# Do Now

**Reflect:**

- On a scale of 1–10 how confident do you feel in conducting an observation of another teacher?
- What's the reason for the rating you gave?



# How to effectively observe a lesson

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# Seminar objectives P.7



By the end of this seminar, you will:

- understand the importance of lesson observations of expert teachers
- know how to effectively plan for, conduct and reflect on a lesson observation
- have practised how to effectively observe a lesson

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# Related ITTECF statements

| Learn that… | Learn how to… |
|---|---|
| **Professional behaviours (Standard 8 – Fulfil wider professional responsibilities)** | |
| ***8.2*** Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.. | |



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# What are lesson observations?

Observation **of others**' practice in order to develop your own.



Why?

- Model of what 'good' looks like
- Application of strategies and techniques
- Support reflection on your own practice



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# What makes effective observation?

1. Planning for the observation
   - Time to plan
2. During the observation
   - Structured and focused observation
3. After the observation
   - Time for reflection, feedback and discussion



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# Planning for the observation

1

**What is the focus?**
e.g. behaviour management

**What will you look for?**
e.g. Teacher actions, pupil behaviour

**How will you know when you see it?**
e.g. Teacher using commands or gestures. Pupils knowing what to do – with minimal prompting





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# During the observation

2

| Focus area | What was observed? Teacher and pupil action | Impact on pupils' behaviour, learning and classroom environment |
|---|---|---|
| | | |
| | | |
| Other notes: | | |

Focus area

What you observed

Impact

General notes



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# After the observation

3

## Reflection

## Dialogue



- Independent reflection
- Dialogue with your mentor
- Dialogue with the teacher
- Dialogue with a peer



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# Lesson observation





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# Focusing the observation



**Focus:** Routines

**What will we look for:** Signals and instructions the teacher uses, how the pupils respond to these, the impact this has on learning

| Focus area | What was observed? Teacher and pupil action | Impact on pupils' behaviour, learning and classroom environment |
|---|---|---|
| | | |
| | | |
| Other notes: | | |



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# Focused lesson observation





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# Reflection



**Reflect and discuss:**

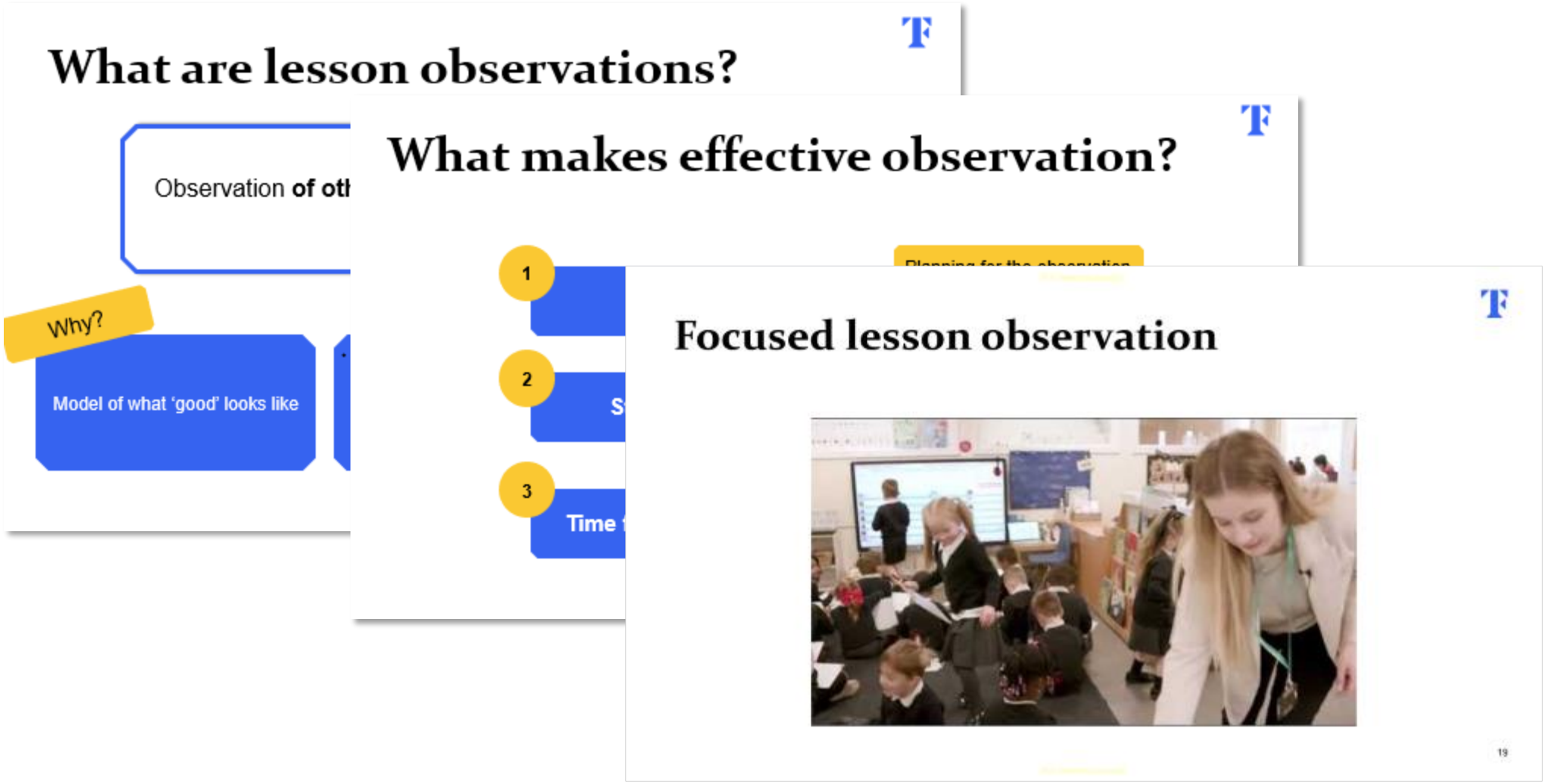
- What did the teacher do that was effective?
- What was the impact on pupils and their start to the day?
- What questions do you have for the teacher?



