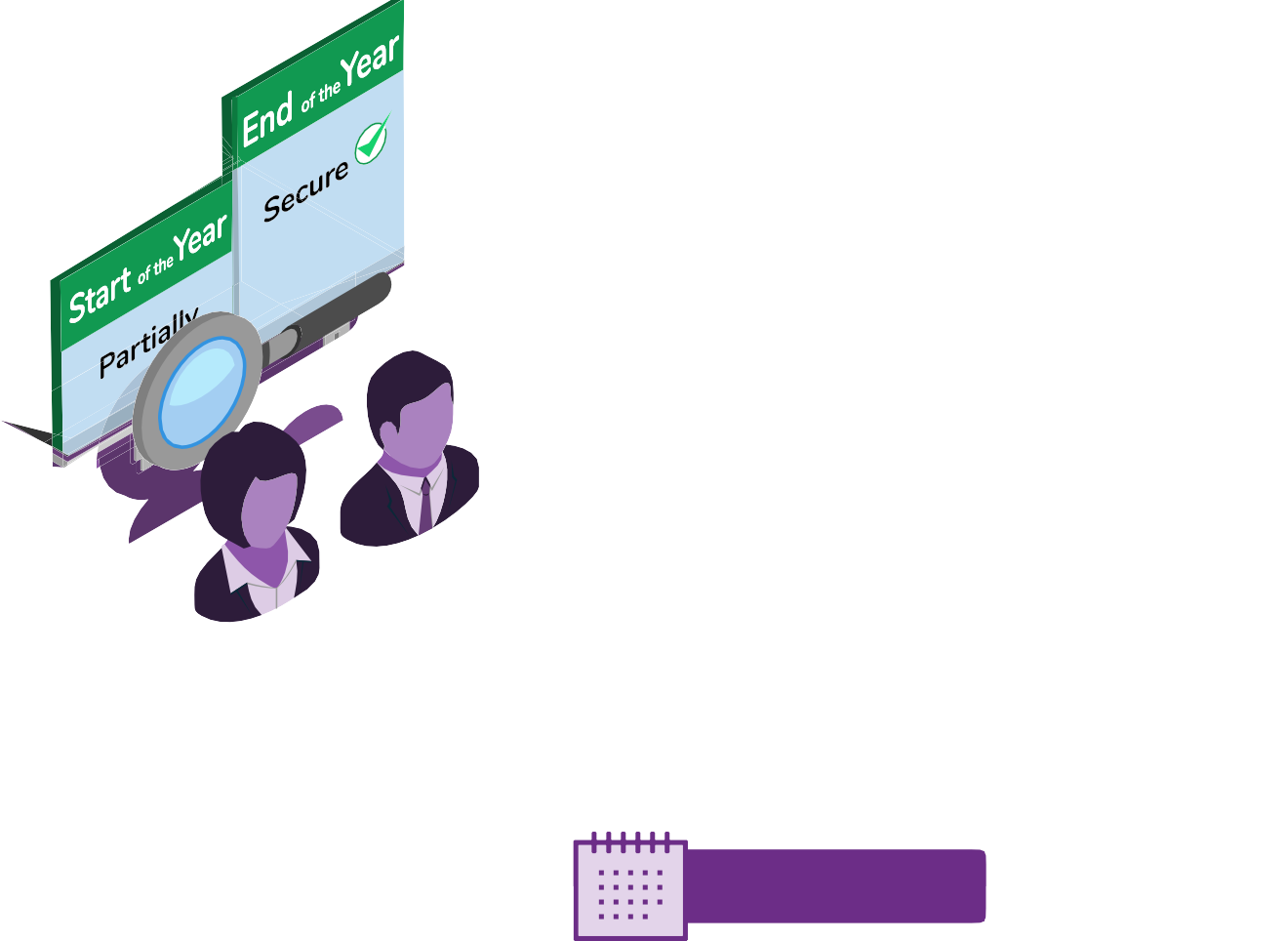
***Contact us***

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Raising Standards Through Creativity

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**Self-Evaluation**

**2018-2019**



**Digital Technologies Coordinator**

**Mr Teacher**





# SELF-REFLECTION

The two sections below give you a space to record your thoughts as a Digital Technologies Coordinator at the beginning of the year and again at the end of the year.

**BEGINNING OF ACADEMIC YEAR**

**01/09/2018**

In the space below, write down how you currently see yourself as a Digital Technologies Coordinator. For example, do you see yourself as proactive, engaged and always trying to exceed any expectation of the role?

Are there any significant things you want to achieve? For example, influence

over others, imparting knowledge, etc.

