

Australind Senior High School

Referred to in the case study and video example of effective existing practice

Contents

- **ASHS classroom improvement plan**
- **Administration feedback on classroom observation**
- **Student survey**

The attached performance and ASHS classroom improvement plan, administration feedback on classroom observation and student survey were produced by Australind Senior High School and are published courtesy of the school. All rights reserved.

School context

Australind Senior High School

Australind, Western Australia

School type: Government

Stage of schooling: Secondary

School location: Provincial

About Australind Senior High School

Australind Senior High School identified performance and development as a primary focus when they became an independent state school in 2011. As part of their focus on student outcomes and quality teaching they worked hard to familiarise their teachers with the *National Professional Standards for Teachers*. The annual review for each teacher is informed by a range of data including teacher self-reflections against the standards, student feedback, classroom observation and feedback from a peer and also from their head of learning and school leadership. In 2012 Australind introduced a professional learning program addressing classroom management and instructional strategies.

Questions for discussion

1. Have you identified what effective teaching looks like in your school context and with reference to the *National Professional Standards for Teachers*?
2. What protocols or procedures should be in place to support the collection and use of student feedback?
3. What are the potential benefits of pairing up with a peer, observing each other's classroom teaching, and providing feedback?
4. Australind have evolved their performance and development work considerably in the last twelve months. What is the role of leadership in managing such change?

AITSL gratefully acknowledge the assistance of the principal and staff at Australind Senior High School in producing the ASHS classroom improvement plan, administration feedback on classroom observation and student survey and in providing permission to share these resources.

ASHS Classroom Improvement Plan

NAME

COURSE / SUBJECT

DATE

AITSL FOCUS AREAS

AREAS FOR IMPROVEMENT

LESSON DESIGN

Beginning

Middle

End

ACTIONS

SELF REFLECTION

RESOURCES





Date:	Teacher's Name:	Observer:
28/08/12		

LESSON	FEEDBACK
Set <ul style="list-style-type: none"> Link to past experiences or knowledge of the students Actively involve the students Relevant to the objective of the upcoming lesson 	<ul style="list-style-type: none"> Round Robin used to generate ideas; use label of activity for future efficiency. Group work skills taught explicitly. Dealt with call outs. Outstanding control of class. Safe environment & strong accountability. Linked to prior learning.
Objective and Purpose <ul style="list-style-type: none"> Share with students what they are learning or will be able to do Why the lesson is important 	<ul style="list-style-type: none"> Objective and purpose verbalised and some key points written down. This could have been more detailed. The objective that you gave me would have sufficed. Purpose of why we write and analyse poetry required further clarity and recording.
Input <ul style="list-style-type: none"> Relevant information, skills and understanding needed for success 	<ul style="list-style-type: none"> Discussed poetry at length - distilled ideas. Used group feedback (sheets) to collate prior learning. Did not copy information into files. Bio-Poem hand out discussed and clarified.
Modelling <ul style="list-style-type: none"> Examples, illustrations or demonstrations Label critical attributes of the learning 	<ul style="list-style-type: none"> Used teacher model – wrote poem. Students were clear about direction. Planned to use projector.
Check for understanding <ul style="list-style-type: none"> Checking if students understand what they are learning 	<ul style="list-style-type: none"> Worked the class with questioning but at times concentrated on stronger students. Increase accountability by using wait time and random selection of students. Clear understanding of student ability evident.
Guided Practice <ul style="list-style-type: none"> Give students the opportunity to practise with teacher guidance Provide immediate and specific feedback with knowledge of results 	<ul style="list-style-type: none"> Assisted students during Round Robin. Elaborated and connected to real life and other texts. Identified the <i>What & How</i> of poetry. Clarified poetic devices.
Independent Practice <ul style="list-style-type: none"> Practise the skill Encouragement 	<ul style="list-style-type: none"> Students wrote their own poem. Did not finish but organised for homework. Used diaries with strong accountability. Encouraged all students despite ability.
Closure <ul style="list-style-type: none"> Teacher summarizes key points of lesson Students summarize what they have learned Summarize why lesson is important Connect to future learning 	Overall <ul style="list-style-type: none"> Strong relationships & mutual respect Outstanding control of behaviour Clear understanding of strengths and weaknesses Increase accountability through questioning techniques. An impressive lesson.



Survey Questions - Focus 5.1

* Please select one box only

1. My teacher is very good at working out what I can and can not do well

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☒

2. After assessment my teacher spends time identifying problems to help us get better

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☒

3. My teacher often stops and clarifies learning when I do not understand things

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☒

4. My teacher often works with me one on one

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☒

5. Every time I get an assignment back my teacher has told me what I can do to get better

Strongly Disagree ☐ Disagree ☐ Agree ☒ Strongly Agree ☐

6. I know where I am ranked in the class

Strongly Disagree ☐ Disagree ☐ Agree ☒ Strongly Agree ☐

7. My teacher encourages me to reflect on my work.

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☒

8. My teacher gives me written feedback on assessment tasks.

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☒



Written Responses

9. Name three things that your teacher has told you will improve your grade

my teacher has told me

1. To look over my work

2. Study - go home and ~~DO~~ my home work
straight away

3. Do my work.