Pre-observation conversation

Working through the template

This template has been filled to support you and your colleagues within the triad to engage in meaningful pre-observation conversations. Notes added here are expected to be <u>brief</u> and little more than minutes of the discussion. *This document will be used for all 3 members of the triad and does not need to be repeated. <u>Delete the explanation in the box when adding your own detail.</u>*

Triad Participants:

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1. a) The agreed peer observation focus is…

Step 1. Identifying and agreeing the focus of the peer observation

The teacher being observed, in discussion with the teachers undertaking the observation, will identify and agree on the focus of the observation. Remember to explain your focus explicitly, as in Ross' video example. The following examples of focus areas can be related to an area of:

- How well are xyz reflecting on the feedback given to them in real time?
- Is the clarity of learning clear during xyz ?
- How effectively are student learning needs met when engaged in collaborative learning tasks? (collaborative learning)
- How effective are the transitions in learning? E.g. from warm up to main activity, or plenary, etc.
- Is my feedback timely and being acted upon during…? (feedback)

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b) Links to whole-school initiatives and key improvement strategies (<u>optional</u>)

Short notes on any links to one or more of the following:

- Improving Student Outcomes
- Providing immediate feedback
- Students reflecting on feedback
- Alternate intentions/areas of focus of the triad, professional learning communities, year level groups or specialist group

2. The types of evidence to be collected will be...

Step 2. Establishing what evidence will be gathered

When the focus for the observation has been identified, it is then possible to consider what evidence can be collected during the observation on which the observer can reflect, and will inform the provision of feedback. If evidence can be quantified with specific examples, feedback can be enhanced.

Observation evidence can include:

- Observers recording the interactions between the teacher and students. E.g. the types of questions and clarifications sought, explicit instruction, use of examples or modelling.
- Observers counting instances of specific actions or occurrences. E.g. how class time is distributed; the number, frequency and type of questioning; frequency of student responses; the number of students engaged (or disengaged) in learning tasks, number of examples of feedback being acted upon, etc..
- Tracking of teacher and student movements during the lesson and/or transition periods. E.g. where the teacher is located at different points during the lesson, student movement during stages of transition within the lesson.
- We will not be observing this particular area of the lesson...

Step 3. The process for the peer observation

This is provided as a prompt to support the teacher being observed and the coach/observer in the pre-observation conversation.

3. Peer observation process – BRIEF discussion points

Peer observation process – discussion points	Summary of discussion	Items for action(if needed)
Protocols Discussion about and agreement with the peer observation expectations and consideration of any additional classroom based protocols that the observation experience may require. For example; individual student needs, the coach's and observer's roles as they relate to the focus of the observation, introduction to students, etc. What will be observed, what won't.		
Date and time Confirmation of the class, date and time for the observation to occur, including a timely post observation conversation. Add new dates as they become clear.		
Further actions		

Agreement of any further actions required prior to the peer observation. May not be any.		
Impact The conduit and process for enabling the learning to inform whole school practices (for example professional learning communities, whole school instructional/feedback practice, curriculum planning, etc.) We will hold a session towards the end of Term 3 where feedback from Triads will be shared with staff in a celebration session.		E.g. will feedback to line manager the effectiveness of xyz during the next team meeting if appropriate