

MEC SRE Teacher Survey 2021

Special Context:

It will be no surprise to anyone to hear that 2021 was a disrupted year for SRE teaching in Maitland. Lockdowns due to COVID 19 led to long stretches away from classrooms and schools were variable in their speed to reengage with outside providers. This means that some of our teachers did very little teaching throughout the year, and at the time of the survey, no one had taught for well over two months.

The Review:

Previously, SRE teachers had been assessed by classroom teachers using a standardised observational form. This is no longer allowed, and due to COVID restrictions, members of our own teams were also not allowed to be in classes to observe.

Therefore, teacher self-assessment has been our primary form of feedback. All 13 MEC SRE Teachers completed a Google Form Survey in the first half of November 2021. It should be noted that they were much harder on themselves than classroom teachers were in the last evaluation!

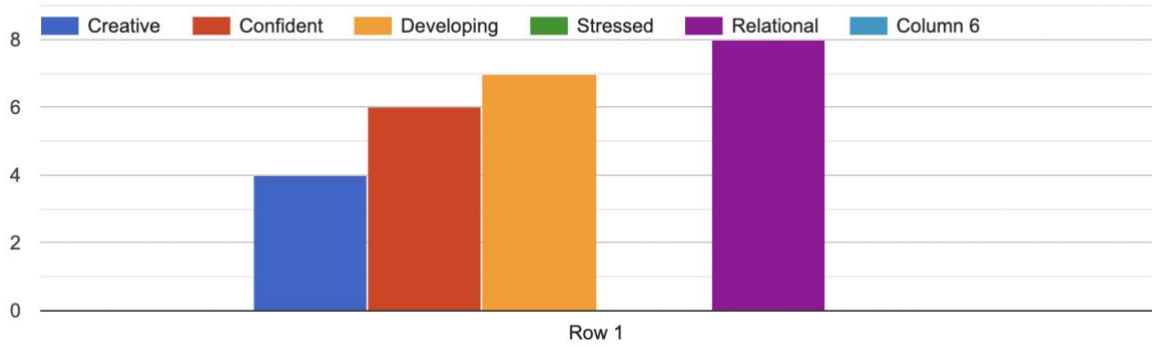
The Results:

Raw Data:

My understanding of the Curriculum I use is



As an SRE teacher, I would describe myself as

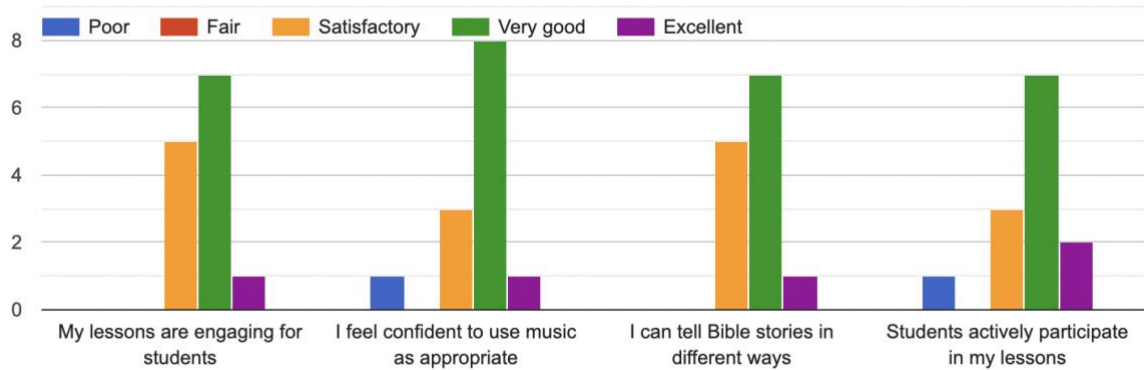


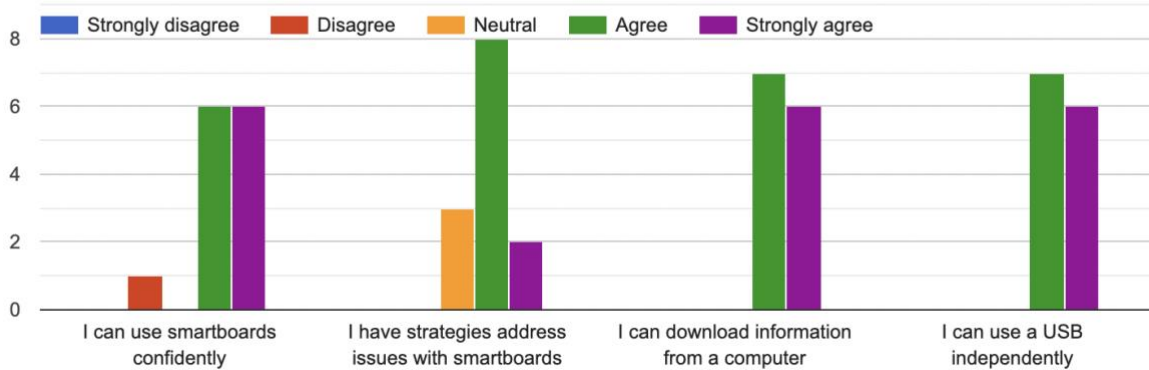
Team Support

Behaviour Management



Creativity





What would you like to change in team meetings?

10 responses

- Nothing
- IDK
- Nothing that I can think of
- I am often late and tired due to the timing of the meeting, although I realise my daily timetable is fairly fluid
- nothing
- They are often at times that don't suit with kids at school like near pick up time
- Have a section for how to answer difficult questions
- More share time
- I appreciate them as they are

Efforts to Address Identified Issues:

Positives:

- Last year, one of the identified issues was around getting student’s attention. This was addressed through video input and discussion in team meetings. It is encouraging to see that there was a positive shift to the right in teacher’s self-assessment on that issue.
- It is also encouraging to see that teachers identify with entirely positive descriptors and that most teachers still see themselves on a continuing path of development.
- Teachers see themselves as being creative and engaging. It should be noted that music is not used as commonly in upper primary lessons, and those teachers may have reasons for not including it in their teaching practice.
- Teachers were positive about their ability to understand the curriculum they were using. This had been a major focus of team meetings.

Plans:

- The focus for input on behaviour management training for 2022 should shift towards dealing with challenging behaviours and adapting current practice when met with challenges.
- There should be a training focus on active participation and engagement of students in lessons.
- There had been plans to do smartboard training this year, but our access to a classroom outside of school hours was limited due to COVID restrictions. This year it would be good to have a session on troubleshooting problems to increase teacher's independence in using interactive technology in the classroom.
- Almost all teachers will be using the updated GodSpace Curriculum, which will require intensive training in curriculum over the next three years.
- All teachers continue to complete training and extra training requirements as outlined in our agreement with the NSW Dept Education.
- Survey MEC SRE teachers to ensure that the meeting time meets the needs of the as many team members as possible.

Report compiled by Karen Doust, 19th November 2021.