

**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.

<b>AITSL Standard 4 Create and maintain supportive and safe learning environments</b>	<b>AITSL Standard 6 Engage in professional learning</b>
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

<b>Name:</b>			
<b>Date:</b>			
<b>Rating Scale</b>	<b>0 – No</b>	<b>1 – Partially/Sometimes</b>	<b>2 - Yes</b>
<b>4. Active Supervision</b>			
a) I have attended professional learning on active supervision.	0	1	2
b) I use pre-correction as a preventative strategy.	0	1	2
c) I use proximity to all students.	0	1	2
d) I use frequent and randomised proximity to target problem areas.	0	1	2
e) I use scanning to observe all students on a regular basis.	0	1	2
f) I make eye contact with students in more distant locations.	0	1	2
g) I initiate frequent positive interactions with all students.	0	1	2
h) I have more positive interactions with students than corrective (4 to 1).	0	1	2
i) I correct behaviour in a calm, brief and consistent manner.	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?**

**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