Growing Teacher Quality in a Lutheran School

It is widely discussed and acknowledged that the quality of teaching (and of teachers) has by far the most significant impact, potentially both positively and negatively, on student outcomes.

In the current national and international educational spheres there is focus on measuring and comparing educational outcomes with a view to improvement and gaining a competitive edge.

Whilst in a Lutheran school we will have a number of priorities, the quality of teaching and learning is critical. 'A Vision for Learners and Learning in Lutheran Schools' strongly identifies the uniqueness of a Lutheran School.

Government initiatives and subsequent accountabilities can be viewed in a constructive and positive manner.

In this workshop we will address issues related to

- Implementation of the National Professional Teacher Standards
- Developing a Professional Learning culture
- Elements of a Performance and Development Framework
- A systemic approach to teacher quality in Lutheran schools

In South Australia through the Lutheran Schools Association (LSA) a Working Group has been considering these issues and developing an approach whilst constantly reviewing initiatives in other schools, systems and in the private sector.

Vera White (Concordia College) and Rob Rohde (Cornerstone College) are both members of the LSA Working Group and will share initiatives in their respective schools which contribute to developing a culture of teacher development and growth.

Aspects will include

- Self-assessment and beginning the collection of evidence related to the Standards
- Using a Professional Learning Plan with negotiated professional learning goals
- Peer lesson review and feedback
- Collaborative classroom observation
- A Personal Project for teachers
- Coaching and mentoring
- Student Feedback
- Recording and tracking teacher growth

The goal of the workshop will be to share practice, to learn from each other and to develop networks.

Classroom Observation and Collaboration Record Sheet   May, 2013

Class observed: Teacher: Observer(s):   Group members:

Focus Area	Observation Notes	Collaboration and Reflection Notes	Professional Learning which has occurred – personal reflection
What student learning was observed to occur?			
Focus on student outcomes through observing specific students			
Focus area to be decided by the group:			

CLASSROOM OBSERVATION RECORD

Teacher observed:	Observed by:
Date:	Subject:
Faculty /Department:	

PART 1

To be completed by the ....

H	high level evident
M	moderate level evident
L	low level evident

1	Effective Planning **(Know students and how they learn)**	Level	Comments
a	Objectives clearly communicated at start		
b	Materials ready		
c	Good structure to lesson		
d	Lesson reviewed at the end		
e	Learning needs(eg IEPs) incorporated		
f	Use a range of teaching and learning strategies		
g	Plans and sets achievable task goals		
h	Appropriate methods of differentiation used		

2a	Subject Knowledge **(know content)**	Level	Comments
a	Thorough knowledge of lesson content and concepts		
b	Appropriate sequencing of content		
b	Subject materials appropriate for lesson		
c	Information made relevant and interesting		

2b	Teaching Methods **(know how to teach content)**	Level	Comments
a	Lesson linked to previous teaching or learning, where appropriate		

b	Ideas/experiences of students drawn upon		
c	Variety of activities		
d	Variety of questioning techniques		
e	Communicates positively with students		
f	Instructions /explanations clear and specific		
g	Teacher involves, listens to and responds to students		
h	Adopts a logical approach to routine work matters and issues		
i	High standards and expectations set by the teacher		
j	Demonstrate broad knowledge of and understanding of other cultures		
K	Appropriate ICT integrated into the lessons		

3	Productive Outcomes (Plan for and implement effective teaching and learning)	Effectiveness	
a	Students understand what work is expected of them during the lesson		
b	Students remain fully engaged and make progress		
c	A range of resources including appropriate ICT used that engage students		
d	Demonstrate a wide range of verbal and non-verbal communication		
e	Outcomes of lesson consistent with objectives		

4	Behaviour management (Create and maintain supportive and safe learning environments)	Effectiveness	
a	Students praised regularly for effort/achievement		
b	Inclusive strategies used		
c	Range of effective classroom management strategies evident		
d	Effective action taken to address disruptive behaviour		
e	Students focus is on learning		
f	IEPs taken into account		
g	Restorative Justice practices implemented		
h	Responsible and ethical use of ICT encouraged		

5	Assessment of Student's work (Assess, provide feedback and report on student learning)	Effectiveness	
a	Understanding of purpose of assessment evident		
b	Mistakes/misconceptions used constructively to facilitate learning		
c	Work assessed regularly and accurately		
d	Feedback provided		
e	Student assessment data used to modify teaching practice		

