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| **Brauer College G*8*WAY to Teaching and Learning**  **Pedagogical Framework – Self Reflection**  In conjunction with the Brauer College G*8*WAY – “What it looks like in the classroom” document, which can be found at; R/Staff/Teaching and Learning/Pedagogy/Pedagogical Descriptors, please complete the following self reflection to help determine your competency levels within our Pedagogical Framework and identify any areas that could be focused on in the near future. | |
| ***DESCRIPTOR*** | ***SELF REFLECTION*** |
| ***1 2 3 4 5*** |
| Beginning Refining Accomplished |
| **SUPPORTIVE ENVIRONMENT** | /20 |
| The teacher will create a learning environment where students are encouraged to support each other and work collaboratively. | **☐ ☐ ☐ ☐ ☐** |
| The teacher will foster positive relationships with students where meaningful dialogue and communication between students and the teacher can take place. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will provide a safe and encouraging environment where all students feel confident in taking risks and pushing intellectual boundaries. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will provide a differentiated curriculum, which caters for individual student, needs. | ☐ ☐ ☐ ☐ ☐ |
| **EXPLICIT INSTRUCTION INFORMED BY ASSESSMENT AND DATA** | /20 |
| The teacher will collect evidence of the student's prior knowledge and skills. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will develop meaningful tasks which reflect the immediate and on going needs of the students. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will make learning intentions and success criteria clear and visible each lesson. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will provide explicit instructions ensuring that there are multiple entry points to a task with an opportunity for extension. | ☐ ☐ ☐ ☐ ☐ |
| **HIGH EXPECTATIONS** | /20 |
| The teacher will encourage students to set goals which are reflective of high performance, improvement and foster self-efficacy. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will provide examples of exemplary practice to make explicit what constitutes excellence. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will encourage persistence in the face of challenge. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will encourage students to take the "intellectual risk" of establishing ambitious learning objectives. | ☐ ☐ ☐ ☐ ☐ |
| **FEEDBACK** | /20 |
| The teacher will provide timely, relevant and meaningful feedback linked to success criteria. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will employ a variety of feedback options to ensure students have the information they require to achieve learning goals. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will empower students to constantly reflect upon their practice and to make adjustments promoting the self-belief that they can produce better work. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will report on student achievement. | ☐ ☐ ☐ ☐ ☐ |
| **HIGHER ORDER THINKING** | /20 |
| The teacher will model evidence based higher order thinking strategies. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will engage students through the use of relevant, surface and deep questions to elicit higher order thinking. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will encourage metacognition through the use of graphic organisers, thinking tools and challenging open-ended tasks, which reflect real world scenarios. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will create a culture where risk taking and exploration of ideas and associated skills is the norm. | ☐ ☐ ☐ ☐ ☐ |
| **INCLUSIVITY** | /15 |
| The teacher will model acceptance of diversity to create a positive culture of inclusivity. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will provide learning experiences for the full range of social, cultural and ability groups within their class. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will cater for different learning styles. | ☐ ☐ ☐ ☐ ☐ |
| **KNOWLEDGE OF EFFECTIVE TEACHING PRACTICE** | /20 |
| The teacher will know their students and how they learn. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will use feedback to inform teaching practice. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will have a high level of content knowledge. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will connect new learning to past knowledge, providing work that is meaningful and challenging. | ☐ ☐ ☐ ☐ ☐ |
| **21st CENTURY SKILLS** | /20 |
| The teacher will encourage students to use a variety of problem solving techniques including the Solution Fluency, to produce creative and critical bodies of work reflective of local and global situations. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will develop the skills of collaboration, creativity, communication and critical thinking to promote lifelong, self-directed and independent learners who make positive contributions to their school and broader community. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will promote the use of a broad range of contemporary applications that encourages students to express their understanding using different creative forms. | ☐ ☐ ☐ ☐ ☐ |
| The teacher will ensure the responsible and appropriate use of technologies in ways that reflect professional and community practices and are in accordance with the College's AUA. | ☐ ☐ ☐ ☐ ☐ |

**From your reflection, select 2 areas that you feel you could work on to improve your professional practice and in the table below, formulate 2 SMART goals for each that will help you achieve this.**

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|  | **Descriptor** | **What it looks like in the classroom** | **SMART Goals** | |
| **1** |  |  | 1 |  |
| 2 |  |
| **2** |  |  | 1 |  |
| 2 |  |

**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**imely.