FVWL RIC
Professional Learning Programme

What Should Mentors Look For in an Observed Lesson?

House Keeping

- No fire alarm is planned

- Toilets

- Help yourself to tea and coffee

- Today's presentation will be available on the FVWL RIC Blog

- Sign in please

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What Should Mentors Look For in an Observed Lesson?

Introductions

- Jacki Dowie

- Local Authority Probationer Supporter in Clackmannanshire

- Seconded for 2 years – funded as part of the Scottish Attainment Challenge – this is my second year of the secondment

- Seconded from Sunnyside Primary School in Alloa

- Taught now for over 20 years in Primary School settings

- Now over to you – please introduce yourself and your current position

Thank you for agreeing
to be a school supporter of a
probationer and/or student.

We need excellent practitioners to
be supporting the new talent coming
into the teaching profession.

**What do you want to get out of
today's session?**

What Should Mentors Look For in an Observed Lesson?

<u>Aims</u>

The purpose of this course is to:

- identify the skills required by Mentors to support an Initial Teacher Education Student and/or a Probationer Teacher when making a high quality lesson observation

- support participants to use the GTCS Standard for Full Registration to consider what they feel to be the essential elements of a 'weak' or a 'good' lesson and what this might look like in different subjects and sectors

- consider how a Mentor might use particular skills to manage the whole process of lesson observation and what kind of documentation would support such an observation

What Should Mentors Look For in an Observed Lesson?

<u>Outcomes</u>

Participants will have:

- deeper understanding of the purpose of lesson observations in supporting the progress of new teachers

- increased knowledge of and confidence in the use of the GTCS Standard for Full Registration to recognise strengths and areas for development

- increased confidence and skill in delivering feedback from the observation

What Should Mentors Look For in an Observed Lesson?

- *identify the skills required by Mentors to support an Initial Teacher Education Student and/or a Probationer Teacher when making a high quality lesson observation*

- *deeper understanding of the purpose of lesson observations in supporting the progress of new teachers*

Observations

- Being Observed – what does it mean/suggest to you?

- 2 mins - on your own to write down/think – words/phrases/feelings

- 3 mins - as a group discuss your ideas

Classroom Observation

- Why observe?

- 2 mins – on own - what are the purpose of observations?

- 3 mins - as a group – share your thoughts

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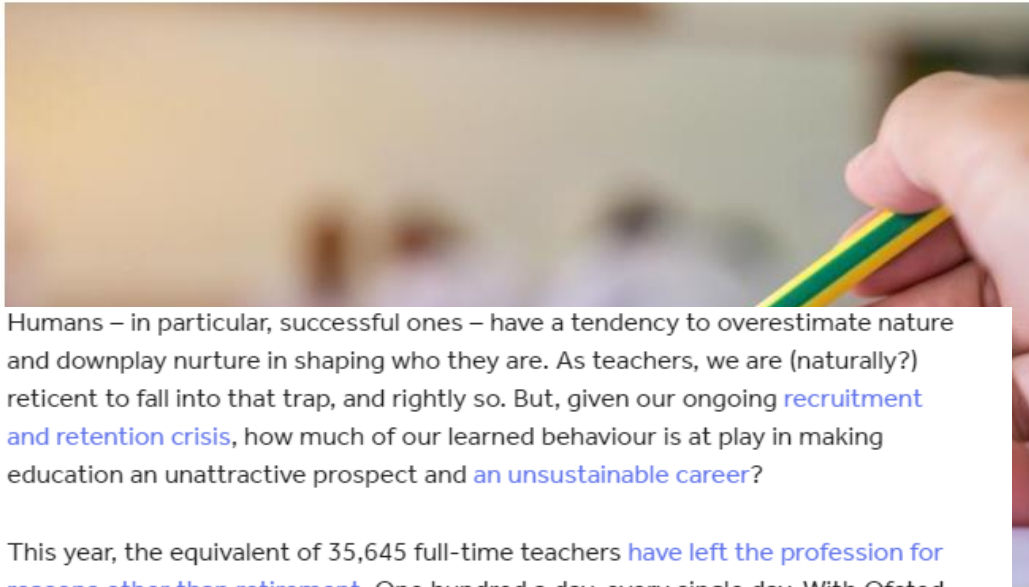Comhairle Siorrachd Chlach Mhanann
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What Should Mentors Look For in an Observed Lesson?

