further modification. Professional learning conversations are discussed further in section 6. Developing an action plan.

## Choosing a trusted colleague

The colleague(s) you choose should meet the following criteria:

○ A relationship of mutual trust exists between you.
○ It is easy to talk openly together about teaching and aspects of your own teaching style.
○ They recognise what you perceive to be your strengths.
○ They will be prepared to challenge you and offer constructive advice.
○ They have teaching strengths that complement rather than match your own strengths.
○ They display teaching strengths you admire.

Together, you can become 'critical friends', helping each other to recognise 'blind spots' and alerting each other to opportunities for improved practice.

Remember that your critical friend is there to assist you in developing your practice further. You may choose to partner so that you observe their teaching and they observe yours—your professional learning conversations could well enhance practice for both of you!

# Process: gathering feedback from colleagues

You will need:

○ Appendix 4: Quality tests key questions
○ Appendices 5 or 6: Observation record sheets and adjacent Framework indicators.

Identify a trusted colleague, decide on your focus, and how many sessions they will observe. Choose the relevant Observation record sheet and mark the tick boxes for the elements or domains you would like them to observe.

Explain to your colleague your chosen focus and your intentions for the learning session.

Ensure your colleague has familiarised themselves with the Appendices listed above.

If you intend to gather student feedback for the same learning session, prepare students beforehand (see section 5. Working with students).

1. The observer makes observation running notes in the chosen Observation record sheet during the learning session, recording examples of how you enact the chosen domains and/or elements.
2. Once the observation is completed, the observer reflects on the session and uses their notes to determine a rating for each of the four quality tests for the TfEL domains and/or elements observed.
3. The observer adds up the four individual test ratings and enters the total in the overall score box.
4. After the observation, ask students to also provide feedback, using the resources described in 'Working with students'.
5. Arrange a time for a learning conversation with your colleague to review their reflections and ratings and to develop an action plan (see section 6. Developing an action plan).

It wasn't until I observed a teacher and was able to see the Framework in action that I really understood what effective pedagogy was.

Kyle McRostie

Having to give evidence for our ratings on the quality tests really nudged us to clarify our understandings about TfEL and what it actually means in practice.

Margot Foster

# Example 1

## Domain 2: Create safe conditions for rigorous learning

2.4 challenge students to achieve high standards with appropriate support

### Background

Year 4

The teacher was working with the students to improve their editing skills. Most of the students were really enjoying writing but were consistently presenting their finished pieces with a rough and ready edit. In the session observed the teacher had a number of editing exercises and activities set up for groups to rotate through while she worked closely with small groups to help them edit each other's writing. She used the incentive of free time on the computers when all activities were completed to motivate students for the task.

### How the observer arrived at the quality test ratings

Intentionality – 3.5

Effectiveness – 2

Consistency – 3

Responsiveness – 2.5

$^{11}/_{16}$

### First observation

In the pre-observation meeting it was evident that the teacher was highly intentional. She had focussed in on an aspect of the writing process that was not being achieved at a high standard for the class as a whole. And she had deliberately and intentionally chosen to set up a rotation of editing exercises and activities so that she could spend more direct teaching time with small groups. Within these groups she was very responsive to the needs that emerged for each individual and the individuals were making progress in their editing skills in this context. She was consistent in her approach for the great majority of students.

### Second observation a week later

Students were completing their latest piece of writing. As observer I worked with the teacher to see how effective her approach to improving their editing skills had been. She had in mind the particular improvements she was hoping to see for each student. As each student completed their editing they had one or other of us review their work. In the vast majority of cases there were only minor improvements in their editing. One or two students had made strong gains.

We were both dismayed.

The teacher had offered loads of feedback and support to help them develop their editing skills – she had modelled editing her own and other pieces of writing, worked one on one and thought she was conveying high expectations re the quality of their finished pieces all to little avail. So we had to agree that effectiveness was at best a 2.

In the follow up learning conversation we went back to the TfEL framework to see whether there was anything there that could help us see how to make her teaching more effective. The light bulb came on when we looked again at 2.4 challenge students to achieve high standards with appropriate support. As we talked and talked over the strategies and approach what we both realised was that she was offering endless support but the students were not experiencing any sense of 'challenge'. She may have been 'challenging' them in her mind but they were not really 'feeling' the challenge – they were not perceiving editing as a challenge. Now how to respond? How to stimulate a sense of challenge in them? In searching the framework and thinking how they responded to the 'challenge' implicit in games we turned our attention to 4.3 – apply and assess learning in authentic contexts. This seemed to be a clue as to how we could design authentic challenges in an authentic context – the hope being that the students would be challenged to improve the quality of their writing and editing for an audience that mattered!

# Example 2

## Domain 3: Develop expert learners

3.2 Foster deep understanding and skilful action

### Background

Year 7 Mathematics—Previously the teacher had used a series of formative assessment approaches (self-assessment/reflection; questions; use of concept in new context) to determine learners' understanding of the inquiry they had carried out to see how the circumference of a circle is related to the diameter. It had been evident that some did not really understand how the inquiry activity led to the conclusion that the circumference is slightly greater than three times the diameter. Some understood that but were confused by the notion of a 'constant' and some had a good understanding.

### How the observer arrived at the quality test ratings

Intentionality – 4

Effectiveness – 4

Consistency – 3.6

Responsiveness – 4

$^{15.6}/_{16}$

Intentionality—High on both counts. The teacher had clear learning intentions and deliberate strategies to achieve them. The teacher had an excellent understanding of the needs of the different learners—differentiated groups (self-selected)—and tasks had been designed accordingly. She was working with about a third of the class to lead them, explicitly, through the thinking that had led to the conclusion about the circumference and the diameter. One group was exploring the use of 'constants' using a structured/directed research activity. Others were researching the origin of the

use of the Greek symbol pi π and getting excited about the fact that it is not used in all cultures.

*Effectiveness*—The explicit teaching was very effective for almost all (hard to tell from my position whether everyone had 'got it') but there were obvious looks of 'aha' and re-explaining to the teacher. Also, 'think-pair-share' activities occurred in response to teacher probing with questions such as 'If our investigation had shown … How would you describe the relationship between …?'. Other 'researchers' were busily engaged and announcing findings to each

other. Enthusiasm for research activities was highly evident. The process for researching the use of constants was well scaffolded.

*Consistency*—All students were working at an appropriate level. The teacher's immediate and spontaneous responses to students demonstrated a consistent approach, ensuring everyone understood and everyone was productively engaged.

*Responsiveness*—The teacher's responsiveness was obvious on several levels. The overall design was responsive to student needs but more so at a 'micro' level.

In the explicit teaching group it became obvious pretty quickly that one learner already understood the relationship but lacked self-confidence as a learner. Once the teacher recognised this, she gave this child the role of 'peer tutor' for another learner who seemed to be having more difficulty than most in catching on. The nature of comments to learners and her questioning of them indicated a high level of responsiveness in terms of 'reading' what they understood and then taking them to the next level or next step of thinking.

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# Example 3

## Domain 4: Personalise and connect learning

4.4 Communicate learning in multiple modes

### Background

*Year 10 Personal Learning Planning—Each of the students in the class had recently been involved in individual workforce placements for Business Week and had been asked to draw on this experience to make explicit links to their Personal Learning Plan. This session was part of a sequence of activities that would connect the curriculum content to personal experience. In pre-observation collegiate discussion, the intent of the session was identified as 'To build students' engagement with the personal learning task and acceptance of responsibility for their personal learning through the use of multimedia'. Students were being invited to capture and communicate through a multimedia presentation what they had learnt about the impact of effective teamwork in the workplace.*

### How the observer arrived at the quality test ratings

*Intentionality* – 2
*Effectiveness* – 1
*Consistency* – 2.5
*Responsiveness* – 0.5

6/16

*Intentionality*—Some clear intent was evident by the teacher, building the sense of responsibility, independence and relevance with the learners. He was purposeful about the task, focusing on connecting learning to each student's work placement experience and demonstration of learning through a mode of their choice. The learners did not have real understanding about the intention of the task nor the way it would be assessed. Whilst the teacher had taken into account the dispositions of the learners (motivated by ICT) and deliberately chosen an approach that he thought would match these dispositions, his design of specific strategies did not show the same level of consideration of the students' needs. There was no evidence of appropriate scaffolding prior to, or during, this session—the learning processes were not differentiated.

