

# HOOK

<https://www.youtube.com/watch?v=nIAyCcKFaaE>



# STRATEGIES FOR EFFECTIVE OBSERVATION MODELS IN CLASSROOMS

# The concept of classroom observation

## 1. Pre-observation

Set an aim/objective

planning

Use observation protocol

## 2. During classroom observation

Describe the student action and teacher action

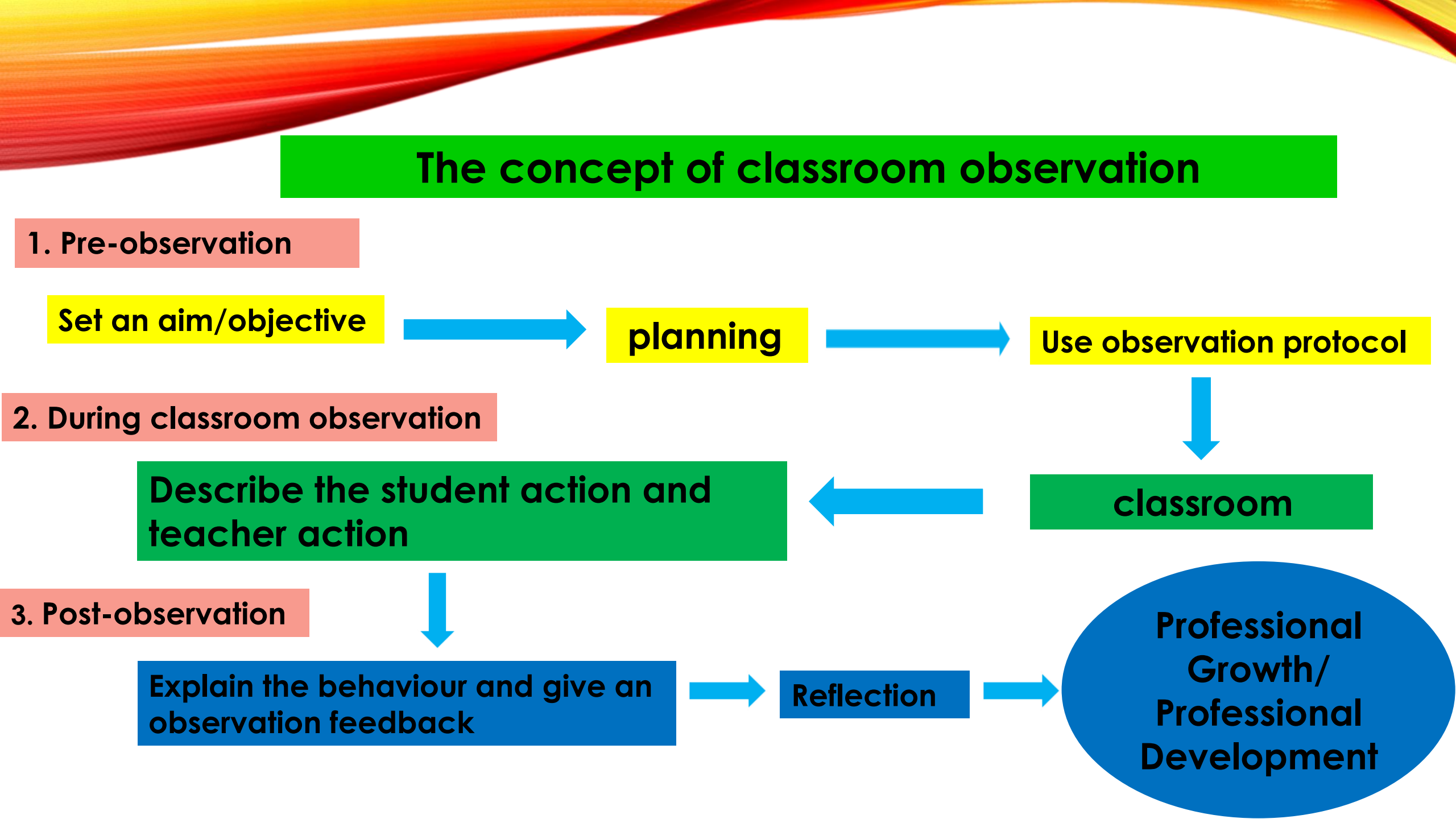
classroom

## 3. Post-observation

Explain the behaviour and give an observation feedback

Reflection

Professional Growth/  
Professional Development

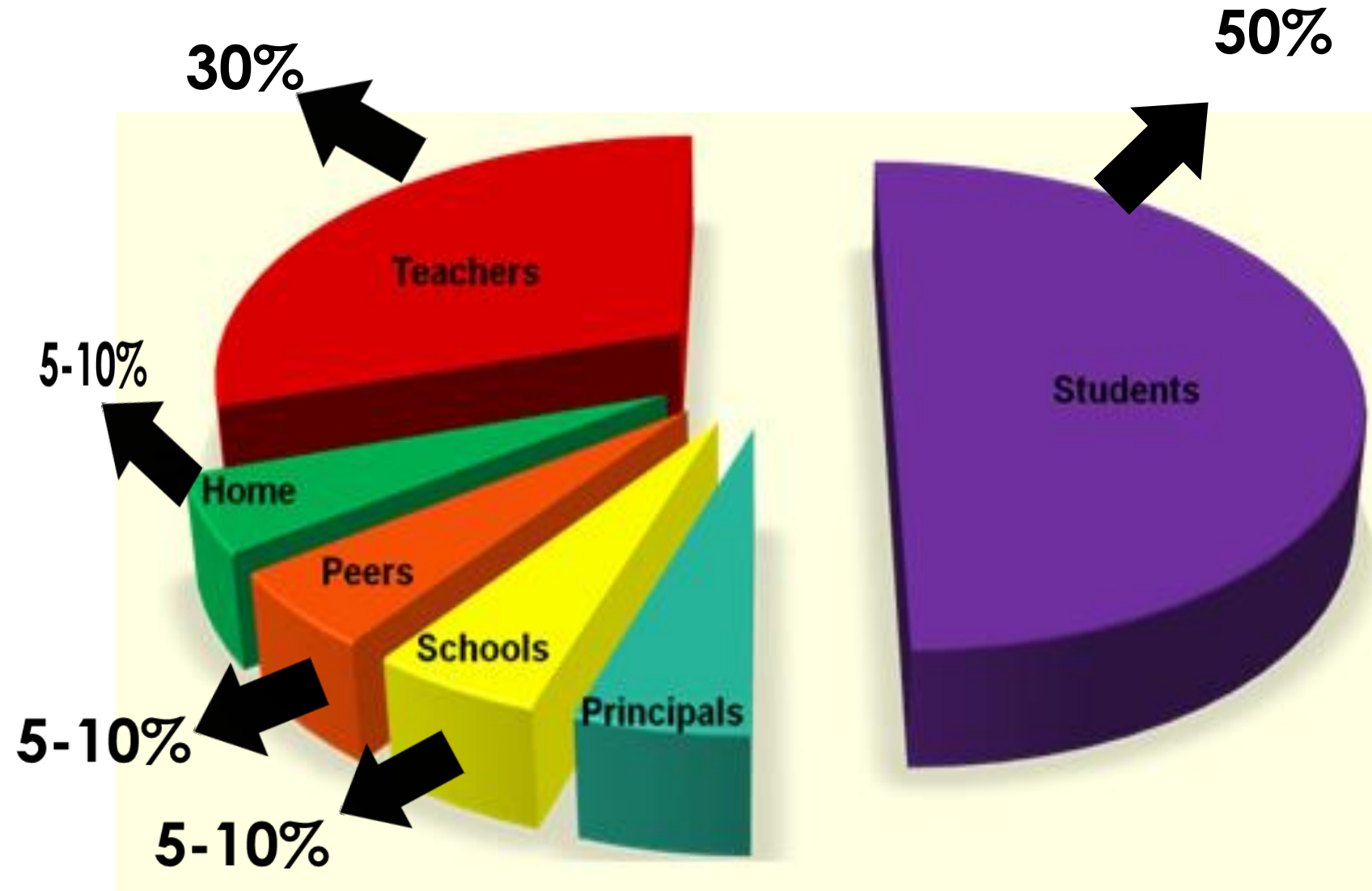


# TEACHERS MAKE A DIFFERENCE

- We do perform the teaching act
- We are the ones who are alone with students during their 15,000 hours of schooling
- Yes... We do make the difference – the teachers

# TEACHERS MAKE A DIFFERENCE

“The answer lies elsewhere – it lies in the person who gently closes the classroom door and **performs the teaching act** – the person who puts into place the end effects of many policies, who interprets these policies, and **who is alone with students during their 15,000 hours of schooling**. We should focus on the greatest source of variance that can **make the difference – the teacher.**” John Hattie