'Lesson observation is no way to nurture teachers'

Does lesson observation mean we're on the side of students? No, it means we're on the back of teachers, writes JL Dutaut

By JL Dutaut
02 July 2019

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Humans – in particular, successful ones – have a tendency to overestimate nature and downplay nurture in shaping who they are. As teachers, we are (naturally?) reticent to fall into that trap, and rightly so. But, given our ongoing recruitment and retention crisis, how much of our learned behaviour is at play in making education an unattractive prospect and an unsustainable career?

This year, the equivalent of 35,645 full-time teachers have left the profession for reasons other than retirement. One hundred a day, every single day. With Ofsted turning the screw on school leaders to reduce teacher workload, we can expect to see our practices change, but what of our environment?

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- What skills do you think mentors need to have *when making a high quality lesson observation to support a probationer?*

- *3 mins - Discuss in group*

- *Demonstrate high quality teaching in own practice – structure and elements of a lesson*

- *Have knowledge/understanding of criteria - SFR*

- *Observe the lesson in relation to the set/agreed/discussed criteria*

- *Be realistic/understanding*

- *Give constructive feedback with practical suggestions*

- *Be prepared to support the probationer in these suggestions*

What probationers want in a mentor/supporter.
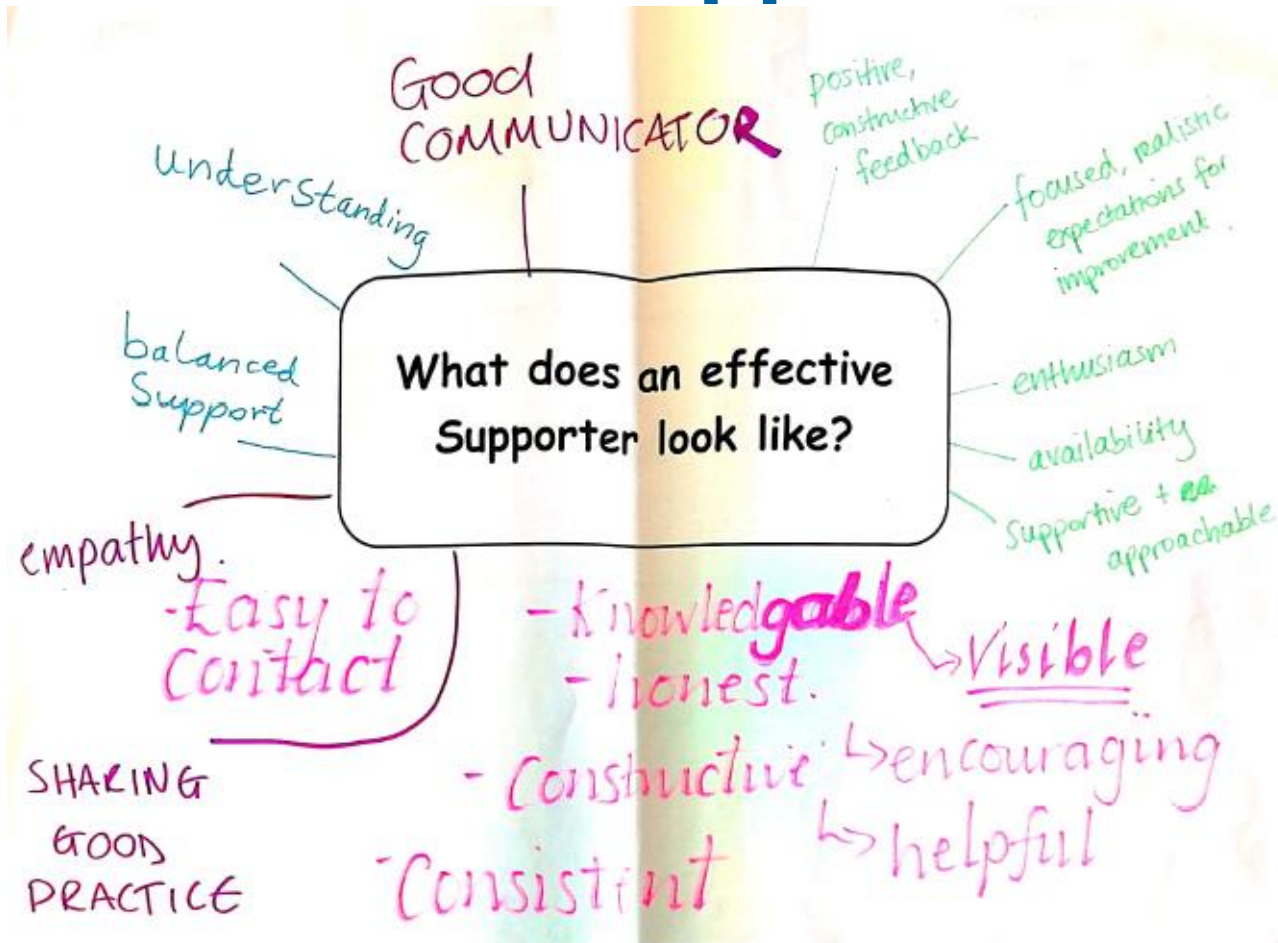
What probationers want in a mentor/supporter