*Effectiveness*—Some learners are using the openness of the session to do other things that they feel are more relevant to them at the time, more connected to their world. This was opposite to the teacher's intent. The strategy used by the teacher to provide feedback was not effective with most learners as it did not engage, lead to understanding or challenge learning for many students.

*Consistency*—The teacher was somewhat consistent as he used an approach with all learners that offered the opportunity to have individual choice. All learners used ICT as the mode of communicating their meaning and could decide which particular mode would be most appropriate for their individual purpose. He interacted with most learners to determine where they were in the learning process and provided some feedback about the next step.

*Responsiveness*—The teacher missed the opportunity to actively intervene or adjust the approach based on what was actually happening even though it was inconsistent with what was intended. He demonstrated low responsiveness.

Figure 7: Example of observer reflections to determine quality ratings

# 5. Working with students



*Self*
*What are my strengths?*
*Where can I improve?*

*Reflecting on pedagogy*

*Trusted colleagues*
*Who can help me check out and refine my practice?*

**Students**
*How do students respond to how I teach?*
*What effect does my practice have on their learning?*
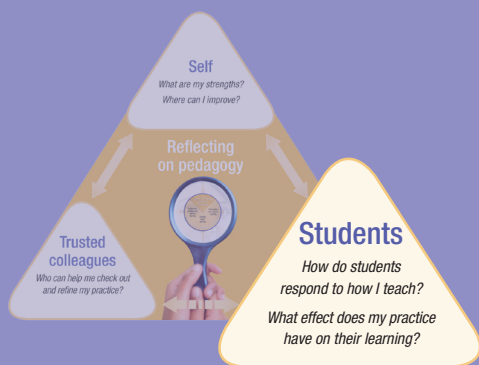
We've seen that young learners can understand and use educational language. If we share our vocabulary with them, then they can talk to us about their learning: we can have a shared language in the classroom.

Leah Kennewell

Constructive feedback from students can provide you with a unique viewpoint on your teaching and ensure that you are meeting their learning needs.

Student feedback is essential for informing your reflections on your practice. As teachers, we may have great intentions for our pedagogy, but how do we know if our practices are having the desired effect for students?

There are many ways to gain student feedback: focus group discussions, interviews, responses to open-ended questions, and surveys. At the end of this section, there are suggestions for more open-ended processes for hearing the students' voices. You may also wish to construct your own student survey so that you can customise it specifically for what you want feedback on and/or to suit your students or to gain feedback on specific learning experiences. The Student feedback item bank will support you in this.

The *SA TfEL Review Tools handbook* includes the following resources for working with students to gain their feedback:

○ the SA TfEL Student feedback survey. Three versions have been adapted for use with students of various ages (Appendices 7, 8 and 9)
○ a Student feedback item bank (Appendix 10)
○ the SA TfEL Student engagement questionnaire (Appendix 11).

These student review tools can be repeated at suitable intervals as part of an ongoing self-review.

The resources are intended for use immediately following a teaching session observed by a colleague to provide additional information for consideration in your post observation conversation. This can be particularly helpful in giving you a triangulated view of your practice and the impact of your practice on students. Considering the student feedback along with your colleague's feedback in your follow-up learning conversation can stimulate rich conversations. This is discussed further in section 6. 'Developing an action plan'.

Having negotiated with your colleague which session is to be observed, you need to allocate time following their observation to have the students complete the questionnaire. You will also need to prepare students prior to the session in which you will be observed and on which they will provide feedback.

## Gaining constructive feedback

It is important that you explain to the students why their feedback is being gathered. Just as they expect constructive feedback from you, you too need constructive feedback from them to ensure your teaching addresses their learning needs.

There are many ways to gain student input. However, students may be reluctant to talk openly and often find it difficult to articulate what does and does not work for them. If students are new to giving feedback it is important that you:

○ explain the importance of their feedback to help you make sure you are meeting their learning needs: liken it to you giving them constructive feedback to help them learn
○ help them develop the skills to reflect critically on their own learning and your teaching.

The more you explicitly describe teaching and learning approaches and strategies, the better the students' ability to offer constructive criticism will be. The students who naturally reflect on their own learning and your teaching can also serve as effective models to demonstrate what is required. It is important that you explain to the students why their feedback is being gathered and how you will respond to their feedback and suggestions.

# SA TfEL Student feedback survey

The statements in the SA TfEL Student feedback survey match the indicators of practice for elements of the TfEL Framework. The advantage of using a feedback tool directly linked to the Framework is that it provides an objective reference point for what constitutes effective teaching, as well as the language to describe effective teaching.

The SA TfEL Student feedback survey has been adapted for different age groups, all of which are matched against Domains 2, 3 and 4 of the SA TfEL Framework. Although there are suggested age groups for each tool, they are not strictly age-related. Consider your purpose and your learners, view the student feedback tools, and choose the most appropriate one for your circumstances.

The adaptations of the Student feedback surveys are:

○ Appendix 7: Student feedback survey—Early years has four statements corresponding to the elements for each of the domains. The traffic light colour scheme and emoticons are used to establish meaning for the rating process. It is anticipated that teachers will model the use of the form to ensure students know how to use it. And, as with any survey, the most useful information will come from the conversations with the students—individually and collectively—afterwards.

○ Appendix 8: Student feedback survey—Younger students is suggested for primary or early middle years students. It has two statements for each of the elements.

○ Appendix 9: Student feedback survey—Older students is suggested for secondary students. It has four statements for each of the elements.

The Student feedback survey can be used to gain feedback on your teaching in general or it can be used to gain feedback on specific learning sessions. It is obviously important that the students understand your purpose and whether the feedback is general or related to a specific learning session.

The feedback tools are also provided in the TfEL Review Tools section on the TfEL Framework DVD in two formats. The pdf versions are fixed for ease of printing and to ensure stable formatting. The Word versions can be edited to adapt them and/or construct your own feedback tool to suit specific purposes.

# SA TfEL Student feedback item bank

The SA TfEL Student feedback item bank (Appendix 10) can be used in multiple ways. The 'notes' column can be used to analyse the information gathered from the student feedback survey, or to construct your own survey of student feedback. Each statement in the item bank relates to the indicators for elements in Domains 2, 3 and 4 of the SA TfEL Framework.

The item bank is provided in the TfEL Review Tools section on the TfEL Framework DVD in pdf as a fixed form for stability of formatting when printing. It is also provided in Word allowing you to adapt items and create your own surveys.

## Analysing the information

The item bank can be used to collate student responses from the feedback tools used with primary and secondary students. The item bank clearly demonstrates the connection between the Student feedback survey and the elements in Domains 2, 3 and 4. This will prove useful in your subsequent professional learning conversations with your colleagues.

When we have seen our practice through others' eyes we're in a much better position to speak and behave in ways that ensure a consistency of understanding between us, our students and our colleagues. This consistency increases the likelihood that our actions will have the effects we want.

Stephen Brookfield

> I think the teaching is better now because you've been doing more fun things with us. I like learning in fun ways and doing interesting things because I learn more.
>
> Year 5 student

## Adapting the student feedback survey

You may wish to construct your own feedback survey to address specific domains or domain elements. For example, if you are a Maths teacher you may wish to adapt an item to describe what the particular application would be in Maths. Take SA TfEL 3.3 *Explore the construction of knowledge*. This appears in the Student feedback surveys (item 14 for younger students—Appendix 8 and item 26 for older students—Appendix 9) as: *We learn how people make sense of their world, eg artists, scientists, writers, mathematicians etc.* To make that more specific for Maths, it could be adapted to read '*The teacher helps us see the mathematical patterns in nature, in art and in music*'. Or, perhaps, '*The teacher helps us see the beauty in Maths and we contrast that to the beauty in other subjects such as Art*'.

If you choose to adapt the items, it is important that you think through the explicit connection to the SA TfEL Framework. The SA TfEL Framework indicators, as shown beside each of the Observation record sheets (Appendices 5 and 6), can help you in this regard. If you adapt items, you should also ensure you acknowledge the source.

