TEACHER ACCREDITATION

Education Standards Authority

Provisional/Conditional	Proficient	Maintenance	Highly Accomplished/Lead

Observation Report

Teacher's details

Full name: _____

NESA account number: _____

Email address: _____

Main school/service: _____

Supervisor's details

The observation must be done by the supervisor who will complete the teacher's Proficient Teacher Accreditation Report.

Full name: _____

NESA account number: _____

Teachers must submit a report on an observation of their teaching practice to finalise their accreditation at Proficient Teacher. A report on an observation can be submitted using this template or in any format a teacher/supervisor chooses, provided that the required information is included. The requirements for the mandatory observation of teaching practice are described in Section 4 of the *Proficient Teacher Accreditation Policy* (January 2018).

This template uses a three-phased approach. The observation, from planning to reflecting, should be completed within two weeks. The emphasis for the observation is on developing the teacher's practice against specific Standard Descriptors to improve student/child learning and engagement.

Phase 1: Planning

The supervisor and teacher meet to discuss, plan and agree on the lesson/teaching and learning experience and the two to four Standard Descriptors to be observed. The teacher completes the 'Phase 1: Planning' section of this template, recording the details of the discussion.

Phase 2: Observing

The supervisor observes the teacher, notes whether the agreed Standard Descriptors have been observed and records any feedback to provide to the teacher about their practice. The supervisor completes the 'Phase 2: Observation' section of this template as a written account of the observation.

Phase 3: Reflecting

The supervisor and teacher meet to discuss the teacher's reflection on their practice and the supervisor's feedback on the observation. The teacher and supervisor complete the 'Phase 3: Reflecting' section of this template.

Phase 1: Planning		
Standard Descriptors	**Teaching and learning strategies**	**Impact of practice**
Which 2-4 Standard Descriptors will be observed during the lesson/teaching and learning experience? Why have you selected these? What teaching practice is described by the Standard Descriptors?	What will you do to demonstrate the Standard Descriptors? How will you ensure you have planned for all students/children? What specific lessons/teaching and learning experiences will be observed? How does this link to the syllabus/program/sequence of learning/Early Years Learning Framework?	What is the planned impact on student/child engagement and learning? How will you know your teaching practice has been effective? What specific assessment/feedback/measurement will you use to determine this?

Phase 2: Observing

Standard Descriptor	Teaching practice	Observation Strengths	Record of decision against the Standard Descriptor
	What teaching and learning strategies did you observe aligned to the agreed Standard Descriptors? What teaching practice did you observe? How did this demonstrate the agreed Standard Descriptors?	Evaluate how well the teacher's practice demonstrated the agreed Standard Descriptors.	Observed / Partially observed / Not observed (select one) Other comments

Phase 3: Reflecting		
Standard Descriptor	**Teacher's reflection**	**Supervisor's feedback**
	What are your key reflections on your teaching practice? How did you demonstrate the agreed Standard Descriptors?	Comment/feedback on the agreed Standard Descriptors that were successfully demonstrated and observed. What advice would you give to assist the further development of the agreed Standard Descriptors that were partially observed or not observed to improve teaching practice?

Teacher's signature: _____ **Date:** _____

Supervisor's signature: _____ **Date:** _____