

## CONTINUOUS IMPROVEMENT – QUALITY LEARNING SELF-ASSESSMENT AND IMPROVEMENT 2004

The purpose of the chart is to assist teaching staff with the identification and prioritisation of opportunities for improvement  
The content of your chart will be treated confidentially. An overall staff summary will be presented to staff.

<b>CAPABILITIES TO BE DEVELOPED</b> <b>Professional Standards – Experienced Teacher</b>			<b>Personal Guide</b> 0= absent 5= fully developed						<b>Priorities</b>	<b>Discussion points from PDR meeting</b> <b>Proposed Professional Development</b>
<b>PROFESSIONAL STANDARDS</b>	<b>ITEM</b>	<b>EXAMPLES TO CONSIDER</b>								
<b>1. Demonstrate a high level of knowledge of relevant curriculum areas, student learning processes and resources, and can apply it in implementing programs which enhance student learning.</b>	<b>1.1 Clarity of purpose</b> providing a clear understanding of the purpose of required tasks	• my ability to design activities in the context of the curriculum framework	0	1	2	3	4	5		
		• my ability to give explicit instructions	0	1	2	3	4	5		
		• the way I ensure that all students know why they are doing activities.	0	1	2	3	4	5		
	<b>1.2. Curriculum design</b> maximising individual potential of all students I work with	• my ability to select appropriate curriculum that maximises individual potential	0	1	2	3	4	5		
		• the way I assist students to identify their own learning goals	0	1	2	3	4	5		
		• the way I set clear tasks directly related to goals	0	1	2	3	4	5		
		• the way I plan for different learning styles	0	1	2	3	4	5		
		• the way I extend thinking skills	0	1	2	3	4	5		
		• the way I use numeracy assessment	0	1	2	3	4	5		
• the way I cater for gifted students		0	1	2	3	4	5			
• the variety of learning and teaching strategies I use to improve the quality of student's writing	0	1	2	3	4	5				
<b>1.3 Appropriate learning strategies</b> Identifying different learning styles and adopting strategies to meet diverse learning needs	• the success of the steps I take to investigate and identify different learning styles	0	1	2	3	4	5			
	• my success in providing an appropriate range of learning experiences	0	1	2	3	4	5			
	• the quality of my written plans for class work (eg work program)	0	1	2	3	4	5			
	• my implementation of Learning Improvement Plans	0	1	2	3	4	5			

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2. Demonstrate high-quality classroom teaching skills and successfully employ flexible and adaptive approaches and constructive strategies to allow students to reach their full potential.	<b>2.1 Goal setting</b> establishing clear and shared understanding of values and goals	<ul style="list-style-type: none"> <li>the degree to which I align my personal goals with those of my school</li> <li>my success in incorporating Romsey’s values and vision in all my work</li> <li>my success in establishing high and clear expectations</li> </ul>	0	1	2	3	4	5		
			0	1	2	3	4	5		
			0	1	2	3	4	5		
	<b>2.2 Class Management Skills</b> ensuring a safe environment where students are free to learn	<ul style="list-style-type: none"> <li>how I share and clearly state expectations of behaviour</li> <li>the effectiveness of my class Positive Behaviour Management</li> <li>the way I follow the school’s process of Positive Behaviour Management</li> <li>the strategies I use to cater for the needs of individuals (particularly social interaction)</li> </ul>	0	1	2	3	4	5		
			0	1	2	3	4	5		
			0	1	2	3	4	5		
			0	1	2	3	4	5		
	<b>2.3 Other process measures</b> collecting and analysing of class process measures to aid process improvement	<ul style="list-style-type: none"> <li>my influence in the effective use of diaries and planners by students (Year 5/6 only)</li> <li>the use I make of data when reviewing classroom processes</li> <li>the use I make of data about parent contacts and concerns</li> <li>my general use of charting and analysis of data</li> <li>the degree of charting and data analysis carried out by students</li> </ul>	0	1	2	3	4	5		
			0	1	2	3	4	5		
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			0	1	2	3	4	5		
			0	1	2	3	4	5		

