

# REVIEW AND REFLECT

## **Rationale**

As *connected teachers* at BUEEC, we are committed to a process of constant review and reflection to ensure our program content and delivery is effective, challenging, relevant and engaging for all *connected students*.

*“It is crucial that teachers learn about the success or otherwise of their interventions. Those teachers who are students of their own impact are the teachers who are the most influential in raising students’ achievements.”*  
(Hattie, 2012)

## **Elaboration**

*Connected teachers at BUEEC believe that to educate, inspire and empower connected students we must:*

- Consider these questions to guide our intentional approach to improving teaching and learning:
  - How are students doing in their learning?
  - How do we know?
  - What are we doing to improve students’ learning?
  - How do we know it is working?
- Constantly review the effectiveness of centre programs by following this cycle of reflection:
  - Prioritise - Collectively, centre teachers identify goals focussed on improving the effectiveness of centre programs.
  - Develop & plan - Collectively, centre teachers identify teaching and learning strategies that can be implemented to enhance the student experience.
  - Act - Centre teachers trial teaching and learning strategies in programs.
  - Review - Through a process of observation and collection of feedback, centre teachers review whether the intentions of the modification have been achieved.
  - Assess - Further evaluation of qualitative data and observations is undertaken to inform subsequent adaptations to prioritise.
- Collect feedback on the impact of our teaching through:
  - Targeted student interviews conducted during program delivery.
  - Post program interviews with visiting teachers.
  - Online surveys conducted post program.
  - Teaching observations conducted by an external consultant.
  - Peer observations and coaching
- Collect evidence informally through observations and interactions with students and by observing their behaviour in class, for example.
  - Due to the nature of our programs the most valuable feedback that we collect from students is undertaken during program delivery through targeting questioning and observations.
  - Team teaching provides students with multiple points of access and enables centre teachers to deliver timely feedback based on success criteria.
- Collaboratively empower our teachers and students by working together, communicating with each other, developing our people, and reviewing our performance.
- Support career and capability development using collaborative, evidence-informed inquiries and the annual performance review process.
- Create a systematic approach to collaborative professional learning, coaching, mentoring and feedback, to improve teaching practice and student learning.