



## Classroom Observation

**Classroom observation can be a powerful tool for growth as a teacher.**

### **Classroom observation:**

- Gives teachers feedback on whether they are on track in delivering the curriculum or whether changes are required
- Provides tangible, observed evidence by the observer as a basis of discussion
- Develops teachers' self-awareness about their own teaching practice and its impact
- Guides professional learning needs at individual and provider level
- Supports the development of a common understanding of effective teaching practices that have impact
- Provides opportunities to discuss challenges and concerns with colleagues

### **Processes for classroom observation:**

It is necessary for teachers to learn and grow from classroom observation. Classroom observation can serve to inform and enhance the quality of the teaching. However, if not handled well, it can lead to anxiety and resistance.

Ideally there should be a **pre-observation meeting** which provides the opportunity for the teacher to highlight areas where feedback is sought. It also provides the opportunity for the observer to go through aspects of the lessons that will be observed. It assists in building a rapport between the teacher and the observer.

During the observation the observer takes descriptive, not interpretive notes e.g. 'Interactions with students provided opportunities for students to ask questions ....' rather than '.. did a good job, well done..'

**Post observation meeting** occurs as soon as possible after the observation. Both the observer and the teacher share reflections on the lesson. The observer poses questions to prompt further development

### **Pre-Observation Meeting Notes**

Teacher	Observer
In this lesson I am focussing on .....	In this lesson I will look at the following descriptors..... <i>(observer to define each of the descriptors and the rating scale to provide clarification for the teacher)</i>
I would like feedback on.....	To assist with feedback after the meeting, I will take notes on each of the descriptors.