# WE CANNOT DO IT ALONE!

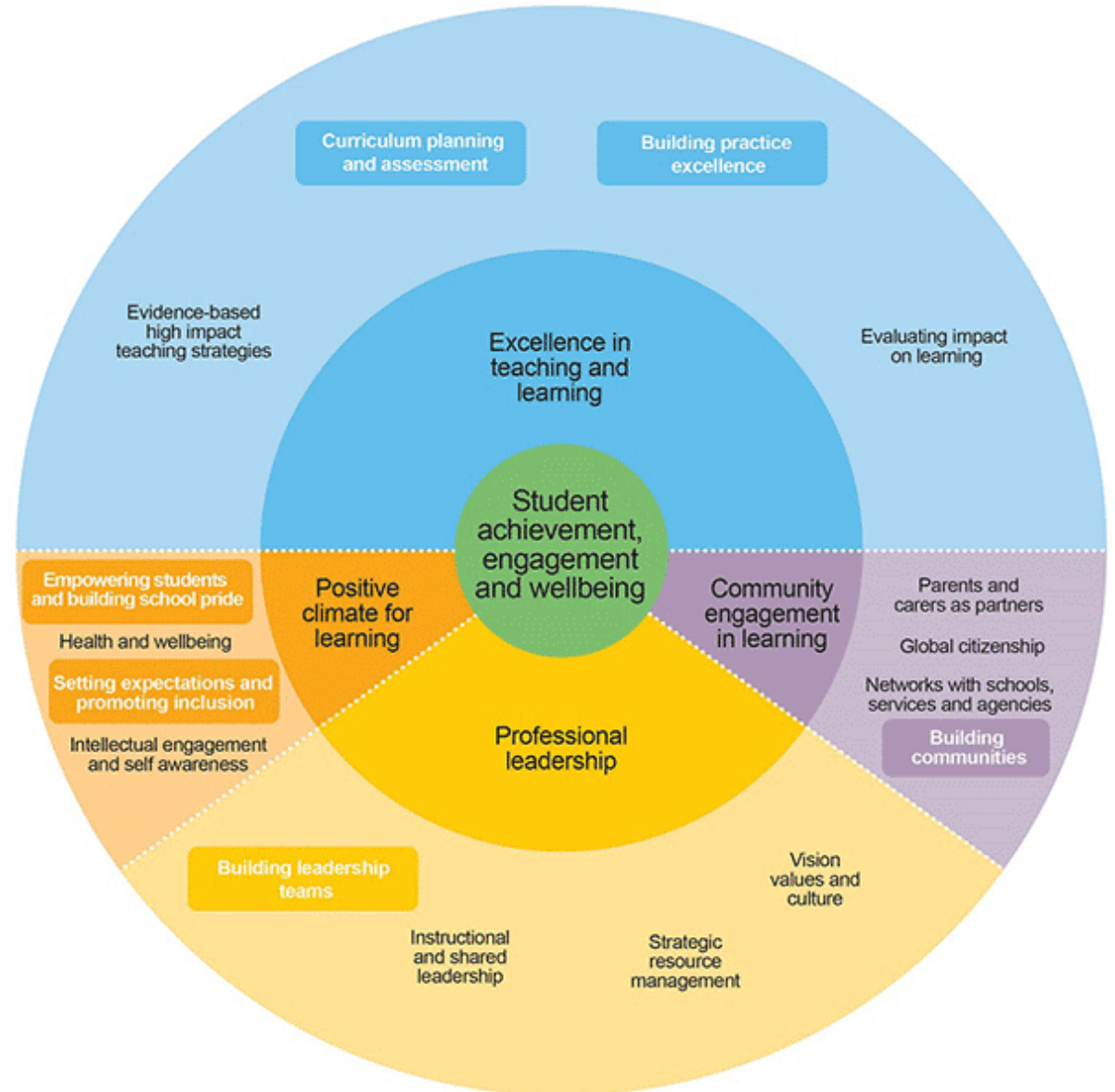
- As Bruce Armstrong, Deputy Secretary Regional Services Group, stated in the Regional Leadership Conference, 2018:

**‘We are ONE’**



# Three (3) Professional Practice Elements

## 1. Framework for Improving Student Outcomes



# 2. THE INNOVATIVE VICTORIAN CURRICULUM F-10

**Victorian Curriculum Foundation-10**

Home Overview Curriculum + Levels + Download

## The Victorian Curriculum F-10

The Victorian Curriculum Foundation-10 (F-10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

