

English Australia Webinar Series

Optimising Teacher Observations: Ensuring a Positive and Productive Process

Fiona Wiebusch & Philippa Coleman
Co-Founders & Directors of Teacher Development

The Queensland Institute, Brisbane, Australia

Empowering Global Educators | thequeenslandinstitute.com

Professional development for language teaching & learning





About Us

Throughout our careers, we have been...

- ✓ English language teachers
- ✓ Teacher Trainers
- ✓ Academic Managers & Directors of Studies
- ✓ CELTA/Delta Tutors
- ✓ Privileged observers of 3000+ teachers



Fiona Wiebusch & Philippa Coleman
Co-Founders of The Queensland Institute, Education Consultancy

#Observers **#Experience** **#Empathy**



About You

Please tell us your main role and where you are joining us from in the chat





Workshop Goals



60 minutes | Focus on Teacher Observations | Designed for new Academic Managers & Lead Teachers

Describe the main stages of the teacher observation process, with reference to key resources and tips provided



Identify and discuss features of post teacher observation feedback, to explore further with your teaching teams

#Interactive

#Ongoing



'Teacher observations are...'

Please tell us your thoughts via Mentimeter. Scan the QR code with a mobile phone or click the link in the Zoom chat box now.





'Teacher observations: The Essentials'

Observations

Involve watching a task being done for the purpose of learning and/or teaching, for evidence, appreciation, or assessment of *skills in practice*. They are a valuable part of learning and common for any practice that is not purely knowledge-based e.g. chefs, mechanics, doctors, and... teachers.



Peer Observations

- Typically non-expert observers
- Require role clarity
- Have learning and motivation outcomes.



PD Observations

- Should be supportive, scaffolded and guiding
- Have planned learning outcomes.



Quality Assurance

- Typically involve criteria and standards
- May lead to decision outcomes.





Optimal Teacher Observation Processes are:

6 Guiding Principles

01



Supportive

Provide a learning opportunity for teachers and observers

02

Transparent

Scaffold steps and expectations at each stage: pre, during and post.

03

Targetted

Encourage teachers to find a focus for the lesson.

04

Consistent

Follow an agreed approach for Teachers and Observers.

05

Ongoing

Work best in a culture of continuing professional development.

06

Empowering

Champion teacher collaboration and shared success.





Teacher observations align well with the principles of effective professional development.

Richardson, S. and Díaz Maggioli, G. (2018). Effective professional development: principles and practice. Cambridge: CUP.





What is the process?

Just like a great lesson, there are three main stages for observations.

01

PRE

Things that Observers and Teachers might do **before** a class observation.

