

# TLA Observing Colleagues

## Guidance on how to complete your first OC document

### Starter/Do Now Activity

B: "It's so disrespectful to come into someone's class and not to be engaged"  
Adeymi Stenbridge (Education Week)

1. For each quote explain the key message regarding Observing Colleagues
2. Why have I included these quotes as a starter/Do Now activity?

E: "...in observing another teacher, the observer draws on her professional vision, her adapted way of seeing the field of practice, to render the observed scene intelligible. In doing so, she engages in a 'double-seeing' of her own classroom in comparison to the classroom that she observes."  
Josh Tenenber, 2016

A: "Peer observations allow teachers to take away specific strategies that work"  
Ryan Huels (Education Week)

C: Title of the Editorial:  
First Step - Observing Colleagues - Look, listen and learn  
TES Editorial 2009

D: "...the ability of teachers to modify the techniques to make them work in their own classrooms is an important feature of any effective model of teacher development."  
Dylan Wiliam, 2016

## The Learning Objectives for this TLA session are:

1. To understand the importance of '**Observing Colleagues**' as part of your professional development as a Phase 1 Trainee and beyond
2. To be able to observe lessons with a specific focus (behaviour management)
3. To be able to complete your OC document effectively with clear reflections
4. Plenary

Observe colleagues across a range of subjects for different teaching & learning strategies but also to observe how pupils react in different lessons

Observe teachers with a range of experience from SLT, middle leaders and ECTs to observe colleagues with a range of experience teach a particular class or topic

Following the observation take time to understand 'why' that teaching approach worked and then apply to the specific needs of your class

Observation provides the real-world context for the application of various teaching techniques/strategies. Showing how pedagogy underpins different teacher strategies



Behaviour management example: Gain ideas for rewards and sanctions and how to implement your schools' behaviour policy effectively

Observe a range of teachers and lessons in your subject area/phase on how to deliver the curriculum effectively

You can test the teaching techniques/strategies you have observed and learnt to see what works best for you and your class

Gain tips for approaches you might not have considered

Observing fellow teachers in action encourages self-reflection which is vital for professional growth.

"In the South Seas there is a Cargo Cult of people. During the war (World War 2) they saw airplanes land with lots of good materials, and they want the same thing to happen now. So they've arranged to make things like runways, to put fires along the sides of the runways, to make a wooden hut for a man to sit in, with two wooden pieces on his head like headphones and bars of bamboo sticking out like antennas—he's the controller—and they wait for the airplanes to land. They're doing everything right. The form is perfect. It looks exactly the way it looked before. But it doesn't work. No airplanes land. So I call these things Cargo Cult Science, because they follow all the apparent precepts and forms of scientific investigation, but they're missing something essential, because the planes don't land."

RICHARD P. FEYNMAN Extract from Cargo Cult Science  
Caltech's 1974 commencement address

- 1. What are the people in the South Seas missing?**
- 2. How does this extract relate to observing colleagues?**

**“In the journey of teaching, it is not about blindly following the footsteps of the masters but about learning from one another to become true masters of the craft”**  
Wonder Learning Partnership

Try not to just mimic what you observe from successful teachers (superficial learning). Instead start to think about the underlying rationale and pedagogy as to why this strategy worked. This is something we will support you with throughout Phase 1 during your Training Days’s, TLA’s and reading material



VectorStock®

VectorStock.com/958869

**What thought processes or mental questions do you need to ask yourself to move your teaching practice on, to avoid simply mimicking what you have observed?**

1. To understand the importance of ‘Observing Colleagues’ as part of your professional development as a Phase 1 Trainee and beyond

Before the lesson

Start of the lesson

During the lesson

End of the lesson

Behaviour  
Management  
What do you need to  
focus your observation  
on?

Classroom activities

**Activity: Look at the different phases of the lesson on this slide**

**What do you think you will need to focus on to be able to assess the impact of the strategies the teacher is using on the behaviour of pupils?**

### Before the lesson

Entry into the classroom.  
What impact does this have on pupils?

### End of the lesson

How does the teacher draw the lesson to a close?  
Is there an effective plenary and dismissal? What makes them effective?

### Classroom activities

How are the different activities managed? Independent learning, paired work, group work, practical work, whole class discussions. What impact does this have on pupils?

### Start of the lesson

Organisation of the teacher, introduction to the lesson and starter activity. What impact does this have on pupils?

Behaviour  
Management  
What do you need to focus your observation on?

5. Does the teacher refer to the school's behaviour policy? Does the teacher have a seating plan? What impact does this have on pupils?

### During the lesson

1. Classroom expectations: Are they made clear by the teacher? What impact does this have on pupils?
2. Are pupils engaged/motivated? What are the reasons for this level of engagement?
3. What is the teacher's positioning throughout the lesson? What impact does this have on pupils?
4. Classroom management: What strategies are being used and what impact do they have on pupils? For example, teacher modelling the expected behaviour, use of praise/rewards, use of non-verbal communication, use of pupils' names, tone of voice and transitions.

