|  |  |  |
| --- | --- | --- |
| **D: Reflection (Individual visits and field days)** |  |  |
| * + 1. **No improvement/Unacceptable**: Teacher is not receptive to feedback, is defensive providing reasons for actions that do not take account of the value of differing perspectives. Does not identify weaknesses in teaching and attributes students’ responses solely to student characteristics or deficiencies. Oral reflections are at the technical level only and written reflections from individual visits are not presented unless student is reminded. Does not identify lessons learnt about self, learners, the context and does not plan for future action. Does not refer to underlying assumptions about self, the learner, the subject and the context that can impact on practice.
 | **1 - 3** | **X 2** |
| * + 1. **Minor improvement/ Fair**: Teacher is somewhat receptive to feedback, at times defensive and sometimes unresponsive to feedback. Listens to feedback from various perspectives but is still somewhat defensive. Identifies some weaknesses in teaching and begins to consider the role of the teacher in delivering a successful lesson. Oral reflections pitched at technical and practical levels and some improvement in submission of written reflections from individual visits without reminders. Identifies lessons learnt about self and learner and limited planning for further action. Does not refer to underlying assumptions about self, the learner, the subject and the context that can impact on practice.
 | **4 – 6** | **X 2** |
| * + 1. **Much improvement/ Good**: Teacher is receptive to feedback and shows willingness to engage in the process of reflection. Identifies strengths and weaknesses of most lessons and acknowledges teacher’s role in success/failure of lessons. Evident that reflection is becoming a habit- written reflections are submitted without reminders and teacher begins to identify underlying and critically analysis assumptions about self, the learner, the subject and the context. Reflection over time is pitched at technical and practical levels with some evidence of reflection at emancipatory level.
 | **7 – 9** | **X 2** |
| * + 1. **Significant improvement/Exemplary**: Teacher is highly receptive to feedback and is willing to analyse actions from various perspectives. Identifies strengths and weaknesses of lessons with evidence and acknowledges the role of the teacher in the success/failure of lessons. Evidence that reflection is habitual (in action, for action, on action) in that the teacher consistently produces oral and written submissions which critically assess lessons learnt about self, the learner, the subject and the context with plans for future action through identification and analysis of underlying assumptions. Reflection at various levels over time- the technical, practical and emancipatory levels.
 | **10 – 12** | **X 2** |