02

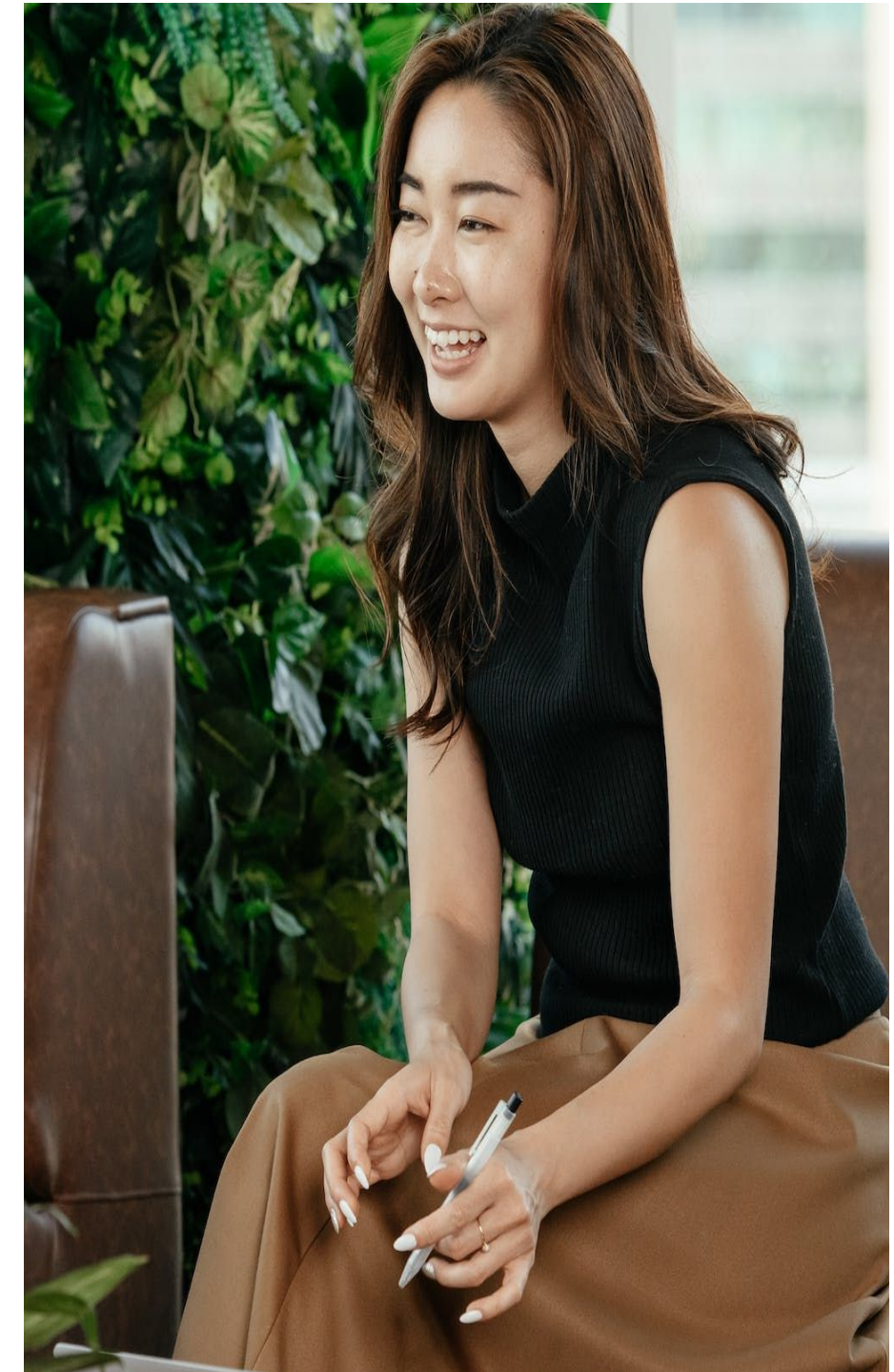
DURING

Things that Observers and Teachers might do **during** a class observation.

03

POST

Things that Observers and Teachers might do **after** an class observation.





The What, When, and How

When would you expect these things to happen?

Observer Actions

- a. Providing oral feedback
- b. Clarifying the observation process
- c. Offering planning support
- d. Guiding reflection
- e. Communicating expectations
- f. Notetaking
- g. Setting up a post obsv meeting space
- h. Thanking the teacher

01

PRE

02

DURING

03

POST



The What, When, and How

Possible answers

Observers are...



01

PRE

- b. Clarifying the observation process
- c. Offering planning support
- e. Communicating expectations
- g. Setting up a post obsv meeting space

