**Assess your own teaching quality: Sally Brown**

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|  | Aspects of my teaching | I can do this | I do this from time to time | I can do this when needed | I’d like to be able to do this | I don’t intend to do this | I don’t need to do this | This isn’t relevant to my context | Action plans and comments |
| 1 | I design my teaching materials to ensure they are constructively aligned |  |  |  |  |  |  |  |  |
| 2 | I plan my teaching, focusing not just on what I teach, but how I teach |  |  |  |  |  |  |  |  |
| 3 | I obtain comments from colleagues on my teaching plans prior to teaching |  |  |  |  |  |  |  |  |
| 4 | I involve students in reviewing my curriculum prior to delivering the curriculum |  |  |  |  |  |  |  |  |
| 5 | I review my teaching after each session to explore improvements |  |  |  |  |  |  |  |  |
| 6 | I undertake regular discussions with colleagues to ensure we have shared expectations about how and what we teach |  |  |  |  |  |  |  |  |
| 7 | I use staff development sessions to help me find out more about current teaching and assessment developments  |  |  |  |  |  |  |  |  |
| 8 | I use a variety of teaching approaches, designed to align with the subject, the context, the level and students’ needs |  |  |  |  |  |  |  |  |
| 9 | I keep myself up to date with technologies to support teaching and assessment |  |  |  |  |  |  |  |  |
| 10 | I undertake peer observation of my teaching to support my reflection  |  |  |  |  |  |  |  |  |
| 11 | I observe colleagues teaching to support their reflection and to enhance my own |  |  |  |  |  |  |  |  |
| 12 | I design assessment tasks that are fit for purpose and ensure that assessment is integrated with learning |  |  |  |  |  |  |  |  |
| 13 | I engage in moderation of assessment to ensure that those of us who share marking can achieve consistent and fair results |  |  |  |  |  |  |  |  |
| 14 | I engage at the end of each year with my teaching colleagues in a holistic review of programmes we teach jointly |  |  |  |  |  |  |  |  |
| 15 | I mentor new colleagues and help them to understand the teaching context |  |  |  |  |  |  |  |  |