

OPTION 2 – COLLEGIAL CLASSROOM ACTIVITIES

Comparative analysis of teaching and learning commentary on professional activities

OVERVIEW

Teachers are constantly assessing and revising their practice on many different levels and are striving to understand more fully the impact of their work on student learning. This reflective practice contributes significantly to the professional knowledge and practice of teachers.

Good teaching is about identifying the factors that affect learning. While there is no one recipe for effective teaching, understanding the range of issues that may affect learning and student engagement is the key to improving student learning.

Option 2 will best suit teachers wanting to investigate effective practice in relation to diverse groups of students. Teachers who undertake this option will be teaching different groups of students for shorter periods of time, possibly in different schools and settings. This option will enable teachers in casual teaching positions or who teach many different groups of students to reflect on their teaching practice and its impact on student learning by comparing diverse contexts and different groups of students.

Teachers who choose to undertake Option 2 will need to complete the following three components:

- collegial classroom activities
- a comparative analysis of a sequence of teaching and learning
- commentary on professional activities

COLLEGIAL TEACHING ACTIVITIES

ENCOURAGING PROFESSIONAL DIALOGUE TO BUILD EFFECTIVE PROFESSIONAL PRACTICE

Provisionally registered teachers come to their new role with a wealth of knowledge, life experience and an enthusiasm for teaching. In spite of their considerable professional knowledge and other experiences almost all teachers in their first years of practice report feeling unprepared or lacking experience in the day to day elements of classroom practice.

Collegial teaching activities and other team teaching opportunities allow teachers to share their practice and work reflectively with others to develop their practice further. Supportive teaching activities provide opportunities for experienced and inexperienced teachers to share their knowledge and skills and provide a focus for professional dialogue and the development of practices for effective student learning.

The opportunity to focus on and discuss the elements of practice involved in providing learning experiences for students and then to reflect on them with a supportive colleague, will help to build effective teaching and learning practices.

The most effective and supportive models for collegial work include at least a three-step sequence of:

- joint planning
- shared teaching
- joint reflection

THE EVIDENCE OF PROFESSIONAL PRACTICE

Provisionally registered teachers are encouraged to teach alongside an experienced teacher as often as possible. Collectively they can identify those aspects of practice that need refinement, enhancement or strengthening. A minimum of three documented activities become part of the evidence needed to apply for full registration.

- At least one of these activities should take place in another teacher's classroom with the provisionally registered teacher participating. In many cases the other teacher will be the mentor.
- At least two of these activities should occur in the classroom of the provisionally registered teacher with the mentor or another experienced teacher participating.

Each activity should offer an opportunity to discuss particular elements of professional practice and to encourage reflection and planning for continued development of practice in the classroom. They also provide an opportunity for feedback to the provisionally registered teacher.

Each activity should provide evidence of at least one aspect of classroom practice, related to the standards of professional practice.

COMPLETING THE ACTIVITIES

Three activities, recorded on a teaching activities pro-forma, will provide valuable evidence of a teacher's classroom practice. These activities enable provisionally registered teachers to develop and reflect on their practice in the context of their day to day work as a teacher with the collegial support of mentors and experienced teachers.

Provided that two of the activities show evidence of the provisionally registered teacher's own classroom practice, the focus, the timing and the type of each of the activities can be decided between the provisionally registered teacher and their mentor or other teaching partners.

ADVICE TO PROVISIONALLY REGISTERED TEACHERS

The Collegial Teaching Activity model includes a three-step process

- 1 A short planning meeting (10-15 minutes)
- 2 The classroom activity
- 3 A reflective discussion (10-15 minutes)

Choose an element of professional practice to trial or develop during the activity. This focus could be something you decide independently or a decision you make with the help of your mentor.

The characteristics of effective teaching in the Standards of Professional Practice for Full Registration (particularly Standards 5 and 6) provide a useful reference for planning the focus.

The focus could be an area of practice that needs some refining or might be something the provisionally registered teacher is working effectively in and wants to explore further using new activities or strategies. It could be something that other teachers do well that the provisionally registered teacher has yet to try. It might be something that results from classroom management issues with a particular class or students.