## How to complete the Observation of Colleagues Document

### Observation of colleagues document

#### Lesson notes and context:

Ask the teacher before the lesson where you can sit, if they are happy for you to speak to the pupils and what the teacher is comfortable with

Make notes from your meeting with the class teacher here before the lesson takes place. Include the lesson in context within the series of lessons/Scheme of Work, any information on the class being observed and you can add any pertinent lesson notes as you observe the lesson

Name of teacher being observed		Date and time of lesson	
Class/ Year group		Topic:	

Key information regarding the class and lesson

#### Lesson objective

It is vital that you write down the lesson objective (LO) to be able to assess the effectiveness of the planning of the lesson e.g. teaching and behaviour management strategies and activities used. Refer back to the LO throughout the lesson and in the plenary to make a judgement on whether the LO has been met and the pupils have made progress.



## How to complete the Observation of Colleagues Document

<p><b>Knowledge:</b> What knowledge is being taught?</p>	<p><b>Make a note of the knowledge being taught and does it match what the LO requires?</b></p>
<p><b>Understanding/skills:</b> How is the teacher helping the pupils to understand the topic/practise the skills?</p>	<p><b>Make a note of the activities and the impact the activities are having on pupils' learning and progress. For this observation - think about impact on behaviour as well.</b></p>
<p><b>Assessing what they know/can do</b> (formative</p>	<p>Examples (tick or delete -whatever helps 😊)</p>

<p>assessment or Assessment for Learning -AfL) How is the teacher assessing the pupils?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> teacher introduction</li> <li><input type="checkbox"/> teacher explanation of learning objectives and 'the bigger picture' -connections to last lesson/next lesson</li> <li><input type="checkbox"/> recap activity/revisiting prior learning</li> <li><input type="checkbox"/> teacher explanation of concept/required knowledge/context</li> <li><input type="checkbox"/> predictions (eg. about a text)</li> <li><input type="checkbox"/> teacher modelling of task and desired outcomes</li> <li><input type="checkbox"/> asking questions (open/closed/hinge/Socratic/assertive),</li> <li><input type="checkbox"/> think/pair/share activities</li> <li><input type="checkbox"/> mini whiteboards</li> <li><input type="checkbox"/> feedback from pupils to the class</li> <li><input type="checkbox"/> teacher input/feedback to the class</li> <li><input type="checkbox"/> group activities (verbal/written)</li> <li><input type="checkbox"/> individual activities (verbal/written) etc.</li> </ul>	<p><b>Tick which AFL techniques you observe and make a note of an effective approach that you could use in your lesson and why. For this observation do include any of the AFL techniques selected by the teacher that have an impact on pupils' behaviour.</b></p>
---	--	---

## How to complete the Observation of Colleagues Document

<p><b>Questions</b> What questions are being asked? How is questioning supporting learning and progress?</p>	<p><b>As you start your teaching career these 3 sections are extremely important to make notes on. You will see the importance of planning key questions in advance to support pupils' learning and adapting your teaching to meet the different needs of your pupils. For this observation do make a note on how the teachers' selection of specific questions and strategies have had an impact on the pupils' behaviour and in turn, the pupils' progress.</b></p>
<p><b>Making the learning accessible to everyone</b> (Differentiation)  How is the teacher keeping all the pupils involved and supporting their learning and progress?</p>	
<p><b>Making the lesson challenging for the highest attainers</b> (Differentiation)  How is the teacher challenging the pupils?</p>	
<p><b>Resources</b>  How effective are the resources in this lesson?</p>	<p><b>How have the resources chosen by the teacher enabled the pupils to meet the LO? For this lesson how did the resources chosen enable effective behaviour management?</b></p>

Evaluation: How did it go? What can I borrow or adopt for my own lessons?



**This is the most important section of the document!**

**This is where you will reflect on the lesson you have observed and what you will take away to trial with your own classes.**

**You need to reflect on the focus of the lesson observation 'behaviour management strategies'.**

- 1. Use the 'Guidance with Questions' document to help you to complete a detailed reflective evaluation. Use the headings of this document to organise your evaluation and reflections.**
- 2. Reflect on the strategies used and the impact on pupils. How did these strategies enable pupils to learn and make progress and meet the LO?**
- 3. If there is another element of the lesson that you found extremely useful, say why and include it here.**

**You will need to bring your 'Observing Colleagues' document with you to Training Day 2**

**Why is it important to apply what you have learnt from your training, reading and lesson observations to your own teaching practice? Explain your answer.**

**Select one question to reflect on and answer**

**Why is it important to observe colleagues in your school? Explain your answer.**

**Why is the evaluation and reflection section of the Observing Colleagues document the 'most important section'? Explain your answer.**

**Why has the T&L team decided that the first observation of colleagues is focused on 'behaviour management'? Explain your answer.**