

Lesson Observation

Aims and outcomes

- Establish a whole-school approach to collaborative observation and foster a reflective workforce using self-observation.
- Develop questioning and target setting skills that will enhance observation and feedback.
- Support rapid improvement with strategies for tackling observed underperformance.
- Encourage teachers to work together to investigate and improve a specific aspect of classroom technique using lesson study.

Making the most of this course

1. Work through units 1-4 with a group of subject leaders and/or mentors. Establish your approach to lesson observation.
2. Heard about lesson study and want to know more? Use unit 5 to increase understanding of the process and try it out.
3. Make use of the associated reading and resources to supplement and deepen your learning.
4. Ensure participants document their progress after units and reflect in later input sessions.

Suggested participants

- Units 1-4 could be used with:
 - line managers responsible for the quality of teaching
 - teachers responsible for training new teachers
 - the wider school team to underpin a whole-school approach to collaborative observation for CPD.
- Unit 5 is for the leadership team or teachers planning to carry out lesson study.
- Unit 6 is for colleagues who have line management or mentor responsibility.

Unit 1 – 75 minutes

Why observe?

- Understand the benefits of developmental observation.
- Identify factors that contribute to effective observation.
- Be able to articulate what you want lesson observation to achieve for you and your school or organisation.

Unit 2 – 75 minutes

Observation and feedback

- Understand how observation and feedback can contribute to teachers' motivation.
- Be confident in what to do during an observation.
- Get a basic structure for giving feedback.

Unit 3 – 75 minutes

Refining observation and feedback

- Refine your feedback skills.
- Develop high quality questioning techniques to use in feedback.
- Be ready to prioritise areas for improvement to make development points manageable.
- Agree the purpose of feedback and know how to tailor comments to this.

Unit 4 – 40 minutes

Reviewing and evaluating learning

- Consolidate your learning from previous units.
- Evaluate your learning.
- Agree how your learning will be applied in your school or organisation in the future.

Unit 5 – 60 minutes

Lesson study

- Know what is involved in lesson study.
- Feel ready to make a decision about adopting lesson study as an approach to lesson observation.
- Know the steps required to implement lesson study.

Unit 6 – 75 minutes

Improvement planning

- Come to an agreed understanding of when a more robust response to observed practice might be needed.
- Get equipped with strategies to use when observing performance that needs to be improved quickly.

1. Watch this webinar on [using lesson observations constructively](#).
2. Read about how one school has made the change to [ungraded observations](#).
3. Understand some of the [research evidence around reliability](#) of observation.

1. Reflect further on [good practice in observation and feedback](#).
2. Get ideas for [lesson observation protocol](#).
3. Consider other ways you can [harness teacher motivation](#).

1. Get more examples of feedback styles from the unit reading for [giving and receiving feedback](#).
2. Watch the video clip on [feedback to promote a growth mindset](#). What advice can you translate to the observation context?

1. Get tips from Elizabeth Holmes on [refining your approach to self-reflection](#).
2. Read Stephen Lockyer's advice on [embedding initiatives](#).
3. Take suggestions from this training unit on [sharing good practice](#).
4. Review your [lesson observation policy](#).

1. Read about how a school has embedded lesson study as part of [enquiry-based CPD](#).
2. Read Pete Dudley on [how lesson study has developed](#) in England.
3. Catch up on our webinar on [action research for CPD](#).

1. If willingness to change behaviour is an issue, take a look at the training unit [identifying underperformance](#) or watch the webinar on [managing challenging personnel](#).
2. Make monitoring teaching easier with this [one hour plan](#).