## SA TfEL Student engagement questionnaire

The SA TfEL Student engagement questionnaire (Appendix 11) has been designed to collect immediate feedback data from students regarding the observed session and to assess the effect of quality teaching on learner engagement. Significant research into learner engagement has resulted in the development of this simple questionnaire that can be used to collect reliable data quickly and easily from every student. Students circle the number on the rating scale to indicate the extent to which they agree or disagree with the statements.

The questionnaire complements other tools in the *SA TfEL Review Tools handbook* and is one means of gaining student voice. Within the questionnaire, five areas are measured:

- involvement
- happiness and satisfaction
- social functioning
- dispositions to learning
- interest.

The results should provide revealing insights into how what you do in class impacts on learner wellbeing and involvement.

## Analysing the information

The SA TfEL Student engagement questionnaire is designed to provide information at a number of levels of detail. Where the interest is in gaining insight into what works/does not work for specific students and how learning environments or teaching techniques could be improved, little more may be needed than a visual scan of the individual results. Where you want to look at whole class results or compare results from different classes, more systematic data analysis will be required. Your analysis will prove useful in subsequent learning conversations.

## Responding to feedback

Once you have collated and analysed the feedback from students, it is important to share your general findings with them. Discussing their feedback and suggestions with students can be a very powerful way of developing dual responsibility for their learning. When you make a modification to your practice based on their feedback, indicate what you are doing and why and then ask them what difference it has made to their learning. Not only are you *developing expert learners* (Domain 3), but also *creating safe conditions for rigorous learning* (Domain 2) by *developing democratic relationships* and *building a community of learners*.

# Process: gathering feedback from students

You will need one or more of the following:

○ Appendices 7, 8, or 9: Student feedback survey—choose one
○ OR a survey you have designed using Appendix 10: Student feedback item bank
○ Appendix 11: Student engagement questionnaire.

1. Explain to students the purpose of the survey and encourage them to give honest and constructive feedback.
2. Administer the survey, preferably at the end of a session observed by a trusted colleague.
3. Collate and analyse student feedback.
4. Convey key messages of the feedback to students and consider a debrief learning conversation.
5. Arrange to discuss your analysis of student feedback with your colleague as part of your professional learning conversation (see section 6. Developing an action plan).

## Other feedback processes

There are a number of other ways to gather student feedback. Keep notes on any non-written student feedback in your notebook to assist you in reflecting on your practice.

### Open-ended questions

Surveys that are made up of a few well designed open-ended questions can be very useful to gain overall feedback on your teaching or for gathering student feedback on specific aspects of your teaching. In designing open-ended questions and surveys it is important to:

○ be clear about your purpose
○ provide scaffolds to stimulate and guide the students' reflection process, for example, use strategies such as de Bono's 6 Hats; Y-charts; Plus-Minus-Do Differently; Traffic Lights', ie red for 'stop doing', yellow for 'I'm not sure about', and green for 'do more of'
○ ask students to give specific examples to illustrate the points they wish to make
○ ask students to offer constructive suggestions for what you could do differently to improve their learning.

### Learning circles

Not all feedback has to be written. There is much to be gained from conducting a learning circle to discuss learning and teaching. Often it really helps students if you model the process by reflecting on teachers you had and the impact they had on your learning. Constructive self-criticism and an indication of what you think you could do to improve your teaching can help set the tone for the quality of the learning conversation.

### Feedback on the run— listening to implicit messages

Students' learning journals, the questions they ask, their level of engagement in tasks, and their body language are great sources of implicit feedback. Using specific elements of any or all of these can serve as conversation starters for you to engage in conversations about how their learning needs could be met more effectively.

# 6. Developing an action plan



It's not just about observing other teachers' practice, it's the conversations you have after the observations where the real learning for both the observer and the observed occurs. Through observations and the follow-up learning conversations, I have developed the capacity to have open and honest conversations about teacher practice, not about the teacher.

Sally Menadue

SA TfEL 3.4 *promote dialogue as a means of learning* is not just the kids talking together to learn: it's just as much about teachers talking to learn—engaging in professional dialogue to move their own learning forward.

Vicky Climatianos

## Guidelines for giving and receiving constructive feedback

There is a golden rule for coaches: *For each aspect of someone's game you want to suggest improvement, firstly give three positives!*

Although there is a risk that this statement could lead to a formulaic response, the intent of the statement is important to acknowledge.

## Professional learning conversations

Prior to developing an action plan, you should now conduct a debriefing session with the trusted colleague who conducted the observation.

Things to remember in your conversations:

### For the observer

○ This is a learning conversation for mutual learning, not judgment or 'marking' another's work.
○ It is often best to start with questions allowing the observed to indicate what they felt about the session: what worked well, what could have been improved, what they would do differently next time. When giving feedback, be specific and give examples of what you saw and how you interpreted it. This may include quite subtle cues, such as tone, nuance etc.

### For the observed

○ Graciously accept both the affirmations and the constructive feedback.
○ It is natural to feel a bit defensive when someone gives you feedback, but keep open to learning by listening deeply.

## Personal action plan

An action plan may include specific learning goals, redesigning an existing unit of work/activity or working with a trusted colleague with the desired expertise. Use your notebook to record your reflections.

You could focus on:

○ finding your own strengths and gaining insights into areas for improvement for one or all three of the domains
○ identifying the elements you consistently enact and which less so
○ any patterns which might demonstrate your default teaching position
○ those domains which present opportunities to challenge and extend your professional practice
○ anything that surprises you and invites further exploration.

Figure 8 provides an example of how a teacher began developing her action plan.

You may wish to consider asking your colleague to conduct follow-up observations to identify modified strategies that were effective and those that required further modification.

## Process: from feedback to action

You will need:

○ All completed observation record sheets, student feedback surveys and your notebook.

1. Discuss your own assessment of what worked as planned and what did not and how satisfied overall you were.
2. Get your colleague to share their observations, any examples they observed of how you enacted chosen domains/or elements, and how they rated the learning session.
3. Analyse the student information, for example:
   ○ any aspects that were given low ratings and whether there were common trends
   ○ whether low ratings were from specific individuals
   ○ whether a pattern is emerging.
4. Discuss with your colleague your self review of practice.
5. Compare self review, observations and feedback. Do they reinforce each other? Did anything surprise you?
6. Determine areas of strength and where you might focus next for further development. Are there domains or elements on which you could focus to address areas for which students gave low ratings?
7. Record in your notebook:
   ○ **Goals**: Which domains or elements have you now identified as requiring further review?
   ○ **Support**: What strategies might you use and what support will you need?
   ○ **Assessing progress**: How will you assess whether you have met your goals?
8. Consider follow-up observations to assess strategy modifications.

## Teacher notes

### Developing an action plan

5 May 2010

Actions – More intentional sharing of responsibility for learning – use 2.4 – challenge students to achieve high standards with appropriate support – to design processes and scaffolding to help them engage in and learn how to negotiate, direct and manage their own learning! Before I embark on that it is important that I gather some feedback from the students about their perceptions of how much responsibility they feel they have for their own learning, follow this up with a conversation about how opportunities to self direct and self manage are key to them being effective learners.

Figure 8: Teacher's notebook on developing an action plan

> The quality tests enable teachers—individually, collaboratively and as a whole site—to focus more clearly on the quality of their teaching practice.
>
> Julie Stockdale

# School action plan

Using the *SA TfEL Review Tools handbook* across sites/schools or faculties can also provide a snapshot of practice at a school level as a basis for site level learning. For example, schools could use the tools to collate and compare relative strengths within a team as a basis for team development and for sharing expertise. Schools could also reflect on the similarities and differences of individual TfEL elements across teams/faculty groups/levels of schooling and how they might respond to these. Schools can use the Overview reflection sheet (Appendix 12) as a tool to record and review responses.

Schools might begin, for example, by identifying:

- any elements that are consistently enacted and those which are enacted less frequently
- any patterns which demonstrate the default teaching position of the school
- those domains which present opportunities that challenge the school to extend their professional practice
- anything that has surprised the school and invites further exploration.

As a team or at a whole-school level, the tools can provide site-level learning and professional dialogue to develop a school or team action plan by:

- identifying areas for priority action
- determining collective goals to be set
- identifying the support required to work towards identified goals
- establishing a timeframe in which to do this
- considering how to assess whether goals have been achieved.

