



Effective Teaching and Learning Practices Activity Sequencing and Offering Choice 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 Create and maintain supportive and safe learning environments	AITSL Standard 6 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
7. Activity Sequencing and Offering Choice			
a) I have attended professional learning on activity sequencing and offering choice.	0	1	2
b) I plan lessons I consider the pace, sequence, and level of task difficulty to promote each student's success.	0	1	2
c) I use behaviour momentum to engage students who have difficulty beginning tasks.	0	1	2
d) I sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks.	0	1	2
e) I plan lessons incorporating student choices in a variety of way (order, materials, partners, location, type of task).	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