### Focus for Observation

Please use the question prompts below to record evidence of development against AITSL Standards. Note not all questions will be appropriate or necessary for every lesson.

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<th>Details</th>
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<tbody>
<tr>
<td>Teacher Education</td>
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<tr>
<td>Student</td>
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<td>Subject</td>
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### Standards

**1. Teachers know their students and how they learn**
- Were all students’ names known and used to engage them in learning (1.3.1)
- Was background information on students’ skills, interests or prior achievements gathered before teaching, and used to inform lesson? (1.2.1, 1.3.1)
- Was any diversity of linguistic and cultural background among the learners considered? If so, how? (1.3.1, 1.4.1)
- Were learner’s language, literacy, numeracy needs analysed and addressed? If so, how? (1.2.1, 1.3.1)
- Was the classroom organised to accommodate specific students’ intellectual, physical and/or social needs? (1.1.1)
- Did the teaching and learning activities take into account students’ prior learning, skills and/or interests both within and outside the school context? (1.3.1, 1.5.1)
- Were lessons planned to provide differentiation for the full range of learners? (1.5.1)
- Were lessons planned to provide for appropriate modelling, recycling and reinforcement as well as transfer of learning? (1.2.1)

**2. Teachers know their subject content and how to teach that content to their students**
- Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)
- Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)
- Were relevant linguistic structures and features and literacy/numeracy knowledge and skills integrated into the lesson? (2.5.1)
- Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1)
- Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)
- Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)
- Was ICT used to expand curriculum learning opportunities for students? (2.6.1, 3.4.1)
3. Teachers plan for and implement effective teaching and learning
   • Were detailed lesson plan and teaching resources submitted to the supervisor/observer for feedback at least one day before lesson? (3.2.1)
   • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1)
   • Were instructions, explanations and questioning techniques effective? (3.3.1)
   • Was a range of pedagogies used to develop students’ knowledge, skills, problem solving and critical and creative thinking? (3.3.1)
   • Were verbal and non-verbal communication strategies used in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1)
   • Was students understanding continually monitored and students’ achievements of the learning outcomes recorded? (3.6.1)
   • Was an opportunity for parents/carers to be involved with students’ learning at home through homework or assignments provided? (3.7.1)

4. Teachers create and maintain supportive and safe learning environments
   • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)
   • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)
   • Were a range of strategies used to facilitate inclusive and positive interactions? (4.1.1)
   • Were effective classroom routines established through negotiation with students and discussion of expectation of code of conduct? (4.1.1, 4.3.1)
   • Were discipline issues dealt with promptly, fairly and respectfully? (4.3.1)
   • Were classroom safety rules and guidelines established and enforced? (4.4.1)
   • Was ICT incorporated safely and ethically? (4.5.1)

5. Teachers assess, provide feedback and report on student learning
   • Were a range of diagnostic, formative and summative assessment strategies based on teaching and learning activities and student learning goals designed and implemented? (5.1.1)
   • Was timely and constructive oral and/or written feedback provided to students based on their achievement to the learning goals? (3.6.1, 5.2.1)
   • Were annotated student work samples and/or observations of student’s progress modelled and recorded so standards were made explicit to students? (5.4.1)
   • Was an understanding of the purpose of moderation in assessment and how to interpret assessment data evident in lesson planning and teaching? (5.3.1)
   • Was a range of strategies to report student achievement to students/parents/ carers demonstrated? (5.5.1)

General comments (including evidence of continually improving professional knowledge and practice, ability to respond constructively to the advice and feedback of colleagues and commitment to being actively engaged in the profession and wider community)

Recommendation for next time