

LNCT

Title: Classroom Observation: Sharing Classroom Experience Number: D5

Date: Update Dec. 2021

1.0 INTRODUCTION

Observation of learning is about the development of learning and teaching as a whole and is both an individual and collective responsibility.

Professional dialogue (which should explore the practice, be constructive, formative and identify if applicable, the next agreed steps) surrounds the observation of learning process.

The climate for observation of learning should be based on collaborative, reflective dialogue which takes a close look at practice and provision.

2.0 RATIONALE

2.1 Sharing classroom experience can:-

- help develop critical reflection
- encourage professional dialogue amongst colleagues
- allow dissemination of good practice
- encourage support strategies amongst colleagues
- be part of continuing professional development
- possibly provide additional support to individual teachers.

Self-evaluation, the observation of learning and the related professional actions are integral to and permeate the GTCS Standards (see links below) and as such are essential elements of every teacher's ongoing professional actions to meeting the standards.

[Professional Standards for Scotland's Teachers | General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk)

The collaborative approach to self-evaluation is also key to the development of learning and teaching as a whole as indicated in HIGIOS4 (see links below)

[How good is our school? \(4th edition\) \(education.gov.scot\)](https://www.education.gov.scot)

3.0 ESTABLISHING ARRANGEMENTS FOR CLASSROOM OBSERVATION

3.1 Effective sharing of classroom experience, resulting in positive benefits to teachers and pupils, is when:

- staff are fully consulted and involved in agreeing the arrangements for the process e.g. through collegiate groups, working groups, development groups, authority policies or national agreements
- teachers make a positive commitment to the process
- there is an open and honest approach, based on mutual respect amongst colleagues
- individual school circumstances are taken into account when developing the arrangements including the opportunity for review.

4.0 KEY PRINCIPLES

4.1 Arrangements for classroom observation shall ensure that there is agreement on:

- the approach to the process, e.g., frequency and duration of classroom visits by peers, line managers or others
- the clear purpose of the shared classroom experience, e.g., informal observation, peer observation, routine management observation, external observers, or performance support observations
- the roles and responsibilities of the participants to engage in a purposeful professional dialogue relevant to the clear purpose of the observation
- the timing and method of sharing any feedback, relevant to the clear purpose of the observation
- the recording of any relevant information which should provide constructive and supportive feedback

5.0 PROCEDURES TO SUPPORT CLASSROOM OBSERVATION

5.1 Prior to sharing experience, the participants should discuss:

- the focus of what is being shared and the intended outcomes
- any relevant criteria to be used as a basis for professional dialogue.
- Any documents used which should provide constructive and supportive feedback

5.2 Prior to any feedback session participants should:

- consider the points they will share during the feedback

5.3 During the feedback session participants should:

- engage in an open and honest discussion about the shared experience
- confirm shared evaluative judgements and recognise good practice
- discuss any areas for development and where appropriate, agree on a plan of action
- There is no formal requirement to record the sharing of classroom experience other than to note the date of the shared experience and any agreed outcomes e.g. development requirements, so that actions required will be followed up.