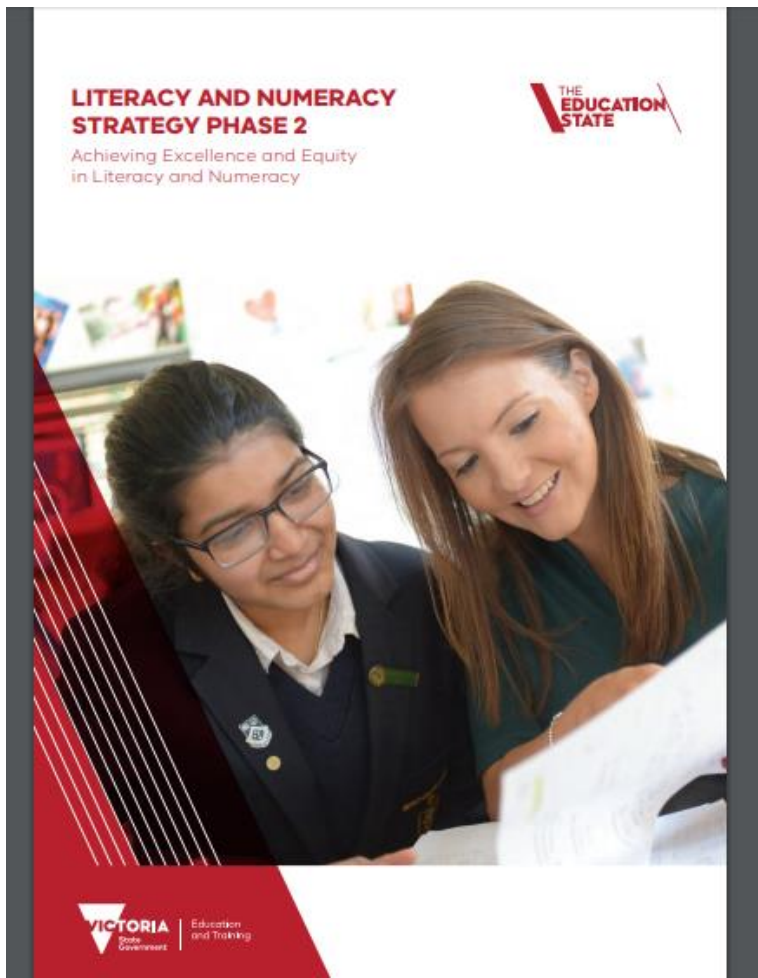
### Curriculum planning

The Curriculum Planning Resource 4D offers schools a range of resources to support planning and documenting a comprehensive whole-school teaching and learning program based on the curriculum.

LEARNING AREA	CURRICULUM
<b>The Arts</b> <ul style="list-style-type: none"><li>• Dance</li><li>• Drama</li><li>• Media Arts</li><li>• Music</li><li>• Visual Arts</li><li>• Visual Communication Design</li></ul>	Global and Creative Thinking Digital Interpersonal Personal and Social
<b>English</b>	
<b>Health and Physical Education</b>	
<b>The Humanities</b> <ul style="list-style-type: none"><li>• Civics and Citizenship</li><li>• Economic and Business</li><li>• Geography</li><li>• History</li></ul>	
<b>Languages</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Technologies</b> <ul style="list-style-type: none"><li>• Design and Technologies</li><li>• Digital Technologies</li></ul>	



# LITERACY AND NUMERACY STRATEGY, AND HIGH IMPACT TEACHING STRATEGIES



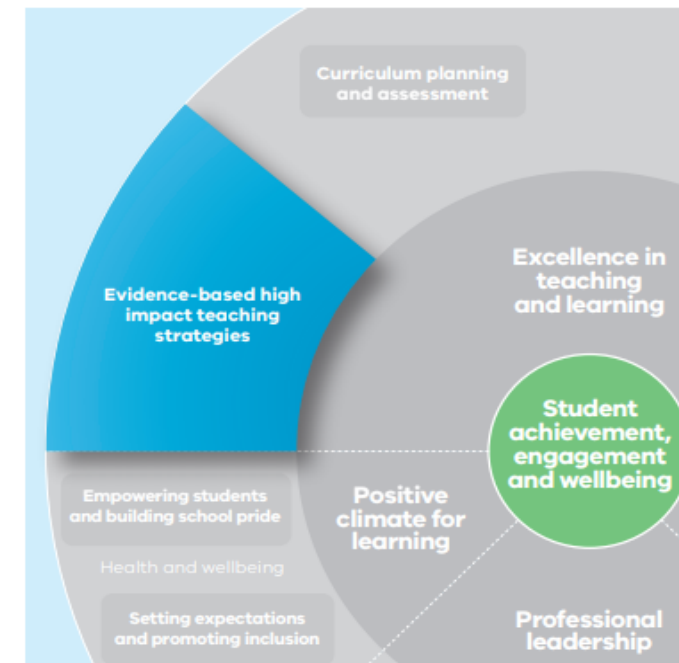
## Victorian Literacy and Numeracy Secretariat

### *The Literacy and Numeracy 6-18 Month Strategy*



## HIGH IMPACT TEACHING STRATEGIES

Excellence in Teaching and Learning





## What is the definition of a classroom observation?

‘**Classroom observation** is also defined as a process by which the observer sits in on one or more **classroom** sessions, records the teacher's **teaching** practices and student actions, and then meets with the teacher to discuss the **observations**. Therefore, it is a **collaborative process**.’