02

DURING

- f. Notetaking
- h. Thanking the teacher

03

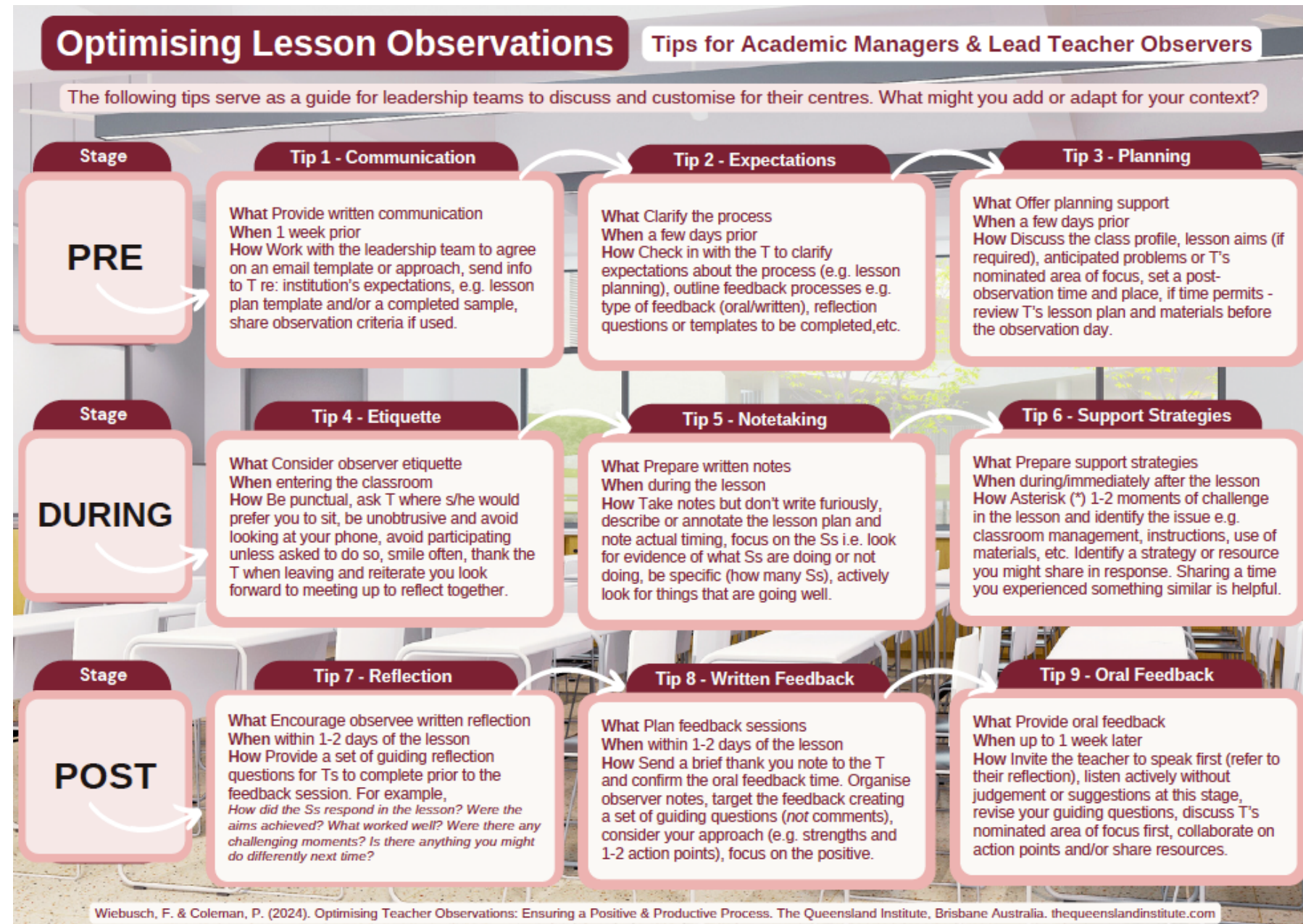
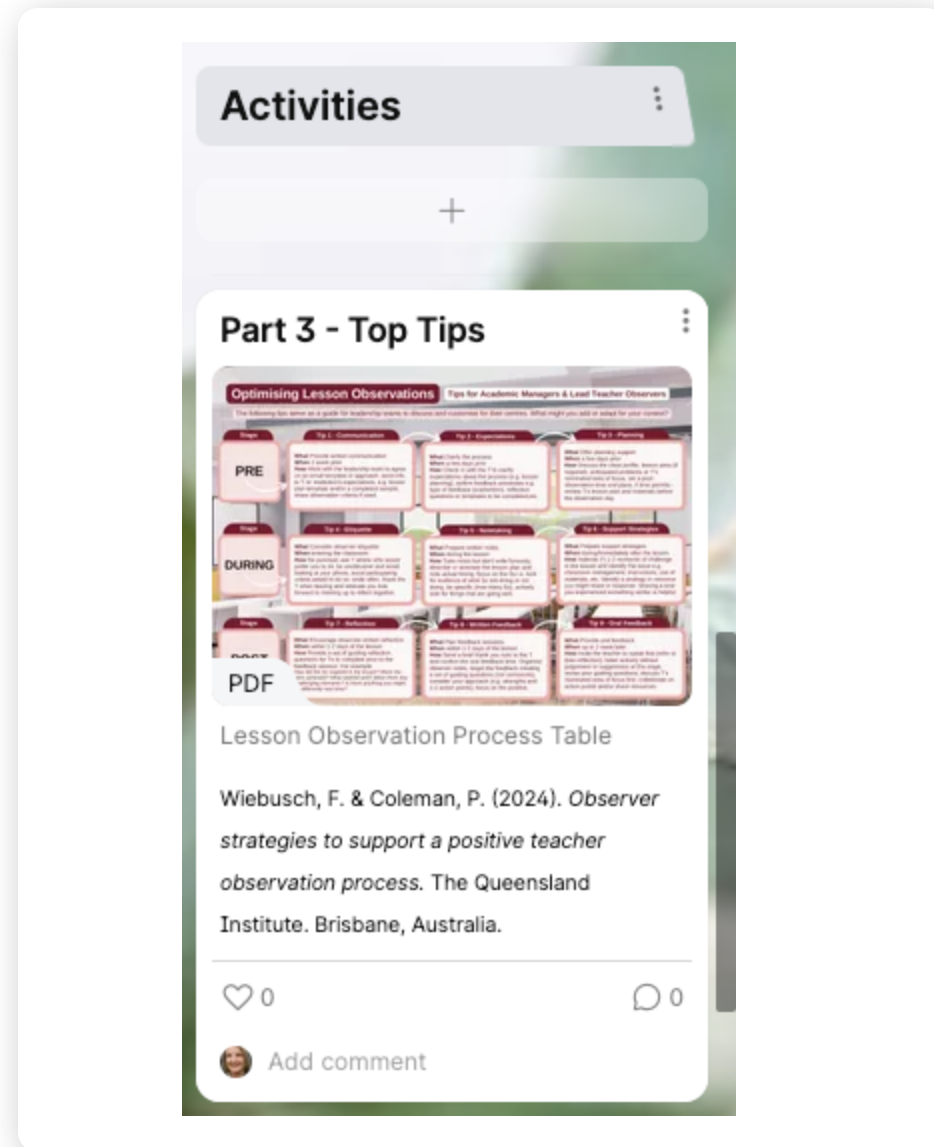
POST