Some common focus areas include:

- questioning techniques
- giving clear instructions
- managing group discussions
- assessing progress and giving feedback
- monitoring and managing challenging behaviours
- organising group work or multiple activities and
- managing the materials and resources for complex classroom activities

The reference point for the focus should be the standards, particularly the elements of Standards 5 and 6.

- Standard 5: Creating and maintaining safe and challenging learning environments
- Standard 6: Using a range of teaching practices and resources to engage students in effective learning

Once the focus has been decided, complete the focus section of the Collegial Teaching Activity record.

DISCUSSION PRIOR TO ACTIVITY

The provisionally registered teacher initiates this activity and invites an experienced teacher who will participate in the lesson to a brief meeting to plan the activity together. These activities will most likely be with a mentor but it may be just as appropriate to work with other experienced colleagues. This meeting will also set the boundaries for the activity. The regular planning structures already in place in schools are a good time for these meetings to occur.

Complete the relevant part of the Collegial Teaching Activity pro forma before beginning. This Collegial Teaching Activity pro forma has been included in Microsoft Word and screen-writable PDF formats on the CD, on the Institute website <www.vit.vic.edu.au> and in these materials at the end of this section.

Any additional information about the context of the class and the activity needs to be shared as appropriate. Record this information on the Collegial Teaching Activities pro forma before beginning.

THE ROLE OF THE PROVISIONALLY REGISTERED TEACHER

As provisionally registered teachers are inviting other, more experienced, teachers into their classrooms for two of these activities they must feel ready to share their teaching practice and be ready to discuss it with another teacher. The invited teacher may be their mentor or any other experienced registered teacher they choose who is familiar with the Institute's evidence based process.

The specific focus for the activity should be chosen by the provisionally registered teacher, and reflect their professional learning needs. An activity can focus on a small number of aspects of professional practice, and can be for part of a lesson or the whole lesson.

THE ROLE OF THE MENTOR

It is important for a mentor to see their role as being one of sharing practice and offering opportunities for professional discussion. This model allows a provisionally registered teacher to actively construct their own knowledge of effective practice with the support of experienced teachers.

There will be times when a mentor will take an instructional role. The purpose of these occasions will be when modelling of a particular strategy or approach is required or where issues that are being experienced by a provisionally registered teacher are currently outside their area of expertise. Feedback from provisionally registered teachers has indicated the value of this type of input from mentors.

THE TEACHING AND LEARNING ACTIVITY

As already stated any kind of collegial teaching activity is a good opportunity to share teaching practice and to reflect on those elements of practice which have the most impact on students' learning or engagement. It provides for external input (mentor or other experienced teacher) to the existing knowledge of a provisionally registered teacher.

Professional collaboration is an effective way for teachers to discuss management of the learning environment and the learning of students. This can lead to very helpful professional conversations, the sharing of activities and the trialling of strategies that promote effective learning.

Things that do not work according to plan are a normal feature of any teacher's practice and should be seen as an opportunity for discussion and reflection, not failure.

It might also be a good idea to explain the presence of another teacher in the classroom to the students, if this is unusual. The teachers should discuss their approach to this issue prior to the activity to make it a positive experience for everyone involved.

THE REFLECTIVE MEETING

This meeting is the key to the development of professional practice. The reflective discussion which occurs following the activity provides an opportunity for both teachers to discuss the practices observed, to reflect on those teaching practices which best contributed to student engagement and effective learning and to plan for future learning activities.

It is often best for the provisionally registered teacher to lead this discussion initially and to share their impressions of the lesson with regard to the focus of the activity. It is important for the mentor to provide objective feedback using data on what they observed and to ask questions, rather than taking on a judgemental role.

The best meetings will involve an exchange of ideas where teachers discuss professional practice as equals, focusing on practices which are most effective in supporting students' learning.

Together, discuss and agree on the positive practices observed throughout the shared activity and where appropriate discuss any areas where practice could be improved. These might be concerns you have as well as suggestions from other colleagues.