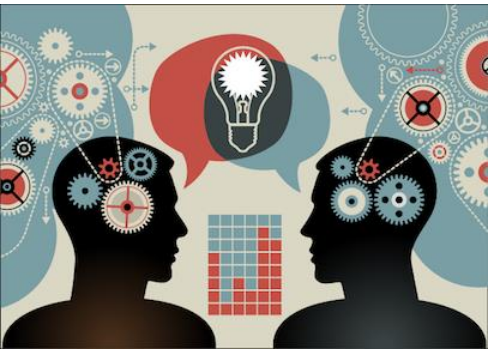


**Classroom  
Observation**



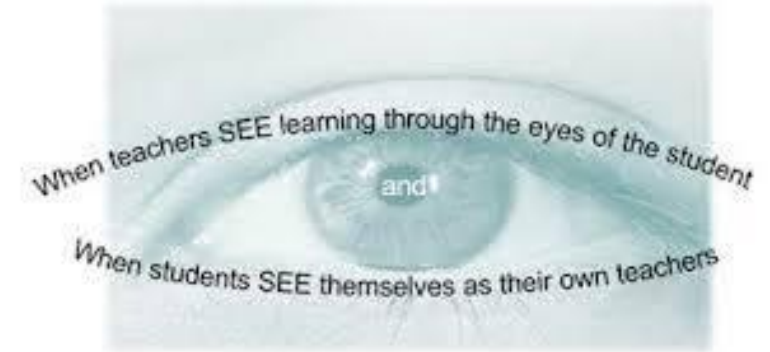
## WHAT IS THE PURPOSE OF CLASSROOM OBSERVATION?

'Classroom **observation**' refers to all occasions when learning and/or teaching activities are observed for a specific **purpose** by someone other than the class teacher and support colleagues normally attached to the class. All those involved in each **observation** should have a **shared understanding** of its specific **purpose**.



# EFFECTIVE CLASSROOM OBSERVATIONS

- See it through the teachers and students' eyes –



- Knowing and understanding the context, content and audience
- Knowing our learners as well as our teachers

Creation of shared understanding



From 'User Story Mapping' by Jeff Patton

@rozemaryking | @uxfellow

# THE WAY I SEE CLASSROOM OBSERVATIONS

- **First model** is comprehensive observations applied to the whole class
  - Classroom environment/atmosphere
  - Routines/structure/time/transition
- **Second model** is intensive observation of **one skill or focus** more on detail.



# **THE BEGINNING OF THE 'TRANSFORMATION'**

- **Blackburn ELS inclusive and effective Models**
- **At the time (2016)**
- **What happened in 2017**
- **What is currently happening 2018**

# THE 'CRAFT' OF WORKING TOGETHER

## Collaboration



## Establishing Relationships/Partnership Approach



# THE EFFECTIVE MODELS AT BLACKBURN ELS

- **Triads (with a coach)**
- **Team teaching (explicit teaching)**
- **One on one (with a coach)**
- **Build Best Practice:** This involved the upper primary students at Whitehorse campus. The coach worked closely with the teachers to develop ideas and material and this decision was based on the evidence that transition teaching practices needed. The coaching was effective as they worked intensively in a whole team and in small teams to produce the transition pack and unit review.



# THE 'CRAFT' OF WORKING TOGETHER

## Feedback

- Cycle of learning and observation



# OBSERVATION PROTOCOL

1. Pre-observation phase

Name of Coach.....Leah Kontos.. Date...27<sup>th</sup> October 2017...

Name of Coachee.....

## OBSERVATION PROTOCOL

✓	FOCUS AREAS	✓	FOCUS AREAS
✓	Explicit teaching (listening skills, reading strategies, Literature Circles, EAL strategies, R2L)		Learning Intentions/Feedback
	Classroom management & behaviour	✓	Student engagement/Effort
	Classroom organisation	✓	Teacher student interactions
	Purpose & delivery of lesson (beginning, middle, end)		Support and praise
	High level questioning & expectations		Organisation & effectiveness of group work (cooperative learning)
	Displays of student work		Catering for different abilities

**Pre-observation meeting**

***Agreed statement of purpose/ what teacher will be doing/ what observer is looking for:***

Reinforcing listening skills: Using the two strategies -Note Taking and Prediction

**During classroom observation**

<b>WHAT I SAW</b>	<b>WHAT I HEARD</b>	<b>WHAT I WONDER...</b>
<p>I saw students understanding the questions for their learning intentions every Friday.</p> <p>I saw students engaging/tuning in to the learning.</p> <p>I saw students participating and understanding the classroom expectations.</p> <p>I saw awareness of different topics.</p> <p>I saw students knowing the purpose of a task.</p> <p>I saw a connection from the listening task to the</p>	<p>I heard students answering questions for their learning. (the listening tasks take place every Friday).</p> <p>I heard students exchanging ideas.</p> <p>I heard students welcoming new teachers in the classroom and addressing them with their names (building communities)</p> <p>I heard students explaining in words and phrases the task and the</p>	<p>How long did it take you to provide all this knowledge/skills to the group and individual learners?</p> <p>How do you evaluate students listening progress? Have you developed a rubric? If yes, I would like to have a look. If not, can we develop one using the TEAL examples or design our own and other classes can use it.</p>

Post-observation meeting

## **Reflection/Discussion/ Where to next....?**

During this period, I saw a range of strategies used in order to assist the explicit teaching of the two main strategies: note taking and prediction, e.g. vocabulary in context, vocabulary meaning and clues, questioning the text using literal questions, reading aloud, repeating (recycling the key vocabulary). All these strategies have provided an authentic/meaningful learning in class as they put the attention to the learner and give the opportunity to direct their learning. I believe that the big goal here was awareness of listening skills as you want your learners to become independent listeners for their future listening tasks.

