

TEACHER SELF REFLECTION TEMPLATE

Working through the template

This teacher self-reflection template can be used prior to the pre observation conversation. The use of this template is optional.

Teachers may choose to complete an individual written reflection based on the following prompts, and refer to these in the pre observation conversation. A blank template is available on the Department's website at: www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/peerobservation.aspx

1. Capture your reflections on potential focus area(s) for the peer observation, including focus areas such as:
 - pedagogical approaches and teaching strategies
 - curriculum (content, provision and design)
 - assessment practices, including student feedback
 - student voice, leadership and agency
 - connections between lesson planning, lesson delivery and learning by students.

Step 1 – Initial self-reflection

Before meeting with the colleague(s) who will be the observer(s), it is worthwhile identifying some areas of your teaching practice on which you are interested in receiving feedback.

Consider one or more of the following to inform the selection of an area of practice for peer observation:

- perspectives from your Professional Learning Community or other collegiate groups that support learning and teaching practice (e.g. faculty, year level, Literacy, Numeracy)
- your strategic planning documentation, and perhaps the Key Improvement Strategies which might reference:
- Practice Principles for Excellence in Teaching and Learning
- your whole school pedagogical model or teaching and learning approach
- the High Impact Teaching Strategies

2. a) Describe your previous experiences of classroom observations and/or peer observations? What was your experience with regard to:
 - determining your area of focus for the observation
 - engaging in conversations with teachers before an observation
 - your teaching practice when being observed
 - reflecting on and receiving feedback on your lesson.

Step 2 – Context

Consider your school's assessment against the FISO Continua of Practice. Undertake a self-assessment using the Practice Principles for Excellence in Teaching and Learning reflection tools,

2. a) Describe your previous experiences of classroom observations and/or peer observations?

What was your experience with regard to:

- determining your area of focus for the observation
- engaging in conversations with teachers before an observation
- your teaching practice when being observed
- reflecting on and receiving feedback on your lesson.

You might do this in partnership with the colleague(s) you regularly work with or the colleague(s) who will be engaging with you in the observation, or you might consider the continua as an individual exercise. One method is to highlight the descriptions which apply to your context and then determine your status against the continua based on the most frequently highlighted.

Consider what improvements in practice are required for you to progress to the next level in the continua. How will peer observation support you in this?

b) How might this impact on the upcoming peer observation experience?

c) At what stages of the continua of practice are you working as an individual?

e) Reflections and implications for the peer observation....

3. Capture your hopes, fears and expectations regarding the peer observation

Document your reflections about your hopes, fears and expectations for the peer observation, to inform your observer and assist in maximising impact on student learning.

Hopes	Fears <i>What would help to alleviate these fears?</i>	Expectations