2020 Experienced Teacher classroom observations for the testimonial

The ISTAA Council extended the evidence collection period for the 2020 Experienced Teacher cohort to 11th December 2020. By this date, 2020 applicants must upload their testimonial and/or the Delay of Testimonial form or both.

Classroom observations for the testimonial

1. **Applicants who have been observed teaching for the testimonial**
   Some 2020 ET applicants have already been observed by their supervisor for the descriptors in the testimonial. Their supervisors may have already written the testimonial or have the details they need to write the testimonial. If you are one of these applicants, you will be able to upload your testimonial once the supervisor has written it and the principal has signed it. Digital signatures are acceptable for the testimonial.

2. **Applicants who have not yet been observed teaching for testimonial.**
   As indicated in the communication sent on Monday 6th April 2020, if you are one of these teachers you can:
   a. wait until face to face classroom lessons recommence
   b. invite your supervisor to observe you teaching your students remotely. If you choose this option, there are a number of factors to consider.

3. If applicants choose to demonstrate some descriptors when conducting lessons remotely, they will need to wait until face to face teaching resumes to demonstrate the other descriptors.

4. If face to face classes resume prior to 11th December, supervisors will be able to write the testimonial based on observations conducted in the remote learning and face to face classrooms.

5. If face to face classes do not resume until 2021, applicants will need to submit the Delay of Testimonial form for the descriptors **still to be demonstrated** in a face to face classroom. Applicants will upload the testimonial for the descriptors that have been observed by the supervisor during remote learning. The testimonial addressing the remaining descriptors will need to be sent to tgibbons@aisnsw.edu.au by the end of term one 2021.

6. All testimonials will be assessed along with applicants' other evidence at the Assessment Panel that will be held in April 2021.
Factors to consider if your supervisor or another colleague is observing you teaching your students remotely:

Computer set up

1. Whether or not the students’ computer/laptop cameras are on. This will depend on the video platform being used by the school. Where possible it is better for an observation for the students’ cameras to be on.

2. The students’ microphones need to be on at appropriate times in the lesson so that the supervisor can hear the students’ responses, questions and interactions with the teacher and other students. The teacher needs to give instructions to students when to mute and unmute their microphones.

Presence of a supervisor in the lesson

1. The students need to be informed that the supervisor is observing the teacher and the students.

2. Supervisors/colleagues may wish to have a trial run with the teacher being observed to test the equipment. Teacher should include in their lesson planning a list of hardware and software they plan to use such as Wi-Fi, sound equipment, camera, software such as Microsoft Teams, Zoom and invitation link and check these all work prior to the lesson.

3. If the supervisor/colleague wants the lesson recorded they need to seek permission from the teacher and the principal as there may be child protection issues. Supervisors can make notes as they would do in a face to face lesson without facing any issues.

4. Teachers and supervisors/colleagues must be aware of the quality of the audio and video. If the quality is low or deteriorates during the lesson, the supervisor should discuss with the teacher if they wish to discount the lesson and invite the supervisor to another lesson.

5. The teacher and supervisor need to agree on a method for interacting, if problems arise such as inability to hear the students, video quality deteriorates, or the connection drops out so the flow of the lesson is not interrupted. The teacher and supervisor can have their mobile phone next to them and communicate through messaging or email. It is advisable that teachers and supervisors do not communicate through the chat function as students will see the communication and this could distract them from the lesson.

During the lesson

1. Teachers need to initiate or review the protocols for remote learning with the students prior to or during the observation/s. Protocols may relate to spoken and written, language, dress, background, leaving the lesson and contributing in an equitable and respectful manner.

2. Teachers need to be mindful to interact with individual students in a private space such as a breakout room in Teams or Zoom so as not to embarrass them in sight of their peers. It is worth checking school protocols about this aspect before commencing the lesson.

3. If a teacher is using small group work in breakout rooms and the chat function for questions, the teacher must make sure the supervisor/colleague has access to these.
Experienced Teacher descriptors

It is possible for teachers to demonstrate the following descriptors in a remote learning situation: ET 2.6, 3.1, 3.5, 4.1, 4.2 and 4.5. These descriptors may be demonstrated over two lesson observations.

It may not be possible to demonstrate ET descriptors 4.3 and 4.4 in an authentic way in a remote learning situation. If this is the case these descriptors can be demonstrated in a face to face classroom situation.

4.3 Teachers may be able to demonstrate that they, at the commencement of the lesson, establish with the students, acceptable behaviour for the lesson in the online environment. Teachers may be able to negotiate with students, acceptable and non-acceptable behaviour in the online classroom for both whole class and breakout room activities. Together they could discuss and agree on consequences for inappropriate behaviour, if expectations and consequences have not been specified in the school guidelines. The demonstration would need to be authentic and not contrived and would need to be monitored closely by the observer within the lesson to see whether the negotiation was relevant to the lesson.

4.4 Teachers may check in with individual students to determine if they are managing the assigned work and the online learning environment. Students could indicate at various points using the chat function if they needed assistance. Teachers may include regular breaks and structure the lesson alternating direct teaching, group work in breakout rooms and individual work with or without the support of the teacher.

4.5 Adhering to school policy and guidelines regarding wellbeing and safety in a remote learning situation may be used to address ET descriptor 4.5.

Examples

1. It may be possible to view online parents making the home situation physically safe and clear of potentially dangerous objects in preparation for the lesson.

2. Implementing non-screen time as part of a lesson.

3. Providing an active teacher-led exercise break.

4. If students are involved in TAS, PDHPE, Performing Arts or Science activities at home that are meeting curriculum requirements the teacher may be able to demonstrate strategies to promote safety in these situations, often with the support of parents for younger students.