- a. Providing oral feedback
- c. Offering planning support
- d. Guiding reflection



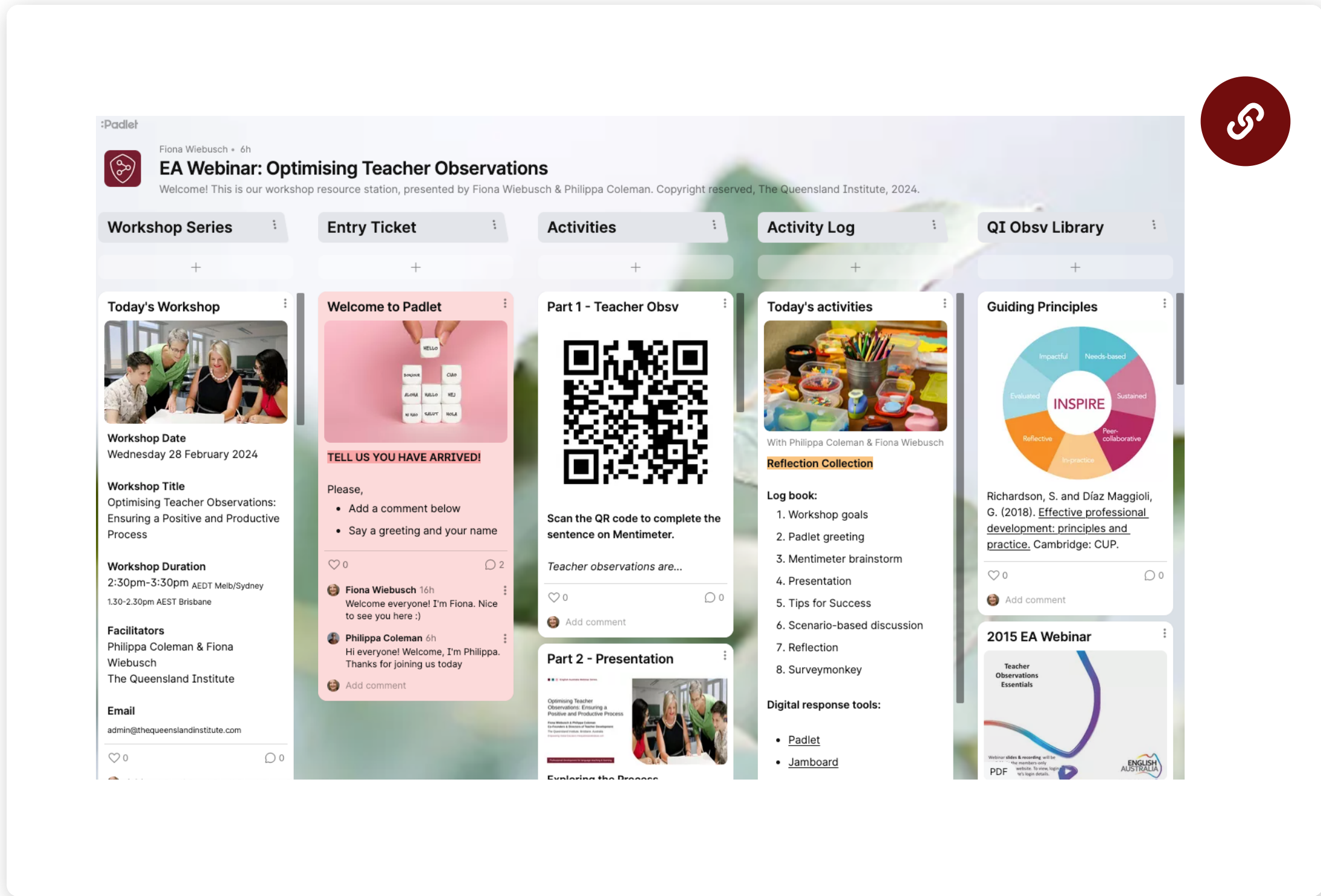
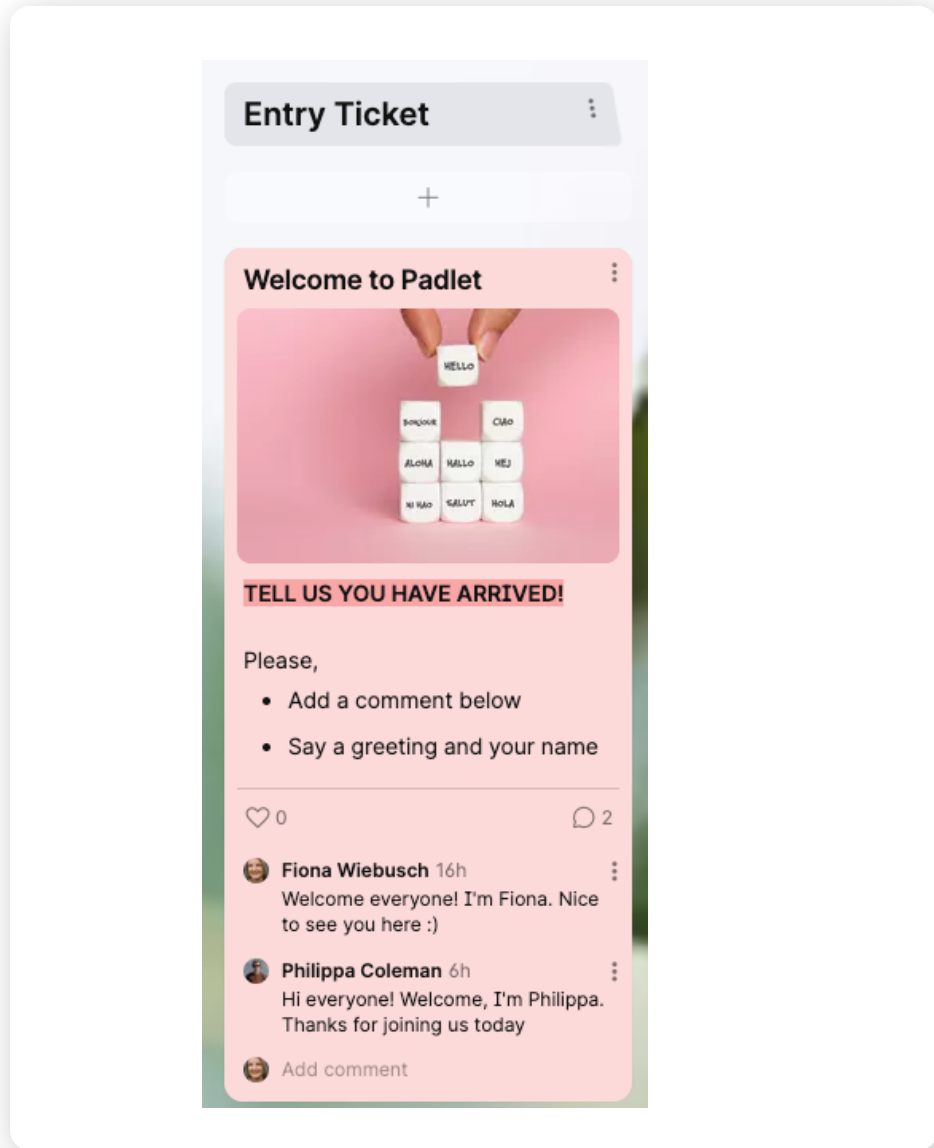
Top Tips for Success

