

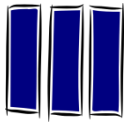
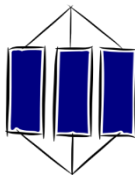
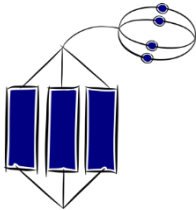


Teacher Planning:

SOLO					
<p>Teacher Planning DRAFT Rubric</p> <ul style="list-style-type: none"> - This Rubric will be trialled during term 2 & 3 2013. - The Rubric will be reviewed during term 3 and 4 and amendments will be made as a result of the review. 	<p>I need on-going support and guidance with my classroom planning.</p>	<p>I can complete classroom planning if I am prompted or directed.</p> <ul style="list-style-type: none"> - <i>I rely on school-wide plans and long term plans / unit plans for my teaching.</i> - <i>I have no record of weekly plans for Reading, Writing, and Maths.</i> 	<p>I complete classroom planning for my class however:</p> <ul style="list-style-type: none"> - <i>There may be no links to school-wide plans / unit plans.</i> - <i>My planning does not cater for group / individual needs.(i.e. it is more focused on whole class learning experiences vs group / individual learning needs)</i> - <i>My planning includes some activities for task boards.(they may not be linked to learning needs)</i> 	<p>I use several strategies within my classroom planning and I know when and why to use them.</p> <ul style="list-style-type: none"> - <i>My planning is easily accessible and I can show how it links to school-wide programmes / unit plans.</i> - <i>My planning makes reference to learning intentions for groups in Reading, Writing, and Maths.</i> - <i>My planning links to task board activities and the activities support the learning needs.</i> 	<p>I use several strategies within my classroom planning and I know when and why to use them.</p> <ul style="list-style-type: none"> - <i>I am proud of my planning and I am able to act as a role model to help guide other staff.</i> - <i>My planning includes next steps learning intentions for groups and individuals (needs based)</i> - <i>I can articulate what my students are learning in Reading, Writing and Maths.</i> - <i>My planning includes reflective comments and changes are made within my planning to meet the learning needs of the children.</i>
Effective Strategies	<p>A support and guidance programme may be necessary to help the teacher progress. (E.g. weekly planning meetings with Principal / Team Leader to go over the following weeks planning).</p>		<p>The teacher may be buddied up with another teacher to help deepen their understanding of group / individual planning needs.</p>	<p>The teacher plans for group needs in most learning areas.</p>	<p>The teacher is highly reflective within their planning and is making adjustments to meet the needs of every individual in all areas of learning.</p>