Complete the *Summary of the Teaching and Learning* section on the Collegial Teaching Activity pro forma with your mentor or experienced teacher. Use the questions as a guide to the discussion.

Reflection starters for this conversation could include:

What did you observe the students doing? How did this link to the teaching focus?

What did you observe happening in the class that supported the learning of students?

What have you learnt about your own teaching practice? How can this learning be applied?

What professional learning does this prompt you to pursue as a result of this reflection?

After this post-activity discussion provisionally registered teachers should have some ideas on how to modify or strengthen elements of their practice in the classroom to improve student learning and be willing to test these out. They might also have plans for some specific professional learning as a result of the discussion.

This completed document becomes part of the Evidence of Professional Practice as a record that the classroom activity has been undertaken.

PARTICIPATING IN OTHER TEACHERS' CLASSES

It is a valuable experience for provisionally registered teachers to participate in another teacher's lesson and to reflect on how they manage activities or situations or the same group of students.

Reflecting on their own classroom practice, provisionally registered teachers should be able to identify an area or areas where they would like to improve or refine their practice. For example, they may want to explore:

- time management
- activities for effective learning
- the management of groups
- the establishment of procedures at the beginning or end of a lesson
- techniques for managing unmotivated students
- techniques for managing disruptive students
- questioning techniques

Mentors will be likely to volunteer their own classes or help make arrangements to work with other teachers in their classrooms. Provisionally registered teachers can also make their own arrangements with colleagues.

It is valuable for the provisionally registered teacher and the teacher they are working with to meet prior to the lesson to discuss the focus of the activity and their respective roles and to meet again to discuss the thoughts of both teachers and share ideas for effective practice.

Use the Collegial Teaching Activity pro forma to document the activity and record reflections about more experienced teacher's approach to teaching and learning. Once again, this completed document becomes part of the Evidence of Professional Practice as a record that the classroom activity has been undertaken.

COLLEGIAL TEACHING ACTIVITY PRO FORMA

DISCUSSION PRIOR TO ACTIVITY

Provisionally registered teachers and mentor teachers should complete this record together.

Teachers involved

Date

PROFESSIONAL LEARNING FOCUS FOR PRACTICE

What do I want to learn from working with another colleague? The answer becomes the learning focus of this teaching activity. Refer to Standards 5 and 6 as a guide and consider focusing on engaging students in meaningful learning, assessing student learning and providing feedback to students, or managing a safe and challenging learning environment.

OUTLINE OF THE PLANNED LEARNING ACTIVITY

What are the learning outcomes in relation to the content? What do I want students to learn?
NB: this is not a lesson plan.

OTHER CONTEXTUAL INFORMATION

Record any relevant information about the students or the learning environment

COLLEGIAL TEACHING ACTIVITY PRO FORMA

DISCUSSION FOLLOWING THE ACTIVITY

A SUMMARY OF THE TEACHING AND LEARNING

Record the effective teaching practices and what this meant for student learning.
(To be undertaken by provisionally registered teacher and mentor/experienced teacher)

REFLECTION ON THE ACTIVITY

To be completed by the provisionally registered teacher using the prompts below as a guide.

REFLECTION STARTERS

- What did you observe the students doing? How did this link to the teaching focus?
- What did you observe happening in the class that supported the learning of students?
- What have you learnt about your own teaching practice? How can this learning be applied?
- What professional learning does this prompt you to pursue as a result of this reflection?

Signature of experienced colleague

Signature of provisionally registered teacher

THE COMPARATIVE ANALYSIS OF TEACHING AND LEARNING

The Comparative Analysis of Teaching and Learning focuses on the cycle of planning and teaching, assessing and reflecting that a teacher undertakes on a regular basis.

The Comparative Analysis of Teaching and Learning is generally for teachers outside the regular classroom such as casual relief teachers, instrumental music teachers and education officers in alternative settings eg. zoo, conservation centres, aquarium. This can also be useful for some specialist teachers.