(PDF available on Padlet)



Join us on Padlet

Today's resource station





Managing Post Observation Feedback

In your role of observer, there are three things to think about:

01



PREPARE

- Organise your notes
- Collate resources to share

02



DO

- Find a comfortable space
- Be positive and empathetic

03



SAY

- Ask before you tell
- Less is more. Listen more.

TIP!

Don't get caught up in what **NOT** to say. You have experience and empathy. You're learning too.

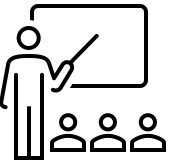
Check your observer language:

As a teacher, how would it *feel* to hear this?

OK? OR (Un)comfortable?

1. I really liked the way you...
2. The speaking activity didn't go well.
3. Three students were confused about how to approach the speaking task...
4. I understand how frustrating it is when...
5. One thing that has worked well for me is...





What to expect in a 'typical' observation

In our experience, we often give feedback on the following topics:



STRENGTHS

Classroom rapport and learner engagement, establishing context, logical staging, language grading, incorporating technology.



AREAS TO IMPROVE

Poorly defined lesson aims, giving effective instructions, concept checking, developing macro skills effectively, monitoring and giving feedback, ambitious timing.


Discussion Task

Break-out-Rooms (___ minutes)

Activities

+

Part 4 - Group Work



Task Instructions

Work in small groups in BoRs:

10 minutes

- 1. Introduce yourself** (e.g. Name, location, school/role)
- 2. Decide who will be the:**
Timekeeper (keep time/keep discussion moving)
Scribe (to share screen/type)
- 3. Discuss** your scenario to identify the **ISSUE**
- 4. Add** sticky notes to your Jamboard - **PREPARE-DO-SAY**



G1-2-3 S-A Teacher Observations Webinar

Scenario A
Setting up Activities - General English

Room 1

- 1 Read the scenario and identify the main issue(s).
- 2 Brainstorm your approach

Add notes on what you might PREPARE

Add notes on what you might DO

Add notes on what you might SAY

Scenario - Teacher Bella

Bella is a novice teacher who was observed teaching a General English class as part of her ELICOS induction program. Bella displayed nervousness during the lesson, and the observer noted that two groups of students were confused about how to proceed with a writing activity, possibly due to Bella not checking the instructions before starting the activity. In her post-class reflection, Bella admitted to feeling a bit lost while setting up the writing task and disappointed with students' achievement of the task.

Use 'T' for Text to type your NAMES here:

Scenario B
Target Language Use - Academic English

Room 4

- 1 Read the scenario and identify the main issue(s).
- 2 Brainstorm your approach

Add notes on what you might PREPARE

Add notes on what you might DO

Add notes on what you might SAY

Scenario - Teacher Jackie

Jackie, an experienced Academic English teacher, undergoes annual observations as per the policy of her ELICOS college. In a recent observation, the goal of Jackie's lesson was for students to practise functional language related to giving opinions and agreement/disagreement (speaking). She was speaking a lot. However, the observer noted that the task did not actually require students to use the target language. Students' upcoming assessments became defensive, and engagement was low due to strict adherence to the task.

