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| **Room** | Desks arranged in rows; a few teacher created or published posters; limited display of student work. Some required posters displayed, mostly teacher generated. | A few areas for group work; several teacher created or published posters and student work. Writing rainbow displayed without student names. All other posters displayed, not updated regularly. | Tables or desks arranged for group work; classroom walls with student work that reflects variety. Class generated posters. All poster/display requirements as in 4 stars. Some are students generated. All posters are regularly updated. | Tables or desks arranged purposefully for needs of grade and lessons. Walls with student work and class generated posters that reflect learning. Word Wall, Writing Rainbow (with students names), Steps board, Attendance chart, Thinking tools, Values and No excuses posters/charts are displayed in room and generated with students (where possible). All are regularly updated with students. |
| **Relations** | Teacher controls student behaviour,  choices and classroom activities.  Steps board predominantly used for punishment. | Teacher establishes rapport with some students; some sense of community; students collaborate according to rules. Steps board used for punishment more often than reward. | Teacher builds friendly, caring rapport with all students; students feel safe and part of a group; students collaborate respectfully. Steps board used mostly for reward. | Teacher maintains caring, respectful relationships with all students; a risk-taking environment; students support and encourage each other. Teacher fosters positive relations with and between students. |
| **Talk** | Teacher centred; mostly silent  classroom; teacher talk predominates; students respond to literal or short answer questions. Teacher always at front of room. | Classrooms often silent; mostly  teacher talk; teacher guides the discussions; questions and problems usually directed to teacher. Teacher mostly at front of room. | Mostly student centred; teacher sometimes demonstrating, guiding, or conferring; some opportunities for student discussions, collaboration, open-ended questions, and problem solving. Teacher interacting with students (individual and group). | Student centred; teacher usually  demonstrating, guiding, or  conferring; teacher as facilitator;  many opportunities for high-level  discussions, collaboration, open-ended questions, and problem solving. |
| **Work Displays** | Classroom and hallways mostly bare; a few teacher created or store bought posters; little student work in classroom and hallways. | Mostly teacher created or store  bought posters with some student work displayed in classrooms and hallways. | Hallways and classrooms display student work that reflects variety and process. | Print-rich hallways and classrooms filled with student work and evidence of student learning, process, and inquiry. |
| **Self Esteem** | Only right answers are accorded respect and encouragement. Students assessed only against other students work. Learning goals written. | Students receive positive recognition for their efforts towards the production of quality work. Learning goals written and evaluated by student. | Students provided with realistic and challenging goals and recognition given for their efforts. Learning goals evaluated and celebrated by teacher and student. | Each student experiences success through structured support, the valuing of effort and recognition of their work. Assessment of work against prior achievements. Students are supported to create challenging and personalized learning goals and to reflect on their learning. |
| **T & L** | Activities taught in isolation. Focus of learning purely formal knowledge. | Knowledge presented in sequence and some links made to student needs. Learning intention and success criteria displayed. | Students have some understanding of the purpose of the required tasks. Learning intention and success criteria read to students at the start of the lesson. | Skills and strategies taught intentionally and based on student needs and interests. Clear purpose to teaching. Learning intention and success criteria developed and negotiated with students. Success criteria evaluated at the end of lesson. |

**YARRA JUNCTION PRIMARY SCHOOL What Makes a Good Teacher – Classroom visit**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**

**E5 Goal –**