

Framework



1. Introduction to Principles

- 1.1. Familiarise yourself with the Model for Great Teaching Principles (GTP), which emphasise evidence-based teaching practices.
- 1.2. Reflect on your current teaching methods and identify areas where you can align with GTP principles, such as effective questioning, feedback, and classroom management.
- 1.3. As a basis for future self-reflection, familiarise yourself with the Model for Great Teaching Checklist

2. Self-Assessment and Goal Setting

- 2.1 Use ONVU Learning's 360-degree video lesson capture solution to record your teaching sessions.
- 2.2 Using the Model for Great Teaching Checklist, regularly review these recordings to self-assess your teaching practices.
- 2.3 Completion of the checklist through reflective practice (step 3) identifies whether you have **Confident**, need to **Getting there** or **like help**

3. Reflective Practice

- 3.1 After each lesson, watch the recorded video and make an objective reflection on your teaching.
- 3.2 Analyse your interactions with students, instructional techniques, and classroom dynamics.
- 3.3 Consider how GTF elements can enhance your teaching and make adjustments accordingly.

4. Evaluation and next steps

Confident	To consistently meet this goal, continually evaluate your progress, adapt your strategies as needed, and maintain the disciplined, focused approach you've adopted to your tasks.
Getting there	Suggestions re further practise is needed to improve
Like Help	Engage in collaborative coaching with colleagues or instructional coaches. Share your recorded lessons with them via ONVU Learning. Receive constructive feedback and insights on how to implement GTP strategies effectively.
What do you notice?	What have you seen in your clips(s) that's made you stop and think? Something you've done well or enjoyed. Something you ant some help with?
Why does it matter?	Thinking about that thing (or things) you noticed, why do you think it's important? (the "so what")

5. Community Learning

- 5.1 Form or join a peer learning community within your school. OVL community?
- 5.2 Discuss GTF concepts, share experiences, and learn from one another.
- 5.3 Use your ONVU Learning clips to showcase successful implementations of GTP aspects during group discussions.

6. Further Professional Development

- 6.1 Attend workshops or training sessions focused on GTP.
- 6.2 Collaborate with ONVU Learning to organise workshops that demonstrate effective teaching practices using their video capture technology.

Remember that incorporating GTP and ONVU Learning is an ongoing process. Regular reflection, collaboration, and intentional implementation will help you enhance your teaching and positively impact student learning outcomes.

Framework  
CHECKLIST

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

Class/ Classes: \_\_\_\_\_ Date: \_\_\_\_\_

# Framework CHECKLIST

Based on Evidence Based Education’s ‘Model for Great Teaching’ presented in the Great Teaching Toolkit: Evidence Review (Coe et al., 2020), this checklist is intended for reflective practice while reviewing ONVU Learning lesson footage of your teaching.. It's designed to bolster continuous professional development by identifying strengths and areas for improvement, ensuring a comprehensive approach to self-evaluation and growth in your teaching methodologies and student engagement.

- ☐ **Confident** The practice or behaviour is consistently demonstrated to a high standard without need for further immediate action.
- ☐ **Getting there** The practice or behaviour is evident but not consistently at a high standard; further practice is needed to improve.
- ☐ **Like Help** The practice or behaviour is not adequately demonstrated or is missing; immediate action and support are required to address gaps. Engage in collaborative coaching with colleagues or instructional coaches.

## 1. Understanding the Content

- 1.1 Have I demonstrated deep, fluent knowledge and flexible understanding of the content?

☐☐☐
- 1.2 Was my teaching aligned with curriculum sequencing and dependencies?

☐☐☐
- 1.3 Have I used varied explanations, analogies, or examples to clarify concepts?

☐☐☐
- 1.4 Did I identify and address common student misconceptions and challenges effectively?

☐☐☐

What do you notice?

Why does it matter?

## 2. Creating a Supportive Environment

- 2.1 Have I fostered interactions based on mutual respect, care, empathy, and warmth?

☐☐☐
- 2.2 Did I maintain a positive climate for student relationships, characterised by respect and cooperation?

☐☐☐
- 2.3 Have I encouraged learner motivation by promoting feelings of competence, autonomy, and relatedness?

☐☐☐
- 2.4 Did I create a climate of high expectations, encouraging students to learn from successes and failures?

☐☐☐

What do you notice?

Why does it matter?

## 3. Maximising Opportunity to Learn

- 3.1 Have I managed time and resources efficiently to maximize productivity?

☐☐☐
- 3.2 Were rules, expectations, and consequences for behaviour clear and consistently applied?

☐☐☐
- 3.3 Did I prevent, anticipate, and respond to disruptions while reinforcing positive behaviours?

☐☐☐
- 3.4 Have I facilitated smooth transitions and clear instructions to minimise wasted time?

☐☐☐

What do you notice?

Why does it matter?

## 4. Activating Hard Thinking

- 4.1 Structuring: Have I structured lessons to meet students' needs and readiness, providing appropriate scaffolding?

☐☐☐
- 4.2 Explaining: Was my explanation of new ideas clear, engaging, and connected to previous learning?

☐☐☐
- 4.3 Questioning: Did I use questions and dialogue to promote deep, flexible thinking among learners?

☐☐☐
- 4.4 Interacting: Have I responded appropriately to feedback, giving actionable advice to guide student learning?

☐☐☐
- 4.5 Embedding: Have I provided tasks that embed and reinforce learning, ensuring students practice until learning is fluent and secure? Did I schedule reviews of previously learned material to prevent forgetting?

☐☐☐
- 4.6 Activating: Have I supported students in planning, regulating, and monitoring their own learning, gradually moving from structured guidance to more independent learning activities as they gain knowledge and expertise?

☐☐☐

What do you notice?

Why does it matter?