Lesson Observation Tool

Incorporating the Australian Professional Standards for Teachers

Observation of practice is an expectation for all teachers that is described in both the Australian Teacher Performance and Development Framework and the NSW Department of Education Performance and Development Framework.

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

Use this tool to scaffold professional conversations before and after observation to assist teachers to engage with the Australian Professional Standards for Teachers (APST).

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.

	Date
Pre-observation conversation	Teacher
	Accreditation Stage
	Link with PDP Goal
	Observer

Professional practice	**Standard 1** Know the students and how they learn • *Describe the class, student needs or groups.*	
	Standard 2 Know the content and how to teach it • *Describe the curriculum context, lesson sequence or purpose and cross curriculum links.*	
	Standard 3 Plan for and implement effective teaching and learning • *What is your learning intention or goal for the students during the observation?* • *What particular strategies or methodologies will be used, including any plans to differentiate the learning?*	
	Standard 4 Create and maintain supportive and safe learning environment • *Describe any specific classroom routines or strategies, including the use of ICT, intended to support learning.*	
	Standard 5 Assess, provide feedback and report on student learning • *How and when will the students receive feedback?*	
	APST Standard or focus area(s) for the observation, e.g. 3.5 *Use effective classroom communication*	

	Australian Professional Teaching Standard	What to look for	Comments
Professional practice	**Standard 1** Know the students and how they learn 1.1 Physical, social and intellectual development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability	• How did the teaching and learning activities take into account students' prior learning, skills and/or interests both within and outside the school context? • How did the teacher create relevance and build connection to students' lives outside school and in the future? • How did the teacher include student input and perspectives into the learning experiences and assessment? • Consider the ways in which tasks are challenging, relevant and achievable by the students? • How do the variety of activities within the lesson support learning? • Observe how the lesson and/or classroom was organised to accommodate specific students' intellectual, physical and/or social needs? • How does the teacher differentiate the lesson to cater for student needs and abilities?	
	Standard 2 Know the content and how to teach it 2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT)	• How did the lesson reflect current health, safety and wellbeing issues and contexts to create relevant for the students whilst still meeting syllabus requirements? • Was a deep knowledge of relevant concepts, topics and themes demonstrated, including diverse perspectives? • Look for ways the teacher developed a clear and coherent sequence of activities undertaken to engage and support the learning of all students. • How were resources and materials used to support learning? • How were models and scaffolds used to support literacy and numeracy? • How was ICT used to expand curriculum learning opportunities for students?	
	Standard 3 Plan for and implement effective teaching and learning 3.1 Establish challenging learning goals	• Observe verbal and non-verbal communication used by the teacher, including proximity and positioning. • Look for ways the teacher models questioning and thinking routines from various perspectives.	

3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom strategies 3.6 Evaluate and improve teaching programs 3.7 Engage parents/ carers in the learning process	• How did the teacher integrate relevant syllabus content to build and transfer learning of concepts? • What learning experiences were used to allow for the development of student communication and interpersonal skills, problem solving and decision making skills, critical and creative thinking skills, help seeking skills, skills to manage emotion and stress and planning and self management skills? • What evidence is there of the teacher using a range of teaching strategies and resources? • How does the teacher encourage students to make sense of their learning?	
Standard 4 Create and maintain supportive and safe learning environment 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically	• How does the teacher establish and implement inclusive and positive interactions to engage and support all students in classroom activities? • How does the teacher model and reinforce inclusive and respectful language, behaviour and relationships? • How does the teacher establish and negotiate clear expectations with students and address issues or concerns promptly, fairly and respectfully? • How does the teacher negotiate the learning with the students? • How does the teacher differentiate the task so that all students can access the learning, are challenged, supported and engaged?	
Standard 5 Assess, provide feedback and report on student learning 5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement	• Look for ways in which the teacher seeks, acknowledges or builds on what the students already know and can do. • Look for examples of when the teacher intervenes at various stages in the learning process. • Are the expected outcomes and levels of student achievement clearly identified? • What opportunities are created for assessing or evaluating student learning? • How does the teacher provide provide timely, effective and appropriate feedback to students about their achievement relative to their personal learning goals?	

Post observation

Use the post observation conversation(s) to promote self-reflection by the teacher and to collaboratively analyse the observations in relation to the Australian Professional Standards for Teachers. The NSW Department of Education Performance and Development Framework provide guidance for these conversations by encouraging non-judgemental, learning focussed and reflective dialogue between colleagues.

The GROWTH Model is a simple yet powerful framework for structuring post observation conversations. GROWTH stands for:

- **G**oal- What do you need to achieve?
- **R**eality – What is happening now?
- **O**ptions- What could you do?
- **W**ill – What will you do?
- **T**actics – How and when will you do it?
- **H**abits – How will you sustain success?

(Source: Growing Coaching International)

Example prompts to commence a post-lesson conversation:

- Did the students learn what was intended? How do we know?
- Given your intention to... how do you think the lesson went?
- What were the strengths of this lesson?
- I observed... Could you tell me more about that?
- When... happened... Why do you think that was?
- What do you think would happen if...?
- What might be improved or changed?
- How could this lesson be built on for the future?
- 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 & priorities for future development?
- How might you seek and use feedback from your students to improve your practice?
- How might this feedback contribute to your Performance and Development Plan?

Teacher's signature: **Observer's signature:**

Comments post observation conversation

Additional GROWTH questions

Goals – What do you need to achieve?	Reality – What is happening now?	Options – What could you do?	Will – What will you do?	Tactics – How and when will you do it?	Habits – How will you sustain your success?
What are the most important things you are doing now?	What skills, knowledge and resources do you have now that is most likely to facilitate achievement of your desired outcomes?	What could you do to achieve your goal?	What will you do immediately?	How and when will you do it?	How will you sustain your success?
What are the best things happening now?	What skills, knowledge and resources do you need to work towards achieving goals and outcomes?	What could you do to change the situation?	What will you do in the next month?	Outline the steps for your actions.	What obstacles might get in the way of you doing this action? (e.g. fears, excuses or distractions)
What is your passion?	What is happening now?	What alternatives are there to that approach?	Which options align most closely to the critical success factors to achieve your goals?	How can you track your actions and achievement?	How can you overcome those obstacles?
What would you want to achieve by the end of this month/ term/ year?	How do you know that this is accurate?	What approaches have you seen used, or used yourself, in similar circumstances?	What are some barriers to your actions or success?		How can you reflect on your attitudes, values and beliefs to enable growth?
What do you need to achieve?	What effect does this have?	Who might be able to help?	What are some enablers to your actions or success?		What support do you need?
How could you measure achievement?	What other factors are relevant?	How could these people help you?	What is one thing you could do that, if you did on a regular basis, would make a significantly positive difference?		How will you know you've completed the action?
What do your students want from you? Is that realistic?	What have you tried so far? What is working?	What options do you like the most?			What structures are needed to maintain this?
What would you like to happen that is not happening now?	What is within your area of control?	What are the advantages and disadvantages of these options?			What old habits might you need to break?
What would you like from the observation sessions?	What else is missing?	How could you improve in the areas within your control?			What barriers need to be removed for sustained performance?
What would need to happen for you to walk away feeling that the observation and professional growth time was well spent?	What results are you getting now?	What skills, abilities, attitudes and beliefs will you need to accomplish your goal?			What opportunities do you see for practice and consolidation of your skills?
Can we do that in the time we have available?	What external factors help you perform well?				How can you ensure that you persist, despite possible challenges and setbacks?
How will that be of real value to you?					