Programming Templates

Editable PDF or PowerPoint

Examples of some pages
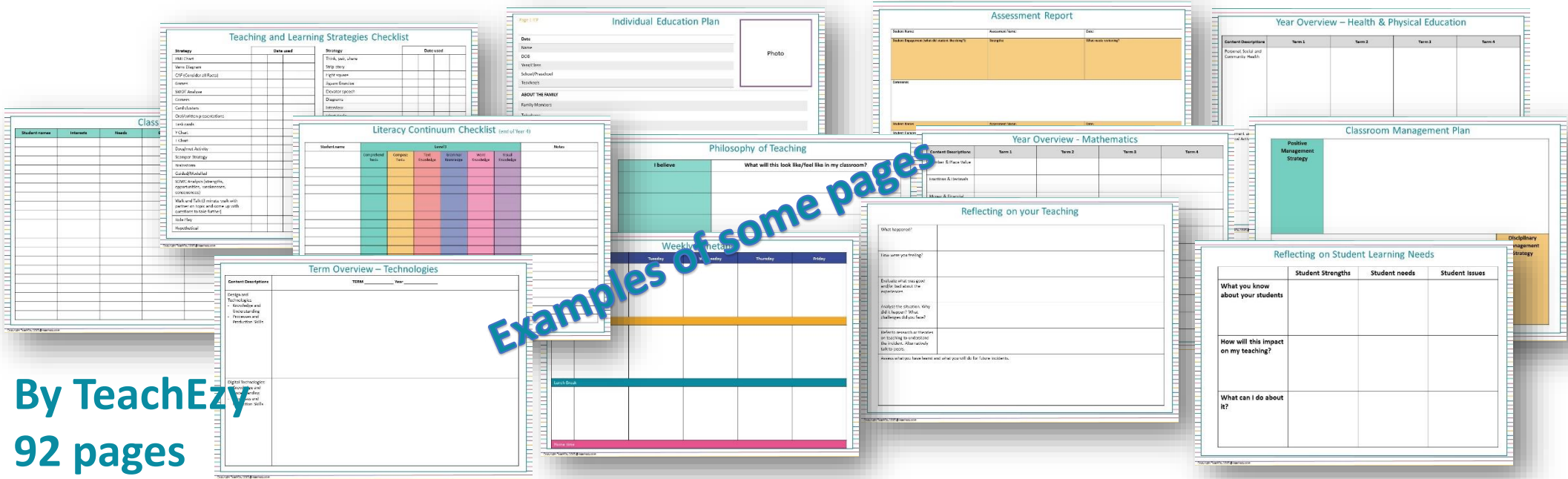
By TeachEzy
92 pages

Includes: Program cover page, philosophy of teaching template, class profile template, class contact template, planning tools, year overview for all subjects, term overview for all subjects Australian Curriculum, weekly timetable, daily timetable, varies unit plans, unit evaluation, assessment table, self-assessment rubric for students, classroom management plan, literacy and numeracy continuum checklist Australian Curriculum, individual education plan templates, assessment planning, assessment recording, homework policy, teaching and learning strategies checklist, lesson transition checklist, Reflection templates, and goal setting templates.

Suitable for Australian Teachers
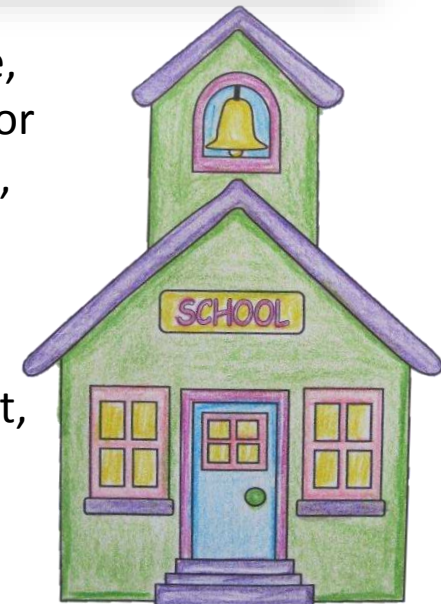
How to use this resource?

This resource is available in PDF format or PowerPoint. Both resources are editable but editing the PDF requires Adobe Acrobat and knowledge in using it. If you don't want to change the font or size, then the PDF is simply a case of typing in the form fields provided. Alternatively, you can print out the pages you want and fill them in with pen. Choose the format you are most familiar with. This purchase allows you access to the PowerPoint version FREE by emailing teachezy@bigpond.com

Changes to resource as at 15th February, 2016:
- Pages 27 & 28 - text now scrolls if you add more than what will fit in text box.
- Page 29, 30, 31 & 33 - writing now set to left and scrolled.
- Page 80 - notes now scroll in case you wish to add more detail.

