



# TEACHING MATTERS



## Introduction Assessment 01

Reflection: Identify 1-3 things about your teaching where you think there is room for improvement.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Learning with the Brain in Mind Assessment 02

Reflection: Describe a time where a teacher taught you badly. Which aspects from this video should the teacher have used to help you?

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## Child Development Assessment 03

Consider a scenario where you are teaching a five year old a typical song for a beginner. What is an element of their playing that you would be happy to overlook if they were struggling?

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What would be an element that you would struggle to overlook? How would you adapt this, to achieve some form of success if this wasn't going well?

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## Learning Outcomes Assessment 04

Identify and tick which of the 3 examples meets criteria for SMART based learning outcomes.

- By the end of today's lesson you will be able to understand how to use barre chords.
- By the end of today's lesson you will be able to play with the double kick pedal.
- By the end of today's lesson you will be able to play through the C, G, F major scales in time with the metronome and with the correct fingering.

Improve upon the other two in order to make them SMART based learning outcomes.

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## Understanding Prior Knowledge Assessment 05

**KWL activity:** The next section is about a teaching technique called scaffolding.

**K (Know):** What do you already know about this teaching technique?

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**W (Want):** What do you want to know about it?

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**L (Learn):** You'll fill this in after your next lesson.

## Scaffolding Assessment 06

**KWL activity:** Finishing the activity.

**L (Learn):** What have you learnt from this lesson?

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## Differentiation Assessment 07

**Ordering exercise:** Considering your own learning preferences, how would you rank the following learning styles in order of most to least important?

•Visual

•Aural

•Read/Write

•Kinesthetic

1. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

4. \_\_\_\_\_

**Reflection:** You have listed your learning preferences above; now you can understand that you might have some biases in how you teach. Explain 3 ways you could incorporate the learning styles at the bottom of your list in your teaching?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

## Lesson Planning Assessment 08

**Reading:** Download and read the five scenarios.

**Reflection:** Choose one scenario from above that resonates with you. Reflect on any issues you might encounter for the scenario you've picked and explain what you'd prepare to help to counter these issues.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Create:** We've created a lesson plan template for you to use. Download the lesson plan template and create a lesson plan for your chosen scenario.

## Assessing Student Progress Assessment 09

Refer to the lesson plan you completed during the lesson planning section. Think about the goals and objectives of the lesson.

Name three ways in which you would undertake formative assessment.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Considering the long term goals of your lesson plan, what might a summative assessment look like?

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## Feedback Assessment 10

What type of comments are the following, choose the most appropriate answer.

a) *Oh, that wasn't what's on the page. Play that again, please.*

- GOOD FEEDBACK       NOT HELPFUL FEEDBACK       NOT SURE/DEPENDS ON THE CONTEXT

Please explain why.

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b) *Good stuff man, nailed it. Let's move on, aye?*

- GOOD FEEDBACK       NOT HELPFUL FEEDBACK       NOT SURE/DEPENDS ON THE CONTEXT

Please explain why.

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c) Beautiful playing, your timing has really improved, well done. I want you to play it again, but this time be conscious about the dynamics in your left hand. It's not quite matching the dynamics of your right hand when you have to play the trickier lines. Let's give it another go, because if we can nail that, then this will take things to a whole new level for you.

GOOD FEEDBACK     NOT HELPFUL FEEDBACK     NOT SURE/DEPENDS ON THE CONTEXT

Please explain why.

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d) Oh, we nearly had it! One more time, listen for that beat.

GOOD FEEDBACK     NOT HELPFUL FEEDBACK     NOT SURE/DEPENDS ON THE CONTEXT

Please explain why.

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e) What are you doing?

GOOD FEEDBACK     NOT HELPFUL FEEDBACK     NOT SURE/DEPENDS ON THE CONTEXT

Please explain why.

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f) This would be much easier if you'd done your homework, but I guess we'll just practise while you're here.

GOOD FEEDBACK     NOT HELPFUL FEEDBACK     NOT SURE/DEPENDS ON THE CONTEXT

Please explain why.

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g) What was that?!

GOOD FEEDBACK     NOT HELPFUL FEEDBACK     NOT SURE/DEPENDS ON THE CONTEXT

Please explain why.

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*h) I can see that was really difficult, but I'm so impressed you kept going.*

- GOOD FEEDBACK     NOT HELPFUL FEEDBACK     NOT SURE/DEPENDS ON THE CONTEXT

Please explain why.

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*i) Yeah, that was great. But, do you know what might that more effective? What if you tried....*

- GOOD FEEDBACK     NOT HELPFUL FEEDBACK     NOT SURE/DEPENDS ON THE CONTEXT

Please explain why.

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*j) How about we try that again and this time we're going to try to also do this...*

- GOOD FEEDBACK     NOT HELPFUL FEEDBACK     NOT SURE/DEPENDS ON THE CONTEXT

Please explain why.

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*k) That was really close, here's the two things you need to tweak in order to get this sounding really great.*

- GOOD FEEDBACK     NOT HELPFUL FEEDBACK     NOT SURE/DEPENDS ON THE CONTEXT

Please explain why.

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## Communication Skills Assessment 11

List three communication skills you feel you could improve upon.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Specific Learning Needs Assessment 12

**Read:** Download and read *Teaching & Disabilities*. You'll find it in the downloads section.

Remember that many people spend years researching and learning about this massive and complex topic. This section is to make you aware of the issues and give you the tools to research how you will best teach what these students need as they come up.

## Behaviour Management Strategies Assessment 13

Think of a past experience that involved some behavioural issues. What would you do differently to handle the situation better?

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## Creating a Positive Learning Environment Assessment 14

An effective learning environment is one which students:

- *Feel safe and able to try new things.*
- *Are treated respectfully.*
- *Are respected as individuals.*
- *Are involved in setting their own goals.*
- *Know how well they are doing.*
- *Can see that their needs are being met.*
- *Have content that is not overwhelming.*
- *Have a teacher that really knows the topic.*
- *Know what they have to do and how they have to do it.*
- *Have been involved in what they learn and how they learn it.*
- *Have their past learning and experiences recognised.*
- *Can see the relevance of what they are learning.*
- *Get honest, constructive feedback.*
- *Reminded of the progress they are making.*
- *Have a committed and enthusiastic teacher.*
- *Are encouraged to question, challenge, and give feedback.*

List your favourite five strategies from the list above.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Youth Development/Mentoring Assessment 15

Name 1-3 role models or teachers that had an impact on your life.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List 3-5 things that they did that had a memorable impact on you.

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