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# Summary






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# Key Takeaways P7

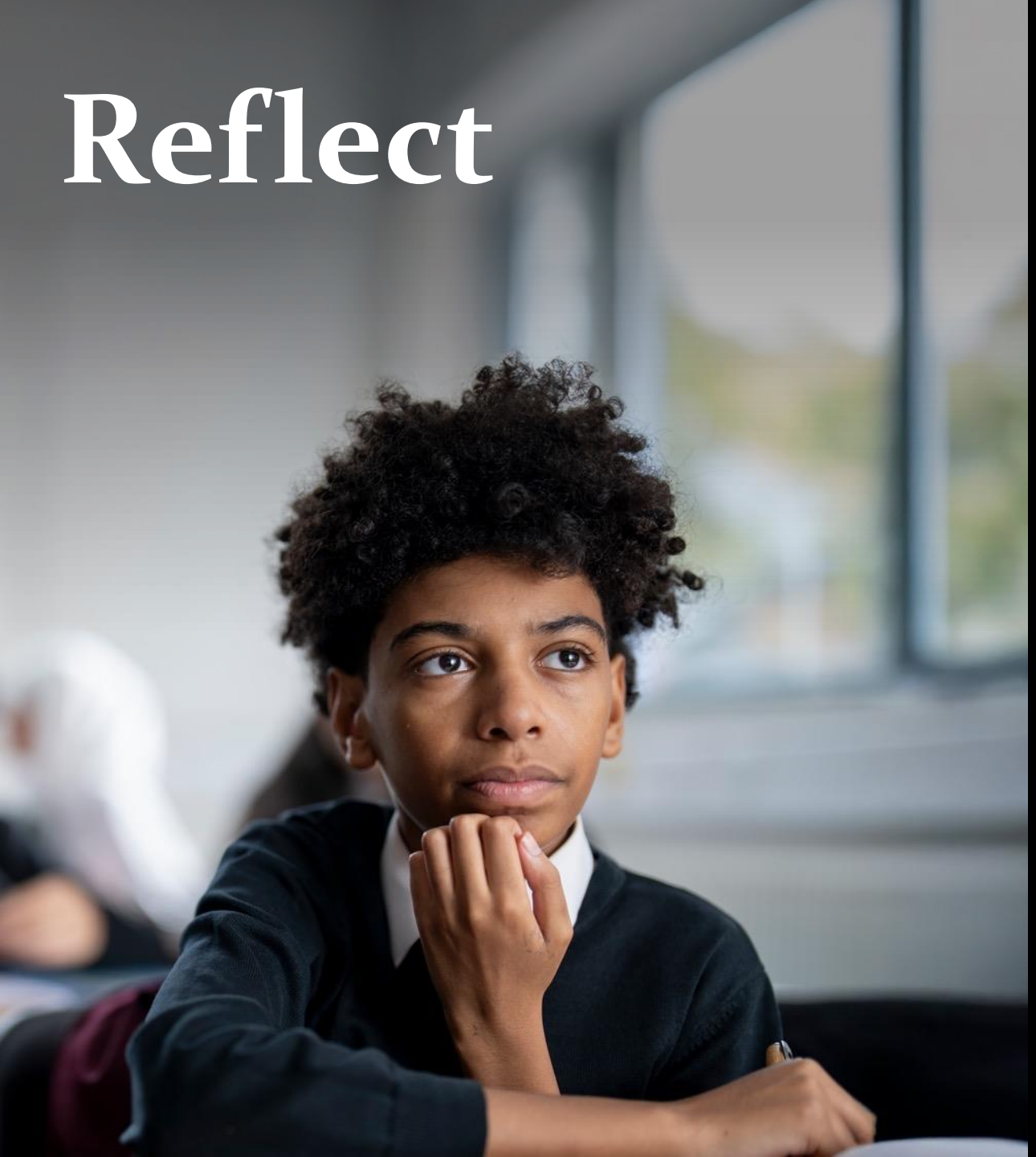
**How to effectively observe a lesson**

**In the session, you'll**

- Understand the importance of lesson observations
- Know how to effectively plan for, conduct and reflect on a lesson observation
- Have practised how to effectively observe a lesson

Key Takeaways:

# Reflect



**Reflect:**

- On a scale of 1-10 how confident do you now feel about conducting an observation of another teacher?
- What are your key takeaways from the seminar?

5 minutes


Rewrite the future

# Thank you.

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# References

O'Leary M. (2020) *Classroom Observation: A Guide to the Effective Observation of Teaching and Learning.* Second edition. Routledge.

Weston, David & Clay, Bridget (2018) *Unleashing Great Teaching: The Secrets to the Most Effective Teacher Development*. Routledge.

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