- As soon as you download this resource – please "save as" so that you have an original copy and then a working copy. So, if your name is Sarah, then "save as" Sarah Programming templates. This will ensure you can go back to the original resource if you wish…so, you will have 2 copies.

- The PDF version has fillable sections – these are highlighted. Just click on the highlighted area and start typing. The highlighting will not display when you print.

- I have provided many pages – you will not use the resource in its entirety. Just delete the pages you do not want. Many schools have a way to program, so if you are new to a school, check their requirements first. It is impossible to make a program to suit everyone, so this resource is fully editable. If you are making lots and lots of changes, I suggest you use the PowerPoint version.

- This resource can be displayed on a IWB, so make sure you add any hyperlinks to your programming so that you can just click straight from the board.

- The font used is Calibri and the sizing is set between 10 to 12 point. This can be changed to suit if you have Adobe Acrobat.

- PLEASE NOTE: If you add enough text for the text boxes to scroll, the scrolled area WILL NOT print. You will need to either change the font size or if you prefer, use our PowerPoint version. If you have purchased this resource, the PowerPoint is FREE OF CHARGE by emailing teachezy@bigpond.com

Disclaimer: As mentioned before, programming varies between countries, states and schools. This program is not the only way and does not include everything that is required in your program. It has been created simply to provide you with some templates to work with.

Teaching Program

School:

School Address:

Class:

Year:

Philosophy of Teaching
What do you include?

Everything you believe in or value will impact what happens in the classroom. You need to be aware of these beliefs and be able to reflect on them honestly and fairly given you will be dealing with students, families and other staff with different beliefs to you. Your philosophy needs to include how you believe children learn best; what your role is as a teacher; what role families play; and what knowledge you consider important.

Putting your philosophy down on paper will allow you to be aware of what this will look like in the classroom and help you to clarify your understanding of such a complex job as teaching.

You could list your beliefs and then articulate how this would look in the classroom, e.g.

I believe students need to believe in their ability to learn (your belief)...SO...I will set up my classroom to feel safe and nurturing where students are supported to take risks and their contribution to the class will be valued (what it will look like in the classroom).

It may help to take a look at Brian Cambourne's work or simply check out the teaching philosophy examples from universities.

Philosophy of Teaching
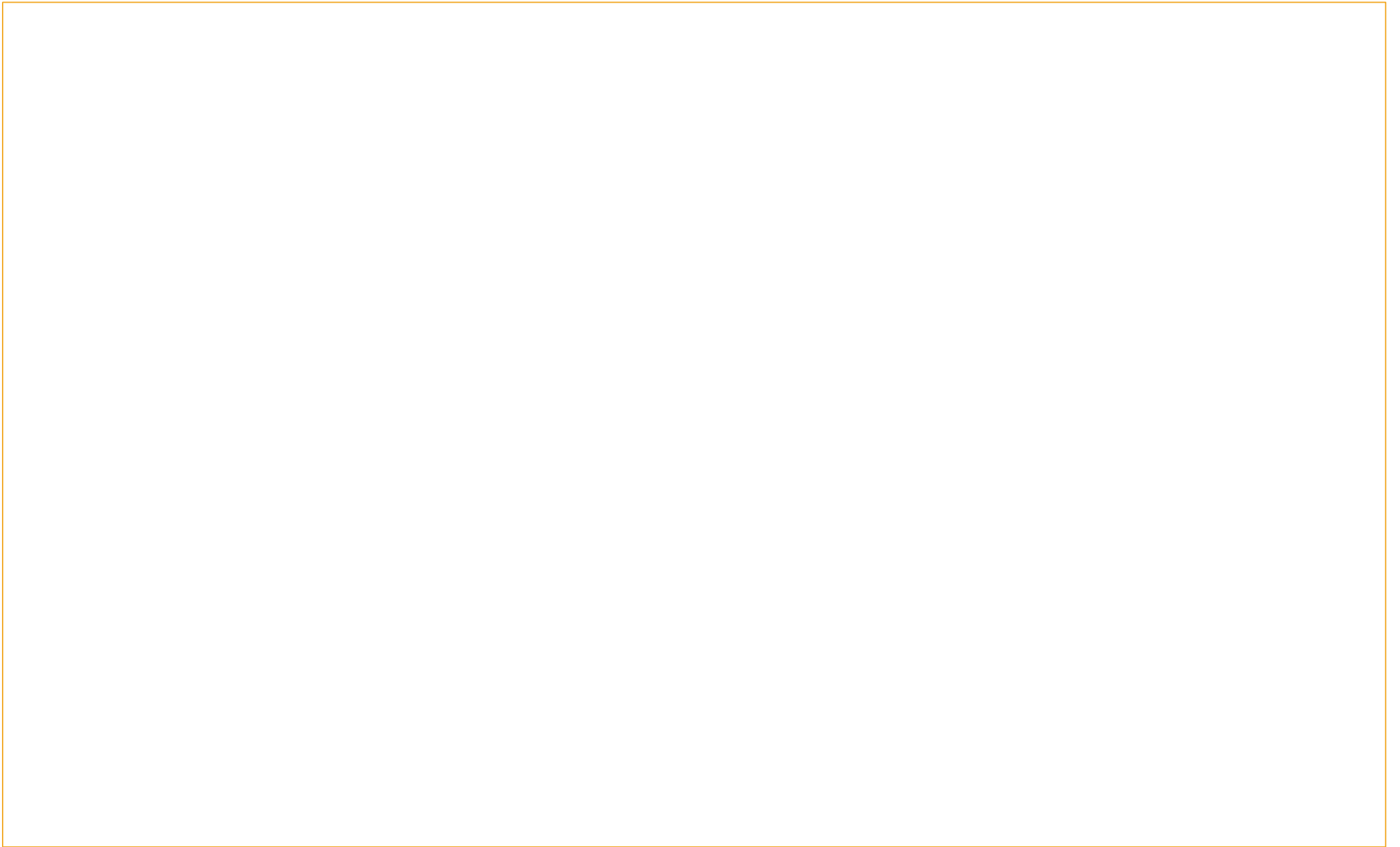
Philosophy of Teaching

