

FEEDBACK

Deep Knowledge

To what extent is the knowledge being addressed focused on a small number of key concepts and the relationships between and among concepts?

Almost all of the content knowledge of the lesson is shallow because it does not deal with significant concepts or ideas.	Some key concepts and ideas are mentioned or covered by the teacher or students, but only at a superficial level.	Knowledge is treated unevenly during instruction. A significant idea may be addressed as part of the lesson, but in general the focus on key concepts and ideas is not sustained throughout the lesson.	Most of the content knowledge of the lesson is deep. Sustained focus on central concepts or ideas is occasionally interrupted by superficial or unrelated ideas or concepts.	Knowledge is deep because focus is sustained on key ideas or concepts throughout the lesson.
Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments Teacher seemed very across this period, and was able to produce interesting facts and thoughts to make lesson more engaging. The key concepts were very clearly displayed on the canva, these were causes of war, propaganda and personal reflection. Having this on the canva made it easy to circle back to previous content if required to support learning and engaging with activities.

High Expectations

To what extent are high expectations of all students communicated? To what extent is conceptual risk taking encouraged and rewarded?

No students, or only a few, participate in any challenging work.	Some students participate in challenging work during at least some of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	Many students participate in challenging work during at least half of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	Most students participate in challenging work during most of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	All students participate in challenging work throughout the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.
Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments Activities were clearly outlined, and were easy to complete. Students were encouraged to engage in reflective thinking and the QTM element of connectedness. By doing this students are able to better conceptualise the period.

Substantive communication

To what extent are students regularly engaged in sustained conversations (in oral, written or artistic forms) about the ideas and concepts they are encountering?

Almost no substantive communication occurs during the lesson.	Substantive communication among students and/or between teacher and students occurs briefly.	Substantive communication among students and/or between teacher and students occurs occasionally and involves at least two sustained interactions.	Substantive communication, with sustained interactions, occurs over approximately half the lesson with teacher and/or students scaffolding the conversation.	Substantive communication, with sustained interactions, occurs throughout the lesson, with teachers and/or students scaffolding the communication.
Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments Students are consistently able to reflect on each section if the lesson with a brief writing activity. This helps retain information. Perhaps it would be interesting to see how activities could be modified moving forward to incorporate further creative elements. Perhaps with their own attempts at time sequencing, which is promoting historical inquiry.	Evidence / Comments

Additional Feedback

Aspect	Comments
Clarity of instructions	Instructions were consistently clear, and set up visibly on the Canva
Quality of feedback during the lesson	Hard to comment, due to the recorded nature of the lesson. However, Teacher does reflect on the questions he's asking us to answer, which helps students begin their own reflections.
Teacher presence and interaction	Teacher is consistently upbeat, and asking probing questions to students.