The tasks have thought carefully and addressed each learner's skills. I really liked the pace of the lesson where the teacher spoke slowly and gave time to the learners to process the information and using words from students' answers. It was clear that the focus was on the learners (student oriented learning) and their understanding. Are you willing to open your class to other colleagues to observe you or even record your lessons?

What happened when I left? What was your sequence of your lesson in period 2? How did you evaluate at the end of period 2? What were your learners' responses? Where to next? What other strategies will you add to support you learners' listening skills?

## Post-observation meeting

**Colleague's Reflections:** What strategies or activities will you provide for these learners in order to stretch their abilities/thinking further?

Their ability orally is stronger. Oral skills are strong. However, they are not able to identify the answer in the text. Explicit teaching in reading locating the answer. The inferential questions and developing these skills are the focus. Extending the thinking but not the language skill. The feedback students receive. Today the students were working in groups. Some inconsistency in their skills. One word (vocabulary) can change their ability. Lack of consistency.

Think more while they are reading about the text: deeper level.

Breaking down the sentences and structures. Other teachers are working on SVO, reading strategies, past tense, communicative approach, R2L, sentence building.

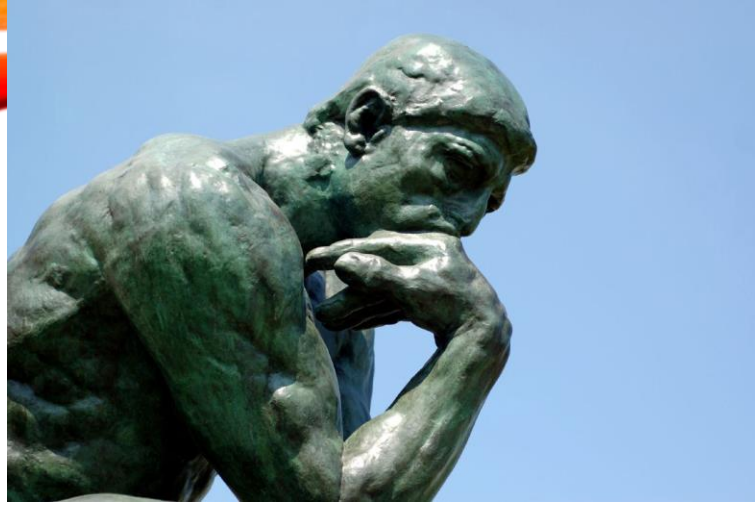
In what stage do we challenge them to the next level? When are they ready to move to the next stages? What evidence show that they are ready?

Journal writing to target past tense: Do they understand the past tense, SVO, once students are able to apply it in different contexts they are ready.

**Whole class needs:** Vocabulary building and understanding how different texts (being able to read non-fiction texts), actively listening, organisational skills, behavioural skills, learning how to learn, revising, what can you do to help you learn?



as QUESTIONS to Know



REFLECTION

# The Power of Questions



# REFLECTIVE QUESTIONS AND FEEDBACK FROM COLLEAGUES

- *As teachers in a new arrivals program, how can we overcome the cultural barriers to assist students to develop ownership of their own learning, to see themselves as learners?*
- *What does this look like in relation to classroom management and student engagement?*
- *How can we ensure that the strategies we use are transferable to their mainstream setting?*

You have raised some interesting points for reflection. It will be interesting to see how this unfolds throughout the term with the students that you currently have in the P3 class. It was really encouraging to hear that even within a few days since our last chat you are trying out a few different strategies to see how different approaches go with these particular students.



# Reflective Questions

What are our coaching goals again? (I want us to revisit our goals and to take into consideration the new learning we acquired last semester)

To share the experience of delving into and experimenting with 3 pedagogical tactics (Mistake Diary Literature Circles and listening skills) with the aim to refine the tactics and apply them to our individual contexts.

Have we achieved our goals? How did we achieve our goals? (I want a reflection here)

For semester 1, I believe we have. This semester I envision us further refining the tactics and applying it to our contexts.

What have we achieved in this coaching partnership? (Let's revisit our initial thoughts for what does coaching mean and what do we think now)

I see our coaching as a reciprocal process of constructively sharing knowledge regarding practices, facilitated by an experienced coach.

We have achieved shared understanding of the form our coaching will take as well as an understanding of aspects of the 2 tactics. This was gained through observation and discussion. We have also solidified the direction for the future of our coaching.