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## Notes:

# Appendices

# Appendix 1: Framework domains and elements



Compass diagram:
- Learning for effective teaching
- Personalise and connect learning
- Develop expert learners
- Create safe conditions for rigorous learning
- Teaching for effective learning

## Leaders create learning opportunities with staff

### Domain 1 Learning for effective teaching

| understand how self and others learn | develop deep pedagogical and content knowledge | participate in professional learning communities and networks | engage with the community | discuss educational purpose and policy | design, plan and organise for teaching and learning |

## Teachers create learning opportunities with students

### Domain 2 Create safe conditions for rigorous learning

- develop democratic relationships
- build a community of learners
- negotiate learning
- challenge students to achieve high standards with appropriate support

### Domain 3 Develop expert learners

- teach students how to learn
- foster deep understanding and skilful action
- explore the construction of knowledge
- promote dialogue as a means of learning

### Domain 4 Personalise and connect learning

- build on learners' understandings
- connect learning to students' lives and aspirations
- apply and assess learning in authentic contexts
- communicate learning in multiple modes

# Appendix 2: Framework domains, elements and essence statements



Compass diagram: Learning for effective teaching · Personalise and connect learning · Develop expert learners · Create safe conditions for rigorous learning · Teaching for effective learning (N, S, E, W)

## Leaders create learning opportunities with staff

### Domain 1 Learning for effective teaching

**1.1 understand how self and others learn**
*leaders and teachers develop their understanding of current learning theories, and themselves as learners, to inform learning and teaching design*

**1.2 develop deep pedagogical and content knowledge**
*leaders and teachers develop their expertise by strengthening their disciplinary knowledge and translating learning theory into effective teaching practice*

**1.3 participate in professional learning communities and networks**
*leaders and teachers participate in critically reflective inquiry to develop teaching and learning across the school*

**1.4 engage with the community**
*leaders and teachers interact with communities to build learning partnerships and connect student learning beyond the school*

**1.5 discuss educational purpose and policy**
*leaders and teachers contribute to educational dialogue and debate that shapes whole school policy and informs practice*

**1.6 design, plan and organise for teaching and learning**
*leaders and teachers develop systems and structures to ensure effective teaching and monitoring of learning progress*

## Teachers create learning opportunities with students

### Domain 2 Create safe conditions for rigorous learning

**2.1 develop democratic relationships**
*the teacher shares power with students recognising it as a fundamental condition for learning*

**2.2 build a community of learners**
*the teacher creates a culture where everyone inspires and encourages each other's learning*

**2.3 negotiate learning**
*the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum*

**2.4 challenge students to achieve high standards with appropriate support**
*the teacher has high expectations and guides each student to achieve his/her personal best*

### Domain 3 Develop expert learners

**3.1 teach students how to learn**
*the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively*

**3.2 foster deep understanding and skilful action**
*the teacher helps students build rich conceptual knowledge and mastery of complex skills*

**3.3 explore the construction of knowledge**
*the teacher shows that knowledge is open to question, serves particular purposes and is shaped by culture and experience*

**3.4 promote dialogue as a means of learning**
*the teacher provides opportunities for students to learn through interaction and learning conversation with others*

### Domain 4 Personalise and connect learning

**4.1 build on learners' understandings**
*the teacher identifies students' prior knowledge and cultural practices as a starting point for curriculum*

**4.2 connect learning to students' lives and aspirations**
*the teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities*

**4.3 apply and assess learning in authentic contexts**
*the teacher structures the curriculum so that students apply their learning in real-world/authentic contexts*

**4.4 communicate learning in multiple modes**
*the teacher ensures that the curriculum incorporates rich and varied modes of making and communicating meaning*

# Appendix 3: Detailed Framework



Compass diagram: Learning for effective teaching · Personalise and connect learning · Develop expert learners · Create safe conditions for rigorous learning · Teaching for effective learning

## Leaders create learning opportunities with staff

### Domain 1 Learning for effective teaching

**1.1 understand how self and others learn**

*leaders and teachers develop their understanding of current learning theories, and themselves as learners, to inform learning and teaching design*

**1.2 develop deep pedagogical and content knowledge**

*leaders and teachers develop their expertise by strengthening their disciplinary knowledge and translating learning theory into effective teaching practice*

**1.3 participate in professional learning communities and networks**

*leaders and teachers participate in critically reflective inquiry to develop teaching and learning across the school*

**1.4 engage with the community**

*leaders and teachers interact with communities to build learning partnerships and connect student learning beyond the school*

**1.5 discuss educational purpose and policy**

*leaders and teachers contribute to educational dialogue and debate that shapes whole school policy and informs practice*

**1.6 design, plan and organise for teaching and learning**

*leaders and teachers develop systems and structures to ensure effective teaching and monitoring of learning progress*

## Teachers create learning opportunities with students

### Domain 2 Create safe conditions for rigorous learning

**2.1 develop democratic relationships**

*the teacher shares power with students recognising it as a fundamental condition for learning*

Indicators
- jointly develops class expectations
- ensures learners feel safe to have a go and ask questions
- models and ensures respect – acknowledges alternative perspectives
- intervenes to ensure active inclusion and shared responsibility

### Domain 3 Develop expert learners

**3.1 teach students how to learn**

*the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively*

Indicators
- explicitly teaches and names strategies for thinking and learning
- teaches and gives feedback on strategies for working in teams and independently
- models wonder, curiosity and excitement about learning
- develops learner's self awareness re strengths, preferences and areas for improvement

### Domain 4 Personalise and connect learning

**4.1 build on learners' understandings**

*the teacher identifies students' prior knowledge and cultural practices as a starting point for curriculum*

Indicators
- actively seeks out what students already know, can do and understand
- determines learners' needs and uses appropriate teaching strategies (explicit instruction, modelling, prompting, affirming, challenging)
- knows students' contexts, cultures and relates this to their learning
- raises students' awareness of what they know, want to know and what they need to do to achieve success

## 2.2 build a community of learners

*the teacher creates a culture where everyone inspires and encourages each other's learning*

Indicators
- develops a sense of community, identity and belonging
- encourages everyone to be teacher and a learner
- actively develops student's positive self concept as a learner
- provides time and resources for team learning

## 2.3 negotiate learning

*the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum*

Indicators
- provides choice re what is learned and how
- is responsive to student questions and ideas
- provides opportunities and resources for self-directed learning
- encourages students to follow their own interests

## 2.4 challenge students to achieve high standards with appropriate support

*the teacher has high expectations and guides each student to achieve his/her personal best*

Indicators
- develops clear goals and standards for each student and the class
- provides explicit guidance, models, demonstrations and feedback
- establishes and monitors classroom routines and procedures to maximise learning time
- ensures all experience success – challenges each to achieve their personal best

## 3.2 foster deep understanding and skilful action

*the teacher helps students build rich conceptual knowledge and mastery of complex skills*

Indicators
- models questioning and looking at things from a number of angles
- provides time for mastery, developing deep meaning and precise language
- guides thinking ensuring connections to learners' experiences
- stimulates new connections and tests for understanding

## 3.3 explore the construction of knowledge

*the teacher shows that knowledge is open to question, serves particular purposes and is shaped by culture and experience*

Indicators
- helps learners identify what they don't know, exposes them to new ideas and experiences
- shows that with more knowledge we can change our minds
- shows connections to other subjects
- ensures multiple perspectives are explored and examines bias

## 3.4 promote dialogue as a means of learning

*the teacher provides opportunities for students to learn through interaction and learning conversation with others*

Indicators
- encourages students to make sense of their learning by talking it through with others
- teaches students how to question and challenge others' thinking constructively
- encourages thinking out loud
- teaches students how to back up their ideas and opinions with examples, facts and clear thinking

## 4.2 connect learning to students' lives and aspirations

*the teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities*

Indicators
- employs contemporary technologies – ICT
- finds hooks for meaning making – connects to their interests and what they already know
- responds to students' energies, needs, interests and enthusiasms
- designs learning experiences that are of personal, local or national significance

## 4.3 apply and assess learning in authentic contexts

*the teacher structures the curriculum so that students apply their learning in real-world/authentic contexts*

Indicators
- creates opportunities for self assessment of performance in real contexts against agreed standards
- identifies and focuses on learning through issues and projects that are inspiring, exciting and real to students
- ensures demonstration of learning to real audiences – face to face or online
- connects what is being learned to wider applications beyond the specific learning context

## 4.4 communicate learning in multiple modes

*the teacher ensures that the curriculum incorporates rich and varied modes of making and communicating meaning*

Indicators
- encourages the use of a range of media for communicating learning according to audience and purpose
- engages learners in practical activities to develop understanding and skills
- encourages learners to choose ways of learning that they find enjoyable and interesting
- ensures students have access to a diverse range of meaning making and communication modes
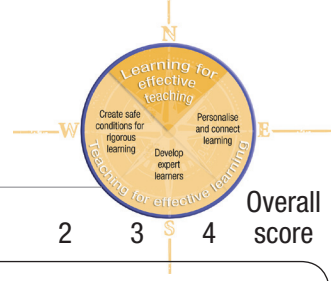
# Appendix 4: Quality tests key questions

The quality tests scale is a 4 interval scale (0–4).

