



discovers. develop. share.

Show and Tell

Wednesday 3 June 2015

“Watching yourself teach is transformational.”



What?

Aims:

1. To discuss **how IRIS could drive standards of teaching** and learning across the school; developing a reflective, supportive and developmental culture.
2. **To reflect on a lesson observation**; including in-ear coaching.
3. In departments: to **think about the opportunities** vs. risks.

Context...

Lesson Context:

Old building / 4th December 2014

8.45am – this is various clips from a double lesson.

This is the 2nd lesson in the Year 9 DT carousel.

In this lesson, I introduce the topic of Typography. This is the first lesson of a double period... **I have been battling hard with this class to establish routines** and keep students ready, respectful and safe.

This has been set as a self-observation = nobody is watching me!

Context...



How?

How could QK introduce IRIS to the school / departments?

1. Make participation a choice.

- Give teachers the power to opt in and out!
- A choice to develop and share.
- This will **not** be compulsory.

How?

How could QK introduce IRIS to the school / departments?

2. Focus on 'motivation' and safety ...

- ... to support a teacher's intrinsic desire to improve their practice.
- If a teacher has a personal motivation to move their teaching forward then video can be powerful in helping them do so.

How?

How could QK introduce IRIS to the school / departments?

3. Establish boundaries!

- The **power must lie with the teacher** whose lesson has been recorded. It is paramount to be clear about boundaries, particularly regarding who sees a video and how it is talked about.
- An agreed protocol must be established and communicated.

How?

How could QK introduce IRIS to the school / departments?

4. Lead by example ...

- If you want to inspire the use of video CPD in your school, you need to show teachers that you believe in using it too.

How?

How could QK introduce IRIS to the school / departments?

5. Start slowly ...

- Implementing VPD (video professional development) at QK will **not** be a rushed process.
- It will be unfamiliar to teachers = no benefit.
- Encouraging teachers to volunteer to try out VPD.

Lesson Observation Form



QUINTIN KYNASTON - FORMATIVE OBSERVATION

Focus agreed in advance: _____ Teachers' Standards focus? _____ Stickability? _____

5 Minute Lesson Plan (Optional)	Yes <input type="checkbox"/> No <input type="checkbox"/>	Mint Class (Compulsory)	Yes <input type="checkbox"/> No <input type="checkbox"/>	Progress Tracker/ Data (Compulsory)	Yes <input type="checkbox"/> No <input type="checkbox"/>
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The above information should be handed to the observer before the lesson.

Member of staff observed:		Subject:		Date:	
Observer:		Room/Group/Set:		Period:	
Year: (Please circle)	7 8 9 10 11 12 13	Number of books or students work reviewed:		Time:	

What Went Well?	Key feedback from the last observation?	What was the suggested CPD target from the last observation? (This should not be left blank)
	What Went Well?	Specific Details (Evidence-based, reliable and valid)
	1.	
	2.	
Even Better If?	Even Better If?	Specific Details (Meaningful, sophisticated and developmental)
	1.	
	2.	
Record a specific CPD need to assist the teacher securing the EBIs you have listed above. And by what date?		



Observer initials:		Uploaded to Blue Sky?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Shared with HoD?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Feedback with teacher?	Yes <input type="checkbox"/> No <input type="checkbox"/>
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Context...



Context...



What?



Coaching and Mentoring.

“Something changed ...”

What?



PHOTO ILLUSTRATION/THINKSTOCK



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Why?

Thoughts on Lesson Observations | The Surgeon and The Scalpel, former HMI Roy Blatchford writes;

“A few years ago I lay on a surgeon’s table, under local anaesthetic, to have a benign melanoma removed from my wrist. The lead surgeon began cutting precisely then passed over the scalpel to one of his juniors. Within thirty seconds he seized it back, clearly not content with the direction of the incision. He at once offered both the junior and me some reassuring words ...”



How?

*“It struck me then, that (me) observing a lesson was of **little use** to the teacher, if all I did was to offer some comments once the pupils had **left the classroom**. I would not have wanted the surgeon to let his junior go on cutting in the wrong direction, saving the feedback to later. My wrist is too precious to me for that. Ever since that moment under the knife, formal inspection apart, I have rarely observed a lesson without interacting in some way ...”*



Why?

Why not to video?

- 1. You're too busy** – You have a lot to think about when you are teaching! This leaves no room for you to be able to step back and see the bigger picture.
- 2. Habituation** – When we experience something repeatedly we lose our sensitivity to it. We can easily forget about the joy of teaching!
- 3. Confirmation bias** – a natural predisposition ... or a tendency for us to inadvertently focus on evidence that supports (our) current picture of reality and ignore the evidence that goes against it.

Video has the ability to cut through all three of these things, leading to a clear picture of reality and motivation to try new things.

How would you use this in your department?

1. At what point should the scalpel (the observer) make that incision to stop the teacher going in the wrong direction?
2. Should we encourage this model of observing?
3. How often have you observed a lesson observation and intervened with students/teacher?
4. And if you have intervened, what was the impact/outcome?
How was the intervention received?
5. How can QK establish a model **where teachers can watch the observer, observing** and providing incisive feedback before, during and after the lesson?

OPPORTUNITIES

RISK