6	Effective use of Time & Resources	Effectiveness	Comments
a	Time is well utilised and learning is maintained		Students probably given a bit much time initially
b	Good pace maintained throughout the lesson		Sections of the lesson were very well paced
c	Appropriate learning resources used		

7	Homework Reinforces and Extends Learning	Effectiveness	Comments
a	Homework is set if appropriate		
b	Homework is checked or linked to lesson		
c	Homework is related to work in progress		

8	Learning Environment	Effectiveness	Comments
a	Learning environment is tidy and well organised		
b	Displays are attractive and stimulating		
c	Displays support learning		
d	The learning environment is appropriate(including layout of furniture if applicable)		
e	Health and safety is considered		

9	Great practices	Comments
a	What I have learned through this observation	

Summary of discussions

National Professional Standards for Teachers

Self-Assessment

CORNERSTONE COLLEGE
Christ our Firm Foundation

NAME:

Year Level / Learning Area: --

Line Manager / Supervisor: --

Principal / Delegate: --

DATE OF REVIEW: --

ACTIVITY RATINGS	
1	Standard has been met and I have evidence.
2	More evidence is required.
3	Yet to commence.

The National Professional Standards are designed to encourage teachers to improve the quality of their teaching and delivery, with a view to ensuring each individual student has the opportunity to achieve to the best of their ability. Lutheran Schools will endeavour to provide you with the opportunities to grow and deliver the highest quality teaching.

This self-assessment document is designed to assist you to identify the career stage at which you are operating for each of the focus areas as published by the National Professional Standards for Teachers. You may find that you are achieving different career stages across the focus areas. This document will assist you to gain a clear picture of the focus areas in which you could currently provide sufficient evidence, and those which you may need to develop to have sufficient evidence to meet the career stage. You will be involved in developing a Professional Learning Plan and this document will support that process.

To apply for the HAT and LEAD teacher qualifications as provided by AITSL you need to commence a process of evidence gathering. If you are a HAT in the Lutheran system at present you will need to do the following to retain HAT status:

1. Term 4, 2012 – Complete the Self-Assessment and Summary documents in preparation for discussion with your Principal, Deputy Principal or delegate.

2. Term 1, 2013 – Complete the goal setting component of the Personal Learning Plan document by 12 April, 2013. Once negotiated and agreed to by your Principal, this will satisfy the requirement for HAT staff to maintain their status as per Schedule 3 2 (b) of the Lutheran Schools SA Enterprise Agreement 2012.

AITSL is currently developing the evidence guidelines for the Standards. Lutheran Schools will utilise this evidence guide once it is available. To support you in your planning in the interim we suggest you reference the NSW Institute of Teachers evidence guides. The AITSL names and the NSW equivalent are as follows:

AITSL	NSW	Reference Document
Graduate	Graduate	
Proficient	Professional Competence	NSW Accreditation at Professional Competence – Support Guide.PDF
Highly Accomplished	Professional Accomplishment	NSW Evidence Guide for Professional Accomplishment - May 08 NSW Evidence Guide for Professional Accomplishment_Support Document - May 08
Lead	Professional Leadership	NSW Evidence Guide for Professional Leadership - May 08 NSW Evidence Guide for Professional Leadership_Support Document - May 08

Self-Assessment

National Professional Standards for Teachers - please refer to the AITSL website http://www.teacherstandards.aitsl.edu.au/Standards/Overview

Use the table below to provide a self-assessment of where you are meeting the requirements for each of the focus areas of the 7 Standards. *Illustrations of Practice* videos and written examples are available on the AITSL website.

1. Highlight the career stage at which you believe you could currently provide sufficient evidence.

2. Using the activity ratings table on the front page, rate yourself from 1 – 3 against each focus area.

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
1. Know students and how they learn						
1.1 **Physical, social and intellectual development and characteristics of students**	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.		
1.2 **Understand how students learn**	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.		
1.3 **Students with diverse linguistic, cultural, religious and socioeconomic backgrounds**	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.		

Self-Assessment

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
1.4 **Strategies for teaching Aboriginal and Torres Strait Islander students**	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.		
1.5 **Differentiate teaching to meet the specific learning needs of students across the full range of abilities**	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students, across the full range of abilities.	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.		
1.6 **Strategies to support full participation of students with disability**	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.		

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
2. Know the content and how to teach it						
2.1 **Content and teaching strategies of the teaching area.**	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.		
2.2 **Content selection and organisation**	Organise content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programs.	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.		
2.3 **Curriculum, assessment and reporting**	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.		