Brainstorm Area

Scenario C
Supporting Reading Skills - Academic English

Room 8

- 1 Read the scenario and identify the main issue(s).
- 2 Brainstorm your approach

Add notes on what you might PREPARE

Add notes on what you might DO

Add notes on what you might SAY

Scenario - Teacher Asha

Asha, a General English teacher with 3 years teaching experience, has recently transitioned to teaching English for Academic Purposes (EAP). She is eager to enhance her new students' reading skills. During an observation conducted by a newly-appointed Academic Manager, students faced challenges in completing reading tasks such as identifying paragraph main ideas. Although Asha diligently monitored the students and provided guidance, she lacked specific strategies for effectively supporting their reading comprehension. In her post-lesson reflection, Asha seeks guidance on providing effective feedback to develop reading skills, which is not a particular area of expertise for her Academic Manager.

Brainstorm Area

Use 'T' for Text to type your NAMES here:

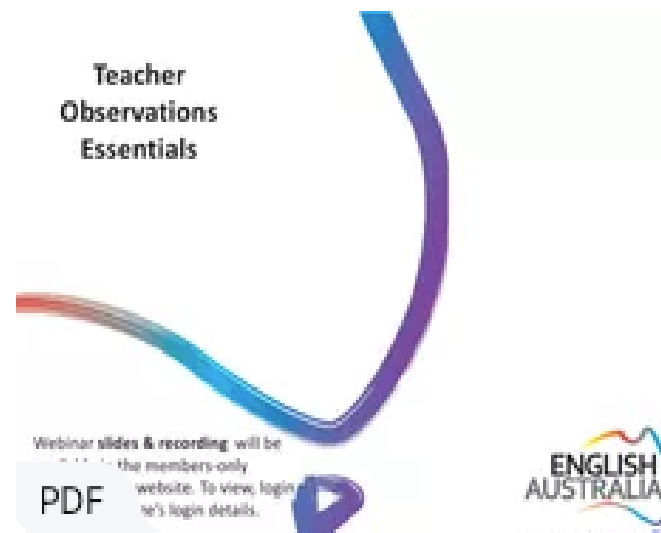


Final Thoughts

Experience. Empathy. Learning.



2015 EA Webinar



slides Teacher Observation Essentials

Teacher Observation Essentials *English Australia TV, 2015*

Ian Aird, CEO English Australia

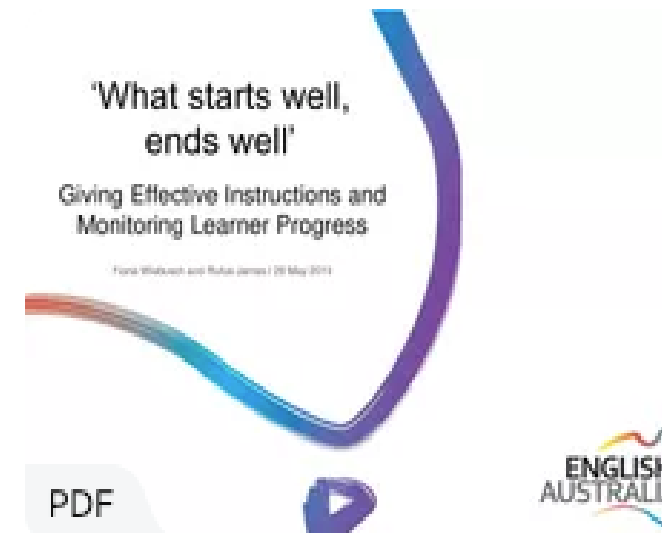
Juanita De Souza, formerly Kaplan/UNSW

Global

Aparna Jacobs, Director of Studies, UNSW

Global

2019 EA Webinar



What starts well ends well Ppt

What starts well, ends well: Giving effective instructions and monitoring learner progress *English Australia TV, 2019*

Fiona Wiebusch, Director of Teacher

Development, The Queensland Institute &

Rufus James, former NEAS Quality Assessor &

CELTA trainer

Formal Observation Guide



CPD Formal Observations

Templates for Managers
British Council Guides, 2012

Micro-PD for ELT



A NEW platform and community

Prepare to teach Academic English, and more!

Produced by:
Sandra Houghton & Kelly Pattison

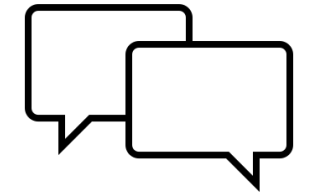
Affiliated with:
English Australia





Thank you.

Let's continue the conversation in Q&A



Fiona Wiebusch & Philippa Coleman
admin@thequeenslandinstitute.com



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SCAN ME

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