Australian Hindu Association

SRE Teacher Audit Process

This document is confidential to the approved provider and is not to be circulated to third parties.

Teacher Review Process

Preamble: The Teacher Audit process enables teachers to reflect on how they are progressing in the classroom. The process also enables providers to deliver target professional learning that focuses on areas of need and any area requested by teachers. Self-reflection is like looking into a mirror and describing what you see. It is a way of assessing yourself and your ways of working. Reflecting helps you to develop your skills and review their effectiveness, rather than just carry on doing things as you have always done them. It is about questioning, in a positive way, what you do and why you do it and then deciding whether there is a better, or more efficient, way of doing it in the future. The following process will be used to assist you in your self-reflection journey.

1) Teacher completes self-reflection questionnaire annually.

2) Self-reflection identifies areas for support.

3) Teacher self-reflection questionnaires are forwarded to supervisor.

4) Supervisor to speak with teacher as required.

5) Teacher Classroom Observation form to be used where indicated for a random sampling of SRE delivery which includes positive feedback.

Teacher Self-Reflection Questionnaire

Name: **Date:**

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

I require additional support and want to further this discussion with my supervisor.	

Self-Evaluation

1. Reflecting upon your previous lessons do you believe:

(a) That you were able to sustain the students interest:

☐ Yes ☐ No

Please provide examples where you believe that this was the case or what you have tried:

(b) That you were able to manage classroom behaviour appropriately:

☐ Yes ☐ No

Please provide examples where you believe that this was the case or what you have tried:

(c) That you communicated effectively with the classroom teacher and/or school administration:

☐ Yes ☐ No

Please provide examples where you believe that this was the case or what you have tried:

(d) That you adhere to the Departments Code of Conduct and adhere to its principles:

☐ Yes ☐ No

Please provide examples where you believe that this was the case or what you have tried:

(e) That you met the outcomes/aims of the lessons:

☐ Yes ☐ No

Please provide examples where you believe that this was the case or what you have tried:

(f) Please indicate if yourequire further support and/or training in any area mentioned above or you have other concerns that need to be supported:

Classroom Observation

Classroom observation can be a powerful tool for growth as a teacher.
Classroom observation:

- Gives teachers feedback on whether they are on track in delivering the curriculum or whether changes are required
- Provides tangible, observed evidence by the observer as a basis of discussion
- Develops teachers' self-awareness about their own teaching practice and its impact
- Guides professional learning needs at individual and provider level
- Supports the development of a common understanding of effective teaching practices that have impact
- Provides opportunities to discuss challenges and concerns with colleagues

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

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

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

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

Pre-Observation Meeting Notes

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

Teacher Classroom Observation Form

Teacher's name:_____ Date:___/__/____

School:_____ Year:__ No of students:__ Lesson:_____

☐Signed in ☐Arrived on time ☐Marked the class roll ☐Dressed appropriately

Rating Key:
1=Not observed **2**=Inappropriate **3**=Needs Improvement **4**=Meets Expectations **5**=Exceeds Expectations

A. Delivery of the lesson: 1 2 3 4 5

Comments:

B. Student Engagement:
1 2 3 4 5

Comments:

C. Level of interaction: 1 2 3 4 5

Comments:

D. Age appropriateness: 1 2 3 4 5

Comments:

E. Utilisation of resources: ☐Yes ☐No ☐other:

Comments:

F. Achieving aim: ☐Yes ☐No ☐other:

Comments:

G. Knowledge of curriculum: ☐Yes ☐No ☐other:

Comments:

H. Class discipline/behaviour management: **1 2 3 4 5**

Comments:

Post Observation - Reflection with Observer

Teacher	Observer
Reflection on the lesson……	Feedback notes…..

Observersignature:_____ **Teachersignature:_____**

Date: __/__/___ **Date:__/__/___**