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
2.4 **Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians**	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Support colleagues with providing opportunities for student to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.		
2.5 **Literacy and numeracy strategies**	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.		
2.6 **Information and Communication Technology (ICT)**	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.		

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
3. Plan for and implement effective teaching and learning						
3.1 **Establish challenging learning goals**	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.		
3.2 **Plan, structure and sequence learning programs**	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.		
3.3 **Use teaching strategies**	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.		

Self-Assessment

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
3.4 **Select and use resources**	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.		
3.5 **Use effective classroom communication**	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding engagement and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.		
3.6 **Evaluate and improve teaching programs**	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, and knowledge of curriculum and workplace practices.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.		

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
3.7 **Engage parents/carers in the educative process**	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.		

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
4. Create and maintain supportive and safe learning environments						
4.1 **Support student participation**	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.		
4.2 **Manage classroom activities**	Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.		
4.3 **Manage challenging behaviour**	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.		

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
4.4 **Maintain student safety**	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' wellbeing and safety within the school by implementing school and/or legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.		
4.5 **Use ICT safely, responsibly and ethically**	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.		

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
5. Assess, provide feedback and report on student learning						
5.1 **Assess student learning**	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.		
5.2 **Provide feedback to students on their learning**	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.		
5.3 **Make consistent and comparable judgements**	Demonstrate understanding of assessment moderation and its application to support consistent comparable judgements of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Organise assessment moderation activities that support consistent and comparable judgements of students learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.		

Cornerstone College

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
5.4 **Interpret student data**	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.		
5.5 **Report on student achievement**	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.		

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
6. Engage in professional learning						
6.1 **Identify and plan professional learning needs**	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.		
6.2 **Engage in professional learning and improve practice**	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.		
6.3 **Engage with colleagues and improve practice**	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.		

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
6.4 **Apply professional learning and improve student learning**	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.		

Self-Assessment

Standard	Graduate	Proficient	Highly Accomplished	Lead	Rating 1 - 3	Evidence I could provide, or Evidence I might need to gather
7. Engage professionally with colleagues, parents/carers and the community						
7.1 **Meet professional ethics and responsibilities**	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.		
7.2 **Comply with legislative, administrative and organisational requirements**	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.		
7.3 **Engage with the parents/carers**	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.	Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.		
7.4 **Engage with professional teaching networks and broader communities**	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.		

Summary of your Self-Assessment

Standard	G, P, H, L	Rating
1.1		
1.2		
1.3		
1.4		
1.5		
1.6		

Standard	G, P, H, L	Rating
4.1		
4.2		
4.3		
4.4		
4.5		

Standard	G, P, H, L	Rating
7.1		
7.2		
7.3		
7.4		

G	Graduate
P	Proficient
H	Highly Accomplished
L	Lead

Standard	G, P, H, L	Rating
2.1		
2.2		
2.3		
2.4		
2.5		
2.6		

Standard	G, P, H, L	Rating
5.1		
5.2		
5.3		
5.4		
5.5		

Standard	G, P, H, L	Rating
3.1		
3.2		
3.3		
3.4		
3.5		
3.6		
3.7		

Standard	G, P, H, L	Rating
6.1		
6.2		
6.3		
6.4		

My priorities for learning

List any areas for growth that you have identified yourself, or throughout the interview, which will form the basis for goal setting next year. These would be indicated by and activity rating of 2 or 3 in your self-assessment.

Area for growth	Strategy for growth	Evidence to be collected	Achieved

PROFESSIONAL LEARNING PLAN

CORNERSTONE COLLEGE
Christ our Firm Foundation

NAME:

···

Year level / Learning area:

···

Line manager / Supervisor:

···

Principal or delegate:

···

DATE OF REVIEW:

···

PERFORMANCE RATINGS	
1	Goal has been achieved and I have evidence.
2	More work required to achieve this goal.
3	Yet to commence.

Your Professional Learning Plan (PLP) is designed to assist you in determining and meeting your annual goals to enhance your professional knowledge, practice and engagement. Your agreed annual goals are intended to support continuous improvement for you and your school. The goals will be based on your self-assessment against the National Professional Standards for Teachers (NPST), aligned with your school's annual strategic intents, and informed by a range of feedback from leadership, colleagues and students.