THE TASK

The Comparative Analysis of Teaching and Learning requires provisionally registered teachers to:

- document and comment on the teaching and learning plan for 8 lessons taught to different groups of students
- provide a school and community context for the teaching and student learning
- select 5 of the documented lessons/sessions for analysis (**including work samples collected**)
- reflect on the learning of students and effectiveness of the teaching and learning activities

HOW MUCH SHOULD I WRITE?

- Comments and reflections can be recorded in dot points.
- Keep documentation relevant and to the point.
- Annotated working documents can be included.

PREPARING THE ANALYSIS

1 Select 8 lessons/sessions

- Select 8 lessons/sessions you plan to teach or have taught. You should choose lessons that provide scope for analysis and are planned to have learning outcomes for students as a discrete lesson or as a small sequence of lessons (2-3). These lessons should be part of your normal practice and should not be additional to your usual work.
- Collect samples of student work from as many lessons/sessions as you can. These may be photocopied examples.
- Samples could range from a picture or single sentence produced from a Prep student to a multiple page essay from a Year 12 student. Where the samples are products, models or performances you may wish to photograph or videotape them, or provide records from the activity and annotate the photographs or assessment sheets.

PRIVACY POLICY

Maintaining the privacy of students is important. You will need to follow the school's Privacy Policy, or the policy of your organisation in completing this task.

For casual relief teachers, names of students in schools other than that where your evidence may be presented should be blanked out.

2 Describe the context for your teaching

Effective teaching programs take into account the broader student, school and community factors that influence teaching and learning and how they can be used to make student learning more meaningful.

For teachers outside regular classrooms understanding aspects of the teaching context, which affect learning, can make a significant difference to successful student engagement. Where you have little familiarity with the school, this information can be gained through discussion with leaders or teachers at the school, by accessing the school website and/or communication with the class teacher. Where information is not readily available prior to the teacher taking a class, identifying relevant factors subsequent to the lesson can provide a rich opportunity for reflecting and future planning.

It is recommended that where possible the 8 lessons occur over no more than three school settings.

Describe those contextual factors that will directly influence your teaching context. Consider:

- aspects of the school's philosophy or ethos, policies, priorities, or program initiatives which will influence your work
- characteristics of your students that may affect their learning; eg socio-cultural factors, language and literacy backgrounds
- the teaching challenges presented by the class or students; eg. student engagement, classroom management and student learning histories
- the physical learning environment
- any other factors

NB: Contextual information needs to be gathered for the number of schools represented across the 8 lessons eg. one school/one context

A TEACHING AND LEARNING PLAN

3 Comment on the grade/year level/faculty lesson plan you are using

Planning is an essential component of effective teaching and can be the basis for finding and implementing solutions to issues such as student engagement, classroom management and assessment and reporting.

If using a teaching plan that has been provided you need to discuss your own response to this and the modifications that were put in place as you responded to such things as student learning strengths/weaknesses, available resources, changes to the learning environment.

Use the following questions as a guide to comment on the teaching and learning plan you are using.

- Is it clear what the students should know (the content) and be able to do at the completion of the learning sequence of approximately 10 – 15 hours?
- What prior knowledge and/or skill do students need?
- What teaching and learning activities will enable the students to engage with and achieve the learning aims?
- Will the learning environment need to be changed or organised differently throughout the unit of work to assist student learning and address safety, logistical and/or practical factors?
- How will the learning activities enable you to monitor student learning and the effectiveness of your teaching?
- What assessment tasks will you use to tell you about what students have learnt and the effectiveness of your teaching?

ANALYSIS OF STUDENT LEARNING

4 Analyse five of the planned lessons

Analysing lessons using samples of student work provides an opportunity to evaluate your teaching and student learning. It will provide you with some insight into the effectiveness of your teaching and the complexity and depth of the student learning which has occurred.

In completing this step it is acknowledged that there will not be extensive opportunities to follow student progress over time. Nevertheless, it is important that all teachers are conscious of the extent to which students are engaged in lessons and are able to describe how and where student learning is occurring.

From the 8 lessons/sessions taught select 5 for closer analysis. Ensure that you have samples of student work from the selected lessons/sessions. Annotate these to indicate where learning has occurred in the context of the teaching.

Use the following questions as a basis for your analysis of each selected lesson/session.