You can score anywhere on the scale. In other words, ½ and 3½ are legitimate scores.

```
                 0    1    2    3    4
Intentionality  |__|__|__|__|__|__|__|__|
Effectiveness   |__|__|__|__|__|__|__|__|
Consistency     |__|__|__|__|__|__|__|__|
Responsiveness  |__|__|__|__|__|__|__|__|
                Not                Highly
                developed          developed
                at all
```

The key questions for the quality tests are:

## Intentionality

Am I clear about what I want them to learn? What will it look like, sound like and feel like when they have learned it?

Am I clear about what is required to learn it – about how to help them learn by creating the conditions to support learning, designing appropriate strategies and learning experiences?

Have I considered the learners and their context when framing outcomes and designing how to achieve the outcomes?

## Effectiveness

Did what I design work for everyone?

Did they learn it?

Are the strategies and approaches used effective for their purpose?

Did they meet the needs of each learner?

## Consistency

Am I consistent in what I say and what I do?

Do I act consistently with everyone?

Do I consistently consider the individual needs of all my learners?

Are the messages given about learning consistent?

## Responsiveness

Am I responding to what's happening in the learning?

Am I taking them to the next step?

Am I aware of what is emerging?

Am I reading the cues indicating:

• understanding/misunderstanding
• engagement/disengagement
• appropriate level of challenge?

Am I intervening as needed? Responding accordingly?

# Notes:

Notes:

# Framework indicators
## Teachers create learning opportunities with students

## Domain 2: Create safe conditions for rigorous learning

### 2.1 develops democratic relationships

*the teacher shares power with students recognising it as a fundamental condition for learning*

Indicators
- jointly develops class expectations
- ensures learners feel safe to have a go and ask questions
- models and ensures respect – acknowledges alternative perspectives
- intervenes to ensure active inclusion and shared responsibility

### 2.2 builds a community of learners

*the teacher creates a culture where everyone inspires and encourages each other's learning*

Indicators
- develops a sense of community, identity and belonging
- encourages everyone to be a teacher and a learner
- actively develops student's positive self concept as a learner
- provides time and resources for team learning

### 2.3 negotiates learning

*the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum*

Indicators
- provides choice re what is learnt and how
- is responsive to student questions and ideas
- provides opportunities and resources for self-directed learning
- encourages students to follow their own interests

### 2.4 challenges students to achieve high standards with appropriate support

*the teacher has high expectations and guides each student to achieve his/her personal best*

Indicators
- develops clear goals and standards for each student and the class
- provides explicit guidance, models, demonstrations and feedback
- establishes and monitors classroom routines and procedures to maximise learning time
- ensures all experience success – challenges each to achieve their personal best

## Domain 3: Develop expert learners

### 3.1 teaches students how to learn

*the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively*

Indicators
- explicitly teaches and names strategies for thinking and learning
- teaches and gives feedback on strategies for working in teams and independently
- models wonder, curiosity and excitement about learning
- develops learner's self awareness re strengths, preferences and areas for improvement

### 3.2 fosters deep understanding and skilful action

*the teacher helps students build rich conceptual knowledge and mastery of complex skills*

Indicators
- models questioning and looking at things from a number of angles
- provides time for mastery, developing deep meaning and precise language
- guides thinking ensuring connections to learners' experiences
- stimulates new connections and tests for understanding

### 3.3 explores the construction of knowledge

*the teacher shows that knowledge is open to question, serves particular purposes and is shaped by culture and experience*

Indicators
- helps learners identify what they don't know, exposes them to new ideas and experiences
- shows that with more knowledge we can change our minds
- shows connections to other subjects
- ensures multiple perspectives are explored and examines bias

### 3.4 promotes dialogue as a means of learning

*the teacher provides opportunities for students to learn through interaction and learning conversation with others*

Indicators
- encourages students to make sense of their learning by talking it through with others
- teaches students how to question and challenge others' thinking constructively
- encourages thinking out loud
- teaches students how to back up their ideas and opinions with examples, facts and clear thinking

## Domain 4: Personalise and connect learning

### 4.1 builds on learners' understandings

*the teacher identifies students' prior knowledge and cultural practices as a starting point for curriculum*

Indicators
- actively seeks out what students already know, can do and understand
- determines learners' needs and uses appropriate teaching strategies (explicit instruction, modelling, prompting, affirming, challenging)
- knows students' contexts, cultures and relates this to their learning
- raises students' awareness of what they know, want to know and what they need to do to achieve success

### 4.2 connects learning to students' lives and aspirations

*the teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities*

Indicators
- employs contemporary technologies – ICT
- finds hooks for meaning making – connects to their interests and what they already know
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*the teacher structures the curriculum so that students apply their learning in real-world/authentic contexts*

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- creates opportunities for self assessment of performance in real contexts against agreed standards
- identifies and focuses on learning through issues and projects that are inspiring, exciting and real to students
- ensures demonstration of learning to real audiences – face to face or online
- connects what is being learned to wider applications beyond the specific learning context

### 4.4 communicates learning in multiple modes

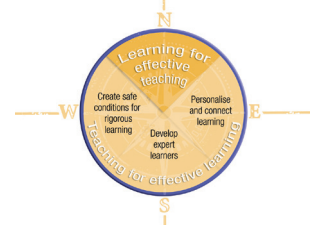*the teacher ensures that the curriculum incorporates rich and varied modes of making and communicating meaning*

Indicators
- encourages the use of a range of media for communicating learning according to audience and purpose
- engages learners in practical activities to develop understanding and skills
- encourages learners to choose ways of learning that they find enjoyable and interesting
- ensures students have access to a diverse range of meaning making and communication modes

# Appendix 5: Domains observation record sheet

School:                    Session:                              Teacher observed:

| Domains and elements | Observation running notes |
|---|---|

**Domain 2: Create safe conditions for rigorous learning**

**2.1 develops democratic relationships**

*the teacher shares power with students recognising it as a fundamental condition for learning*

**2.2 builds a community of learners**

*the teacher creates a culture where everyone inspires and encourages each other's learning*

**2.3 negotiates learning**

*the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum*

**2.4 challenges students to achieve high standards with appropriate support**

*the teacher has high expectations and guides each student to achieve his/her personal best*

**Domain 3: Develop expert learners**

**3.1 teaches students how to learn**

*the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively*

**3.2 fosters deep understanding and skilful action**

*the teacher helps students build rich conceptual knowledge and mastery of complex skills*

**3.3 explores the construction of knowledge**

*the teacher shows that knowledge is open to question, serves particular purposes and is shaped by culture and experience*

**3.4 promotes dialogue as a means of learning**

*the teacher provides opportunities for students to learn through interaction and learning conversation with others*

**Domain 4: Personalise and connect learning**

**4.1 builds on learners' understandings**

*the teacher identifies students' prior knowledge and cultural practices as a starting point for curriculum*

**4.2 connects learning to students' lives and aspirations**

*the teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities*

**4.3 applies and assesses learning in authentic contexts**

*the teacher structures the curriculum so that students apply their learning in real-world/authentic contexts*

**4.4 communicates learning in multiple modes**

*the teacher ensures that the curriculum incorporates rich and varied modes of making and communicating meaning*