What probationers want in a mentor/supporter.
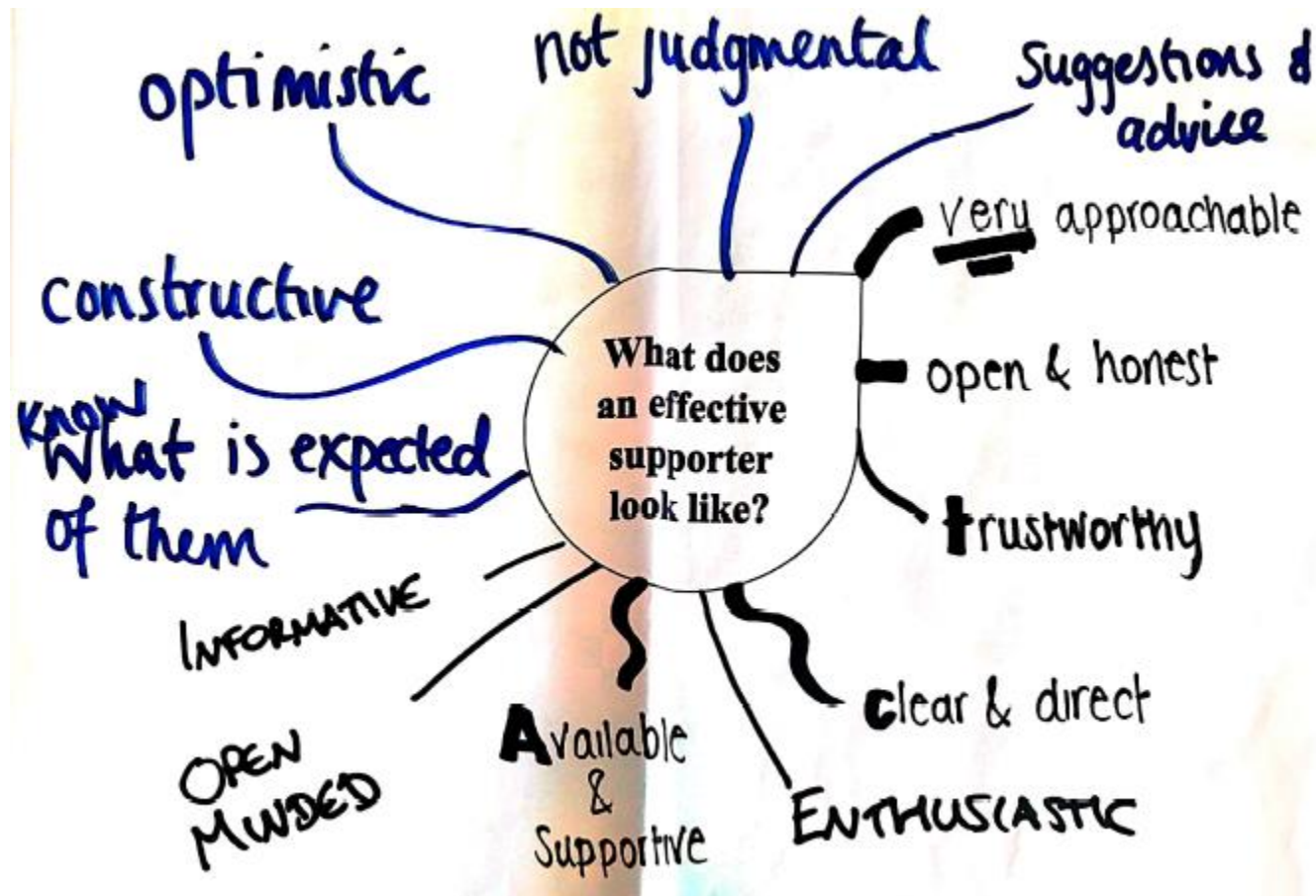
- *support participants to use the GTCS Standard for Full Registration to consider what they feel to be the essential elements of a 'weak' or a 'good' lesson and what this might look like in different subjects and sectors*

