**Droichead Observation Templates**

**Post-primary**

# Solution-Focused Observation

This section deals with the practice of observation. Research shows that providing teachers with opportunities for observation has a significant impact on classroom practice.

Observation may occur in the following ways:

* NQT observes PST Member teaching.
* PST Member observes NQT.
* NQT observes teacher within Subject Department.
* NQT observes teacher outside Subject Department.
* NQT observes large class.
* NQT observes small group with Special Educational Needs.
* NQT observes a non-teaching activity e.g., break-time.
* NQT observes their own teaching class being taught by another teacher.
* NQT observes one student within a teaching group.

\*Please consult your school/centre’s policy for protocols on observation of teaching and learning.

Included in this section are:

* Pre-observation strategies
* Templates for observation
* Post-observation conversation and scaffolding strategies.

Pre-observation

Observation

Post-observation

conversation

**Pre-observation**

NQT observes PST member(s)/experienced teacher(s).

NQT meets PST Member/experienced teacher in advance of the lesson.

Agree the length of the observation – single/double period?

Agree the date, time, subject and level of class to be observed.

Agree some protocols - for example:

* How will the NQT be introduced to the students?
* Where will the NQT sit?
* May the NQT take notes?
* Will co-teaching occur?

Ask the NQT what the focus of the observation will be.

Agree a time and location for the post-observation conversation (as soon as possible).

**PST Member Oserves NQT**

The Role of the PST Member:

Meet the NQT in a pre-observation session.

Allow NQT to choose the year group they will teach.

Listen to establish the learning intentions the NQT has for the lesson that will be observed. Establish the success criteria that the NQT will be working on during the lesson.

Agree some protocols:

* If the PST member can take notes during the lesson and if these notes are to be discarded after the post-observation discussion.
* How the PST Member will be introduced to the students.
* Where the PST Member will sit.
* If the PST Member will intervene, if necessary.

Avoid challenging. Offer simple tips. Agree a time for a post-observation conversation, after a reflection session.

**The Observation**

NQT teaching

The role of the PST member:

* Listen
* Understand
* Watch empathetically
* Identify areas which will need to be focused on in the post-observation conversation.

**Sample Template (A)**

|  |  |
| --- | --- |
| **Experienced Teacher** | **NQT as Observer** |
|  |  |
| **Date:** **Time:** **Subject:****Year Group:** | **Focus:** |
| **Two aspects which I learned about and might use/adapt for my own class** |
|  |  |
| **Two aspects which I found interesting** |
|  |  |
| **One aspect that I would like to find out more about** |
|  |

**Sample Template (B)**

|  |  |  |  |
| --- | --- | --- | --- |
| **NQT** |  | **Subject** |  |
| **Observer** |  | **Year Group** |  |
| **Date** |  | **Topic** |  |

|  |  |
| --- | --- |
| Starting class |  |
| Time on task |  |
| Class organisation |  |
| Behaviour management |  |
| Questioning and wait time |  |
| Teacher talk |  |
| Lesson flow |  |
| Rapport, voice, tone |  |
| Teacher movement |  |
| Teacher/student interaction |  |
| Student movement |  |
| Differentiation |  |
| Meeting lesson intention |  |
| Other |  |

**Sample Template (C)**

Focus on one area only and explore three or four points under that heading.

Keep it focused, practical and achievable. Start with the strengths of the lesson.

|  |
| --- |
| **Lesson Planning** |
| Intention: |
| Specific: |
| Achievable (three – four are sufficient): |
| **Structure of the Lesson** |
| Introduction: |
| Development: |
| Conclusion: |
| **Methodologies** |
|  |
| **Student Activities** |
|  |
| **Use of resources** |
|  |
| **Differentiation** |
|  |
| **Assessment** |
|  |
| **Classroom Management** |
| Structure and pace of the lesson |
| Use of voice |
| Group/pair work |
| Working with other adults |
| Time management |
| Classroom layout and storage of resources |
|  **Communication Skills** |
| Relationships and interactions between teacher and students and students with each other |
| Questioning |
| Explaining |
| Feedback to students |

**Sample Template (D)**

|  |  |
| --- | --- |
| **Teacher** |  |
| **Observer** |  |
| **Date and time** |  |
| **Year Group** |  |
| **Class** |  |
| **Subject** |  |
| **Topic** |  |
| **Learning Intentions** |  |
| **Focus of Observation** |
|  |
| **Areas that worked well** |
|  |
| **Areas to work on** |
|  |
| **Strategies for moving forward** |
|  |

**Reflection/Discussion Session**

**Why?**

*‘Feedback discussion is the critical part of the process of providing advice and support to* *teachers’.*

(Randall & Thornton, 2001, p. 8)

**How?**

Work with care and sensitivity.

*‘A ‘problem’ in the lesson is not a ‘fault’ in the teacher and this needs to be clearly signalled to the teacher**’.*

(Randall & Thornton, 2001, p. 81)

|  |  |
| --- | --- |
| **Exploration** | Listening |
|  | Understanding |
| Reflecting |
| Focusing |
| **Discovery** | Thematising (linking things said to a theme) |
|  | Challenging |
| Disclosing |
| **Action** | Goal setting |
|  | Trialling |
| Planning |

**Scaffolding**

*‘The process needed to guide the learner to new awareness is ‘scaffolding**’; the provision of focused challenges and questions to allow the teacher to internalise the new* *ideas’.*

(Randall & Thornton, 2001, p. 52)

**Solution-Focused Scale Questions**

* How do you think the lesson went?
* What were you most pleased with? Why?
* What did the students learn?
* Why do you think the lesson went the way it did?
* Were there any surprises?
* When you did ... the students reacted by ... Why do you think this happened?
* Help me understand what you considered when you were planning
* If you taught the lesson again, what (if anything) would you do differently?
* I saw... [PST Member describes] ... Collaborative.
* How else might you? [PST Member probes] ... Alternatives
* How do you think it went? [PST Member listens] ... Non-directive
* Talk me through... [PST Member listens] ... Non-directive
* Why don’t you? [PST Member make decisions] ... Directive.

**Sample Template for Action Plan Following Observation**

|  |  |
| --- | --- |
| **Areas for development** |  |
| **Strategies to help improve learning and teaching in this area** |  |
| **Support needed to implement these strategies** |  |
| **Starting date** |  |
| **Review** |  |