

Classroom observation in teaching Practice

Partnership Workshop 2

Date: Friday 10 Jan 2014

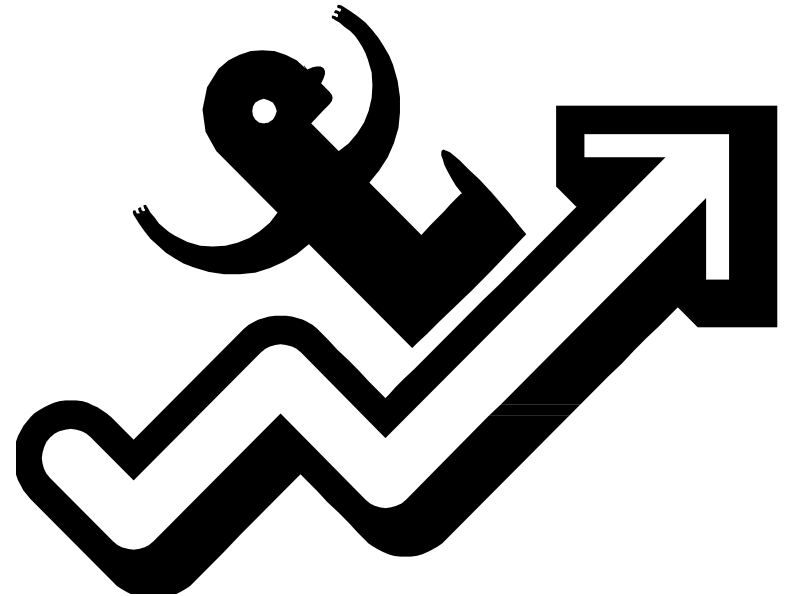
Presenter: Dr Cheri Chan

Today's Workshop: an overview

- 2.30pm-3.15pm:
 - Observing mentees: the focus of the observation
 - The observation cycle:
 - Pre-lesson conference: preparing for observation
 - Lesson observation: using feedback sheets
- 3.15-4.00pm:
 - Post Lesson conference: providing formative feedback to your mentee

Observation and feedback help the mentee

- ✓ **develop** skills for professional learning, thinking, and action
- ✓ **Notice and learn** from teaching experience
- ✓ **plan** effective lessons
- ✓ **reflect** on practice to review and assess his/her own practice independently



The observer's role

- ✓ To observe how the mentee is implementing teaching strategies or new techniques they are trying out
- ✓ To observe how the mentee is implementing specific stages of the lesson e.g. the opening, the main task and the closing of the lesson
- ✓ To identify what worked well in the lesson, aspects which were successful
- ✓ To identify areas for development & give suggestions

We can let them know that...

- classroom life is complex
- it's OK if the lesson doesn't go according to plan
- Focus on development – one thing to improve next time
- Be encouraging!



Pre-observation conversations

- ✓ To help the mentee think through what they will do in the lesson



- ✓ To establish a focus for the observation
- ✓ Give feedback on the lesson plan & give suggestions to improve the draft including the lesson goal, objective, strategies/ methodology, and assessment.

Questions you can ask the ST in the pre-observation conference:

- What is the main goal of your lesson?
- What do you expect the learners to be able to know and do by the end of your class?
- What strategies/ methods will you use to help the learners to reach these objectives?
- How will you assess whether the learners reached the objectives? In other words, how will they show that they know and can do what you expected of them?
- Do you have any concerns that you would like the observer to address?

Lesson observation

What to observe & how to write feedback for the mentee

We can give feedback on the following areas:

1. Lesson structure

- The way the lesson opens, organisation of activities, links between transitions

2. Classroom management strategies

- Maintaining order, setting up groups, time management

3. Types of teaching activities

- Whole class, pair and individual activities

4. Teaching strategies

- Presentation tasks, teaching techniques

We can give feedback on the following areas:

5. Teacher's use of materials & resources
 - Use of textbook, own design materials, Youtube
6. Teacher's use of language
 - Instructions, use of questions, feedback techniques, explanation of grammar/vocabulary
7. Students' use of language
 - Use of L1, problems with pronunciation, grammar
8. Student interaction
 - Time on task, S-S talk

(Richards and Farrell, 2011)

Post-observation conversation

- ✓ To help the mentee gain a better understanding of their own teaching

- Video clip: Post-observation conversation

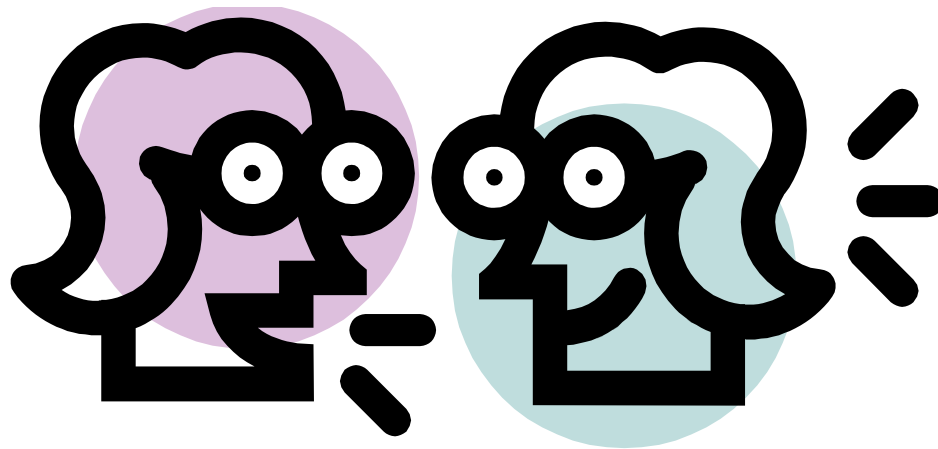


Post-observation conversation: questions to encourage reflection

- Did you achieve the aims set?
- What worked well and why?
- What did not work so well? Why?
- What would you do differently if you teach the lesson again? Why?
- In general what are your strengths?
- In general what are your targets for further development?

Plenary

The Observation Cycle: a series of conversations



How often should observations be conducted during TP?

- Be flexible
- Negotiate with the ST
- Once a week is good
- Let students observe you teach so they can learn from you



Observations are only useful if...

- ✓ The lesson has been carefully planned by the student-teacher
- ✓ The focus is clear
- ✓ Constructive feedback is provided to the mentee
- ✓ There is a post-lesson conference to discuss the lesson
- ✓ The process is non-threatening

Mentoring...

Thank You for
your support