The Lutheran Schools Performance and Development Cycle (PDCA Cycle) is based on four elements: Plan, Do, Check and Act. This is underpinned by the key focus on improving student outcomes through a clear understanding of effective teaching, coherence, flexibility and leadership.

Regular updates and recorded action on this documentation will meet the current EA requirement for staff to have a negotiated Professional Learning Plan. Recording the NPST focus areas against your goals, and professional development and learning activities, will assist you to meet the new requirements for Teacher Registration renewal.

PLAN - Reflection and goal setting

- Reflect on school foci
- Set professional learning goals
- Meet with colleague or coach

DO - Professional practice and learning

- Participate in professional development
- Professional learning
- Action
- Evidence gathering

CHECK - Feedback and review

- Self reflection
- Meet with line manager or supervisor
- Meet with Principal or delegate

ACT - Formulate improvement actions

- Establish revised actions to achieve goals

Plan	Reflection and goal setting	School strategic goals

Note: Schools enter those strategic goals which are related to the professional learning of staff, outcomes sought by management and the National Professional Standards for Teachers focus area(s) being addressed.

Aligned with the school professional learning goals:

1. Record your level of engagement, personal progress and contribution toward these goals.

2. Rate yourself, using the performance rating scale on page 1, at the end of Semester 1 and 2.

School professional learning strategic goals	NPST focus area(s) addressed	Outcomes sought (description)	Rating		Personal progress notes (updated throughout the year)
			End S1	End S2	
Spiritual growth	n/a	Engage staff with Christianity through means that they may not be familiar with thereby encouraging their individual spiritual growth and recognition of the person and divinity of Jesus Christ.			
Curriculum and pedagogy	1.1 1.2 2.2 2.6 3.2 6.2 6.3 7.4	The curriculum at Cornerstone needs to excite and engage developing adolescents in their learning. It also needs to be based on research which informs practice. Through curriculum design and the employment of effective pedagogies, this can be achieved. Included in these considerations is the role of digital technology as a tool to enhance learning. We aim for staff at Cornerstone to explore, discuss and practise effective and contemporary approaches to teaching and learning with an emphasis on middle schooling.			

Plan	**Reflection and goal setting**	Developing your personal focus

Home Class teacher: *Yes or No and name of class*

Teacher: *Subjects and year levels*

Curriculum area:

Current classification: *GT1, PT1 etc.*

PAR: *Title*

Leadership points:

Professional learning goals should be negotiated and can be:

D	An identified and agreed skill or area requiring development, based on the school professional learning foci, or a curriculum need.
ST	An aspect of the National Professional Standards for Teachers being strategically developed. Transfer areas you self-assessed as level 2 or 3 from the review.
PI	An agreed area of professional personal interest.

Professional learning goals	**NPST focus area**	**Code (above)**	**Outcomes sought (description)**	**Rating**		**Personal progress (updated throughout the year)**
				Self	Line Manager	
Yr A My Personal Project is:						

Meeting with a colleague	**A summary of your discussion(s)**
Coaching is a full year commitment and relative to your level against the NPST. Those aspiring for HAT and LEAD should be coaching those in the Graduate and Proficient areas. This discussion should include an assessment of the goals and the definition of a plan to achieve the desired outcomes. The Principal (or delegate) needs to agree to these goals for this to qualify as a negotiated Professional Learning Plan as specified by Clause 29 and Schedule 6 of the current EA.	
Date:	
Comments in here…	

Approval by Principal (or delegate)	This is a negotiated and agreed Professional Learning Plan Yes ☐ No ☐
Date:	Principal:

Do	Professional practice and learning	Evidence gathering

Feedback	Comments recorded
Are you coaching or being coached, or both? Record the actions you have taken and a synopsis of the feedback gathered.	
Date:	Method:
Date:	Method:
Personal reflection on the results of your feedback…	

Formal classroom observation	Observing or being observed, with the focus on the observed receiving feedback		
NPST focus area(s) addressed			
Date:	Year:	Class:	Attach feedback summary sheet
Date:	Year:	Class:	Attach feedback summary sheet
Personal reflection on the results of your feedback…			

Classroom visits	Informal and collaborative, with the focus on the observer learning rather than reporting		
NPST focus area(s) addressed			
Date:	Year:	Class:	Attach feedback summary sheet
Date:	Year:	Class:	Attach feedback summary sheet
Personal reflection on your experience in the classroom…			