Observer:                                           Date:



Quality tests   0    1    2    3    4    Overall
                                         score

Intentionality
Effectiveness
Consistency
Responsiveness

Intentionality
Effectiveness
Consistency
Responsiveness

Intentionality
Effectiveness
Consistency
Responsiveness

SA DECS Curriculum Services

# Appendix 6: Elements observation record sheet

School:                                   Session:                                   Teacher observed:

| Domains and elements | Observation running notes |
|---|---|

## Domain 2: Create safe conditions for rigorous learning

**2**

❏ **2.1 develops democratic relationships**

*the teacher shares power with students recognising it as a fundamental condition for learning*

❏ **2.2 builds a community of learners**

*the teacher creates a culture where everyone inspires and encourages each other's learning*

❏ **2.3 negotiates learning**

*the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum*

❏ **2.4 challenges students to achieve high standards with appropriate support**

*the teacher has high expectations and guides each student to achieve his/her personal best*

## Domain 3: Develop expert learners

**3**

❏ **3.1 teaches students how to learn**

*the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively*

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*the teacher helps students build rich conceptual knowledge and mastery of complex skills*

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❏ **3.4 promotes dialogue as a means of learning**

*the teacher provides opportunities for students to learn through interaction and learning conversation with others*

## Domain 4: Personalise and connect learning

**4**

❏ **4.1 builds on learners' understandings**

*the teacher identifies students' prior knowledge and cultural practices as a starting point for curriculum*

❏ **4.2 connects learning to students' lives and aspirations**

*the teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities*

❏ **4.3 applies and assesses learning in authentic contexts**

*the teacher structures the curriculum so that students apply their learning in real-world/authentic contexts*

❏ **4.4 communicates learning in multiple modes**

*the teacher ensures that the curriculum incorporates rich and varied modes of making and communicating meaning*

Observer: _____ Date: _____

| Quality tests | 0 | 1 | 2 | 3 | 4 | Overall score |
|---|---|---|---|---|---|---|

Intentionality
Effectiveness
Consistency
Responsiveness

Intentionality
Effectiveness
Consistency
Responsiveness

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Consistency
Responsiveness

# Framework indicators
## Teachers create learning opportunities for students

## 2 — Domain 2: Create safe conditions for rigorous learning

### 2.1 develops democratic relationships

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Indicators
- jointly develops class expectations
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## 4 — Domain 4: Personalise and connect learning

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- actively seeks out what students already know, can do and understand
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- ensures students have access to a diverse range of meaning making and communication modes

# Appendix 7: Student feedback survey—Early years
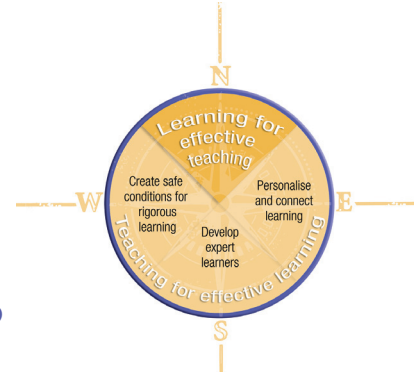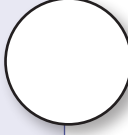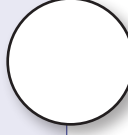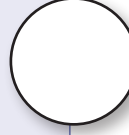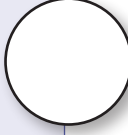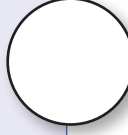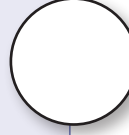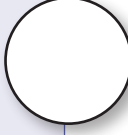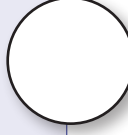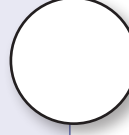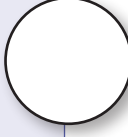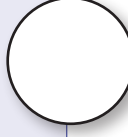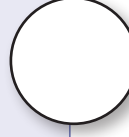
## How did you feel about this last learning session?

Colour the circles in the boxes below. Choose the colour that matches what you think.

- 🟢 Green  ☺ Yes
- 🟠 Orange  😐 Maybe
- 🔴 Red  ☹ No

Name:

Date:                                                    Year level:

---

| I felt OK to have a go and ask questions. ◯ | I tried a new way of thinking and learning. ◯ | I know more about something now... ◯ |

| We helped and encouraged each other to learn. I belong in this class. ◯ | I had time to practise and really understand my new learning. ◯ | I learnt about things that interest me and are important to me. ◯ |

| I had some choices about my learning. ◯ | I was allowed to talk and ask questions. ◯ | I can share with others what I have learnt. ◯ |

| I got helpful feedback about my learning, I know how to do my best. ◯ | I talked about my learning with others. ◯ | I can show my new learning in different ways. ◯ |

Adapted from the SA TfEL Student survey item bank by Julie Stockdale

# Appendix 8: Student feedback survey—younger students
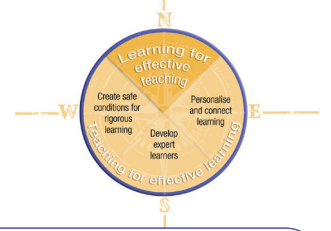
| School: | | Age: |
|---|---|---|
| Date: | Year level: | Gender (circle): M / F |

*Teachers give you feedback on your work so that you know what you are doing well and what can be improved.*
*This survey is for you to give your teacher feedback so that they know how to make sure they are doing all they can to help you learn.*

**Mark the spot** with a cross **X** to indicate how much you agree with each statement.
For example:

| | | Strongly disagree ☹ | ☺ | Strongly agree ☺ |
|---|---|---|---|---|
| 1 | I like filling in surveys. | | X | |

Please complete your rating for the following **24** statements.

Read them carefully and think about each one.

Feel free to **make a comment to explain your rating**. Your comments are really helpful. You can make comments on the last page.

**Thank you** for completing this.

| | | Strongly disagree ☹ | ☺ | Strongly agree ☺ |
|---|---|---|---|---|
| 1 | We develop clear expectations ('code of conduct', rules, values) together. | | | |
| 2 | I feel comfortable to have a go and to ask questions. | | | |
| 3 | We encourage and help each other to learn. | | | |
| 4 | I feel a part of this class. | | | |
| 5 | We have some choice about what and how we learn. | | | |
| 6 | I am listened to and the teacher answers my questions and/or responds to my ideas. | | | |
| 7 | The teacher challenges me to achieve my personal best. | | | |
| 8 | I have clear goals and standards to aim for. | | | |
| 9 | I learn about myself as a learner – my strengths and how I can improve. | | | |
| 10 | We learn how to work with each other as a team and how to work independently. | | | |
| 11 | We are encouraged to question what we know and to look at things from different angles. | | | |
| | | ☹ | ☺ | ☺ |

| | | Strongly disagree 😞 | | 😊 | | Strongly agree 😊 |
|---|---|---|---|---|---|---|

| 12 | I get time to practise what I'm learning until I know I can do it. | | | | | |
| 13 | The teacher does things to really make us think. | | | | | |
| 14 | We learn how people make sense of their world eg artists, scientists, writers, mathematicians etc. | | | | | |
| 15 | We are given time to talk and explore our thinking and ideas together. | | | | | |
| 16 | We learn how to question each other without being threatening. | | | | | |
| 17 | The teacher asks us questions to find out what we know and what we want to know. | | | | | |
| 18 | The teacher understands what I need to help me learn. | | | | | |
| 19 | I learn about things that interest me and/or are important to me. | | | | | |
| 20 | I use computers, or other technology, for learning. | | | | | |
| 21 | I rate how well I think I have learned against goals and standards we set. | | | | | |
| 22 | We demonstrate our learning to a variety of people and receive constructive feedback. | | | | | |
| 23 | I get to choose different ways to learn that make learning enjoyable and more exciting for me. | | | | | |
| 24 | We do practical, hands-on things to help us learn. | | | | | |
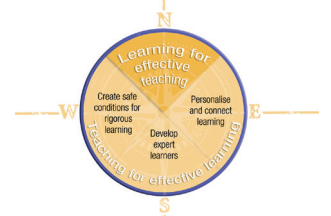
If you would like to make a comment or explain any of your ratings above, please do so here. Tell us which number you are commenting on.