I believe	What will this look like/feel like in my classroom?

Class Profile

Student names	Interests	Needs	Goals	Notes

Class Contacts

Student names	Parents or Guardians	Phone	Address	Transport to school	Allergies/Considerations

Planning – Getting your head in the space

What are you wanting your students to achieve this year/term? Skills, attitudes, concepts, etc.	How are you going to set up the learning space and routines to achieve what you plan?
Why do they need to achieve these skills, attitudes and more? Because of curriculum requirements, social environment, community expectations, etc.	What resource will you need to make this happen?

Planning – Getting your head in the space
What do you need to consider?

Syllabus requirements (outcomes):	The community the school is situated in:	Scope and Sequence:	Topics or themes to be covered:
Student needs (special needs, language):	Student interests:	Resources needed (e.g. hearing specialist, OT, etc.):	Cultural activities, beliefs, celebrations:
Goals (teacher and student):	Classroom layout, seating, routine:	Teaching and assessment strategies:	Class profile:

Classroom Plan

Simply resize the rectangle to the shape of your classroom and add your plan such as seating arrangement, work areas, etc.

Classroom Plan

What do I need to do or include in my class?

Classroom plan (seating area for whole class work, reading corner, etc.):	Literacy resources (pens, books, book covers, etc.):	Maths resources (books, manipulatives, calculators, etc.):
Art resources (paints, paper, brushes etc.):	Books:	Wall displays:
Science Resources (weights, containers, etc.):	Learning spaces:	Hanging space across room for displays:
Fast finisher activities:	Classroom management and rules:	Digital technologies (iPads, chargers, software, camera, etc.):
Desk tags/bag labels:	Welcome poster:	Other:

Year Overview

Subject	TERM 1	TERM 2	TERM 3	TERM 4
English				
Mathematics				
Science				
Humanities & Social Sciences				
Dance				
Drama				
Media Arts				
Music				
Visual Arts				
Design & Technologies				
Digital Technologies				
Health and Physical Education				
Languages				

Year Overview - English

Content Descriptions	Term 1	Term 2	Term 3	Term 4
Language				
Literature				
Literacy				

Year Overview - English

Content Descriptions	Term 1	Term 2	Term 3	Term 4
Reading & Phonics				
Writing				
Spelling				
Speaking & Listening				

Year Overview - Mathematics

Content Descriptions	Term 1	Term 2	Term 3	Term 4
Number & Algebra				
Measurement & Geometry				
Statistics & Probability				

Year Overview - Mathematics

Content Descriptions	Term 1	Term 2	Term 3	Term 4
Number & Place Value				
Fractions & Decimals				
Money & Financial Matters				
Patterns & Algebra				
Using Units of Measurement				
Shape				
Location & Transformation				
Geometric Reasoning				
Data Representation & Interpretation				
Chance				

Year Overview – The Arts

Subject	Term 1	Term 2	Term 3	Term 4
Dance				
Drama				
Media Arts				
Music				
Visual Arts				

Year Overview – Science

Content Descriptions	Term 1	Term 2	Term 3	Term 4
Science Understanding				
Science as a Human Endeavour				
Science Inquiry Skills				

