

Template – Participation in Collegial Activities – Evidence Component 2

DOMAIN: *Evidence that Demonstrates Professional Practice*
EVIDENCE COMPONENT 2: *Examples of Participation in Collegial Activities*
OBSERVATION: *A verified record of collegial engagement where the provisionally registered teacher engages in a collaborative planning activity*
This evidence is intended to address the Australian Professional Standards for Teachers - 3, 4, 6, 7

Please note that as this is an observation of collegial engagement, it may take more than one observation to complete the feedback. It is also appropriate to have another fully registered teacher make observation of collegial engagement if the mentor is not part of the collaborative planning group.

Name of Teacher	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	TRB Number	XXXXXXX
Name of observer	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	TRB Number	XXXXXXX
Date of observation	XXXXXXX	Timing of observation	XXXXXXX
Activity and its context	Planning, programming and implementation of Year 10 English Course		
Suggested key questions for observation	<p>Does the provisionally registered teacher:</p> <ul style="list-style-type: none"> • Cooperate and collaborate with others as part of a team/partnership to set and achieve goals? • Work with others for the collective benefit, in times of both need and celebration? • Empathise with others’ viewpoints and positions, recognising and supporting their roles, rights and responsibilities? • Acknowledge and draw on others’ expertise? 		

	<ul style="list-style-type: none"> • Give and receive constructive feedback, responding appropriately? • Share knowledge, ideas and expertise and resources to benefit student learning and the professional growth of colleagues? • Establish respectful, timely effective communication processes with language use and methods appropriate to the audience? • Use negotiation and conflict resolution skills, including commitment to problem solving, acting with dignity and courtesy in all professional situations, being empathetic, responding to pressure appropriately and taking responsibility for their own professional behaviour and the integrity of the profession
<p>Observation notes –XXXXXXXX</p>	<p>Over the semester, XXXXXX has attended at least three internal moderations for Year 10 English, as well as two programming meetings. I also have regular email correspondence with all Year 10 Teachers, especially those who are neophyte in order to support them and help them with task design and units of work. Below are my observations on XXXXXX for the following areas:</p> <ul style="list-style-type: none"> ➤ <u>Cooperate and collaborate with others as part of a team/partnership to set and achieve goals.</u> Our first meeting was just before Term 3 began. This meeting involved me going through the Year 10 English Course, what assessment types were required, particular units of work, samples of programs and assignment ideas with XXXXXX and two other neophyte teachers. I also went through different strategies and approaches to writing programs, as well as providing ideas to number of units which would be useful for the Semester. We met again in the middle of the semester to go through the final part of the course. These meetings were essential as it allowed me to explain what the course involves as well as how the curriculum must be met, along with XXXXXXXXX Assessment Schedule and what texts types students must study in XXXXXXXX. ➤ <u>Work with others for the collective benefit, in times of both need and celebration</u> ➤ <u>Acknowledge and draw on others' expertise</u> ➤ <u>Give and receive constructive feedback, responding appropriately</u> ➤ <u>Share knowledge, ideas and expertise and resources to benefit student learning and the professional growth of colleagues</u> ➤ <u>Use negotiation and conflict resolution skills, including commitment to problem solving, acting</u>

	<p><u>with dignity and courtesy in all professional situations, being empathetic, responding to pressure appropriately and taking responsibility for their own professional behaviour and the integrity of the profession</u></p> <p>Throughout our internal moderations this Semester, each teacher is required to bring a range of completed student folios to represent their class' As, Bs, Cs and Ds. During these meetings all Teachers of Year 10 English look at one another's work and either confirm the grades that have been awarded or suggest alternative grades according to the standards which have been met. Important professional dialogue occurs in these meetings as teachers discuss and share various strategies and ideas for tasks/units of work, as well as critically reflect on their own teaching practise. XXXXXXXX has participated in all internal moderations for Year 10 English.</p> <ul style="list-style-type: none"> ➤ <u>Empathise with others' viewpoints and positions, recognising and supporting their roles, rights and responsibilities</u> ➤ <u>Establish respectful, timely effective communication processes with language use and methods appropriate to the audience</u> <p>At XXXXXXXXXXXX certain teaching staff are selected to be subject coordinators. This requires them to work with all subject teachers in designing their programs, checking their assessment designs and task sheets before assigning them to students, as well as providing general support to teachers of that particular subject. As the Subject Coordinator of Year 10 English I corresponded with XXXXXXXX via email and in various face to face conversations many times throughout the semester. XXXXXXXX regularly sought feedback on XXXXXX task sheets through emails and we met a number of times to go through ideas for units of work. Due to the structured nature of our course, teachers are required to meet many moderation deadlines and communicate with one another effectively in regards to their teaching and marking. They are also expected to return student work to students in a timely manner with appropriate feedback.</p>
<p>Identified points for discussion that emerge from the observation</p>	<ul style="list-style-type: none"> - Continuation of frequent moderation and feedback meetings to ensure all teachers are marking to the Professional Standards and meeting requirements. - Collaboration with new teachers - Collaboration with co-ordinators and senior teachers

Signature of observer	XXXXXXXXXXXXXXXXXXXX	Date	XXXXXXX
Teacher reflection:	<p>I found the earlier meetings extremely useful, particularly since it would be my first time teaching English. Going over the assessments and outline of the previous year, made it easy to understand what flexibility there was with various texts, as well as the overall structure of the course.</p> <p>I asked quite a lot of questions on the various processes regarding the booking of texts and XXXXXXXX preferred structure for topics. Collaborating with two other new teachers, as well as some experienced ones, allowed for in-depth discussion and a greater depth in understanding the Year 10 Curriculum. I decided to follow XXXXXXXX structure and order of topics, as I agreed with XXXXXXXX way of thinking, in relation to students' assessments and timing.</p> <p>I found the 3 internal moderations highly beneficial, as it enabled me to understand whether I was on the right track in relation to marking to the Performance Standards, and closely looking at work from other classes and how my colleagues graded these assignments. Having the moderation meant discussing particular work with colleagues, to hear why they would have marked differently, or the same. These discussions during moderation have been very helpful to me as a new teacher and particularly new to teaching English.</p>		
Identified professional development goals that emerge from the observation	<ul style="list-style-type: none"> - Any ACARA based professional development on pedagogy practices for English – to increase student engagement - Professional Development/collaboration on the delivery and planning of Year 10 English 		
Teacher's signature		Date	XXXXXXX