- How does this lesson/session contribute to the sequence of student learning about a particular concept or topic?
- What worked well in the teaching program to progress student learning? Why?
- What modifications, if any, were required to extend and support student learning?
- What does the work sample tell you about the student's progress towards the learning of the key concept?
- Did the student achieve what you expected?
- What feedback was/could be given to support their learning?
- What does the work tell you about the effectiveness of this activity and your teaching and learning?

REFLECTION ON THE TEACHING AND LEARNING

5 Analyse the effectiveness of the lessons you have taught

Reflection on teaching and learning is an essential element of improving the quality of teaching and student learning. It provides a means for teachers to evaluate the effectiveness of their teaching to improve student learning outcomes.

Consider the following in your reflection:

- Identify and discuss any common issues or themes which occurred across the lessons
- Compare the different ways in which students engaged with the lessons/sessions. Refer to variables such as age, learning backgrounds, content/concepts, resources, and discuss how you adjusted your teaching to enable different groups to engage in and learn what was intended.
- What strategies were successfully developed in your teaching over the lesson/sessions?
- Comment on the similarities/differences in your teaching across the lessons?
- What have you learnt about your professional practice over the course of the lessons/sessions you have taught and analysed?
- In reflecting on your work, which areas of professional learning would you like to further investigate?

CHECKLIST FOR THE COMPARATIVE ANALYSIS OF TEACHING AND LEARNING

For the selected 8 lessons/sessions have you:

- described the contextual factors that may influence your teaching?
- attached teaching and learning plans as per Step 3?

For the selected 5 lessons/sessions have you:

- provided an analysis of each?
- attached annotated student work samples?
- ensured student privacy is maintained?
- prepared your reflections on teaching and learning?

COMPARATIVE ANALYSIS OF TEACHING AND LEARNING PRO FORMA

Complete steps one to three for each lesson/session selected (8 in all)

1 SELECT 8 LESSONS/SESSIONS AND COLLECT STUDENT WORK SAMPLES

Lesson/session	Date taught
Class	
Key content to be addressed	
Key skills to be addressed	

2 DESCRIBE THE CONTEXTUAL FACTORS THAT MAY INFLUENCE YOUR TEACHING

School
Characteristics of the school that inform your teaching
Characteristics of the group of students being taught
Teaching challenges presented by the students
Other factors that affect or influence your teaching

3 DOCUMENT YOUR PLANNING FOR EACH LESSON/SESSION

Either use this pro forma as a guide to comment on the lesson/session plan you are using or attach annotations directly to the planning document.

What should the students know (the content) and be able to do at the completion of the lesson/session

What prior knowledge or skill do students need?

What teaching and learning activities will enable the students to engage with and achieve the lesson/session aims?

How will the learning environment need to be organised to assist student learning and safety, logistical and/or student management issues?

How will the learning activities enable you to monitor (assess) student learning and the effectiveness of your teaching?

4 ANALYSIS OF STUDENT LEARNING

This pro forma can be used to analyse each of the 5 lessons and describe the learning evident in the student's work sample. Attach the work sample or a copy of the work sample, annotated with comments.

Describe how this lesson contributed to student learning.

Comment on students' engagement with the task.

What worked well and what could be taught differently to improve student learning?

What advice could you provide about future lessons to extend and support student learning?

5 REFLECTION ON THE TEACHING AND LEARNING

(to be completed after you have taught and analysed 5 lessons/sessions of those documented)

Common themes or issues which occurred across the lessons/sessions taught.

What lessons/sessions were more effective in engaging students and why?

What have you learnt about your professional practice over the course of the lessons/sessions you have taught and analysed?

What changes will you make to your teaching as a result of this analysis? In reflecting on this component of your work, which areas of professional learning would you like to investigate further?

THE COMMENTARY ON PROFESSIONAL ACTIVITIES PRO FORMA

The engagement of teachers in their work with students and colleagues, and often in the wider community, marks them as professionals.

Provisionally registered teachers should keep a list of activities they undertake outside their normal teaching duties or which involve collaboration with colleagues to show engagement with the profession.

