# Effective Teaching and Learning Practices
# Encouraging Expected Behaviour
# Teacher Reflection Tool

**The purposes of this Teacher Reflection Tool are to:**

1. assist teachers to reflect on, receive feedback on and improve their practice in positive behaviour strategies to improve student behaviour and engagement
2. provide data to guide decision-making on support for professional learning in positive behaviour strategies.

| AITSL Standard 4<br>**Create and maintain supportive and safe learning environments** | AITSL Standard 6<br>**Engage in professional learning** |
|---|---|
| 4.1 Support student participation | 6.1 Identify and plan professional learning needs |
| 4.2 Manage classroom activities | 6.2 Engage in professional learning and improve practice |
| 4.3 Manage challenging behaviour | 6.3 Engage with colleagues and improve practice |
| 4.4 Maintain student safety | 6.4 Apply professional learning and improve student learning |

**Name:**

**Date:**

| Rating Scale | 0 – No | 1 – Partially/Sometimes | 2 - Yes |
|---|---|---|---|

| 3. Encouraging Expected Behaviour | | | |
|---|---|---|---|
| a) I have attended professional learning on encouraging expected behaviour. | 0 | 1 | 2 |
| b) I consistently use strategies to build positive relationships with all students (personal interest, PGD, humour etc.). | 0 | 1 | 2 |
| c) I provide specific positive feedback for social behaviours that specifically describes the behaviour and provides a rationale. | 0 | 1 | 2 |
| d) I provide a 4:1 ratio of positive to corrective feedback to students. | 0 | 1 | 2 |
| e) I have developed and use a classroom reinforcement system for encouraging and reinforcing behaviour expectations and rules in the classroom. | 0 | 1 | 2 |
| f) The classroom reinforcement system utilises a variety of free and frequent, intermittent, and long-term strategies. | 0 | 1 | 2 |
| g) I collect and use data to monitor and adjust the classroom reinforcement system | 0 | 1 | 2 |
| h) All students in my class can state they have received positive feedback, activities, or tangible acknowledgement for following the classroom expectations, rules, and procedures. | 0 | 1 | 2 |

# Planning

**SMART Goal: (**Specific, Measurable, Realistic, Achievable and Time-bound)

**What do I want to seek feedback on? Who will be able to provide the feedback?**

- Clarify why you are seeking particular feedback and to communicate to the person giving you feedback what you want them to focus on

> **Note down which aspect of your teaching practice you would like to receive feedback on.**
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> **Who will you seek feedback from?**

**\* See encouraging expected behaviour classroom snapshot tool.**

**Some key principles need to be agreed on prior to each observation session**

1. Identify on the areas of your practice that you would like to be the focus of the observation:
2. Note any relevant information that would aid the observer (e.g. lesson plan, teaching objectives)
3. Observer to focus on specific examples and observable behaviours
4. Determine how and when feedback will be given
5. Agree on confidentiality. How openly will observations be discussed with peers?
6. Observation does not have to be live. To make it easier, you can film the lesson and let others observe your practice based on the film.
7. You can also use the recording for your own self-reflection