

Training the Teacher Trainers

Four-day residential course

Day 2, morning

res no. style title

2.1.1 OHT Aims and learning objectives

Aims

For participants to:

- consider issues connected with the observation of teaching
- enhance their knowledge and understanding of issues relating to the giving of feedback on teaching
- gain knowledge and understanding of helpful and unhelpful practices of observation feedback.

Learning objectives

By the end of the session, participants will have:

- considered a range of task types used in observation
- have related teacher education theory to observation practices
- have considered the effect of 'dominant discourses' of teaching on observation and feedback
- critically analysed and evaluated practices relating to observation feedback.

res no.	style	title
2.2.1	Activity and OHT	Good practice in lesson planning

Examine the 'statement' by a teacher and brainstorm advice to give. Note on OHT.

I never plan lessons. I just get an idea and go in and take it from there. My students love me.

Now we're getting inspected and I've been told I have to plan good lessons, but I don't know how.

Help!!!

res no. style title

2.1.2 OHT Good practice in lesson planning – advice

Advice to candidate

res no.	style	title
2.3.1	Activity and OHT	Merits and disadvantages of proformas

You will have been given either C&G Stage 2 Observation sheets or those from Trinity.

In your table groups discuss the pro-forma.

Note down on the flipsheets the merits and the disadvantages of the pro-forma.

res no.	style	title
2.4.1	Activity /OHT	LLU+ Video – numeracy session (language of maths)

Watch the following extract from the video and take notes as if you were observing a 'live' session.

Be prepared to discuss your observation notes afterwards with the whole group.

res no. style title

2.5.1 Other Role play cards

These need to be printed on bright coloured card and laminated. Make four sets of each.

Teacher 1

You are completely unaware that there may be better ways to put over your teaching material. When asked about how you might improve the session you have no idea that it needs improvement and you cannot think how to progress it.

Teacher 2

You know you could have done better but the learning curve seems too big to contemplate. You have no confidence that you can become competent and find it difficult to accept that what you are doing in the classroom is on the right lines.

Teacher 3

You know you can perform well but you have to make a conscious effort to achieve the required standard. You know that you still have stages to get through to be totally competent. You are open to constructive criticism from the observer.

(continued...)

Role play observer 1

Your role is to observe the feedback session between the observer and the teacher. Report back to the two of them about how you feel they each dealt with the situation.

Role play observer 2

Your role is to observe the feedback session between the observer and the teacher. Report back to the two of them about how you feel they each dealt with the situation.

Role play observer 3

Your role is to observe the feedback session between the observer and the teacher. Report back to the two of them about how you feel they each dealt with the situation.

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2.5.2	Activity and OHT	Role play

You are going to simulate/role play the feedback for the video lesson you have just seen.

Before taking the cards, working in groups of three, decide on your role as trainer, teacher or observer of role play.

The trainer will give feedback (as himself/herself). The teacher will receive a role play card (which should be kept hidden from the others). The third person will take a card and observe the feedback as the card requires.

When ready act out the scenario.

When finished (still in the same groups but speaking as yourselves) debrief, sharing your experiences of the role play. (The 'teachers' can reveal what was on your role cards at this point.)

Be prepared to feedback your experiences and discussion to the whole group.

res no. style title

2.6.1 Activity Pre-session reading

In your table groups you are to discuss ‘teaching discourses’ from the pre-reading, ‘Identifying the Good Teacher – a shifting concept’, from *The Good Teacher*, Alex Moore (2004), Routledge Falmer.

Each table will be nominated ‘one discourse’ to discuss in more detail.

What issues might arise in observation and feedback for teachers who (stereotypically) exemplified one of those discourses?

What do you feel is current discourse around ‘good teaching?’

res no.	style	title
2.7.1	Activity	Skills for Life Training the Teacher Trainer DVD 2006 (ESOL)

Watch the DVD extracts of feedback and evaluate how they are given.

Compare the two feedback episodes in table groups.

Predict how the feedback may change/affect John's teaching.

Be prepared to briefly talk about your discussions with the whole group.

res no. style title

2.7.1 Activity Good/bad observation experience (1)

What makes for a good observation experience?

What makes for a bad observation experience?

When:

- It is fashion/bandwagon-led
- It allows you to reflect (on strengths as well as weaknesses)
- The observer is professional and informed – arrives on time, asks teacher/trainee where s/he should sit, is prepared and has read appropriate paperwork, etc.
- It is proforma-led, not process-led
- The observation is too short
- The observer gives practical suggestions which can inspire
- Unfair conclusions are drawn (for example, something was done at the beginning of the lesson, before the start of the observation, but the observer does not acknowledge the fact)
- The observer is a specialist in **your** subject area
- The feedback is given as part of a dialogue, is respectful and reassuring
- The unnaturalness of the situation affects the event negatively (for example, learners feel constrained and shy, or teacher/trainee has over-prepared and the lesson falls flat)

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(continued...)

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2.7.2 Activity Good/bad observation practice (continued)

What the observer can do to make it a good observation experience for the teacher/trainee

- Prior to the visit ensure the teacher/trainee knows what criteria you will be using during the observation (give teacher/trainee a copy of the criteria, or pro-forma with checklist etc.)
- Be professional (see above)
- Give the teacher/trainee time to collect themselves, evaluate the lesson before the feedback (15 minute break)
- Establish the structure of the feedback at the start (explain how you plan to conduct the feedback, how long it will take, etc.)
- Talk through the lesson, feed back using the criteria that the teacher/trainee has previously seen
- Assess feedback in terms of
 - strengths
 - areas that are satisfactory but could be improved (minor adjustments)
 - areas that are priorities and must be worked on
- Establish priorities to work on by the next observation, give practical advice and suggestions for improvements (this might include peer observation)
- Follow the priorities through on your next visit and establish further priorities, as appropriate.