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	<b>2.4 Responsibility for own learning</b> Encouraging students to develop initiative independence, creativity, self-reliance	<ul style="list-style-type: none"> <li>the degree to which I develop individual goal setting by students</li> <li>the degree to which I empower students to monitor their own progress &amp; achievement</li> <li>the degree of participation of students in shared decision making</li> <li>the implementation and success of student recording of targets and progress</li> <li>the effectiveness of my use of a variety of learning tools</li> </ul>	0	1	2	3	4	5		
	<b>2.5 A sense of belonging</b> Ensuring student enthusiasm and developing of a sense of respect between all class members	<ul style="list-style-type: none"> <li>my success in working with parents to improve student enthusiasm for learning</li> <li>the way I develop students' acknowledgement of the worth of others</li> <li>the ways I react to students whose enthusiasm appears to be waning</li> <li>the ways I develop respect for differences in individuals</li> </ul>	0	1	2	3	4	5		

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	<b>2.6 Continual improvement of individual student learning processes</b> helping students to improve their own processes or strategies for learning	<ul style="list-style-type: none"> <li>the ways I encourage risk taking</li> <li>my work to enhance students' information skills</li> <li>the degree to which I develop improvement through students' intrinsic motivation rather than extrinsic reward/pressure</li> <li>the degree to which I provide opportunities for students to reflect on their social and academic progress and to develop improvement strategies</li> <li>the way I use positive reinforcement in dealing with conduct, self esteem and learning</li> <li>my achievement in involving students in the reporting of their progress and achievement</li> </ul>	0	1	2	3	4	5		
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			0	1	2	3	4	5		
			0	1	2	3	4	5		
			0	1	2	3	4	5		
3. Successfully apply assessment and reporting strategies that take account of relationships between teaching, learning and assessment.	<b>3.1 Measures of success</b> Measuring the success of teaching and learning in the class with a view to ensuring continual improvement	<ul style="list-style-type: none"> <li>the amount of time I spend reflecting on my impact on student learning</li> <li>the degree to which I use student self evaluation to identify opportunities for improvement in classroom management and curriculum</li> <li>the way I work with other teachers in my team to share ideas and improvements</li> <li>my use of data-based tools to identify successes and opportunities for improvement in my classroom management</li> </ul>	0	1	2	3	4	5		
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	<b>3.2 Assessment and record keeping</b> to guide planning, recording progress for reporting and to facilitate continuous improvement	<ul style="list-style-type: none"> <li>my success in using assessment to guide planning</li> <li>the variety of methods of assessment that I employ eg Numeracy interview, WRAP Testing, Observation Survey, Running Records</li> <li>the way I use open ended assessment</li> <li>the effectiveness of my record keeping</li> <li>the effectiveness of my reporting to students</li> <li>the effectiveness of my reporting to parents</li> <li>the effectiveness of my reporting to peers, school council and the education department</li> </ul>	0	1	2	3	4	5		
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			0	1	2	3	4	5		
			0	1	2	3	4	5		
			0	1	2	3	4	5		
4. Respond effectively to emerging educational initiatives and priorities	<b>4.1 Resources</b> Providing appropriate resources to support/assist in the learning process	<ul style="list-style-type: none"> <li>my expertise in the personal use of communication and information technologies</li> <li>my strategies to enable optimum use of school equipment by students</li> <li>my initiative in employing outside resources</li> <li>my use of outside assistance (eg., parents) with communication and information technologies in literacy and numeracy</li> </ul>	0	1	2	3	4	5		
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	<b>4.2 Principles and practices for effective learning and teaching</b> Establishing and continuously improving teaching practices	<ul style="list-style-type: none"> <li>my understanding and application of the Twelve Principles of Contemporary Quality</li> <li>my ability to design learning tasks to meet the student needs in Numeracy</li> <li>my ability to design learning tasks to meet the student needs in Literacy</li> <li>the mentoring and coaching I provide to peers, both personally and through the involvement of others</li> <li>the provision of activities that I facilitate that are ‘outside the classroom’ (eg., guest speakers, excursions, global projects on the Internet)</li> <li>my involvement in the use of PDSA and tools to improve processes</li> <li>the steps I take to ensure inclusiveness</li> </ul>	0	1	2	3	4	5		
	<b>4.3 Student leadership</b> Creating opportunities for a variety of leadership roles to promote cooperative learning, self esteem, and enhanced opportunities for leadership	<ul style="list-style-type: none"> <li>my success in promoting a diversity of leadership opportunities for students</li> <li>my work in developing student leadership skills</li> <li>the degree of participation of students in regular class meetings</li> <li>my success in using a variety of student groupings, across the curriculum</li> <li>my use of strategies to develop self esteem in all students</li> <li>my success in developing a diversity of student role opportunities</li> </ul>	0	1	2	3	4	5		