National Professional Standards for Teachers development		Evidence gathering. Reflection can be updated in Plan section of this document. May include the development of a learning unit, display of assessment plans, collation of classroom management strategies etc.
Focus area:	Strategy:	Evidence:
Focus area:	Strategy:	Evidence:
Focus area:	Strategy:	Evidence:
Focus area:	Strategy:	Evidence:

Local professional learning activities	Record of local professional learning initiatives
Activity:	Requirements:
NPST focus area(s) being addressed:	
Comments in here…	

Meeting with colleague in the middle of the cycle. (Optional for schools)	Discussion to include an update on progress and monitoring of goals.
Date:	Colleague:
Comments in here…	

Professional Learning Plan

Note: Information regarding activities which are considered professional development, as well as the responsibilities of schools and teachers are detailed in the Lutheran Schools SA Enterprise Agreement 2012 at Schedule 6, and on the Teachers Registration Board website.

Date	Professional Development activity	NPST focus area(s) addressed	Activity description including how the learning was shared with colleagues and how it related to your learning goals.

Check	**Feedback and review**	Reflection

Self-reflection	Your reflection on the professional learning you have achieved this year
Date:	
Enter reflection in here…	

Meeting with supervisor or line manager	Discussion of some of the following; student performance and assessment, school strategic goals, professional learning goals, student and peer feedback, peer observation and collaboration; direct classroom observation, self-assessment etc.
Date:	Line Manager:
Comments in here…	

Meeting with Principal or delegate	Discussion of some of the following; student performance and assessment, school strategic goals, professional learning goals, student and peer feedback, peer observation and collaboration; direct classroom observation, self-assessment etc.
Date:	Principal or delegate:
Comments in here…	

Professional Learning Plan

| Act | Formulate improvement actions | Refining goals and processes |

From the feedback and review of achievement of plans, the final step in the cycle is to refine the plan to begin the next iteration.

Revised professional goals	Code (as pg 3)	NPST focus area(s) addressed	Outcomes sought (description)	Strategy

Feedback teaching staff - Mr Rohde - 11 Chem

1. I have worked to the best of my ability in this subject.

		Response Percent	Response Count
Strongly agree		20.0%	3
Agree		**40.0%**	**6**
Disagree		**40.0%**	**6**
Strongly Disagree		0.0%	0
		answered question	15
		skipped question	0

2. I kept my notes and worksheets well organised.

		Response Percent	Response Count
Strongly agree		**40.0%**	**6**
Agree		**40.0%**	**6**
Disagree		13.3%	2
Strongly disagree		6.7%	1
		answered question	15
		skipped question	0
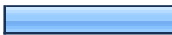
3. I revised thoroughly for any tests and exams.

		Response Percent	Response Count
Strongly agree		6.7%	1
Agree		**66.7%**	**10**
Disagree		26.7%	4
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

4. I made good use of my time when working on assignments.

		Response Percent	Response Count
Strongly agree		20.0%	3
Agree		**66.7%**	**10**
Disagree		13.3%	2
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
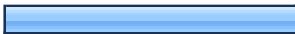
5. I was attentive in class.

		Response Percent	Response Count
Strongly agree		26.7%	4
Agree		**66.7%**	**10**
Disagree		6.7%	1
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

6. I made good use of my time in class.

		Response Percent	Response Count
Strongly agree		26.7%	4
Agree		**60.0%**	**9**
Disagree		13.3%	2
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

7. I made a genuine effort to learn in this subject.

		Response Percent	Response Count
Strongly agree		**46.7%**	**7**
Agree		**46.7%**	**7**
Disagree		6.7%	1
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

8. I have enjoyed the subject.

		Response Percent	Response Count
Strongly agree		33.3%	5
Agree		**53.3%**	**8**
Disagree		6.7%	1
Strongly disagree		6.7%	1
		answered question	15
		skipped question	0

9. I have learnt about things I didn't know.

		Response Percent	Response Count
Strongly agree		**80.0%**	**12**
Agree		20.0%	3
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
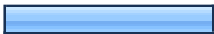
10. I have found the subject interesting.

		Response Percent	Response Count
Strongly agree		46.7%	7
Agree		**53.3%**	**8**
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

11. There were not too many assessment tasks.

		Response Percent	Response Count
Strongly agree		40.0%	6
Agree		**46.7%**	**7**
Disagree		6.7%	1
Strongly disagree		6.7%	1
		answered question	15
		skipped question	0

12. Tasks were not too difficult.

		Response Percent	Response Count
Strongly agree		**33.3%**	**5**
Agree		**33.3%**	**5**
Disagree		**33.3%**	**5**
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
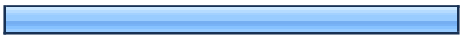
13. I was given enough time to accomplish tasks.

