**GUIDE TO THE ANALYSIS OF A SEQUENCE OF TEACHING AND LEARNING**

**DOMAIN: *Evidence that Demonstrates Professional Knowledge***

**EVIDENCE COMPONENT 1: *Examples of Teaching***

***An example of planning/teaching/learning/assessing/reporting cycle and annotated analysis linked to the Australian Professional Standards for Proficient Teachers***

*The analysis is intended to address the Australian Professional Standards for Teachers - 1, 2, 3, 4, 5 & 7*

*The analysis of a sequence of teaching and learning focuses on the cycle of planning and teaching, assessing and reflecting that a teacher undertakes on a regular basis*.

**SUGGESESTED APPROACH**

* select a 10-15 hour sequence of your teaching program
* document the teaching and learning plan for this component or unit of work
* provide a school and community context for the teaching and student learning
* profile two students whose learning progress will be monitored over the teaching program
* select two teaching and learning activities and samples of work from the two identified students for each activity
* reflect on the learning progress of students and effectiveness of the teaching and learning activities

**HOW MUCH SHOULD YOU WRITE?**

* Comments and reflections can be recorded in dot points – (see *template* for comments and reflections)
* Keep documentation relevant and to the point – direct discussion towards the Australian Professional Standards for Teachers
* Annotated working documents should be included

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**PREPARING THE ANAYLSIS**

**1. Select the sequence of learning, the class group and two students.**

* Select an important concept you plan to teach over approximately 10-15 hours. You should choose a unit which provides enough time for activities to be developed, completed and assessed. This unit should be part of your normal practice and should not be additional to your usual work.
* Select the class or group of students for whom this work will be planned.
* Select two students who represent the range of learning needs and challenges within the broader class and whose learning you will profile.

**2. Describe the context for your teaching.**

*Effective teaching programs take into account the broader student, school and community factors that influence teaching and learning and how they can be used to make student learning more meaningful.*

Describe those contextual factors that directly influence your teaching context. Consider:

* aspects of the school’s philosophy or ethos, policies, priorities, or program initiatives which will influence your work
* characteristics of your students that may affect their learning; e.g. socio-cultural factors, language and literacy backgrounds
* the teaching challenges presented by the class or students; e.g. student engagement, classroom management and student learning histories
* the physical learning environment
* any other factors relevant to the program

**A TEACHING AND LEARNING PROGRAM**

**3. Comment on the grade/year level/faculty plan you are using.**

*Planning is an essential component of effective teaching and is the basis for finding and implementing solutions to issues such as student engagement, assessment and reporting****.***

The program should include a response to a number of key questions:

* What should students know and be able to do at the completion of the learning sequence? (i.e. the learning objectives/aims)
* How are they going to achieve this? (i.e. the teaching and learning activities)
* How am I going to know what they have learnt? (i.e. formative and summative assessment strategies)

Use the following questions as a guide to comment on the teaching and learning program you are using:

* Is it clear what the students should know (the content) and be able to do at the completion of the learning sequence of approximately 10 – 15 hours?
* What prior knowledge and/or skills do students need?
* What teaching and learning activities will enable students to engage with and achieve the learning aims?
* Will the learning environment need to be changed or organised differently throughout the program to assist student learning and address safety, logistical and/or practical factors?
* How will the learning activities enable you to monitor student learning and the effectiveness of your teaching?
* What assessment tasks will you use to tell you about what students have learnt and the effectiveness of your teaching

**ANALYSIS OF STUDENT LEARNING**

**4. Analyse samples of student work**

*Analysing student work provides an opportunity to evaluate your teaching program and student learning. It will provide you with some insight into the effectiveness of your teaching practice and the complexity and depth of student learning which has occurred.*

Select examples of work from two students for two of the teaching and learning activities undertaken in your program.

Samples could range from a picture or single sentence produced by a pre-school student to a multiple page essay from a student in Year 12. Where the samples are products, models or performances, you may wish to photograph or video tape them, or provide assessment records from the activity and annotate the scanned assessment sheets. You should consult your school’s policy on the use of student work.

Include student work samples from two activities for the two students. Comment on what their work shows about their learning.

* What is important to know about the student and their history as a learner, to understand and interpret their work sample?
* What does the work sample tell you about the student’s progress towards the learning of the key concepts?
* Did the student achieve what you expected?
* What feedback was given to support their learning?
* What does the work tell you about the effectiveness of this activity and your teaching and learning program?

**Use of student work and privacy**

Maintaining the privacy of students is essential and you will need to follow your school’s policy on the use of student work. If you are unsure of how to find it, check with your mentor.

**REFLECTION ON THE TEACHING AND LEARNING PLAN**

**5. Analyse the effectiveness of the learning sequence**

Reflection on teaching and learning is an essential element of improving the quality of teaching and student learning. It provides a means for teachers to evaluate the effectiveness of their teaching to improve student learning outcomes.

You might like to consider the following questions in your reflection:

* What worked well in the teaching program to progress student learning? Why?
* What did not work as well as expected for both you and the students? Why?
* What would you do differently given the opportunity to teach this area/concept again?
* Did the learning activities provide you with enough information to assess student learning?
* What changes will you make to your teaching as a result of this analysis?
* In reflecting on this component of your work, what further areas for professional development have you identified?

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