

# Pre-Service Teacher Observation Checklist

## Observational Examples

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		Observational Examples
<b>STANDARD ONE</b> <b>Know students and how they learn</b>	<b>1.1</b> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<ul style="list-style-type: none"> <li>Identifies students' specific physical, social and intellectual learning needs by seeking, applying and utilising student IEPs if applicable.</li> <li>Communicates and interacts in ways appropriate to students' developmental stages.</li> <li>Modifies delivery depending on students' physical, social and intellectual development.</li> <li>Considers and modifies the learning environment depending on physical, social and intellectual development.</li> <li>Uses a variety of resources to account for the learning style and needs of students.</li> <li>Plans differentiated work for students (modified and extension).</li> <li>Documents advice from supervising teacher in journals and acts on advice when teaching.</li> <li>Reflects on own practice in relation to students' learning and needs through reflection record or journal.</li> </ul>
	<b>1.2</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	
	<b>1.3</b> Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	
	<b>1.4</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</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</b> Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	

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<b>STANDARD TWO</b> <b>Know the content and how to teach it</b>	<b>2.1</b> Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<ul style="list-style-type: none"> <li>Identifies different strategies for teaching.</li> <li>Develops resources independently.</li> </ul>
	<b>2.2</b> Organise content into an effective learning and teaching sequence.	<ul style="list-style-type: none"> <li>Structures lesson plans within a larger unit of work (using provided templates or scaffolding).</li> </ul>
	<b>2.3</b> Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<ul style="list-style-type: none"> <li>Attends parent/teacher interviews where appropriate.</li> <li>Keeps accurate records including assessment and attendance.</li> </ul>
	<b>2.4</b> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<ul style="list-style-type: none"> <li>Demonstrates evidence of activities that follow or are sensitive to local Aboriginal cultures and perspectives within unit of work. This may include showing compliance with policy.</li> </ul>
	<b>2.5</b> Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<ul style="list-style-type: none"> <li>Communicates digitally through platforms such as iPad, computer and email.</li> </ul>
	<b>2.6</b> Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<ul style="list-style-type: none"> <li>Designs tasks and open-ended questions for assessment across one or multiple key learning areas.</li> </ul>
<b>STANDARD THREE</b> <b>Plan for and implement effective teaching and learning</b>	<b>3.1</b> Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<ul style="list-style-type: none"> <li>Identifies goals/objectives for lesson and communicates this to students.</li> </ul>
	<b>3.2</b> Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<ul style="list-style-type: none"> <li>Adjusts learning goals for selected students where appropriate.</li> </ul>
	<b>3.3</b> Include a range of teaching strategies in teaching.	<ul style="list-style-type: none"> <li>Links to previous lessons – and demonstrates ability to alter lesson based on this review where appropriate.</li> </ul>
	<b>3.4</b> Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<ul style="list-style-type: none"> <li>Encourages of creative and critical questioning strategies.</li> </ul>
	<b>3.5</b> Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<ul style="list-style-type: none"> <li>Uses of a range of sources when developing or locating resources, such as, technological, paper, hands-on and creation.</li> </ul>
	<b>3.6</b> Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<ul style="list-style-type: none"> <li>Uses positive and proactive body language and coverage of classroom.</li> <li>Gives formal and informal feedback to students on assessment tasks, in class and on marked worked.</li> </ul>
	<b>3.7</b> Describe a broad range of strategies for involving parents/carers in the educative process.	<ul style="list-style-type: none"> <li>Collects both positive and constructive evidence of communication with parents/caregivers in a communication book or student diary.</li> <li>Analyses student data and alters programming based on results.</li> </ul>

<b>STANDARD FOUR</b> <b>Create and maintain supportive and safe learning environments</b>	<b>4.1</b> Identify strategies to support inclusive student participation and engagement in classroom activities.	<ul style="list-style-type: none"> <li>Models tasks for students.</li> <li>Plans hands-on activities and is appropriately prepared.</li> </ul>
	<b>4.2</b> Demonstrate the capacity to organise classroom activities and provide clear directions.	<ul style="list-style-type: none"> <li>Demonstrates a proactive approach to behaviour management using strategies, such as a reward system.</li> </ul>
	<b>4.3</b> Demonstrate knowledge of practical approaches to manage challenging behaviour.	<ul style="list-style-type: none"> <li>Checks understanding of instructions.</li> <li>Develops, establishes and maintains simple routines in the classroom.</li> </ul>
	<b>4.4</b> Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	<ul style="list-style-type: none"> <li>Consistently enforces classroom expectations.</li> <li>Establishes positive behaviour habits with students and focuses on reward rather than identifying negative behaviour and giving negative consequences.</li> </ul>
	<b>4.5</b> 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.	<ul style="list-style-type: none"> <li>Knows and understands emergency procedures by correctly guiding students in an emergency situation or emergency drill.</li> <li>Demonstrates reflective attitude by recording in a journal, daybook or template to ensure students are safe.</li> </ul>
<b>STANDARD FIVE</b> <b>Assess, provide feedback and report on student learning</b>	<b>5.1</b> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches, to assess student learning.	<ul style="list-style-type: none"> <li>Demonstrates a working knowledge of various systems of assessment, including formative, summative and diagnostic, and provides evidence in programs.</li> </ul>
	<b>5.2</b> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<ul style="list-style-type: none"> <li>Observes and assists with marking.</li> <li>Develops assessment for a unit or lesson.</li> </ul>
	<b>5.3</b> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<ul style="list-style-type: none"> <li>Participates in moderation procedures.</li> <li>Collaborates with teacher/supervisor to act on assessment analysis. Demonstrates methods of keeping accurate records.</li> </ul>
	<b>5.4</b> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> <li>Contributes to student reports to parents using either formal or informal strategies including student reports, student diary communication and/or an online platform.</li> </ul>
	<b>5.5</b> 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.	

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<b>STANDARD SIX</b> Engage in professional learning	<b>6.1</b> Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	<ul style="list-style-type: none"> <li>Records own participation in professional learning: <ul style="list-style-type: none"> <li>– staff meetings</li> <li>– staff development sessions</li> <li>– supervisor meetings</li> <li>– meetings/extracurricular involvement</li> <li>– online learning</li> </ul> </li> <li>Records understanding of the importance of professional learning.</li> <li>Demonstrates evidence on how professional learning has influenced programming or resourcing.</li> </ul>
	<b>6.2</b> Understand the relevant and appropriate sources of professional learning for teachers.	
	<b>6.3</b> Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	
	<b>6.4</b> Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	
<b>STANDARD SEVEN</b> Engage professionally with colleagues, parents/carers and with the community	<b>7.1</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<ul style="list-style-type: none"> <li>Records own participation in professional learning: <ul style="list-style-type: none"> <li>– staff meetings</li> <li>– staff development sessions</li> <li>– supervisor meetings</li> <li>– meetings/extracurricular involvement</li> <li>– online learning</li> </ul> </li> <li>Records attendance at formal or informal parent meetings.</li> <li>Reflects on importance of external providers or community members through a journal.</li> <li>Includes parent/community members in the classroom to enrich program.</li> </ul>
	<b>7.2</b> Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	
	<b>7.3</b> Understand strategies for working effectively, sensitively and confidentially with parents/carers.	
	<b>7.4</b> Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	