



classroom practice observation tool

Using the Australian Professional Standards for Teachers

Teacher name:	Observer name:
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Classroom observation is a valuable process that supports school improvement and the development and recognition of our teachers.

Regular and planned observation can provide the foundation for deep reflection by those involved. The department's *Performance and Development Guideline* recognises that deprivatisation of practice through observation by peers and leaders provides a valuable opportunity to give and receive both constructive and appreciative feedback (see Section 4.1.2 of the *Guideline*)

Effective feedback, review and observation processes support the ongoing development of the teacher and the promotion of high-quality learning experiences for students.

Using the Australian Professional Standards for Teachers as part of the observation process guides the professional conversations before, during and after the observation.

Before using this tool, it is important to reach agreement about:

- the purpose of the observation
- the curriculum context of the lesson/ learning situation
- the profile of the students/children
- who will have access to the data collected.

Role of the teacher being observed	Role of the observer
<p>Step 1: Reflect on areas to develop. (Note on p.2)</p> <p>Step 2: Organise time with your observer for the pre-observation conversation and plan the observation.</p> <p>Step 3: Teach with the observer present at the agreed time.</p> <p>Step 4: Organise the post-observation conversation with your observer (p.5). Align practice to the Classroom Practice Continuum.</p> <p>Step 5: Set goals for future focus.</p>	<p>Step 1: Meet with the teacher being observed. Explore context and purpose with a supportive headset (p2).</p> <p>Step 2: Undertake the observation at the agreed time. Taking non-judgmental notes on what the teachers and students are saying and doing (p.3 & 4).</p> <p>Step 3: Facilitate the post-observation conversation using a coaching style conversation (p.5) to identify strengths and areas for development.</p> <p>Step 4: Align practice to the classroom practice continuum to assist with goal setting.</p>



The department Performance and Development resources

<https://edi.sa.edu.au> > HR > Managing staff > Performance and development



Australian Teacher Performance and Development framework

www.aitsl.edu.au > Tools & Resources > Australian Teacher Performance and Development Framework



Australian Professional Standards for Teachers

<http://www.aitsl.edu.au> > Teach > Teacher Standards



Classroom Practice Continuum

<http://www.aitsl.edu.au> > Tools & Resources > Classroom Practice Continuum



Pre-observation conversation

The observation of professional practice will focus broadly on the 'Practice' domain (standards 3, 4 and 5). Before the observation the pre-observation conversation should allow for discussion regarding the context of the observation and should include the identification of specific areas for the focus of the observation. This tool is designed for use as a coaching tool rather than an assessment tool.

The following prompts are designed to scaffold the conversation between teacher and observer thus allowing the observer to understand how the teacher has designed the learning to ensure learners' engagement and success.

Date:

Domain	Standard	Discussion
Professional knowledge	Standard 1 Know the students and how they learn	Describe the class, age, gender balance, any special-needs of students/ children or groups. What do the learners bring to the learning environment?
	Standard 2 Know the content and how to teach it	Describe the curriculum context/lesson sequence/purpose and any cross-curriculum links. How will the learning apply in real-life contexts?
Professional practice	Standard 3 Plan for and implement effective teaching and learning	What is your learning intention or goal for the students/children during the observation? How will students know what comprises high quality learning? How will you differentiate to engage, challenge and support the children's / students' learning? What are the multiple ways learners can demonstrate their learning – their understanding, their knowledge, their skills...?
	Standard 4 Create and maintain a supportive and safe learning environments	Describe any specific classroom routines or strategies intended to support engagement. How will you focus on both the learning and the learner?
	Standard 5 Assess, provide feedback and report on student learning	How and when will the students/children receive feedback? Will this include peer feedback or self assessment?
	Identify the agreed focus for the observation and the corresponding career stage Standard/focus area descriptor	Focus of observation: eg. learning transitions, proficient career stage Standard 4, focus area 4.2

Suggestions - what to look for

The following suggestions on 'what the observer might look for' are aligned to the proficient career stage on the [AITSL Classroom Practice Continuum](#) (2018). You are encouraged to discuss what the teacher and the students may be doing or saying to demonstrate this aspect of professional practice.

