

# Pre-Service Teacher Observation Checklist (NSW)

Observer: \_\_\_\_\_ Pre-Service Teacher: \_\_\_\_\_

Lesson/Subject: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

The observation of classroom practice is an important component of performance and development.

A pre-service teacher should demonstrate competency in all focus areas across the Australian Professional Standards for Teachers. Use these focus areas to form goals, identify areas of improvement and build on areas of strength.

This checklist should be used as a professional development tool and completed by a mentor, an associate teacher or qualified teacher who will also provide verbal advice and feedback. A number of lessons should be observed to cover all standards.

Standard/Focus Area/Descriptor		Observed Competency/Feedback
<b>STANDARD ONE</b> <b>Know students and how they learn</b>	<b>1.1.1</b> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	
	<b>1.2.1</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	
	<b>1.3.1</b> Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.	
	<b>1.4.1</b> 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.	
	<b>1.5.1</b> Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	
	<b>1.6.1</b> Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	

	Needs Improvement
	Competent
	Not Applicable

<div>STANDARD TWO</div> <div>Know students and how they learn</div> <table><tr><td></td><td>Needs Improvement</td></tr><tr><td></td><td>Competent</td></tr><tr><td></td><td>Not Applicable</td></tr></table>		Needs Improvement		Competent		Not Applicable	<div>2.1.1</div> <div>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</div>	
		Needs Improvement						
		Competent						
		Not Applicable						
	<div>2.2.1</div> <div>Organise content into an effective learning and teaching sequence.</div>							
	<div>2.3.1</div> <div>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</div>							
<div>2.4.1</div> <div>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</div>								
<div>2.5.1</div> <div>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</div>								
<div>2.6.1</div> <div>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</div>								
<div>STANDARD THREE</div> <div>Plan for and implement effective teaching and learning</div> <table><tr><td></td><td>Needs Improvement</td></tr><tr><td></td><td>Competent</td></tr><tr><td></td><td>Not Applicable</td></tr></table>		Needs Improvement		Competent		Not Applicable	<div>3.1.1</div> <div>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</div>	
		Needs Improvement						
		Competent						
		Not Applicable						
	<div>3.2.1</div> <div>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</div>							
	<div>3.3.1</div> <div>Include a range of teaching strategies in teaching.</div>							
<div>3.4.1</div> <div>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</div>								
<div>3.5.1</div> <div>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</div>								
<div>3.6.1</div> <div>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</div>								
	<div>3.7.1</div> <div>Describe a broad range of strategies for involving parents/carers in the educative process.</div>							

<div>STANDARD FOUR</div> <div>Create and maintain supportive and safe learning environments</div> <table><tr><td></td><td>Needs Improvement</td></tr><tr><td></td><td>Competent</td></tr><tr><td></td><td>Not Applicable</td></tr></table>		Needs Improvement		Competent		Not Applicable	<div>4.1.1</div> Identify strategies to support inclusive student participation and engagement in classroom activities.	
		Needs Improvement						
		Competent						
		Not Applicable						
	<div>4.2.1</div> Demonstrate the capacity to organise classroom activities and provide clear directions.							
<div>4.3.1</div> Demonstrate knowledge of practical approaches to manage challenging behaviour.								
<div>4.4.1</div> Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.								
<div>4.5.1</div> 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.								
<div>STANDARD FIVE</div> <div>Assess, provide feedback and report on student learning</div> <table><tr><td></td><td>Needs Improvement</td></tr><tr><td></td><td>Competent</td></tr><tr><td></td><td>Not Applicable</td></tr></table>		Needs Improvement		Competent		Not Applicable	<div>5.1.1</div> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches, to assess student learning.	
		Needs Improvement						
		Competent						
		Not Applicable						
	<div>5.2.1</div> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.							
<div>5.3.1</div> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.								
<div>5.4.1</div> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.								
<div>5.5.1</div> 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.								

<div>STANDARD SIX</div> <div>Engage in professional learning</div> <table><tr><td></td><td>Needs Improvement</td></tr><tr><td></td><td>Competent</td></tr><tr><td></td><td>Not Applicable</td></tr></table>		Needs Improvement		Competent		Not Applicable	<div>6.1.1</div> <div>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</div>	
		Needs Improvement						
		Competent						
		Not Applicable						
	<div>6.2.1</div> <div>Understand the relevant and appropriate sources of professional learning for teachers.</div>							
<div>6.3.1</div> <div>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</div>								
<div>6.4.1</div> <div>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</div>								
<div>STANDARD SEVEN</div> <div>Engage professionally with colleagues, parents/carers and with the community</div> <table><tr><td></td><td>Needs Improvement</td></tr><tr><td></td><td>Competent</td></tr><tr><td></td><td>Not Applicable</td></tr></table>		Needs Improvement		Competent		Not Applicable	<div>7.1.1</div> <div>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</div>	
		Needs Improvement						
		Competent						
		Not Applicable						
	<div>7.2.1</div> <div>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</div>							
<div>7.3.1</div> <div>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</div>								
<div>7.4.1</div> <div>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</div>								

## Comments or Feedback

Signed: \_\_\_\_\_

Name: \_\_\_\_\_