		Response Percent	Response Count
Strongly agree		40.0%	6
Agree		**60.0%**	**9**
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
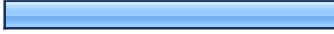
14. I would recommend this subject to other students.

		Response Percent	Response Count
Strongly agree		**60.0%**	**9**
Agree		40.0%	6
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
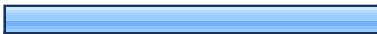
15. Is enthusiastic and passionate.

		Response Percent	Response Count
Strongly agree		**73.3%**	**11**
Agree		26.7%	4
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

16. Inspires me to learn.

		Response Percent	Response Count
Strongly agree		46.7%	7
Agree		**53.3%**	**8**
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

17. Is a good listener.

		Response Percent	Response Count
Strongly agree		**60.0%**	**9**
Agree		40.0%	6
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

18. Has a sense of humour.

		Response Percent	Response Count
Strongly agree		73.3%	11
Agree		26.7%	4
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

19. Is organised.

		Response Percent	Response Count
Strongly agree		73.3%	11
Agree		26.7%	4
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

20. Is friendly and not judgemental.

		Response Percent	Response Count
Strongly agree		73.3%	11
Agree		26.7%	4
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

21. Is open minded.

		Response Percent	Response Count
Strongly agree		**60.0%**	**9**
Agree		40.0%	6
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

22. Knows this subject well.

		Response Percent	Response Count
Strongly agree		**80.0%**	**12**
Agree		20.0%	3
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
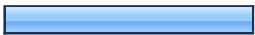
23. Appears to enjoy their work.

		Response Percent	Response Count
Strongly agree		**86.7%**	13
Agree		13.3%	2
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
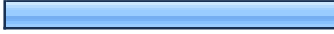
24. Tries to make the subject and the lessons interesting.

		Response Percent	Response Count
Strongly agree		**60.0%**	9
Agree		33.3%	5
Disagree		6.7%	1
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
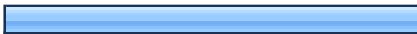
25. Uses digital technology well in our lessons.

		Response Percent	Response Count
Strongly agree		40.0%	6
Agree		**60.0%**	9
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
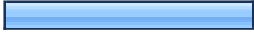
26. Controls the class so that learning is able to take place.

		Response Percent	Response Count
Strongly agree		46.7%	7
Agree		**53.3%**	**8**
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
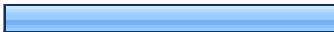
27. Explains things clearly.

		Response Percent	Response Count
Strongly agree		**66.7%**	**10**
Agree		33.3%	5
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

28. Makes it clear what will be assessed and when.

		Response Percent	Response Count
Strongly agree		**60.0%**	9
Agree		40.0%	6
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
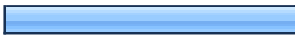
29. Marks work within a reasonable time.

		Response Percent	Response Count
Strongly agree		**53.3%**	8
Agree		40.0%	6
Disagree		6.7%	1
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
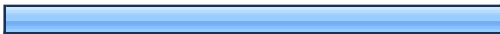
30. Cares whether students learn and understand.

		Response Percent	Response Count
Strongly agree		**66.7%**	10
Agree		33.3%	5
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
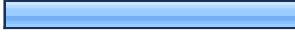
31. Encourages students to do their best.

		Response Percent	Response Count
Strongly agree		**53.3%**	**8**
Agree		46.7%	7
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

32. Willing to help individual students.

		Response Percent	Response Count
Strongly agree		**80.0%**	**12**
Agree		20.0%	3
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

33. Values relationships with students.

		Response Percent	Response Count
Strongly agree		**46.7%**	7
Agree		**46.7%**	7
Disagree		6.7%	1
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
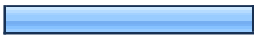
34. Understands young people.

		Response Percent	Response Count
Strongly agree		**46.7%**	7
Agree		**46.7%**	7
Disagree		6.7%	1
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
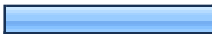
35. Likes young people.

		Response Percent	Response Count
Strongly agree		**53.3%**	8
Agree		46.7%	7
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

36. Knows their students.

		Response Percent	Response Count
Strongly agree		**60.0%**	**9**
Agree		40.0%	6
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
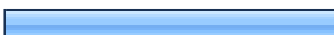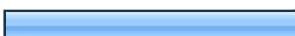
37. Has high expectations of their students.