Domain	Standard	Standards focus area	TfEL domain	What might the observer look for?
Professional practice	Standard 3 Plan for and implement effective teaching and learning	3.1 Establish challenging learning goals	2.4	<ul style="list-style-type: none"> Is communication direct, specific and positive? How does the teacher support students to think critically and independently develop questions? How does the teacher identify connections between student interests, experiences and backgrounds and the learning activities? Does the teacher select a range of resources that are relevant to the goals and content of the lesson? How does the teacher articulate student misconceptions and address the knowledge and skills required by the students?
		3.2 Plan, structure and sequence learning programs	1.6	
		3.3 Use teaching strategies	Domains 2, 3, 4	
3.4 Select and use resources		2.3, 3.1, 2.4		
3.5 Use effective classroom communication		3.4		
Standard 4 Create and maintain supportive and safe learning environments	4.1 Support student participation	Domain 2	<ul style="list-style-type: none"> What strategies does the teacher use to redirect challenging behaviour? How does the teacher ensure that concepts are presented in multiple ways and through multiple modalities? How does the teacher adjust pace and interaction to enable all students to understand the content and participate productively? In what ways does the teacher model, reinforce and maintain safety protocols? If applicable, how does the teacher monitor student use of ICT and respond to breaches? 	
	4.2 Manage classroom activities	2.1, 3.1, 3.4		
	4.3 Manage challenging behaviour	2.1, 2.2, 2.4		
	4.4 Maintain student safety	Domain 2		
	4.5 Use ICT safely, responsibly and ethically	4.4		
Standard 5 Assess, provide feedback and report on student learning	5.1 Assess student learning	2.4, 4.3	<ul style="list-style-type: none"> How does the teacher reinforce and consolidate relevant skills and monitor student understanding and skill development? In what way does the teacher use assessment rubrics to make judgments about progress? How does the teacher use a variety of assessment activities to help students assess their progress? How does the teacher support students to provide peer feedback that progresses learning? 	
	5.2 Provide feedback to students on their learning	2.3, 2.4, 4.3		
	5.3 Make consistent and comparable judgements	2.4, 4.1, 4.3		
	5.4 Interpret student data	3.1, 3.2, 4.1, 4.3		

During the observation

Date:

- take descriptive, non-judgmental notes
- focus your attention and notes on agreed areas
- record evidence that is directly observable; that is things we do, say, make or write, and
- ensure evidence recorded is authentic, appropriate and accurate.

	What is the teacher saying and doing?	What are the students/children saying and doing?
Professional practice	<p>Example notes: 9:25am Teacher instructs whole class to move to the mat and sit on coloured spots. Sets a 2 mins timer on EWB</p>	<p>In the 2mins, 14 children move directly to the mat and sit on spots, 5 children stay at seats continuing with the writing activity. 1 child walks to the back of the room to look at the stick insect tank.</p>

Observers may prefer to use the A3 version 'Professional Practice Observation Notes' located on the [intranet](#).

Post-observation conversation

Date:

The goal of the post conversation(s) is to encourage self-reflection by the teacher and to collaboratively analyse the observations in relation to the teacher standards.

Teachers need to know more than 'you are doing a good job, keep it up'. They require a balance of support and challenge to improve their practice over time.

Observers should provide specific improvement focused feedback at the same time as recognising and reinforcing teachers' strengths.

Assisting teachers to reflect on the observational data collected and to understand the impact of their behaviours enables teachers to have greater insight into the relationship between their goals for student learning and their current practice.

Post observation conversations should happen verbally and in a timely manner. This is after the observer has had time to reflect on their own notes and ideally within 24 hours of the observation.

Example prompts to commence a post-lesson conversation:

Opening questions:

- What was the best thing about this lesson?
- Given your intention to... how do you think the lesson went?
- The agreed focus area during this observation was... how well do you think this aspect was illustrated?

Probing questions:

- I observed... Could you tell me more about that?
- When... happened... Why do you think that was?
- I noticed that... How does that match your view?
- What do you think would happen if...?
- How were the needs of individuals or particular groups of students/children met?
- Did the students/children learn what was intended? How do you know?

Moving forward:

- How effective were the strategies and approaches? What might be improved or changed?
- How could this lesson be built on for the future?

Summary of key points discussed

Domain	Standard	Discussion
Professional engagement	Standard 6 Engage in professional learning	6.1 Identify and plan professional learning needs
		6.2 Engage in professional learning and improve practice
		6.3 Engage with colleagues and improve practice
		6.4 Apply professional learning and improve student learning
	Standard 7 Engage professionally with colleagues, parents/carers and the community	7.1 Meet professional ethics and responsibilities
		7.2 Comply with legislative, administrative and organisational requirements
		7.3 Engage with parents/carers
		7.4 Engage with professional teaching networks and broader communities

Further reflection and analysis is encouraged by collaboratively and individually reflecting forward

- What aspects of our professional conversation have made a positive contribution to your learning?
- How could you use your self-reflection from this learning to guide your professional learning goals and priorities for future development?
- How might you seek and use feedback from your students to improve your practice?
- How will your feedback support addressing the challenges of practice identified in the site improvement plan (SIP)?
- How might you further engage with colleagues or a professional network to improve your practice?
- How might this feedback contribute to your performance and development plan?
- How will you use any documentation from this observation to provide evidence of your career stage development – 'graduate' to 'proficient', maintaining 'proficient', or moving to 'highly accomplished' or 'lead'?



Performance and development planning and resources

Resources to help prepare a performance and development plan (PDP) including templates and conversation frameworks.

<https://edi.sa.edu.au> > HR > For managers > Managing staff > Performance and Development