**Choosing and Using ‘Audit’ Tools to Improve your Teaching**

* What is the relationship between audit tools and reflection?
* What sorts of things could you use an ‘audit’ or checking tool to help you with? (Ginnis, 2002)
* When might you use an audit tool, in relation to the teaching and learning sequence?
* Whose input might you also use and how would you elicit it?

**Auditing yourself**

**Lesson Plans**

**Learning Environment**

* Emotionally Conducive to Learning
* Biologically
* Psychologically
* Physically (layout)

**Learning Objectives**

* Specific
* Clearly Related to Outcomes
* Differentiated
* Made Clear to Students
* Allow Opportunity for Student Input
* Clearly Assessable

**Learning Method**

* How are high expectations communicated?
* How is prior knowledge obtained/used?
* What can students work out for themselves during the topic?
* How Is student research encouraged and scaffolded?
* Are students sufficiently active, mentally and physically
* Do they need to consolidate preliminary skills before activities to be successful?
* How is variety of learning styles catered to?
* To what extent are students involved in decision-making about learning strategies?
* How are they encouraged to make their own meanings?
* How does the lesson develop their use of language?
* How does it support the development of independent thinking and learning?

**Auditing your Students’** Learning Styles: observation, structured choices, questionnaire, thorough reflection

* Ask an open-ended question: how would you find out how a battery operated analogue clock works?
* Present a proposal for re-organising the classroom
* Provide a menu of learning or assessment tasks
* Set up series of diverse activities that all students do, then they carefully (45mins) reflect on their experiences

Should we try to do this though?

**Auditing Language Use**  Language both reflects and can alter our patterns of thinking . . .

What do you think about these suggestions? Why are they made? What patterns will they change in you and the students . . .

1. Stop using the word work (try learning?)
2. Avoid the word ability (ie use a dynamic not static word)
3. Abandon all put-downs (verbal and non-verbal)
4. Don’t compare students to each other or to norm referencing
5. Talk about the future not the past
6. Replace the language of permission, approval and compulsion, with that of ownership and self reliance

*If you’re good I’ll let you . . . Would you like to*

*I couldn’t mark your books because . . . I didn’t mark*

*I couldn’t help noticing . . . I noticed . . .*

*You have my permission to . . . I support your decision to . . .*

*I’ll have to say that . . . I want to say that . . .*

1. Make passive into active

*This always happens to me . . .I do this a lot*

*This won’t get done . . . I won’t do it*

1. Take responsibility for the responses made to others’ actions

*You make me feel . . . I feel*

*I couldn’t’ help it, he hit me . . . He hit me and I*

*I suppose I’ll have to . . . I’ve decided to*

1. Replace a word: Encourage students to replace can t with won t to see if it helps move things forward
2. Change definitive statements into those about the here and now

*I’m no good at drawing . . . I haven’t mastered drawing techniques yet*

1. Avoid Why: Why are you late, why did you do that, why didn’t’ you do your homework
2. Avoid self-righteous, bossy knowitallisms: Should, must ought . . .try replacing them with ‘could’ or . . .

*I think you should . . . have you thought about*

*What you must do next is . . . My suggestion is*

*Your really ought to . . . I have some advice if you want to hear it*

1. Do or do not there is no try: It’s a loop hole that should be confronted (doesn’t accept full responsibility)

*I’ll try to mark it tonight . . . marking is number four on my list. If I don’t get to it it’ll be first priority tomorrow night*

1. Notice the difference between ‘and’ and ‘but’

When but is used the value of the first part of the sentence is cancelled out. Alternatives?

1. Personalise your own statements using I-messages

*This is a waste of time . . . I don’t feel this is worthwhile*