		Response Percent	Response Count
Strongly agree		33.3%	5
Agree		**66.7%**	**10**
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

38. Is caring and supportive.

		Response Percent	Response Count
Strongly agree		**60.0%**	**9**
Agree		40.0%	6
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

39. Engages students in interesting and varied learning.

		Response Percent	Response Count
Strongly agree		**53.3%**	**8**
Agree		46.7%	7
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
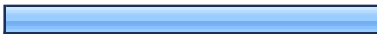
40. Provides effective feedback.

		Response Percent	Response Count
Strongly agree		**53.3%**	**8**
Agree		46.7%	7
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0
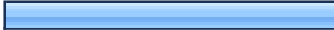
41. Challenges students.

		Response Percent	Response Count
Strongly agree		**60.0%**	**9**
Agree		40.0%	6
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

42. Asks students to be responsible for their learning.

		Response Percent	Response Count
Strongly agree		**60.0%**	**9**
Agree		40.0%	6
Disagree		0.0%	0
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

43. Encourages creativity.

		Response Percent	Response Count
Strongly agree		33.3%	5
Agree		**53.3%**	**8**
Disagree		13.3%	2
Strongly disagree		0.0%	0
		answered question	15
		skipped question	0

Year A Expo

Tips for the day

Speakers to allow 10-15 minutes (including set up)- leaves 5 minutes for change of rooms.
All speakers set up as much as possible in the rooms they will be in at prior to 2pm.
Staff, please consider the sessions which interest you prior to the day so change over is efficient.
304 sessions will be videoed.

TUESDAY

|	Presenter	Topic	Room
2.00 - 2.05	Rob Rohde	Introduction	301/302
2.05 - 2.20	Rob Rohde	Personal Learning Plan 2013	301/302
2.15 - 2.25	Jonathan Prenzler	DT Discussion feedback from staff	301/302
2.25 - 2.35	Ian Mars	Use of One Note for Lesson & unit planning and integration of teaching and learning resources	301/302
2.40 - 3.00	Barb O'Connor	Library Resources BYO laptop	813
	Graham Gallasch	Why and how to develop a Personal Learning Network	304
	Tonya Brooks	English year 7 curriculum and professional resources	301/302
3.00 - 3.20	Rhett Fielke	Enquiry/Inquiry Based Learning	301/302
	Matt Pearce	Digital Portfolio	304
	Leanne Filmer	Naturi Website/History Black Death Prezi	305
3.20 - 3.40	Jacinta Smart	Indigenous perspectives	301/302
	Helen Mason	Mentoring students	304
	Ann Willis	Make your own shoes	305
3.40 - 4.00	Carola Kennedy	Tiles	921
	Anthony Janus	DT + Music staff only Music Digital Technologies: PC vs Mac	305
	Anthony Doyle	Cert IV in career developent	301/302

Year A Expo

Tips for the day

Speakers to allow 10-15 minutes (including set up)- leaves 5 minutes for change of rooms.
All speakers set up as much as possible in the rooms they will be in at prior to 2pm.
Staff, please consider the sessions which interest you prior to the day so change over is efficient.
304 sessions will be videoed.

WEDNESDAY

	Presenter	Topic	Room
2.00 - 2.05	Rob Rohde	Introduction	301/302
2.05 - 2.15	Kristen Doherty	BULLY! Program	301/302
2.15 - 2.35	Mike & Tim	Restorative Practices	301/302

	Presenter	Topic	Room
2.40 - 3.00	Mary Butler	Rates of absenteesim in lessons and lack of follow up by students	301/302
	Kristyn Sickerdick	Teaching multimedia - curriculum possibilities for 2013 and beyond. Middle school focus.	304
	Andrew Weiss	Sourcing and putting together interactive (computer) activities for your subject	305

	Presenter	Topic	Room
3.00 - 3.20	Laetitia de Braconier Harders	Ergonomics - staff and students with laptops	301/302
	Karen Sierp	Stage management and set design	304
	Andrew Ottens	One note	301/302

	Presenter	Topic	Room
3.20 - 3.40	Rebecca Weiss	Sport program in 2014 - How are we going to cater for Year 7s	301/302
	Ben Brazzalotto	Relevant for all staff or KLAL who have ACARA requirements: Writing English Australian curriculum units for Year 7s and updating 8-10 units.	304
	Wendy Lampard	Using technology effectively in the classroom'	305

