

The Critical Reflection Pro Forma

The Faculty of Arts is committed to the ongoing improvement of teaching and learning. Teachers should engage in and document critical reflection on their teaching every semester. Using evidence from at least **TWO** lenses each teaching semester (the student and self lens as a minimum) staff should document their reflections on evidence and any actions in response (see Teaching and Learning website for tools grouped under four lenses – student, peer, self, scholarly literature:

http://www.arts.usyd.edu.au/teaching_learning/academic_support/four_lenses_index.shtml).

Name: _____ Year: _____ Semester 1 Semester 2

Description of teaching context:

(e.g. you could indicate what units and/or classes you taught this semester, their size and whether they were junior or senior units, whether in a team or alone, or any relevant details such as piloting a new unit or introducing new elements to an existing unit etc)

Check the lens/lenses that informed your evaluation and the reflection below.

One Student lens is required and Self lens (this pro forma is a 'self' lens).

If you gathered additional feedback, tick the relevant lenses below:

Student Peer Self Scholarly literature

Critical reflection on teaching and learning

(In this section, reflect on your teaching and learning during the semester. For example: document what you did to evaluate teaching and learning; note any issues arising including what you learned, what worked well, what could be improved, any constraints, any changes or improvements you might make; indicate what additional resources you might need; and say how you did or will report back to current or future students and/or your teaching team)

This form is designed to provide ongoing evidence of a commitment to good teaching practice and will assist in the development of a teaching portfolio for the purposes of PM&D, Promotion, Teaching Awards and Curriculum Review.