Year Overview – Science

Content Descriptions	Term 1	Term 2	Term 3	Term 4
Biological Science				
Chemical Science				
Earth & Space Science				
Physical Science				
Nature & Development of Science				
Use & Influence of Science				
Questioning & Predicting				
Planning & Conducting				
Processing & Analysing Data and Information				
Evaluating				
Communication				

Year Overview – Humanities & Social Science

Content Descriptions	Term 1	Term 2	Term 3	Term 4
Inquiry & Skills - Questioning - Researching - Analysing - Evaluating & Reflecting - Communicating				
Knowledge & Understanding HISTORY				
Knowledge & Understanding GEOGRAPHY				

Year Overview – Technologies

Content Descriptions	Term 1	Term 2	Term 3	Term 4
Design and Technologies - Knowledge and Understanding - Processes and Production Skills				
Digital Technologies - Knowledge and Understanding - Processes and Production Skills				

Year Overview – Health & Physical Education

Content Descriptions	Term 1	Term 2	Term 3	Term 4
Personal, Social and Community Health				
Movement and Physical Activity				

Year Overview – Health & Physical Education

Content Descriptions	Term 1	Term 2	Term 3	Term 4
Personal, Social and Community Health				
Being healthy, safe and active				
Communicating and interacting for health and wellbeing				
Contributing to healthy and active communities				
Movement and Physical Activity				
Moving our body				
Understanding movement				
Learning through movement				

Year Overview – Languages

Content Descriptions	Term 1	Term 2	Term 3	Term 4

Term Overview

Subject	TERM _____ Year _____
English	
Mathematics	
Science	
Humanities & Social Sciences	
Dance	
Drama	
Media Arts	
Music	
Visual Arts	
Design & Technologies	
Digital Technologies	
Health and Physical Education	
Languages	

Term Overview

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
English					
Mathematics					
Science					
Humanities & Social Sciences					
Dance					
Drama					
Media Arts					
Music					
Visual Arts					
Design & Technologies					
Digital Technologies					
Health and Physical Education					
Languages					

Term Overview

Subject	Week 6	Week 7	Week 8	Week 9	Week 10
English					
Mathematics					
Science					
Humanities & Social Sciences					
Dance					
Drama					
Media Arts					
Music					
Visual Arts					
Design & Technologies					
Digital Technologies					
Health and Physical Education					
Languages					

Term Overview –English and Mathematics

Subject	TERM _____ Year _____
English	
Mathematics	

Term Overview - English

Content Descriptions	TERM _____ Year _____
Language	
Literature	
Literacy	

Term Overview - English

Content Descriptions	TERM _____ Year _____
Reading & Phonics	
Writing	
Spelling	
Speaking & Listening	

Term Overview - Mathematics

Content Descriptions	TERM _____ Year _____
Number & Algebra	
Measurement & Geometry	
Statistics & Probability	

Term Overview - Mathematics

Content Descriptions	TERM _____ Year _____
Number & Place Value	
Fractions & Decimals	
Money & Financial Matters	
Patterns & Algebra	
Using Units of Measurement	
Shape	
Location & Transformation	
Geometric Reasoning	
Data Representation & Interpretation	
Chance	

Term Overview – The Arts

Subject	TERM _____ Year _____
Dance	
Drama	
Media Arts	
Music	
Visual Arts	

Term Overview – Science

Content Descriptions	TERM _____ Year _____
Science Understanding	
Science as a Human Endeavour	
Science Inquiry Skills	

Term Overview – Science

Content Descriptions	TERM _____ Year _____
Biological Science	
Chemical Science	
Earth & Space Science	
Physical Science	
Nature & Development of Science	
Use & Influence of Science	
Questioning & Predicting	
Planning & Conducting	
Processing & Analysing Data and Information	
Evaluating	
Communication	

Term Overview – Humanities & Social Science

Content Descriptions	TERM _____ Year _____
Inquiry & Skills - Questioning - Researching - Analysing - Evaluating & Reflecting - Communicating	
Knowledge & Understanding HISTORY	
Knowledge & Understanding GEOGRAPHY	

Term Overview – Technologies

Content Descriptions	TERM _____ Year _____
Design and Technologies - Knowledge and Understanding - Processes and Production Skills	
Digital Technologies - Knowledge and Understanding - Processes and Production Skills	

Term Overview – Health & Physical Education

Content Descriptions	TERM _____ Year _____
Personal, Social and Community Health	
Movement and Physical Activity	