	Presenter	Topic	Room
3.40 - 4.00	Danielle Meuring	Cape Jervis to the Bluff - A visual Journey	301/302
	Tony Moffa	One note	304
	Nick Rolfs	Year 12 Website	305

Professional Learning Map   Cornerstone College   2013

| Year A (Leader) | | Plan | | Do | | Check | | Act |

Year A (Leader)

Plan

Do

Check

Act

(Self) assessment against the Standards

College Professional Learning Goals

→

Agreed Personal Professional Learning Goals including the Personal Project

- College focus
- Building the Standards
- Personal interest

→

Collaborative Classroom Observation

Peer feedback – Classroom Observation/Appraisal option

Student feedback

Coaching to develop specific skills (coach and coached)

Presentation of Professional Learning to peers

Collate Evidence

Research Projects

→

Review with Line Manager

→

Review with Deputy Principal

Personal Project presentation to peers

Additional thoughts

- Partnering a University (Student Teachers, Research, Masters)
- Developing a coaching culture
- Encouraging peer appraisal
- Centre for providing Professional Learning for staff
- Developing the Special projects program in 2014
- Linking with the Middle Schooling energy

Language B Unit Planner

Unit title	Die Medien
Teacher(s)	Bettina Schmoock, Trish Prenzler, Kim Bennett
Subject and grade level	Year 9 Phase 3
Time frame and duration	4-5 weeks

IB MYP

Area of interaction context

Human Ingenuity
- Why and how do we create?
- What are the consequences?

Significant concept(s)

How has the use of media changed the last 50/ 100 years?
Comparison old – new media: is technological advancement always positive?
How has the change in media changed the way people communicate with one another?
How has the rise of new media influenced the German language? Why is this?

Unit question

How do media shape the way we live and interact? Was this always so?

What cultural similarities and differences exist in media use in English – and German- speaking countries?

MYP Objectives

Objectives for general learning:
- Understand and respond to a limited variety of spoken, written and visual texts
- Understand specific information, main ideas and some detail presented in oral, visual and written language
- Demonstrate comprehension in a limited range of oral and written forms
- Engage in conversation and write structured text to express ideas, opinions and experiences on a range of familiar, and some unfamiliar situations, in a limited range of interpersonal and cultural contexts
- Understand that they can speak and write in different ways for different purposes and different audiences

MYP Assessment Criteria

Formative assessment only

ASSESSMENT

n/a;
HOWEVER: in future (past 2013) could consider a vis int/ reading or writing task on this topic.

RESOURCES
Zoom Deutsch 2 digital course book and interactive activities.
Zoom Deutsch 2 hard copy workbook
Students' own laptops for production of assignments/inquiry-based research
Web 2 tools
Digital resources – Languages Online/Cartoon Storymaker/ Quizlet etc
Primary resource materials
School Resource Centre – written and Clickview
Differentiated resources for gifted/special needs

TEACHING STRATEGIES	STUDENT ACTIVITIES
Target language acquisition – course and work book, quizlet, word find, cloze exercises Correct class/home work – discuss corrections Criteria rubrics for all set tasks Assessment task overview provided to students Students hear and speak target language routinely, practise it, read and write it Previous language skills to be built on Learning experiences for students requiring differentiated learning support – gifted and/or	Revise language around favourite singers, bands, music styles Build a wordbank of adjectives that contribute to describing media, music, film and reading Describe your taste in music, film and reading Express your media use Contrast use of old vs new media **CULTURAL FOCUS**

special needs.	Looking at similarities and ***differences*** of media use in German – and English – speaking countries, particularly in the teenage age group and at schools
Self-assessment and editing skills	
Ongoing formal and informal feedback	
Teacher/student interaction	
Group work opportunities	
Techniques such as 'flipping the classroom'	
SPECIFIC GRAMMAR ELEMENTS	
Possessive adjectives	
The present tense and the imperfect tense	
Dieser, diese, dieses	
Welcher?, welche?, welches?	
Perfect and imperfect tense	

REFLECTION
TEACHER REFLECTION (INCLUDING ON ASSESSMENT TASK): Good little unit – a shame we don't do any summatives in it – might pay to do so, possibly early in Term 3 STUDENT FEEDBACK: Students complete reflection proforma. These are collated and a summary is written by the class teacher which stays with the unit of work and is reviewed within the faculty when units of work are revised in preparation for subsequent classes