

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.

<p>AITSL Standard 4 Create and maintain supportive and safe learning environments</p> <p>4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety</p>	<p>AITSL Standard 6 Engage in professional learning</p> <p>6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student learning</p>
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Name:			
Date:			
Rating Scale	0 – No	1 – Partially/Sometimes	2 - Yes
4. Responding to Behaviour Errors			
a) I have attended professional learning on responding to behaviour errors.	0	1	2
b) I provide specific, contingent, and brief error corrections for academic and social errors	0	1	2
c) I use indirect strategies to prompt behaviour (proximity, cue, ignore, attend, praise).	0	1	2
d) I redirect students by stating the expected behaviour (specific corrective feedback).	0	1	2
e) I reteach the expected behaviour (skill, rule, routine, procedure).	0	1	2
f) I use specific positive feedback to reinforce students when they correct their behaviour.	0	1	2
g) I provide a 4:1 ratio of positive to corrective feedback to students.	0	1	2
h) I respond the same way each time a behaviour error occurs.	0	1	2
i) I provide students with clear choices if behaviour continues.	0	1	2
j) I have a student conference with students who display persistent minor behaviour.	0	1	2
k) I collect and use data to monitor student behaviour.	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.

Who will you seek feedback from?

* [See teacher response 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