Term Overview – Health & Physical Education

Content Descriptions	TERM _____ Year _____
Personal, Social and Community Health	
Being healthy, safe and active	
Communicating and interacting for health and wellbeing	
Contributing to healthy and active communities	
Movement and Physical Activity	
Moving our body	
Understanding movement	
Learning through movement	

Term Overview – Languages

Content Descriptions	TERM _____ Year _____

Weekly Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning break					
Lunch Break					
Home time					

MONDAY Timetable

Time		Resources	Reminders
Morning break			
Lunch Break			
Home time			

TUESDAY Timetable

Time		Resources	Reminders
Morning break			
Lunch Break			
Home time			

WEDNESDAY Timetable

Time		Resources	Reminders
Morning break			
Lunch Break			
Home time			

THURSDAY Timetable

Time		Resources	Reminders
Morning break			
Lunch Break			
Home time			

FRIDAY Timetable

Time		Resources	Reminders
Morning break			
Lunch Break			
Home time			

Week ending …………………

Focus (ideas/outcomes/theme):

Constraints:

Reminders:

Planned Activities:

Resources needed:

Review/Reflection:

Unit Planning

Use this to jot down your ideas for your unit plan.

Curriculum area and cross curriculum links:	The topic or theme of ideas:	Prior learning of students and their interests:	Goal of unit (what skills, knowledge do I want students to learn):
Resources available or needed:	Safety:	My understanding of the unit content:	My skills I can use to enhance the unit of work:
Authentic learning opportunities (things that tie in with the world the children are in at this time):	Assessment ideas:	Strategies that would work with the unit:	Collaborative activities:

Unit Plan

Subject:	Topic:	Year Level:	Term/Year:

Outcomes/Content Descriptions:	Objectives & Assessments:	Resources:

Learning Activities:

Date Completed

Notes:

Unit Plan

Subject:	Topic:	Year Level:	Term/Year:

Outcomes/Content Descriptions:	General Capabilities/Cross-Curriculum Priorities:	Quality Teaching:

Objectives:	Teaching Strategies:	Assessment:

Resources:

Differentiation Resources:

Learning Activities:	Differentiation Activities	IEP		Date Completed
		Activities	**IEP Goal**	

Unit Plan

Subject:	Topic:	Year Level:	Term/Year:

Outcomes/Content Descriptions:	General Capabilities/Cross-Curriculum Priorities:	Quality Teaching:

Objectives:	Teaching Strategies:	Assessment:

Resources:

Learning Activities:	Date Completed

Differentiation Unit Plan Adjustments	Individual Education Plan Unit Adjustments		
Students Names:	**Student Name:**		
Adjustments:	**Adjustments**	**Goal targeted**	**Support needed**
Additional Resources:	**Additional Resources:**		

Unit Plan

Subject:	Topic:	Year Level:	Term/Year:

Outcomes/Content Descriptions:	General Capabilities/Cross-Curriculum Priorities:	Quality Teaching:

Resources:

Differentiation Considerations:	IEP Student Considerations:

Differentiation Resources:	IEP Student Resources:

Learning Activities:	Date Completed

Assessment:

IEP Assessment:

Unit Plan

Subject:	Topic:	Year Level:	Term/Year:

Students requiring differentiation:

Extra Learning Resources required:

Objectives of learning for individual students:

Differentiated Learning adjustments:	Date Completed

Assessment:

Notes:

Unit Plan Individual Education Plan Considerations

Unit:	Student Name:	Year Level:	Term/Year:

Extra Learning Resources/assistance required:

Focus Goal:	Staff support:

Adjustments to Unit Activities:	Date Completed

Assessment:

Notes:

Unit Plan Individual Education Plan Considerations

Unit:	Date:	Student Name:	
Unit Activity	**Learning Adjustments How will they learn this?**	**Who is responsible?**	**What goals are we focusing on?**

Assessment: How will we measure the success of this unit against focus goals?

Reflection:

Unit Evaluation

Unit Name:	Teacher:	Date:

Quality of Activities:

Effectiveness of Teaching Strategies:

Assessment:

Student Success:

Identified changes for next unit:

Assessment Report

Student Name:	Assessment Name:	Date:
Student Engagement (what did student like doing?):	**Strengths:**	**What needs reviewing?**

Comments:

Student Name:	Assessment Name:	Date:
Student Engagement (what did student like doing?):	**Strengths:**	**What needs reviewing?**

Comments:

Assessment Planning

Use this to make notes on assessment tasks to be included in units.

What evidence will I need to collect?	How and when will I collect this evidence?	Have I considered the adjustments needed to ensure all students can demonstrate what they have learnt?

How will I provide feedback to students?	Reflection – did the experience demonstrate growth in student learning/skills?

