

Template – Observation No 1 – Evidence Component 1A

DOMAIN: *Evidence that Demonstrates Professional Knowledge*

EVIDENCE COMPONENT 1: *Examples of Teaching*

OBSERVATION 1: *Teaching Practice and Classroom Management*

This observation is intended to address the Australian Professional Standards for Teachers - 1, 2, 3, 4, 5

Name of Provisionally Registered Teacher	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	TRB Number	XXXXXXX
Name of observer	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	TRB Number	XXXXXXX
Date of observation	XXXXXXX	Timing of observation	1 hour
Context of observation	Year 10 English- public speaking in preparation for oral presentation assessment		
Suggested key questions for observation	<p>Is language use appropriate and inclusive, with learning accessible to all students? Are instructions and expectations clear and take account of different learning styles? Does discussion and questioning draw out understanding and guide the exploration of ideas? Is feedback to students prompt and constructive? Are student efforts and contributions respected, valued and encouraged? Are students engaged and actively participating in the learning activities? Is there a safe and stimulating physical environment with all resources easily accessible? Are there opportunities provided to develop skills and practices relevant to the learning and to apply knowledge where relevant? Are behaviour expectations clear, consistent and followed through? Was the teacher prepared and was the learning environment and its resources appropriately organised? Does the teacher demonstrate flexibility and an ability to respond to changes of routine or an ability to appropriately respond to unexpected events or situations?</p>		
Observation notes	<ul style="list-style-type: none"> Collecting assessments at the start- quick, efficient 		

	<ul style="list-style-type: none"> • Introductory discussion- why is public speaking an important skill • Students responded well • Writing on the board- student-centred (students writing)- LOTS of volunteers/contributions • Good discussion of ideas with class- could have moved on from this a tiny bit earlier • Video of a 'bad' public speech • Fantastic example • Discussion on video- LOTS of contribution from students • What elements should a <i>good</i> speech have? Again, good contribution • STYB demonstrating the good qualities- good humour here 😊 • Showed 'good' example 	
Identified points for discussion that emerge from the observation	Did you leave off going through the Performance Standards for a reason? What was second video persuading us to believe?	
Signature of observer		Date xxxxx
Teacher reflection:	<ul style="list-style-type: none"> • Upon discussing my teaching and learning strategies and lesson plan with XXXXX, I addressed her points for discussion being that I would be focussing more on the assessment itself and going through the Performance Standards thoroughly in the next lesson. I wanted the first lesson to be an introduction to public speaking without clouding it too much by going through assessment criteria. • Discussion of the 'good' example video would be had next lesson due to running out of time. • I liked that there was a lot of class discussion and that it was laid back and students got involved • I learnt to adapt assessment conditions for individual student learning needs after speaking with a student about her concerns speaking in front of a class- she will hand me a video presentation that she will produce at home- for me to watch in private. 	
Identified professional development goals that emerge from the observation	<ul style="list-style-type: none"> • More colleague engagement regarding formative tasks that consolidate learning • Engagement with colleagues and professionals on how to encourage student's public speaking abilities 	
Teacher's signature		Date