

How do I engage in classroom observation?



Performance
and
Development

Performance and development toolkit overview

Reflection and goal setting

Resources

- > Getting started survey – How do I perceive performance and development at my school?
- > What is my role in the performance and development cycle?
- > How can I ensure I get the most out of my goal setting?
- > Goal setting guide

Professional practice and learning

Resources

- > How does professional learning support my performance and development?
- > How do I evidence progress against my goals?
- > Examples of evidence
- > How do I engage in classroom observation?
- > Tips for collecting and documenting feedback

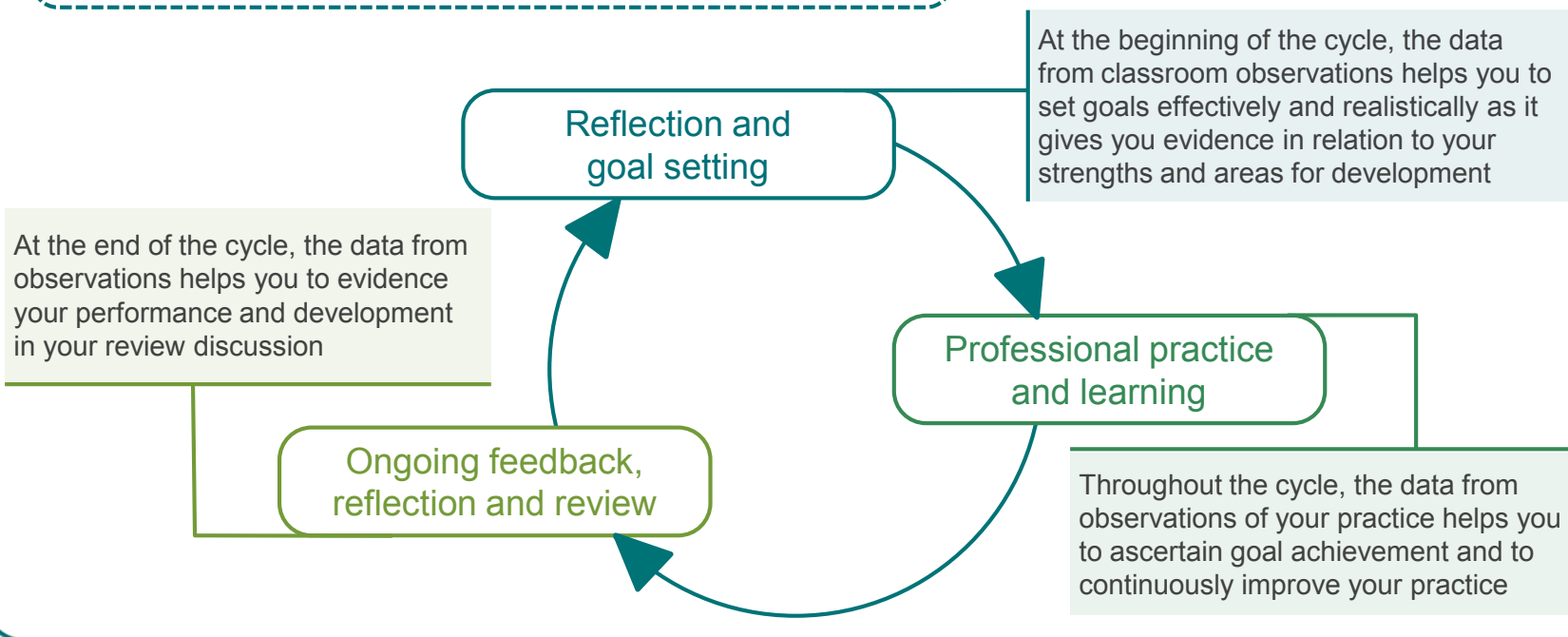
Ongoing feedback, reflection and review

Resources

- > How can I initiate ongoing formal and informal feedback?
- > How can I support effective peer-feedback in my school?
- > How do I reflect on my own goal achievement?
- > How can I make the most of my performance and development review?
- > Performance and development review guide

How does classroom observation support the performance and development cycle?

'Research shows observation of classroom teaching, linked to timely and useful feedback that focuses on improvement, is a particularly useful tool for teacher development, and is the most commonly used form of evidence across OECD countries'
The Australian Teacher Performance and Development Framework





How can I initiate classroom observation with my peers?

- > In your school, classroom observation may be established as a structured program. However, if such a program does not exist, or in addition to such a structured program, you can establish informal observation arrangements with peers

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| <p>Be courageous</p> | <p>Develop the courage to get started Using the self-reflection resource (How do I reflect on my own goal achievement?), identify which areas of your practice would benefit from observation and which of your goals would be informed by it Talk about your intentions, to both observe others and be observed by others, with your colleagues</p> |
| <p>Be a role model</p> | <p>By inviting others to observe your practice first, you can role model peer-observation within your school You can work with the peer-feedback materials (Tips for collecting and documenting feedback) in order to help your peers structure the feedback process following the observation</p> |
| <p>Use technology</p> | <p>Observation does not have to be live To make it easier, you can film the lesson and let others observe your practice based on the film. You can also use the recording for your own self-reflection</p> |
| <p>Collaborate</p> | <p>Once the practice of observation has gained momentum, start a peer-observation group with interested colleagues in your school Again, the peer-feedback materials (Tips for collecting and documenting feedback) provide guidance on the feedback following a classroom observation</p> |

What should my colleagues and I do prior to an observation session?

Some key principles need to be agreed on prior to each observation session

1. Identify the purpose of the observation
2. Articulate the focus of the observation:
 - agree the areas of your practice that will be observed and which of the Australian Professional Standards for Teachers are relevant
 - identify how the observation links to the teacher's goals
3. Note any relevant information that would aid the observer (e.g. lesson plan, teaching objectives)
4. Agree to focus on observable behaviours
5. Determine how and when feedback will be given ([Tips for collecting and documenting feedback](#))?
6. Discuss action steps to follow up or respond to feedback
7. Agree on confidentiality. How openly will observations be discussed with peers?



Activity:

Reflect on what you might consider before engaging in observation

1. For which of your goals would classroom observation be useful as a source of feedback to improve practice and/or to evidence progress?
2. What does the observation need to focus on in order to support or inform your goal progress?
3. What questions will you ask the observer in the feedback session to ensure that you receive information that will help you work towards your goals and/or to gauge your progress?