Assessment Report

Student Name:	Assessment Name:	Date:
Student Engagement (what did student like doing?):	**Strengths:**	**What needs reviewing?**

Comments:

Student Name:	Assessment Name:	Date:
Student Engagement (what did student like doing?):	**Strengths:**	**What needs reviewing?**

Comments:

Student Name:	Assessment Name:	Date:
Student Engagement (what did student like doing?):	**Strengths:**	**What needs reviewing?**

Comments:

Student Name:	Assessment Name:	Date:
Student Engagement (what did student like doing?):	**Strengths:**	**What needs reviewing?**

Comments:

Assessment Report

Student Name:	Assessment Name:	Date:
Student Engagement (what did student like doing?):	Strengths:	What needs reviewing?

Comments:

Self Assessment Rubric

Name: Date: Activity:

ACTIVITY	I have done this. well. ☺	I need some help. 😐	I can't do this. ☹	Comments

Classroom Management Plan

Positive Management Strategy

Disciplinary Management Strategy

Literacy Continuum Checklist

Student name	Level 1a		Level 1b		Level 1c		Level 1d		Notes
	Comprehend Texts	Compose Texts	Comprehend Texts	Compose Texts	Comprehend Texts	Compose Texts	Comprehend Texts	Compose Texts	
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Literacy Continuum Checklist (end Foundation Year)

Student name	Level 1e						Notes
	Comprehend Texts	Compose Texts	Text Knowledge	Grammar Knowledge	Word Knowledge	Visual Knowledge	
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Literacy Continuum Checklist (end of Year 2)

Student name	Level 2						Notes
	Comprehend Texts	Compose Texts	Text Knowledge	Grammar Knowledge	Word Knowledge	Visual Knowledge	
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Literacy Continuum Checklist (end of Year 4)

Student name	Level 3						Notes
	Comprehend Texts	Compose Texts	Text Knowledge	Grammar Knowledge	Word Knowledge	Visual Knowledge	
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Literacy Continuum Checklist (end of Year 6)

Student name	Level 4						Notes
	Comprehend Texts	Compose Texts	Text Knowledge	Grammar Knowledge	Word Knowledge	Visual Knowledge	
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Numeracy Continuum Checklist

Student name	Level 1a						Notes
	Estimating and calculating with whole numbers	Recognising and using patterns and relationships	Using fractions, decimals, percentages, ratios and rates	Using spatial reasoning	Interpreting statistical information	Using measurement	
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Numeracy Continuum Checklist (end of Foundation Year)

Student name	Level 1b						Notes
	Estimating and calculating with whole numbers	Recognising and using patterns and relationships	Using fractions, decimals, percentages, ratios and rates	Using spatial reasoning	Interpreting statistical information	Using measurement	
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Numeracy Continuum Checklist (end of Year 2)

Student name	Level 2						Notes
	Estimating and calculating with whole numbers	Recognising and using patterns and relationships	Using fractions, decimals, percentages, ratios and rates	Using spatial reasoning	Interpreting statistical information	Using measurement	
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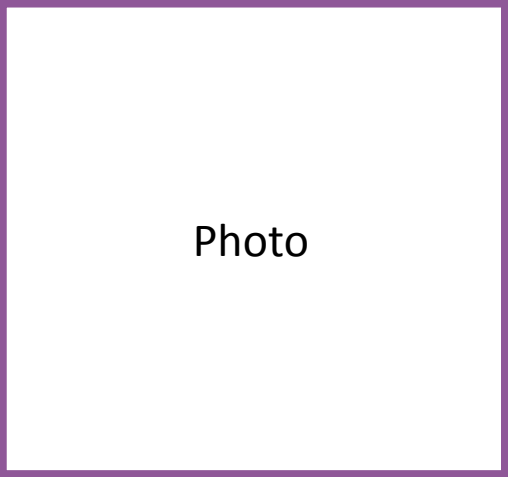# Numeracy Continuum Checklist (end of Year 4)

Student name	Level 3						Notes
	Estimating and calculating with whole numbers	Recognising and using patterns and relationships	Using fractions, decimals, percentages, ratios and rates	Using spatial reasoning	Interpreting statistical information	Using measurement	
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Numeracy Continuum Checklist (end of Year 6)

Student name	Level 4						Notes
	Estimating and calculating with whole numbers	Recognising and using patterns and relationships	Using fractions, decimals, percentages, ratios and rates	Using spatial reasoning	Interpreting statistical information	Using measurement	
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Individual Education Plan

Photo

Date

Name

DOB

Year/Class

School/Preschool

Teacher/s

ABOUT THE FAMILY

Family Members

Telephone

Address

Email

Diagnosis or
Disability

Medical Needs

Doctor

Therapists

Other Agencies

Individual Education Plan – the family

Child/Parents/Carers - Goals

Health and Safety (include health plan)

Strengths and interests

Education adjustments and/or inclusive strategies (timing, schedules, setting, response)

Individual Education Plan

IEP Team Member	Role	Responsibility

Classroom Program

Learning Areas	Teaching and Learning adjustments/differentiation	Who will be responsible?