How did I feel about this coaching experience? How do I feel now?

What have I learnt about:

- coaching in general and in the New Arrivals setting
- myself
- my coaching team?

How have you implemented the new learning in your teaching and learning practice?

## Welcome to our Term 3 Coaching program!

Last semester we had the opportunity to have a number of powerful coaching conversations and two (2) classroom observations which provided a forum to give feedback to each other and reflect critically about our practices. After some professional reading and reviewing my coaching notes from our discussions, I want to implement this term this: how we might seek alternative perspectives on our practice.

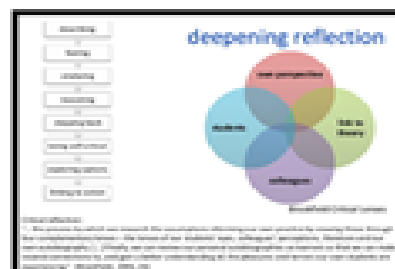
Here is a link with a professional reading about critical reflection and Brookfield's four lenses on our practice.

<http://www.growthcoaching.com.au/articles-new/changing-the-lens-critical-reflection-through-coaching>

In this article Brookfield emphasises that we can't do it alone... as only a few of us can critically reflect very effectively on our own.

"No matter how much we may think we have an accurate sense of ourselves, we are stymied by the fact that we are using our own interpretive filters to become aware of our own interpretive filters – the pedagogic equivalent of trying to see the back of one's head while looking in the bathroom mirror."

What do you think?



## Ideas and suggestions from coaching team meeting

Thursday 14<sup>th</sup> September 2017 (3<sup>rd</sup> Meeting)

### What does coaching mean to us?

- Build knowledge
- Professional discussion/dialogue
- Empowerment (regular training and dialogue)
- Collegiate and collaborative interactions
- Promoting change (transformation in teaching and learning practice)
- "Invaluable experience" and "the way of thinking: different perspectives"

### Coaching Models for 2018

Initial approach: A coaching team for 12 or less teachers and then prospect for whole school initiative/approach.

#### 1. Run courses (small courses/cycles):

- ✚ Pronunciation
- ✚ Grammar refer it as "Language" and it will have elements of Transition
- ✚ Writing models (Genre teaching learning cycle)
- ✚ Reading programs (Literature Circles/Guided Reading)

#### 2. Team Teaching (Explicit Instruction/Clear goals and expectations). Here we need to design a clear model for team teaching in NAP programs.

- ✚ Identify what the literature says about team teaching. Please an example from an article about team teaching]


Anticipate, Anticipate, Anticipate

*"Team teaching is an innovation that can foster student enthusiasm and learning in single-discipline, interdisciplinary, or accelerated courses. Think through the team-taught course process from start to finish, allowing ample time to prepare. We cannot emphasize enough the need to meet regularly and talk candidly. Plan your course, identify any potential complications, and formulate your responses for anticipated problems, and you will spend more time enjoying your team teaching experience." (Team Teaching a Cross-Disciplinary Honors Course: Preparation and Development, Margaret B. Letterman and Kimberly B. Dugan, Source: College Teaching, Vol. 52, No. 2 (Spring, 2004), pp. 76-79, Published by: Taylor & Francis, Ltd.)*

- ✚ Understand what "team teaching" is for our New Arrivals setting/our learners/individual groups (18&28)
- ✚ Understand what "team teaching" looks like, sounds like and feels like in a NAP setting.
- ✚ Understand that a team teaching approach is an ongoing approach and needs regular professional discussions and reflections.
- ✚ Understand that regular observations will take place to build the knowledge and skills for each teacher.
- ✚ Teachers involved need to 'see' and 'hear' the learners actions and cues (classroom

# “FEEDBACK” FROM COLLEAGUES

- “This model/process was structured and encouraged staff to work collaboratively.”
- “It was respectful of teaching practice and individual practice.”
- “Colleagues engaged in meaningful conversations and it enabled to be respectful and create a learning journal where conversations and thoughts/suggestions were recorded.”

- 
- “The Observation Protocol provided the inquiry or skill that needed to be the focus, it unpacked it and provided growth.”
  - “The Language used: structured questions to prompt thinking and discussion and this approach has supported me with my professional growth.”
  - “Best Practice for Reflection!”

