


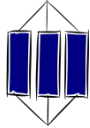
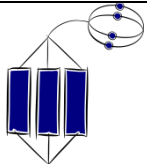




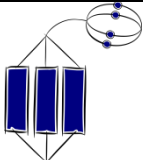





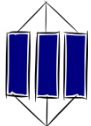
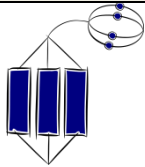
## Reflective Questions and Self Assessment Rubrics

<b>TEACHER REFLECTION</b>  <b>CO-CONSTRUCTED</b>	 <b>Prestructural</b>	 <b>Unistructural</b>	 <b>Multistructural</b>	 <b>Relational</b>	 <b>Extended Abstract</b>
<b>SELF ASSESSMENT RUBRIC</b>	Learning outcomes show unconnected information, no organisation. <i>E.g. "I need help or direction"</i>	Learning outcomes show simple connections but importance not noted. <i>E.g. "I will have a tilt at it"</i>	Learning outcomes show connections are made, but significance to overall meaning is missing. <i>E.g. I will use trial and error to find a solution"</i>	Learning outcomes show full connections made, and synthesis of parts to the overall meaning <i>E.g. "I plan to do X because it will ... I know what to do and why ..."</i>	Learning outcomes go beyond subject and makes links to other concepts - generalises <i>E.g. "I sense what to do to find the best solution ....I seek feedback and adjust my actions in response "</i>
<b>Reflective Questions</b>  What were you trying to do in this lesson?  What is the learning intention/task?	I need help to identify what I was trying to do in the lesson?	I can state the learning intention for the lesson.	I can state the learning intention of the lesson and describe the different approaches I used.  I am not always sure, why when or what I should be doing in the lesson.	I can state the learning intention of the lesson and describe the learning experiences I used.  I explain why, when and where I adopted these different approaches in the lesson.	I can state the learning intention of the lesson, describe the different approaches I used and explain why I used them.  I seek feedback from colleagues and students on how I could improve the learning outcomes next time I teach the lesson.  I act on this feedback
<b>Effective Strategies</b>					

Choose one of the following reflective questions and co-construct a self-assessment rubric with SOLO differentiated success criteria.

What worked in this lesson? How do you know?	What would you do the same if you could re-teach the lesson? Why?	What would you change if you could re-teach the lesson? Why?	What surprised you in this lesson? Why?		
What is the challenge you need help with? Is there more than one?	What are your options for dealing with this challenge?	What might be causing this challenge?	What information do you need to make an informed decision about this challenge.		
<b>TEACHER REFLECTION</b>					
	<b>Prestructural</b>	<b>Unistructural</b>	<b>Multistructural</b>	<b>Relational</b>	<b>Extended Abstract</b>
<b>CO-CONSTRUCTED SELF ASSESSMENT RUBRIC</b>	Learning outcomes show unconnected information, no organisation. <i>E.g. "I need help or direction"</i>	Learning outcomes show simple connections but importance not noted. <i>E.g. "I will have a tilt at it"</i>	Learning outcomes show connections are made, but significance to overall meaning is missing. <i>E.g. I will use trial and error to find a solution"</i>	Learning outcomes show full connections made, and synthesis of parts to the overall meaning. <i>E.g. "I plan to do X because it will ... I know what to do and why .."</i>	Learning outcomes go beyond subject and makes links to other concepts - generalises. <i>E.g. "I sense what to do to find the best solution ....I seek feedback and adjust my actions in response"</i>
<b>Reflective Questions</b>  [Insert a reflective question from above or develop your own question.]					
<b>Effective Strategies</b>					

Choose one of the following reflective questions and co-construct a self-assessment rubric with SOLO differentiated success criteria.

What have I done to establish a positive classroom culture?	Do my students experience achievement success in my classroom? Tasks not too easy or too difficult.	Do my students experience confidence in my classroom?	Am I well organised and prepared in the classroom?		
Do my students feel at home in my room/ part of the classroom community?	Do my students experience interest in my classroom?	Do my students get frequent, timely, positive and encouraging feedback?	Do I vary the approaches I use in my classroom?		
<b>TEACHER REFLECTION</b>					
<b>CO-CONSTRUCTED SELF ASSESSMENT RUBRIC</b>	<b>Prestructural</b> Learning outcomes show unconnected information, no organisation. <i>E.g. "I need help or direction"</i>	<b>Unistructural</b> Learning outcomes show simple connections but importance not noted. <i>E.g. "I will have a tilt at it"</i>	<b>Multistructural</b> Learning outcomes show connections are made, but significance to overall meaning is missing. <i>E.g. I will use trial and error to find a solution"</i>	<b>Relational</b> Learning outcomes show full connections made, and synthesis of parts to the overall meaning <i>E.g. "I plan to do X because it will ... I know what to do and why .."</i>	<b>Extended Abstract</b> Learning outcomes go beyond subject and makes links to other concepts - generalises <i>E.g. "I sense what to do to find the best solution ....I seek feedback and adjust my actions in response "</i>
<b>Reflective Questions</b>  [Insert a reflective question from above or develop your own question.]					
<b>Effective Strategies</b>					