

Teacher and staff training activity pack

Created for use with Mediamerge's lesson observation videos

Foreword

We would suggest that you **do not share the observation notes and judgements provided with colleagues until after these activities.** Sharing them before will suggest that there is a 'correct' answer and is likely to influence colleagues' collection of evidence and limit their discussion.

1 Ask colleagues to focus on the **pupils' and students' learning** that they can see, rather than what the teacher is doing.

Learning can be split into two:

Learning behaviours

(concentration, application, listening, collaboration, focus etc)

Learning achieved (consolidation or new learning of knowledge, skills or understanding)

It is important to record the shared evidence on a flipchart so that everyone can see it – continue until there are no more ideas.

2 Ask colleagues, 'What teacher strategies created the strengths in learning that you have identified?' Again, share and flipchart the ideas that emerge.

3 Ask colleagues, 'What opportunities for further learning might there have been in the lesson?' Share and flipchart the different ideas.

The purpose here is to ask teachers to seek opportunities to extend the learning even further. Ask them to be specific about the learning that would be sought and deter them from talking about the teaching at this stage.

4 Once you have decided what additional learning might be possible, you can now begin to identify what the teacher might have done to generate it. Teachers will now be thinking of specific strategies to create specific impact on learners.

5 Now look at the observation notes provided. These were recorded by watching the DVD just as you have done, once through and with a minimum of stopping and starting.

Suggested questions:

- To what extent do colleagues agree with the evidence of learning?
- To what extent do colleagues agree with the evidence of teaching?
- To what extent do colleagues agree with the tentative judgements?
- Judgements about a lesson must be based on the learning achieved by the pupils/students, not the 'performance' of the teacher. If colleagues do not agree with the judgements provided ask them, 'What evidence of learning suggests that the judgement should be different?' and debate their ideas.

Add your own questions:

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Notes