

**Template - Analysis of Program - Evidence Component 1**

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

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

**ANALYSIS OF PROGRAM: *An example of a planning/teaching/learning/assessing/reporting cycle and annotated analysis linked to the professional standards***

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

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| **The Analysis Component and Questions** | |  | |
| 1. **The Teaching and Learning Context** | | | |
| 1. What is the selected unit? | | |  |
| 1. Describe the class chosen for the sequence. | | |  |
| 1. Explain the abilities, challenges and learning needs of 2 selected students. | | |  |
| 1. What is the school’s philosophy and initiatives that will influence my work? | | |  |
| 1. Describe the 2 students socio-cultural, linguistic and literacy background. | | |  |
| 1. Whatare the teaching challenges inrelation to students eg. engagement, management. | | |  |
| 1. Provide an overview of the physical environment. | | |  |
| 1. **The Teaching and Learning Program** | | | |
| 1. What should students know (learning objectives) and be able to do (learning aim) after the learning sequence? | | |  |
| 1. How are they going to achieve this (teaching & learning activities)? | | |  |
| 1. How will I know that my students havelearnt (formative and summativeassessment) | | |  |
| 1. Comment on the clarity of the outcomes of the learning sequence. | | |  |
| 1. How did you establish students’ prior knowledge? | | |  |
| 1. Describe teaching & learning activities to achieve learning aims. | | |  |
| 1. Comment on changes in the learning environment to accomplish aims. | | |  |
| 1. How willteaching activities enable monitoringstudent learning. | | |  |
| 1. What assessment tasks will be used to reveal student learning? | | |  |
| 1. **The Analysis of Student Learning** | | | |
| 1. Describethe students’ social and historical learning context. |  | | |
| 1. What does the work samples reveal about the students’ progress toward the key concepts? |  | | |
| 1. Did the students achieve the learning expectation? |  | | |
| 1. What feedback was given to support their learning? |  | | |
| 1. How effective was this activity in the teaching / learning program? |  | | |
| 1. **The Reflection on the Teaching & Learning Plan** | | | |
| 1. Whatworked well in the teaching program to progress student learning and why? |  | | |
| 1. What was ineffectivefor both teacher / student and why? |  | | |
| 1. What changes would I make to improve when teaching this in the future? |  | | |
| 1. Comment whether the learning activities provide adequate information for student assessment. |  | | |
| 1. Having analysed this component, what areas for professional development could be explored? |  | | |

**Attach photographs or present evidence in other media forms for your panel.**