Individual Education Plan - Goals

Area of Focus	Goal	How will it be achieved?	Who will be responsible?	What will success look like?
Functional and/or Academic				
Communication				
Behaviour				
Personal Care				
Life Skills				
Social				
Work/Community Skills				
Other				

Individual Education Plan - Review

Area of Focus	Goal	Was this achieved?	Why or why not?	If not – what adjustments can be made for success?	Action Plan
Functional and/or Academic		☐			
Communication		☐			
Behaviour		☐			
Personal Care		☐			
Life Skills		☐			
Social		☐			
Work/Community Skills		☐			
Other		☐			

Assessment Planning

What are you assessing?	
Type of Assessment?	Formative, summative or diagnostic
Assessment Strategy (circle one or write your own)	Anecdotal record, conference, rubric, games, peer evaluation, portfolio, self-assessment, simulation, journals, teacher observation and recording, questionnaire, essay, investigation, video, interview, work sample, team work, performance, presentation, poster, project, concept map, test, problem solving, skill drill
Purpose of the Assessment (Why are the students being assessed?)	
Differentiation considerations (What will make it fair for all students to demonstrate their knowledge?)	
Assessment criteria	
Curriculum Link	
How will you record the evidence you collect?	
Other considerations	

Recording Assessment

Assessment:	Date:	ACARA Links:

Student names	Criteria				Notes

Homework Policy Example ONLY
Homework policies may be a whole school approach.

Dear Parents/Guardian,

Please find below our classroom homework policy for you to review with your child so that homework expectations are clear and guidelines are implemented to make learning out of school successful. The purpose of homework is to build on the skill of working independently; to consolidate skills and understanding of concepts currently taught in the classroom; to allow for project work and to strengthen the home/school relationship.

To assist you in setting up for success, we have included some suggestions that could help.

1.   Please set up a place for doing homework where it is uncluttered and quiet.

2.   Set a time for homework that will work well with your family's schedule and when you are free to support your child.

3.   Allow your child to work independently on the homework tasks with encouragement and prompting from you. If your child consistently has

       problems with the tasks, please let me know so that I can adjust the homework.

4.   Homework should take a reasonable time to complete depending on age (you may put a time frame here, like 1 hour per night/week). Should the

       tasks take up too much time, please contact me at school.

5.   Bedtime is very important. Please stop homework if it is cutting into sleep time and reschedule homework time to start earlier.

6.   Please contact me should you have any concerns about the homework set for your child and we can discuss and resolve the issue.

Please sign and return this policy after you have discussed it with your child.

_____   _____

Signature   Date

Homework Policy

Dear Parents/Guardian,

_____   _____
Signature   Date

Teaching and Learning Strategies Checklist

Strategy	Date used			
PMI Chart				
Venn Diagram				
CAF (Consider all Facts)				
Games				
SWOT Analyse				
Corners				
Card clusters				
Oral/written presentations				
Task cards				
Y Chart				
T Chart				
Doughnut Activity				
Scamper Strategy				
Brainstorm				
Guided/Modelled				
SOWC Analysis (strengths, opportunities, weaknesses, consequences)				
Walk and Talk (3 minute walk with partner on topic and come up with questions to take further)				
Role Play				
Hypothetical				

Strategy	Date used			
Think, pair, share				
Strip story				
Eight square				
Jigsaw Exercise				
Elevator speech				
Diagrams				
Interview				
Likert Scale				
Mind mapping				
Community Circle				
Journals (reflecting on learning)				
Debate				
Word webs				
KWL Chart (What I know, what I wonder, what I learnt)				
The Rake (touch, smell, taste, look, listen, feel, think)				
GLOW (gather, list, organise, write)				
LDC (like, dislike, challenges/changes)				
LEAP (listen, enjoy, analyse/arrange, perform)				
PSDR Method (predict, share, do, reflect)				