**END OF ACADEMIC YEAR**

**30/07/2019**

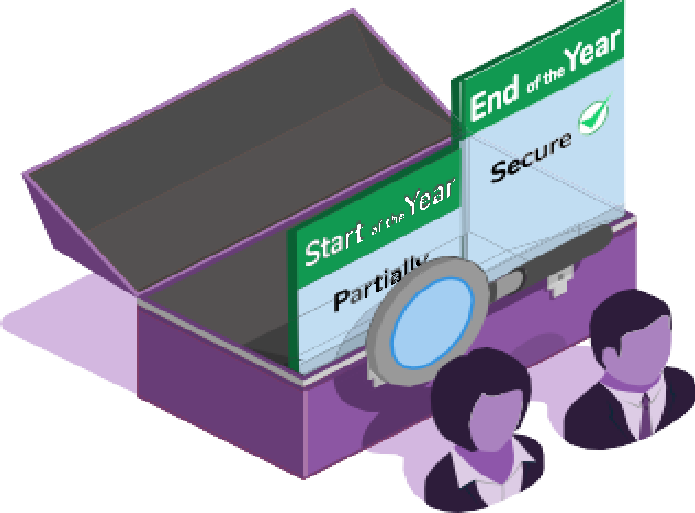
In the space below, write down how you currently see yourself as a Digital Technologies Coordinator. For example, do you see yourself as proactive, engaged and always trying to exceed any expectation of the role?

Are there any significant things you want to achieve? For example, influence over others, imparting knowledge, etc. Have you achieved any significant things from your self-reflection at the start of the year?

# EVALUATION OF THE KEY AREAS OF

Scoring yourself against the key areas is a powerful way of identifying what is going well and what needs development. There is space to do this at the **start**, **middle** and **end** of the academic year.

The evaluation may be something you wish to share with your performance manager during target setting and review meetings.



**SUBJECT LEADERSHIP**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ACQUIRING AND IMPARTING KNOWLEDGE** | **Start of year** | | | **Half-year review** | | | **End of year** | | |
| **I share information acquired with staff** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I ensure any documentation I receive which is relevant to staff is made available** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I ensure teaching staff and support staff are aware of statutory requirements** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I actively seek out knowledge from beyond courses and scheduled training sessions** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I lead/organise structured sessions for staff on updates and training** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I lead/organise structured sessions for governing bodies on updates and training** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I lead/organise parent/carer workshops** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I provide news/updates for parents/carers via our communication channels** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I provide news/updates for governing bodies via our communication channels** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **KEY DOCUMENTATION** | **Start of year** | | | **Half-year review** | | | **End of year** | | |
| **There is a curriculum policy in place** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **The policy is reviewed regularly with staff as part of the school’s timetable for review** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **A subject action plan is in place** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **The subject action plan relates to key school improvement priorities** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **A scheme of work for Computing is in place** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Assessment is in place for Computing** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **A review of the Computing curriculum and assessment procedures is undertaken in line with school review timetable** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **An overview of children’s standards for each year group for Computing is in place** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Work samples are kept for key tracker children** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Audits are completed regularly** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Questionnaires including staff/pupil and stakeholder voice are made available** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Observation/learning walk documentation is shared with relevant parties** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Any benchmarking quality assurance material is kept up to date** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |

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| **PROFESSIONAL DEVELOPMENT** | **Start of year** | | | **Half-year review** | | | **End of year** | | |
| **I aim to achieve excellence in subject knowledge and skill** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Professional development opportunities are actively sought out** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Training I provide to staff is purposeful and strongly supports whole school improvement aims** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I provide targeted support for individual staff members** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I know the training needs of the staff** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I am able to provide strategies for staff to ensure the curriculum is accessible for all pupils** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I take an active role in local cluster groups to acquire and share best practice** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Staff feel they can approach me for support and I very much make this known** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I consult with senior consultants/advisors on new initiatives** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I benchmark my subject against nationally recognisable quality assurance models** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |

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| **LEADING BY EXAMPLE** | **Start of year** | | | **Half-year review** | | | **End of year** | | |
| **I am always positive about my subject and this positivity is reflected in the staff’s attitude towards Computing** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Feedback is given regularly to staff from any training or consultation I have had** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Learning displays are up to date, informative and make a big impact on promoting excellence in Computing across the age range of learners** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Information about Computing is on display/ accessible in staff shared areas and is kept up to date** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I act upon areas of development for Computing in a timely fashion, prioritising as needed** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **I will constructively feed back to staff on areas of strength and weakness, along with providing suitable strategies to aid improvement** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RESOURCES** | **Start of year** | | | **Half-year review** | | | **End of year** | | |
| **A budget is managed by me which aligns with school improvement priorities** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Resources are evaluated to ensure they facilitate excellent learning outcomes yet demonstrate excellent value for money** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **All the relevant resources are ordered and well organised** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Hardware/software maintenance, updates and renewals is undertaken in an efficient way by technical support staff** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Records of resources are kept up to date and available to all staff** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MONITORING** | **Start of year** | | | **Half-year review** | | | **End of year** | | |
| **Curriculum content monitoring takes place regularly** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Planning is monitored with a focus on key school improvement areas, i.e. challenge, developing independence…** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Pupil work is monitored** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Pupil standards are monitored and compared against local and national expected outcomes** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Teaching and learning is monitored** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Feedback on monitoring is given to concerned individuals in a timely, constructive fashion** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |
| **Monitoring is effectively used to drive improvements of Computing through setting targets and informing action plans** | No | Partially | Secure | No | Partially | Secure | No | Partially | Secure |