

PRE OBSERVATION CONVERSATION TEMPLATE

Working through the template

The pre observation conversation template has been designed to support teachers and their observers in engaging in meaningful pre observation conversations. The use of this template is optional.

1. a) The agreed peer observation focus is...

Step 1. Identifying and agreeing the focus of the peer observation

The teacher being observed, in discussion with the teacher undertaking the observation, will identify and agree on the focus of the observation. The High Impact Teaching Strategies are a suggested starting point for reflection. The following examples of focus areas can be related to an area of High Impact Teaching Strategies (HITS):

- the clarity of learning intentions (setting goals)
- how effectively are student learning needs met when engaged in collaborative learning tasks? (collaborative learning)
- effectiveness of transition from warm-up into main learning activity (structuring lessons)
- is feedback timely? (feedback)

b) Links to whole-school initiatives and key improvement strategies

Note any links to one or more of the following:

- Framework for Improving Student Outcomes
- Practice Principles for Excellence in Teaching and Learning
- the school's pedagogical model
- the HITS
- the strategic intentions/areas of focus of the school's collegiate groups, professional learning communities, year level groups or faculties

2. The types of evidence to be collected will be...

Step 2. Establishing what evidence will be gathered

When the focus for the observation has been identified, it is then possible to consider what evidence can be collected during the observation on which the observer can reflect, and will inform the provision of feedback. If evidence can be quantified, feedback can be enhanced.

Observation evidence can include:

1. Observers recording the interactions between the teacher and students
E.g. the types of questions and clarifications sought, explicit instruction, use of examples or modelling.
2. Observers counting instances of specific actions or occurrences
E.g. how class time is distributed; the number, frequency and type of questioning; frequency of student responses; the number of students engaged (or disengaged) in learning tasks.
3. Tracking of teacher and student movements during the lesson and/or transition periods
E.g. where the teacher is located at different points during the lesson, student movement during stages of transition within the lesson.



Step 3. The process for the peer observation

This is provided as a prompt to support the teacher being observed and the observer in the pre observation conversation.

3. Peer observation process – discussion points		
Peer observation process – discussion points	Summary of discussion	Items for action
Previous participation in peer observations Consideration of previous participation in peer observation and implications for the planned peer observation.		
Consideration of outcomes, concerns or hesitations for the peer observation and implications for the planned peer observation.		
Observation data How the observer will organise, collect, interpret and store their observation data, using the observation template		e.g. tailoring the peer observation template to include specific evidence
Protocols Discussion about and agreement with the school's peer observations protocols and consideration of any additional classroom based protocols that the observation experience may require. For example, individual student needs, the observer's role as it relates to the focus of the observation, introduction to students.		
Date and time Confirmation of the class, date and time for the observation to occur, including a timely post observation conversation.		
Further actions Agreement of any further actions required prior to the peer observation		
Impact The conduit and process for enabling the learning to inform whole school practices (for example professional learning communities, whole school instructional practice, curriculum planning).		