**THANK YOU FOR COMPLETING THIS SURVEY.**

😞          😐          😊

# Appendix 9: Student feedback survey—older students
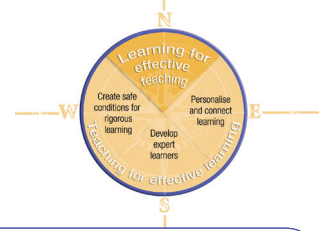
School: _____  Age: _____

Date: _____  Year level: _____  Gender (circle):  M  /  F

*Teachers give you feedback on your work so that you know what you are doing well and what can be improved.*
*This survey is for you to give your teacher feedback so that they know how to make sure they are doing all they can to help you learn.*

**Mark the spot** with a cross **X** to indicate how much you agree with each statement.
For example:

| | | Strongly disagree ☹ | 😐 | Strongly agree ☺ |
|---|---|---|---|---|
| 1 | I like filling in surveys. | | X | |

Please complete your rating for the following **48** statements.

Read them carefully and think about each one.

Feel free to **make a comment to explain your rating**. Your comments are really helpful. You can make comments on the last page.

**Thank you** for completing this.

| | | Strongly disagree ☹ | 😐 | Strongly agree ☺ |
|---|---|---|---|---|
| 1 | We develop clear expectations ('code of conduct', rules, values) together. | | | |
| 2 | I feel comfortable to have a go and to ask questions. | | | |
| 3 | We listen respectfully to each others' points of view. | | | |
| 4 | Students organise and run aspects of what we do. | | | |
| 5 | We encourage and help each other to learn. | | | |
| 6 | I feel a part of this class. | | | |
| 7 | I feel good about myself as a learner. | | | |
| 8 | In this class we generally get on well and work together. | | | |
| 9 | We have some choice about what and how we learn. | | | |
| 10 | I am listened to and the teacher answers my questions and/or responds to my ideas. | | | |
| 11 | I have opportunities to direct my own learning and to work independently. | | | |
| 12 | We are encouraged to follow our own interests. | | | |

☹    😐    ☺
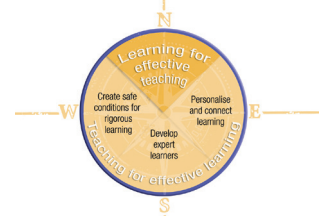
| | | Strongly disagree ☹ | ☺ | Strongly agree ☺ |
|---|---|---|---|---|

| 13 | The teacher challenges me to achieve my personal best. | | | |
| 14 | I have clear goals and standards to aim for. | | | |
| 15 | The feedback I get about my learning includes clear explanations about how to improve. | | | |
| 16 | The teacher makes sure everyone is focused on learning. | | | |
| 17 | I learn about myself as a learner – my strengths and how I can improve. | | | |
| 18 | We learn how to work with each other as a team and how to work independently. | | | |
| 19 | We learn strategies to improve our thinking and learning. | | | |
| 20 | The teacher is enthusiastic about learning and what we are learning. | | | |
| 21 | We are encouraged to question what we know and to look at things from different angles. | | | |
| 22 | I get time to practise what I'm learning until I know I can do it. | | | |
| 23 | I am helped to think things out for myself. | | | |
| 24 | The teacher makes sure we understand what we are learning before we move on. | | | |
| 25 | The teacher does things to really make us think. | | | |
| 26 | We learn how people make sense of their world eg artists, scientists, writers, mathematicians etc. | | | |
| 27 | The teacher shows us that learning changes the way people see things. | | | |
| 28 | We explore different ways of looking at things. | | | |
| 29 | We are given time to talk and explore our thinking and ideas together. | | | |
| 30 | We learn how to question each other without being threatening. | | | |
| 31 | I feel comfortable thinking aloud and sharing my thinking. | | | |
| 32 | We learn how to back up our opinions with examples, facts and clear thinking. | | | |
| 33 | The teacher asks us questions to find out what we know and what we want to know. | | | |

☹ ☺ ☺

| | Strongly disagree ☹ | ☺ | Strongly agree ☺ |
|---|---|---|---|

| | | |
|---|---|---|
| 34 | The teacher understands what I need to help me learn. | |
| 35 | The teacher understands how my background influences how I see things. | |
| 36 | I am helped to work out what I need to learn next. | |
| 37 | I learn about things that interest me and/or are important to me. | |
| 38 | I use computers, or other technology, for learning. | |
| 39 | The teacher knows me and often connects learning to things in which I am interested. | |
| 40 | The teacher helps me see the significance of what we are learning. | |
| 41 | I rate how well I think I have learned against goals and standards we set. | |
| 42 | We demonstrate our learning to a variety of people and receive constructive feedback. | |
| 43 | We often have projects to learn about that are real for us. | |
| 44 | I use a lot of what I learn outside the classroom. | |
| 45 | I get to choose different ways to learn that make learning enjoyable and more exciting for me. | |
| 46 | We do practical, hands-on things to help us learn. | |
| 47 | Expressing our ideas in different ways  (reading, making models, through pictures, dance, writing, talking, doing, animation, stories) helps us develop deeper understanding. | |
| 48 | We get the chance to choose how we will present what we have learned. | |

If you would like to make a comment or explain any of your ratings above, please do so here. Tell us which number you are commenting on.

_____

_____

_____

_____

_____

_____

_____

**THANK YOU FOR COMPLETING THIS SURVEY.**

☹　　　☺　　　☺

# Appendix 10: Student feedback item bank

This item bank can be used in multiple ways, such as to collate the responses from student surveys (Appendices 8 and 9) or to adapt items to construct your own survey. Use the notes column for this.

Each statement in the item bank relates to the indicators in the Detailed Framework (Appendix 3) for elements in Domains 2, 3 and 4 of the SA TfEL Framework. The indicators can also be found next to each of the student surveys. The numbers in the middle columns relate directly to the student surveys, with the column marked App 8 relating to the statements on Appendix 8: student survey—younger students and the column marked App 9 relating to the statements on Appendix 9: student survey—older students.

If you choose to adapt the items to create your own survey, it is important that you think through the explicit connection to the *SA TfEL Framework*. Please also acknowledge the source.

| Domains and elements | App 8 | App 9 | Items | Notes |
|---|---|---|---|---|
| **Domain 2: Create safe conditions for rigorous learning** | | | | |
| 2.1 develop democratic relationships | 1 | 1 | • We develop clear expectations ('code of conduct', rules, values) together. | |
| | 2 | 2 | • I feel comfortable to have a go and to ask questions. | |
| | | 3 | • We listen respectfully to each others' points of view. | |
| | | 4 | • Students organise and run aspects of what we do. | |
| 2.2 build a community of learners | 4 | 6 | • I feel a part of this class. | |
| | 3 | 5 | • We encourage and help each other to learn. | |
| | | 7 | • I feel good about myself as a learner. | |
| | | 8 | • In this class we generally get on well and work together. | |
| 2.3 negotiate learning | 5 | 9 | • We have some choice about what and how we learn. | |
| | 6 | 10 | • I am listened to and the teacher answers my questions and/or responds to my ideas. | |
| | | 11 | • I have opportunities to direct my own learning and to work independently. | |
| | | 12 | • We are encouraged to follow our own interests. | |
| 2.4 challenge students to achieve high standards with appropriate support | 8 | 14 | • I have clear goals and standards to aim for. | |
| | | 15 | • The feedback I get about my learning includes clear explanations about how to improve. | |
| | | 16 | • The teacher makes sure everyone is focused on learning. | |
| | 7 | 13 | • The teacher challenges me to achieve my personal best. | |
| **3** | | | | |
| 3.1 teach students how to learn | | 19 | • We learn strategies to improve our thinking and learning. | |
| | 10 | 18 | • We learn how to work with each other as a team and how to work independently. | |
| | | 20 | • The teacher is enthusiastic about learning and what we are learning. | |
| | 9 | 17 | • I learn about myself as a learner – my strengths and how I can improve. | |

**Domain 3: Develop expert learners**

**3.2 foster deep understanding and skilful action**

| | | |
|---|---|---|
| 11 | 21 | • We are encouraged to question what we know and to look at things from different angles. |
| 12 | 22 | • I get time to practise what I'm learning until I know I can do it. |
| | 23 | • I am helped to think things out for myself. |
| | 24 | • The teacher makes sure we understand what we are learning before we move on. |