- *increased knowledge of and confidence in the use of the GTCS Standard for Full Registration to recognise strengths and areas for development*

'Good' or 'Weak'?

- A 'good' lesson:
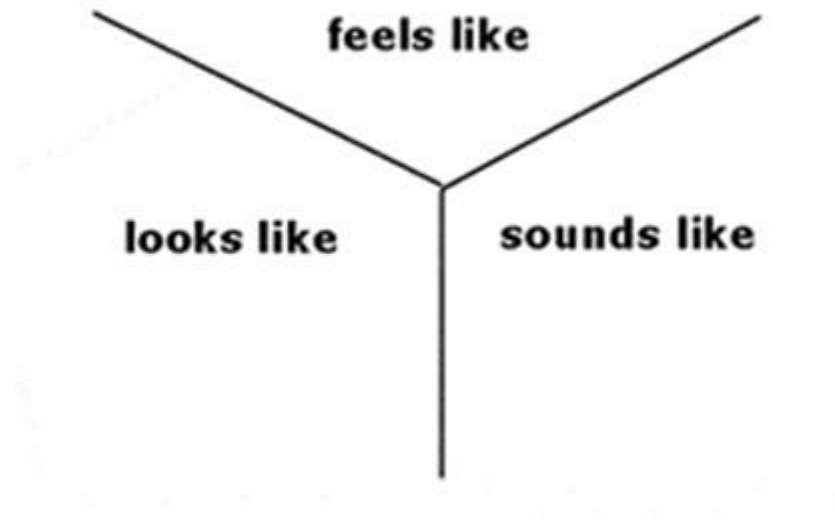
feels like

looks like   sounds like

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS

THE GENERAL
TEACHING COUNCIL
FOR SCOTLAND

gtc
SCOTLAND

The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland

December 2012

Clackmannanshire
Council

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The requirements of The Standard for Full Registration are in addition to, and follow the successful achievement of, The Standard for Provisional Registration. The purposes of The Standard for Full Registration are:

❖ a clear and concise description of the professional qualities and capabilities probationer teachers are expected to attain;
❖ a professional standard against which reliable and consistent recommendations and decisions can be made on the fitness of new teachers for full registration with GTC Scotland;
❖ a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers;
❖ a baseline standard of professional competence which applies to teachers throughout their careers.

Professional Skills and Abilities

Professional Knowledge and Understanding

Professional Values and Personal Commitment

The Professional Values and Personal Commitment core to being a teacher are:

❖ **Social justice**

- Embracing locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.

- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.

- Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.

- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.

- Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.

❖ **Integrity**

- Demonstrating openness, honesty, courage and wisdom.

- Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.

- Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.

❖ **Trust and Respect**

- Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community.

- Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.

- Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

❖ **Professional Commitment**

- Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality.

- Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

- *consider how a Mentor might use particular skills to manage the whole process of lesson observation and what kind of documentation would support such an observation*

- *increased confidence and skill in delivering feedback from the observation*

When to observe?

- Arrange a date and time suitable to both of you for both the observation and the feedback meeting – keeping to the observation schedule as near as possible

- Try to ensure it is the most productive time of day/week for the observation for that specific class of learners

- The feedback meeting should ideally be the next day (not the same day - to allow both parties time to reflect)

- Try to ensure the feedback meeting time is long enough and ideally not at a time that can be interrupted

What to observe?

