

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	The Gallipoli clip was very effective in establishing the emotional context for the lesson on WWI battles. Encouraging students to closely examine primary sources supported the development of their understanding of different perspectives. Sharing personal family stories about the wars added a relatable and engaging element, making the content more accessible and meaningful for students.	Evidence / Comments

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 Understanding the experiences of soldiers who have faced extreme situations is naturally challenging, yet you successfully guided students through activities that encouraged empathy and deeper engagement.	Evidence / Comments

			The inclusion of a news report task, alongside insights into the work of frontline reporters, added authenticity and relevance to the lesson. Offering students multiple ways to showcase their work was a thoughtful approach, allowing for different abilities and learning preferences to be accommodated effectively.	
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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 I appreciated that students were given chances to respond to questions, though I wasn't able to use the whiteboard to share my own ideas. The whiteboard activities were highly effective for expressing concepts and highlighting the variety of perspectives and understandings among students.	Evidence / Comments

Additional Feedback

Aspect	Comments
Clarity of instructions	Both spoken and written directions were easy to follow and thoughtfully designed to accommodate a range of learning needs and abilities.

Quality of feedback during the lesson	
Teacher presence and interaction	You showed strong expertise in WWI, and the way you incorporated sources and activities effectively conveyed information visually, enhanced student understanding.