

# C3 Australia SRE (NSW) Teacher Audit Process



SRE TEAM  
PRESENTING LESSONS  
REPRESENTING CHRIST

**Self-reflection** is like looking into a mirror and describing what you see. It is a way of assessing yourself and your ways of working. Reflecting helps you to develop your skills and review their effectiveness, rather than just carry on doing things as you have always done them. It is about questioning, in a positive way, what you do and why you do it and then deciding whether there is a better, or more efficient, way of doing it in the future.

**The following process will be used to assist you in your self-reflection journey.**

1. Teacher completes self-reflection questionnaire annually or as required. This is an online document available upon request.
2. Self-reflection identifies areas for support.
3. Teacher self-reflection questionnaires are accessed by the local coordinator and/or C3 Australia SRE (NSW) manager.
4. Coordinator and/or C3 Australia SRE (NSW) manager to speak with teacher as required.
5. Teacher Classroom Evaluation form to be used where indicated for a random sampling of SRE delivery which includes positive feedback.

**Classroom Observation** can be a powerful tool for growth as a teacher.

**Classroom evaluation:**

- Gives teachers feedback on whether they are on track in delivering the curriculum or whether changes are required
- Provides tangible, observed evidence by the observer as a basis of discussion
- Develops teachers' self-awareness about their own teaching practice and its impact
- Guides professional learning needs at individual and provider level
- Supports the development of a common understanding of effective teaching practices that have impact
- Provides opportunities to discuss challenges and concerns with colleagues

**Processes for classroom observation:**

- It is necessary for teachers to learn and grow from classroom observation. Classroom observation can serve to inform and enhance the quality of the teaching. However, if not handled well, it can lead to anxiety and resistance.
- Ideally there should be a pre-observation meeting which provides the opportunity for the teacher to highlight areas where feedback is sought. It also provides the opportunity for the observer to go through aspects of the lessons that will be observed. It assists in building a rapport between the teacher and the observer.
- During the observation the observer takes descriptive, not interpretive notes.
- Post observation meeting occurs as soon as possible after the observation.
- Both the observer and the teacher share reflections on the lesson.
- The observer poses questions to prompt further development.