# AND THE JOURNEY CONTINUES AT BLACKBURN ELS

- Where to now? (term 4)

## Peer Observations



# EVANGELIA (LEAH) KONTOS

- [kontos.evangelia.k@edumail.vic.gov.au](mailto:kontos.evangelia.k@edumail.vic.gov.au)
- Learning Specialist at Blackburn English Language School, Whitehorse Campus
- VicTESOL committee member: Communication Committee

# RESOURCES

- **Framework for Improving Student Outcomes (FISO)**

<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/improvement-model.aspx>

- **The Victorian curriculum f-10**

<http://victoriantcurriculum.vcaa.vic.edu.au/>

- **Literacy and Numeracy Strategy**

<https://www.education.vic.gov.au/Documents/school/teachers/support/litnumstrat.pdf>

- **High Impact Teaching Strategies (HITS)**

- 
- Discover trusted strategies to improve classroom practice (Classroom observation)

<https://www.aitsl.edu.au/lead-develop/develop-others/classroom-observation>

### **Professional reading: Books and Articles**

- **Teachers Make a Difference, What is the research evidence?** John Hattie
- **Instructional Coaching: A Partnership Approach to Improving Instruction** Jim Knight





Knowing yourself is the  
beginning of all wisdom.

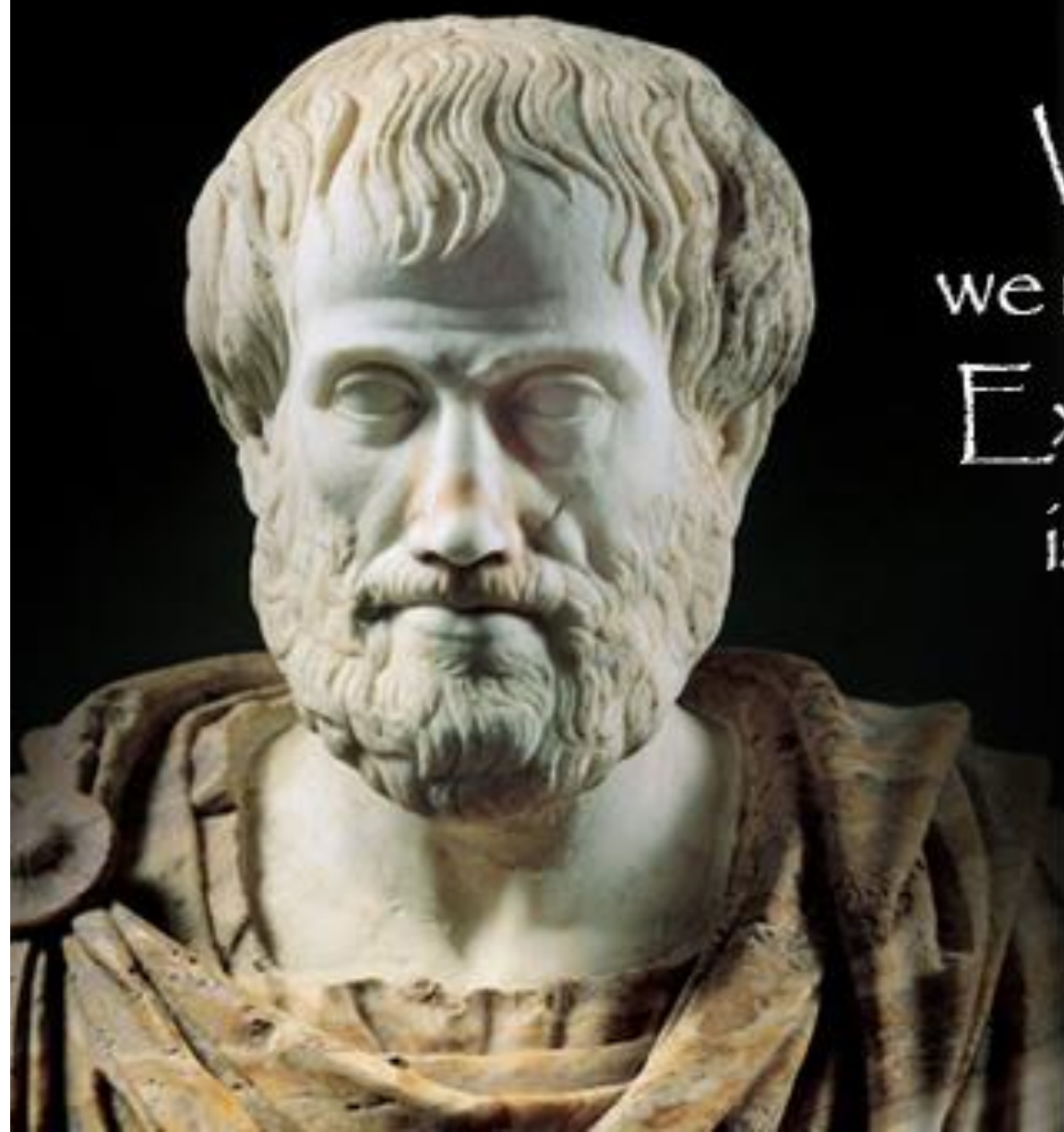
Aristotle

 quotezancy



PLEASURE IN THE  
JOB PUTS  
PERFECTION IN THE  
WORK.

ARISTOTLE



We are what  
we repeatedly do.  
Excellence then,  
is not an act,  
but a habit.

**Aristotle**



*Thank  
you*

