

DATE

Teaching Consultation Report for NAME

NAME requested a teaching review in the [semester and year]. This process involved

- a “pre-observation” conversation, when we discussed our objectives for the teaching review;
- my observation of a class with the notes I took in it in the light of that agenda;
- a debrief conversation that focussed on my observations and the suggestions for development that followed from them;
- NAME’s written reflections on the class teaching and suggestions for development; and
- this report on NAME’s teaching.

FIRST NAME nominated a one-hour lecture to about 20 stage three students for observation. The topic was LECTURE TOPIC in COURSE NAME. In the pre-observation goals for teaching, I learned that his goals for his teaching include preparing students for practice in the real world; bridging the gap between academic theory and practice; inspiring the students and ensuring that students emerge with the qualification to get a good job. He has found that theory must be tempered with the realities of practice, using concrete examples.

The lecture that I observed took place in ROOM on DATE. FIRST NAME worked towards his goals. He referred to local laws governing growth management, pointing out international comparisons in law, and directed students to logical routes to decision-making with this knowledge and the inflection of their own individual values. The lecture was structured around this framework. FIRST NAME is aware of the limitation of teaching resources and effectively constructs the resources during his lectures.

He made use of topical examples. It was clear that the students were interested in these. He raised debates in the literature, such as whether practitioners should be seen primarily as experts or as facilitators. The links between theory and practice came through clearly, including with some of the interesting tensions there. FIRST NAME’s knowledge and experience are a huge asset. His openness to what theory has to offer these students is critically tempered by the realities of practice—he is teaching critical engagement in the process of teaching law and its application. The topic is undercut by conflicts of interest and tensions between the different frameworks that scaffold it; FIRST NAME is able to move across these frameworks confidently. The resulting teaching curriculum is lively and felt extremely useful, given the likely career destinations of these students.

FIRST NAME clearly plans carefully for class content, but I recommended that he could plan just as carefully for class activity, especially in the tutorial half of the two hour time slot. Taking his comfortable, content-rich classes into higher engagement by organising students into pairs or groups and setting them discussion exercises would enable a firmer anchoring in the students of the wisdom he has himself. He could consider also breaking up cliques by shifting students round groups for some exercises—I’d recommend doing this regularly because I think that there are advantages for future work skills in pushing students to work with everyone in the class. These students obviously value FIRST NAME’s knowledge, but could be pushed into internalising it through facilitated discussion. This would be likely to be

of benefit to them as they head for practice. FIRST NAME has agreed that these are helpful suggestions.

NAME makes a strong teaching contribution. His practitioner experience is a strong asset, along with knowledge of both theory and law and he works consciously across these not always compatible domains to the benefit of future practitioners.

Signature

Name of reviewer