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<b>PROFESSIONAL STANDARDS</b>	<b>ITEM</b>	<b>EXAMPLES TO CONSIDER</b>								
5. Demonstrate high-level communication skills and professional behaviour when interacting with parents or guardians, students and colleagues.	<b>5.1 “Wider” contributions to learning processes</b> facilitating major influences of people and systems outside the class to build positive relationships which support and promote learning	<ul style="list-style-type: none"> <li>my work in promoting home/school cooperation</li> <li>my work in assisting the social development of other students throughout the school</li> <li>my initiative and involvement in identifying processes that require documenting/improving</li> <li>my involvement in extra curricula programs</li> <li>my involvement in the production and sharing of curriculum materials both in and outside the school</li> </ul>	0	1	2	3	4	5		
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			0	1	2	3	4	5		
			0	1	2	3	4	5		
	<b>5.2 Positive relationships</b> Building positive relationships between teacher and students and among students	<ul style="list-style-type: none"> <li>my success in developing effective interpersonal relationships with my students</li> <li>my success in developing interpersonal relationships between students and teachers</li> <li>the way I model appropriate behaviours and encourage students to model behaviours reflecting the school’s shared values</li> </ul>	0	1	2	3	4	5		
			0	1	2	3	4	5		
			0	1	2	3	4	5		
6. Successfully organise and manage aspects of the wider school program	<b>6.1 School Policies</b> Providing an appropriate framework to support the learning process	<ul style="list-style-type: none"> <li>my understanding of and commitment to curriculum policies and structure</li> <li>my success in implementing welfare and conduct policies school-wide</li> <li>my involvement in teams in policy writing, revision and school-wide implementation</li> <li>the way I live and promote the school values</li> </ul>	0	1	2	3	4	5		
			0	1	2	3	4	5		
			0	1	2	3	4	5		
			0	1	2	3	4	5		

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7. Demonstrate improved teaching and performance skills through critically evaluating professional practices.	<b>7.1 Professional development</b> Supporting improved teaching and learning processes	<ul style="list-style-type: none"> <li>my ability to identify PD needs and to seek suitable activities</li> <li>the variety of PD I have attended and my involvement in sharing ideas with staff and encouraging other staff to share best practices</li> <li>the degree to which PD activities I attend impact on student learning in the school as a whole</li> </ul>	0	1	2	3	4	5	
			0	1	2	3	4	5	
			0	1	2	3	4	5	
	<b>7.2 Teaching styles</b> Teaching styles I use to facilitate learning	<ul style="list-style-type: none"> <li>my activity as a lifelong learner</li> <li>my role as a learning facilitator</li> <li>my influence as a role model and mentor to students</li> <li>the variety of teaching styles I use</li> </ul>	0	1	2	3	3	5	
			0	1	2	3	4	5	
			0	1	2	3	4	5	
			0	1	2	3	4	5	
8. Provide high-level professional assistance to other teachers in classroom related areas	<b>8.1 Effective teaching practices</b> Teamwork, initiative and sharing of effective teaching practices	<ul style="list-style-type: none"> <li>my contribution to documentation of good practices</li> <li>my use of documented processes</li> <li>the degree to which I work within teams as an initiator, collaborator, contributor and leader</li> <li>the degree to which I share good practices across the school</li> <li>the degree to which I support and encourage other staff</li> </ul>	0	1	2	3	4	5	
			0	1	2	3	4	5	
			0	1	2	3	4	5	
			0	1	2	3	4	5	
			0	1	2	3	4	5	