**3.3 explore the construction of knowledge**

| | | |
|---|---|---|
| 13 | 25 | • The teacher does things to really make us think. |
| | 27 | • The teacher shows us that learning changes the way people see things. |
| 14 | 26 | • We learn how people make sense of their world eg artists, scientists, writers, mathematicians etc. |
| | 28 | • We explore different ways of looking at things. |

**3.4 promote dialogue as a means of learning**

| | | |
|---|---|---|
| 15 | 29 | • We are given time to talk and explore our thinking and ideas together. |
| 16 | 30 | • We learn how to question each other without being threatening. |
| | 31 | • I feel comfortable thinking aloud and sharing my thinking. |
| | 32 | • We learn how to back up our opinions with examples, facts and clear thinking. |

**Domain 4: Personalise and connect learning**

4

**4.1 build on learners' understandings**

| | | |
|---|---|---|
| 17 | 33 | • The teacher asks us questions to find out what we know and what we want to know. |
| 18 | 34 | • The teacher understands what I need to help me learn. |
| | 35 | • The teacher understands how my background influences how I see things. |
| | 36 | • I am helped to work out what I need to learn next. |

**4.2 connect learning to student lives and aspirations**

| | | |
|---|---|---|
| 20 | 38 | • I use computers, or other technology, for learning. |
| | 39 | • The teacher knows me and often connects learning to things in which I am interested. |
| 19 | 37 | • I learn about things that interest me and/or are important to me. |
| | 40 | • The teacher helps me see the significance of what we are learning. |

**4.3 apply and assess learning in authentic contexts**

| | | |
|---|---|---|
| 21 | 41 | • I rate how well I think I have learned against goals and standards we set. |
| | 43 | • We often have projects to learn about that are real for us. |
| 22 | 42 | • We demonstrate our learning to a variety of people and receive constructive feedback. |
| | 44 | • I use what I learn outside the classroom. |

**4.4 communicate learning in multiple modes**

| | | |
|---|---|---|
| | 47 | • Expressing our ideas in different ways (reading, making models, through pictures, dance, writing, talking, doing, animation, stories) helps us develop deeper understanding. |
| 24 | 46 | • We do practical, hands-on things to help us learn. |
| 23 | 45 | • I get to choose different ways to learn that make learning enjoyable and more exciting for me. |
| | 48 | • We get the chance to choose how we will present what we have learned. |

# Appendix 11: Student engagement questionnaire
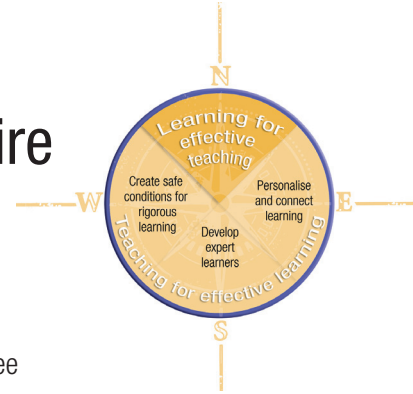
## Instructions

○ Use this for the learning session just completed.

○ Respond to the following questions by circling the number that indicates how much you agree or disagree with the statement.

○ There are no right or wrong answers.

Student name:

Date:      Year level:      Gender (circle):  M  /  F

| | | Strongly disagree (0) | | | | Strongly agree (4) |
|---|---|---|---|---|---|---|
| 1 | I concentrated and I was hard to distract? | 0 | 1 | 2 | 3 | 4 |
| 2 | I took a lot of care with what I was doing | 0 | 1 | 2 | 3 | 4 |
| 3 | I was working hard on the learning | 0 | 1 | 2 | 3 | 4 |
| 4 | I gave up trying to do the work before I was finished | 0 | 1 | 2 | 3 | 4 |
| 5 | I felt proud of what I achieved | 0 | 1 | 2 | 3 | 4 |
| 6 | I was very happy with what I did | 0 | 1 | 2 | 3 | 4 |
| 7 | I felt satisfied with my learning | 0 | 1 | 2 | 3 | 4 |
| 8 | I was nervous | 0 | 1 | 2 | 3 | 4 |
| 9 | I told myself 'I can't do this' and felt unhappy | 0 | 1 | 2 | 3 | 4 |
| 10 | I was afraid in case I got things wrong | 0 | 1 | 2 | 3 | 4 |
| 11 | What I did upset others | 0 | 1 | 2 | 3 | 4 |
| 12 | I did not do what I was asked to do | 0 | 1 | 2 | 3 | 4 |
| 13 | I played around instead of learning | 0 | 1 | 2 | 3 | 4 |
| 14 | I offered to help others | 0 | 1 | 2 | 3 | 4 |
| 15 | I worked with others whenever I could | 0 | 1 | 2 | 3 | 4 |
| 16 | I waited to be shown what to do | 0 | 1 | 2 | 3 | 4 |
| 17 | I was included by other students | 0 | 1 | 2 | 3 | 4 |
| 18 | I did more than I was asked to do | 0 | 1 | 2 | 3 | 4 |
| 19 | I came up with new ideas on my own | 0 | 1 | 2 | 3 | 4 |
| 20 | When I found something hard I tried another way | 0 | 1 | 2 | 3 | 4 |
| 21 | I was excited to explore new things | 0 | 1 | 2 | 3 | 4 |
| 22 | What we were learning was very interesting | 0 | 1 | 2 | 3 | 4 |

# Appendix 12: Overview reflection sheet
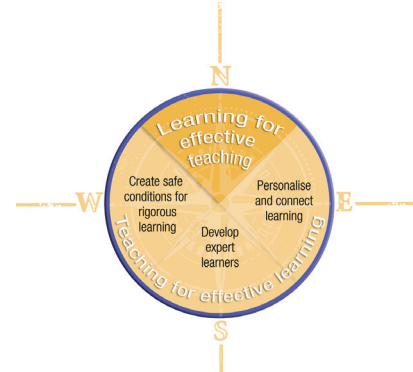
School:

Name (optional):                                     Date:

| | Undeveloped (0) | | | | Highly developed (4) |
|---|---|---|---|---|---|
| **1 > Learning for effective teaching** | | | | | |
| 1.1  understand how self and others learn | 0 | 1 | 2 | 3 | 4 |
| 1.2  develop deep pedagogical and content knowledge | 0 | 1 | 2 | 3 | 4 |
| 1.3  participate in professional learning communities and networks | 0 | 1 | 2 | 3 | 4 |
| 1.4  engage with the community | 0 | 1 | 2 | 3 | 4 |
| 1.5  discuss educational purpose and policy | 0 | 1 | 2 | 3 | 4 |
| 1.6  design, plan and organise for teaching and learning | 0 | 1 | 2 | 3 | 4 |
| Total | | | | | |
| **2 > Create safe conditions for rigorous learning** | | | | | |
| 2.1  develop democratic relationships | 0 | 1 | 2 | 3 | 4 |
| 2.2  build a community of learners | 0 | 1 | 2 | 3 | 4 |
| 2.3  negotiate learning | 0 | 1 | 2 | 3 | 4 |
| 2.4  challenge students to achieve high standards with appropriate support | 0 | 1 | 2 | 3 | 4 |
| Total | | | | | |
| **3 > Develop expert learners** | | | | | |
| 3.1  teach students how to learn | 0 | 1 | 2 | 3 | 4 |
| 3.2  foster deep understanding and skilful action | 0 | 1 | 2 | 3 | 4 |
| 3.3  explore the construction of knowledge | 0 | 1 | 2 | 3 | 4 |
| 3.4  promote dialogue as a means of learning | 0 | 1 | 2 | 3 | 4 |
| Total | | | | | |
| **4 > Personalise and connect learning** | | | | | |
| 4.1  build on learners' understandings | 0 | 1 | 2 | 3 | 4 |
| 4.2  connect learning to students' lives and aspirations | 0 | 1 | 2 | 3 | 4 |
| 4.3  apply and assess learning in authentic contexts | 0 | 1 | 2 | 3 | 4 |
| 4.4  communicate learning in multiple modes | 0 | 1 | 2 | 3 | 4 |
| Total | | | | | |