Classroom Observation Timetable and
Lesson Focus 2019-20

Dates: Week Beginning	Lesson Focus	Lesson Observer
26th Aug or 2nd Sept	Behaviour Management	Local Authority Supporter
9th Sept	Classroom Organisation and Management	School
21st Oct or 28th Oct	Elements of a Lesson	Local Authority Supporter
4th Nov	Classroom Communication	School
11th Nov or 18th Nov	Numeracy	Local Authority Supporter
13th Jan	Literacy	School
27th Jan or 3rd Feb	Social Subjects	Local Authority Supporter
24th Feb or 2nd Mar	Expressive Arts	Local Authority Supporter
23rd March	RME	School

Secondary Classroom Observation Timetable and
Lesson Focus 2019-20

Dates: Week Beginning	Lesson Focus	Lesson Observer
26th Aug or 2nd Sept	Behaviour Management	School
9th Sept	Classroom Organisation and Management	School
21st Oct or 28th Oct	Elements of a Lesson	School
4th Nov	Classroom Communication	School
11th Nov or 18th Nov	Using Assessment	School
13th Jan	Knowledge of the Secondary curriculum	School
27th Jan or 3rd Feb	Planning Coherent and Progressive Teaching Programmes	School
24th Feb or 2nd Mar	Responsibilities for Literacy, Numeracy, HWB & Interdisciplinary Learning	School
23rd March	Working in Partnership	School

:hd

What to look for in each observation

3.2.2 Develop positive relationships and positive behaviour strategies

Registered teachers:

- demonstrate care and commitment to working with all learners
- demonstrate a secure knowledge and understanding of the wellbeing indicators
- show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success
- implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner
- seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour
- evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them
- recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action

3.3 Pupil Assessment

3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning

Registered teachers:

- systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies
- enable all learners to engage in self evaluation and peer assessment to benefit learning
- record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies
- use the results of assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets
- produce clear and informed reports for parents and other agencies which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way

What to look for in each observation

3.2.2 Develop positive relationships and positive behaviour strategies Registered teachers: • demonstrate care and commitment to working with all learners • demonstrate a secure knowledge and understanding of the wellbeing indicators • show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success • implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner • seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour • evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them • recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action	Models correct use of written and spoken English language Inclusion, integration and appropriate differentiation Establishes and maintains an ethos of mutual trust and respect Makes effective use of support staff to work with learners Ensures that learners are actively engaged Reinforces positive behaviour through praise Uses the school's behaviour management strategies consistently Adopts a fair, sensitive and informed manner in supporting behaviour Provides positive feedback for learners Uses a variety of AfL strategies effectively Has a clear, consistent and fair system of rewards and sanctions in place Makes effective and flexible use of space to support different learning styles/activities Interacts positively with learners during the learning

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Observation 1: Positive Behaviour Management

Name: Date: Observer:

The Standard for Full Registration	Elements of Effective Practice		Observer's Notes
3.2.2 Develop positive relationships and positive behaviour strategies Registered teachers: demonstrate care and commitment when working with all learners show an in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner **3.2.1 Create a safe, caring and purposeful learning environment** Registered teachers: ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning	Evidence: Modelling correct use of written and spoken English language Inclusion, integration and appropriate differentiation An established ethos of mutual trust and respect Effective use of support staff to work with learners Learners actively engaged Reinforcement of positive behaviour through praise Consistent use of the school's behaviour management strategies Fair, sensitive and informed manner in supporting behaviour Positive feedback provided to learners and appropriate use of praise Effective use of a variety of AfL strategies A clear, consistent and fair system of rewards and sanctions in place Effective and flexible use of space to support different learning styles/activities Interact positively with learners during the learning		

Probationer: Observer: Date:

Strengths

Areas for Development

Probationers- please attach your completed self-evaluation form to this document.

Signed: (Probationer)

Signed: (Observer)

Self – Evaluation Record

Reflecting on your observed lesson is important in supporting you to consider ways of improving your practice. Take a few minutes to consider the following questions and have the completed document ready to discuss with your Observer.

Probationer: **School:**   **Observer:**

Focus/Number of Observation: **Date:**

What went well? Why was this?

What was the main challenge you faced and how did you deal with it?

What was the impact on the pupils? How do you know?

What would you do differently next time?