Lesson Transitions

Activity	Tick to record times used								
Reverse thinking activity	☐	☐	☐	☐	☐	☐	☐	☐	☐
Celebrity Head	☐	☐	☐	☐	☐	☐	☐	☐	☐
Who Am I?	☐	☐	☐	☐	☐	☐	☐	☐	☐
Concept Mapping	☐	☐	☐	☐	☐	☐	☐	☐	☐
Creature Call	☐	☐	☐	☐	☐	☐	☐	☐	☐
I'm going camping	☐	☐	☐	☐	☐	☐	☐	☐	☐
Quick song or dance	☐	☐	☐	☐	☐	☐	☐	☐	☐
Contract work	☐	☐	☐	☐	☐	☐	☐	☐	☐
Pictionary	☐	☐	☐	☐	☐	☐	☐	☐	☐
20 Questions	☐	☐	☐	☐	☐	☐	☐	☐	☐
New twists to old stories	☐	☐	☐	☐	☐	☐	☐	☐	☐
Charades	☐	☐	☐	☐	☐	☐	☐	☐	☐
Reflection journal	☐	☐	☐	☐	☐	☐	☐	☐	☐
Trivial pursuit cards	☐	☐	☐	☐	☐	☐	☐	☐	☐
Bingo	☐	☐	☐	☐	☐	☐	☐	☐	☐
Picture This	☐	☐	☐	☐	☐	☐	☐	☐	☐
Guess my word	☐	☐	☐	☐	☐	☐	☐	☐	☐
Find the capitals	☐	☐	☐	☐	☐	☐	☐	☐	☐
Maths Royalty	☐	☐	☐	☐	☐	☐	☐	☐	☐
Heads down, thumbs up	☐	☐	☐	☐	☐	☐	☐	☐	☐

Reflecting on Lessons

What worked?	What didn't work?

What changes can I make to improve the lesson?	What other resources can I access?

Reflecting on the School Day

How do I feel?	What happened?

Negative Day - What can I change?	Positive Day – How do I make that happen again?

Reflecting on your Teaching

What did I do well?	
What needs work?	
What challenges to my thinking did I face?	
What challenges did my students present to my teaching?	

What actions can I take to enhance my teaching, as a result of what I have identified in my reflections?

Reflecting on your Teaching

What happened?	
How were you feeling?	
Evaluate what was good and/or bad about the experiences	
Analyse the situation. Why did it happen? What challenges did you face?	
Refer to research or theories on teaching to understand the incident. Alternatively talk to peers.	

Assess what you have learnt and what you will do for future incidents.

Reflecting on your Teaching EXAMPLE ONLY

What happened?	I lost control with a poorly behaved student and yelled at him. I asked him to leave the class.
How were you feeling?	Tired. I have been sleeping badly and it is close to end of term. My workload has been horrible. I felt out of control and I felt bad taking it out on a student I know needs my support, not my anger, even though his behaviour is not good.
Evaluate what was good and/or bad about the experiences	There was nothing good about the experience. I made me feel unprofessional, it impacted on the student's confidence and it didn't solve the problem. I knew the student was having a bad time at home.
Analyse the situation. Why did it happen? What challenges did you face?	The student is poorly behaved and disrupts the class frequently. I did not stay calm as I usually would and I reacted out of tiredness rather than concern for the student. I reacted without thought.
Refer to research or theories on teaching to understand the incident. Alternatively talk to peers.	I spoke to my principal and we went over some alternative strategies. We spoke about his home life and his need for support at school.

Assess what you have learnt and what you will do for future incidents.

I have learnt that I cannot bring my own personal life into the classroom. If I'm exhausted, I need to get help rather than react badly to situations. I have put in place a set of strategies for the student that I can call on at all times. I also have the backup of sending him calmly to another classroom. We have also come up with some strategies that can help him find calm in the classroom and these will be implemented immediately.

Reflecting on Student Learning Needs

	Student Strengths	Student needs	Student Issues
What you know about your students			
How will this impact on my teaching?			
What can I do about it?			

Goal Setting EXAMPLE ONLY

What are my work goals for the year? Don't choose too many.	To start my Masters in Mathematics
Break it down. What am I going to do each day/week/month to achieve these goals?	Research available courses Check budget for fees Talk to principal about time off for study Enrol in the course, etc.
Habits – What habits will I need to form that will help to achieve the goals.	Set up a study area Set out study time and stick to it. Learn how to use useful software programs
What habits am I going to attack first?	Set aside study time 3 nights each week and focus on how to use software I will need to complete my masters…etc.
What challenges could I face and how will I overcome them?	Time – set up a schedule, allocate family time, etc.
What resources or course will I need to access?	Books, computer, software, etc.

Goal Setting

What are my work goals for the year? Don't choose too many.	
Break it down. What am I going to do each day/week/month to achieve these goals?	
Habits – What habits will I need to form that will help to achieve the goals.	
What habits am I going to attack first?	
What challenges could I face and how will I overcome them?	
What resources or course will I need to access?	

Goal Setting

My Goals:

My Action Plan:

My Habits:

Resources needed:

Attributing ACARA