This satisfies the requirement to provide evidence of the standards that refer to professional engagement:

- Teachers reflect on, evaluate and improve their professional knowledge and practice; and
- Teachers are active members of their profession.

Professional activities can be anything that supports or enhances the professional knowledge, practice or engagement of a teacher.

This list could include things such as:

- working with a mentor
- attendance at professional development activities or in-services
- involvement with school curriculum teams
- involvement as a staff representative on school-based committees, panels or groups
- involvement in Open Days, Parent Information Evenings
- organisation of excursions or guest speakers
- parent teacher Interviews
- management of parent helpers, integration aides and teacher aides
- collaboration with other professionals such as social workers, guidance officers and speech pathologists
- membership and contribution to professional education organisations
- participation in Education Week activities
- involvement in extra-curricular school activities eg. drama festivals, school productions, displays, art shows, sporting teams, charity groups, musical groups etc.
- contribution to the organisation or operation of school camps, tours or special events

LIST OF PROFESSIONAL ACTIVITIES

Provisionally registered teachers should keep a list of activities they undertake during the year which involve collaboration with colleagues, engagement within the school community and beyond and any forms of professional learning. This list should reference the standards of professional practice.

Where the list is long, teachers just select a range of activities they have undertaken.

COMMENTARY ON THE PROFESSIONAL LEARNING ARISING FROM PROFESSIONAL ACTIVITIES

Provisionally registered teachers select three activities from their list and comment on the value of each of these activities in improving professional knowledge and practice. The standards from the domains of Professional Knowledge and Professional Practice should be used to guide thinking about the benefits of these activities for continuing development as a teacher.

This list and commentary must be included as part of the completed Evidence of Professional Practice to be presented for evaluation for full registration.

CHECKLIST FOR EVIDENCE OF PROFESSIONAL PRACTICE – OPTION 2

Use this checklist to ensure that you have all the evidence required to demonstrate your practice meets the standards of professional practice.

OPTION 2	COMPLETE
The following components have been completed and are included in evidence of professional practice:	
3 Collegial teaching activities completed on the pro formas provided: 1 record of a collegial activity occurring in an experienced teacher's classroom 2 records of collegial activities undertaken with an experienced teacher in my classroom	<input type="checkbox"/>
A summary of eight lessons using the pro forma provided	<input type="checkbox"/>
A description of contextual factors that may influence my teaching	<input type="checkbox"/>
A teaching and learning plan or annotations on existing plans for each lesson	<input type="checkbox"/>
An analysis of five lessons using work samples to identify student learning	<input type="checkbox"/>
Reflection on the effectiveness of teaching and learning plan	<input type="checkbox"/>
A record of professional activities on the pro forma provided	<input type="checkbox"/>
A commentary on the contribution of three activities to my professional knowledge and practice	<input type="checkbox"/>

Use this checklist to ensure that you have followed the correct process to apply for full registration.

ACTION	COMPLETE
1 Evidence of professional practice has been compiled. (refer to the above checklist for the components of the evidence for Option 2)	<input type="checkbox"/>
2 Recommendation panel meeting arranged with Principal	<input type="checkbox"/>
3 Copies of the evidence made and given to panel members prior to the meeting	<input type="checkbox"/>
4 Evidence of professional practice presented to the recommendation panel	<input type="checkbox"/>
5 Report of recommendation panel sighted and/or discussed	<input type="checkbox"/>
6 Application form completed <ul style="list-style-type: none"> <input type="checkbox"/> Name <input type="checkbox"/> Registration number, expiry date and daytime contact number <input type="checkbox"/> Recommendation report attached to application form or electronically lodged <input type="checkbox"/> Principal's recommendation section of form completed by Principal (including signature) <input type="checkbox"/> Applicant's declaration section of form completed including signature 	<input type="checkbox"/>
7 Photocopy of application made and mailing date noted	<input type="checkbox"/>
8 Completed application form mailed to the Victorian Institute of Teaching	<input type="checkbox"/>
9 Original evidence of professional practice or copy retained.	<input type="checkbox"/>