Signed: (Probationer) Date:

Signed: (Observer)   Date:

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Name: School: Stage:

Date: Curricular Area:

1. PROFESSIONAL VALUES AND PERSONAL COMMITMENT

Professional Values are at the core of the Professional Standards. They drive an unswerving personal commitment to all learners' intellectual, social and ethical growth and well-being. They are integral to, and demonstrated through, all our professional relationships and practices and all that we do to meet our professional commitments and obligations as teachers registered with GTC Scotland. Professionalism also implies the need to ask critical questions of educational policies and practices and to examine our attitudes and beliefs. Values, amd the connections between values and practices, need to be regularly re-appraised over the course of teachers' careers as society and the needs of learners change and as understanding develops. This is central to the adaptability, responsiveness and relevance to the profession. The Professional Values and Personal Commitment core to being a teacher are: Social Justice, Integrity, Trust and Respect and Professional Commitment.

2. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	Focus	3. PROFESSIONAL SKILLS AND ABILITIES	Focus
Curriculum • have knowledge and understanding of the nature of the curriculum and its development • have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum • have knowledge and understanding of planning coherent and progressive teaching programmes • have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning • have knowledge and understanding of the principles of assessment, recording and reporting **Education Systems and Professional Responsibilities** • have knowledge and understanding of the principal features of the education system, educational policy and practice • have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them **Pedagogical Theories and Practice** • have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practice • have knowledge and understanding of the importance of research and engagement in professional enquiry		**Teaching and Learning** • are able to plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities • communicate effectively and interact productively with learners, individually and collectively • employ a range of teaching strategies and resources to meet the needs and abilities of learners • have high expectations of all learners • work effectively in partnership in order to promote learning and wellbeing **Classroom Organisation and Management** • create a safe, caring and purposeful learning environment • develop positive relationships and positive behaviour strategies **Pupil Assessment** • use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning **Professional Reflection and Communication** • read and critically engage with professional literature, educational research and policy • engage in professional practice to develop and advance career-long professional learning and expertise	3.2.1 3.2.2

Strengths:

Areas for Development:
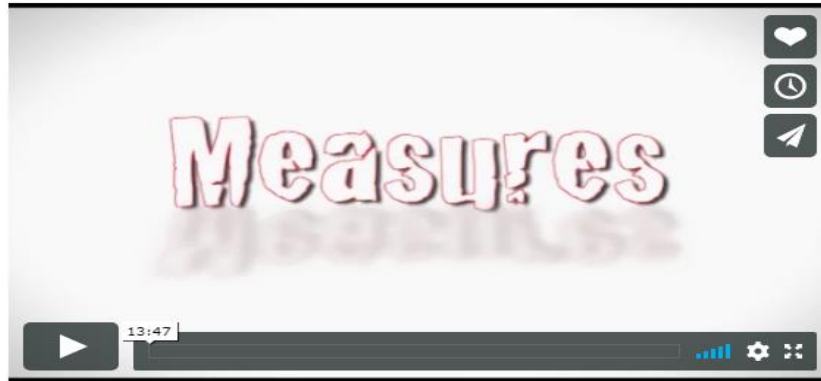
Signatures: (Probationer)   Date:

                     (Observer)   Date:

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- Watch this video

- Write down the 'story' of the lesson

- Using the criteria write Strengths and Areas for Development

- Discuss as a group

Observation feedback: is there another, better way?

Lesson observation can be worthwhile – if the feedback given is encouraging, reflective and genuinely aids development, argues Mike Harrowell

By Mike Harrowell
20 May 2019

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Observation Feedback: is there another, better way?

- Mike Harrowell says:

'The observer asks the dreaded question – "how did that go for you?"'

- Allow probationers to lead the conversation when evaluating their lessons.

- We, as observers, then step in to validate the probationer's self-reflection OR if there is a vast gulf between perception and reality.

- In his book, *Coaching for Performance*, John Witmore says that

"coaching is unlocking a person's potential to maximise their growth".

Coaching Conversations

- What are the specific challenges for you with this class?

- What do you see as your main development points?

- What impact will this have on your learners?

- Ask – what next?

- A coaching conversation should create a safe and supportive culture in which the probationer can learn to review in an effective and impactful way.

Coaching vs mentoring
or is it both?

Observations and the coaching conversations that follow should help to develop and support probationers on their teaching journey.

However, some probationers may need a more mentoring approach to begin with depending on the level of support required.

Anything missing?

Your contacts

Laura Wallace, Rachael Comrie & Donna Melville

Laura Baird – probation manager

Shona Wallace

Iain McDermot – probation manager

Jacki Dowie

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