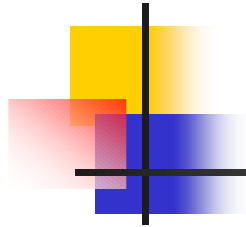


Developing teaching skills through observing and being observed



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When did you last watch someone teaching?

What did you learn?



Observing

- watch the development of complex classroom interactions
- observe how, when and with what effect a teacher uses different strategies
- internalize new approaches so they become part of your repertoire
- connect knowledge and practice.

Being observed

- unpack the complexity of what you do
- look closely into one aspect of your teaching
- experiment with new teaching strategies
- focus on the learning of a particular group
- discuss your teaching in a non-judgmental way
- connect knowledge and practice (GTC, 2004)



What is a good lesson?

- With colleagues, write features that you'd expect to see in a lesson.
- Organise them into columns

Things the teacher does	What children do



Features of excellent learning

What does excellent learning look like?



Judge teaching by impact on pupils

- their knowledge, skills & understanding
- their wellbeing, engagement & enthusiasm
- the demands made on them
- their confidence
- the pace of their learning



Three stages to observations

- Before
 - During
 - After
-
- Plus, the effect of your post-observation discussion in terms of teaching, self esteem, etc.



Before an observation

- Set date & time
- Choose focus
- Agree behaviours
- Set time for feedback discussion



During an observation

- Sit outside the direct vision of the teacher
- Look friendly and positive
- Annotate the plan - objective, explanation, organisation and choice of task
- Make notes about what actually happens
- Look at teaching - learning, cause and effect
- Avoid teaching or interfering
- Reassuring word as you leave

Learning to listen





Reflection prompts for peer observation

- What are the similarities between what I saw and the way I do things?
- What are the differences between what I saw and the way I do things?
- Why did the teacher do it that way?
- Could I transfer some practice to my class?
- What are the likely barriers to transferring it?
- How can I get over those barriers?
- What have I learned from this?



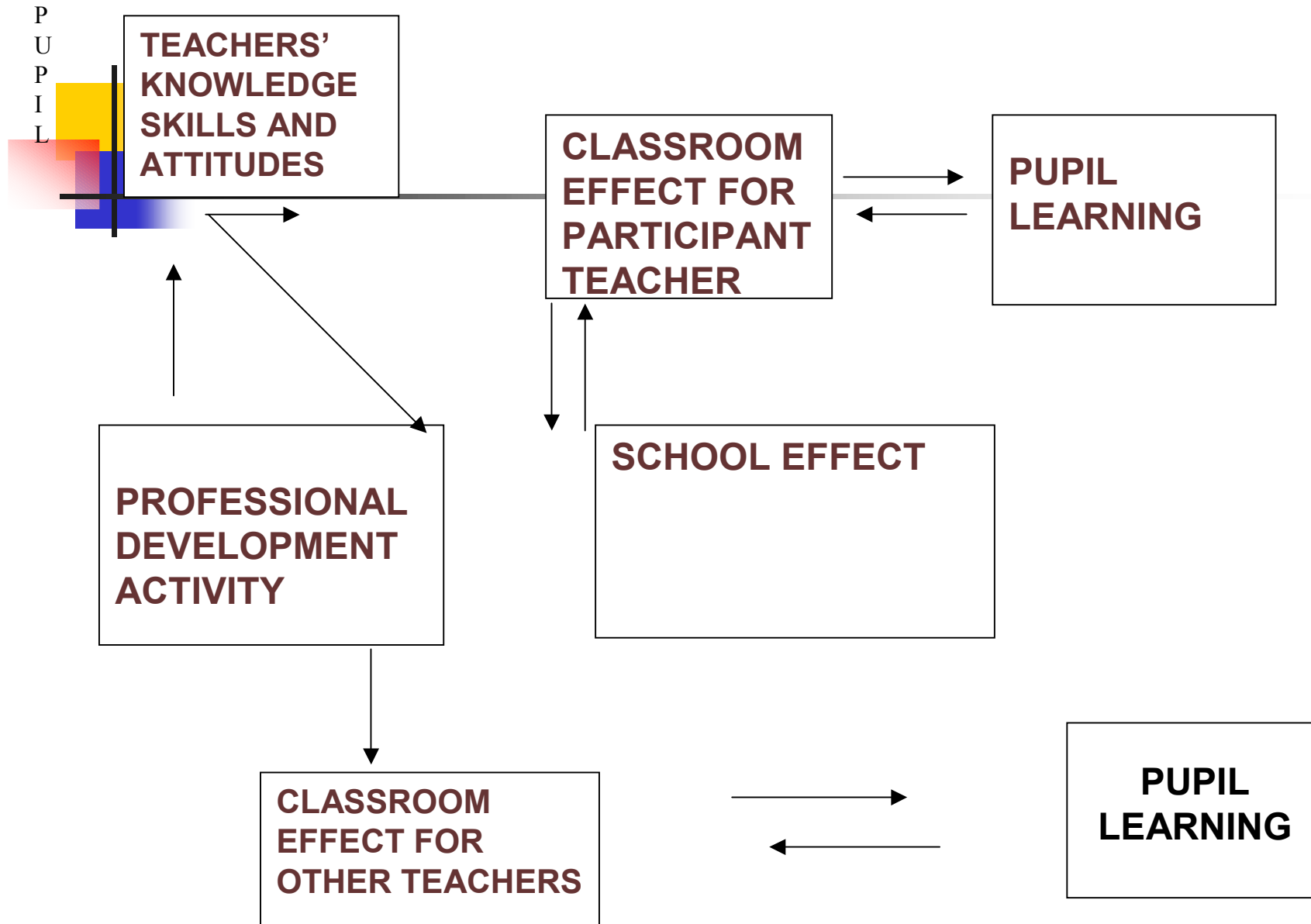
After the lesson discuss

- How do you think the lesson went?
- What were you most pleased with? Why?
- What were you trying to achieve? What did pupils learn?
- What did the lower/higher attaining pupils learn?
- Why do you think the lesson went that way?
- Why did you choose that activity?
- When you did ... the pupils reacted by ... Why do you think that happened?
- Help me understand what you took into account when you were planning?
- If you taught that again would you do it differently?
- What will you do in the follow up lesson?



STRIDE

- S is for looking at people's strengths
- T for identifying the target
- R for what the real situation is
- I for ideas
- D for decisions
- E for evaluating how well things have worked





Changing your practice

1. theory – where the new approach is explained and justified
2. demonstration – to give a model of how this can be put into practice
3. practice – so that the teacher can try out the new approach
4. feedback - how the new approach is working
5. coaching – discuss in a supportive environment. Joyce & Showers (2002)



Impact of this event?

1. Immediate impact – how do you feel?
2. Learning – what greater skills, knowledge, confidence, awareness do you have?
3. What are you going to do as a result?
4. Will there be any short/long-term impact on colleagues?
5. Will there be any short/long-term impact on pupils?

What do you need to do, when?



CPD matters

- Good teachers make good schools
- Good schools make good teachers

To learn from one who is still learning is like learning from a running stream.

To learn from someone who has stopped learning is like learning from a stagnant pond.

'One of the best ways to nurture the community is to facilitate and sustain conversations' (Capra 1997:6).

