Management-led Teaching Observation Training

Coventry University

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Teaching Observation Scheme

- Associate Heads of School (Student Experience) or Heads of Curriculum (CU Group) are responsible for the scheme and nominating staff; monitor and report to Office of Teaching and Learning (OTL)

- All staff carrying out observations must be professionally recognised by Advance HE as at least a Fellow but preferably Senior Fellow and be of 'Appropriate Seniority'

- All staff carrying out observations must have attended one of the Management Led Teaching Observation webinars or workshops.

- 50% of teaching staff to be observed each year either Apprenticeship or Man Led (minimum)

Teaching Observation Scheme

- Observations must be of a 'teaching interaction' consisting of more than 5 people

- This teaching activity may be either asynchronous, synchronous or Face to Face.

- Session may be selected by AHOS (Student Experience) Head of Curriculum CU Group

- Be aware that **more than two** in the satisfactory category will result in failure of the observed to obtain professional recognition with the Advance HE via CUFPA.

- AHOS(SE)/ H of C to receive forms to identify development needs and actions

- Opportunities for support from AEPD

Teacher Observers

- Peer observation supported (can be innovative and not classroom based)

- Make up other 50% of staff observations.

- Peer observation is there to complement the Man Led and Apprenticeship Teaching Observation.

- Observation should be no more than 12 months old for a CUFPA application (Feb 2024).
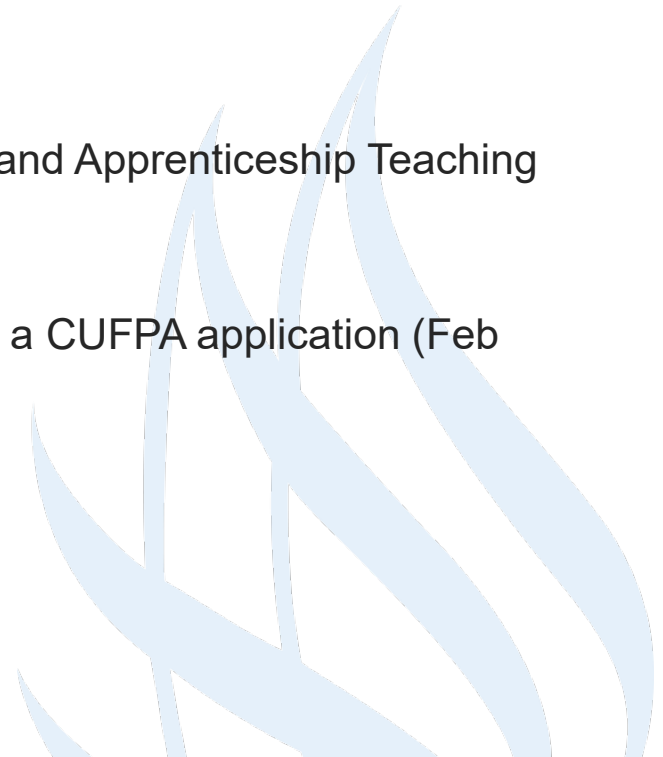
Academic Enhancement and Professional Development (AEPD) Website

- Observation criteria

- Supporting documentation

- Observation forms:-

- Face to Face and Synchronous

- Asynchronous

Activity
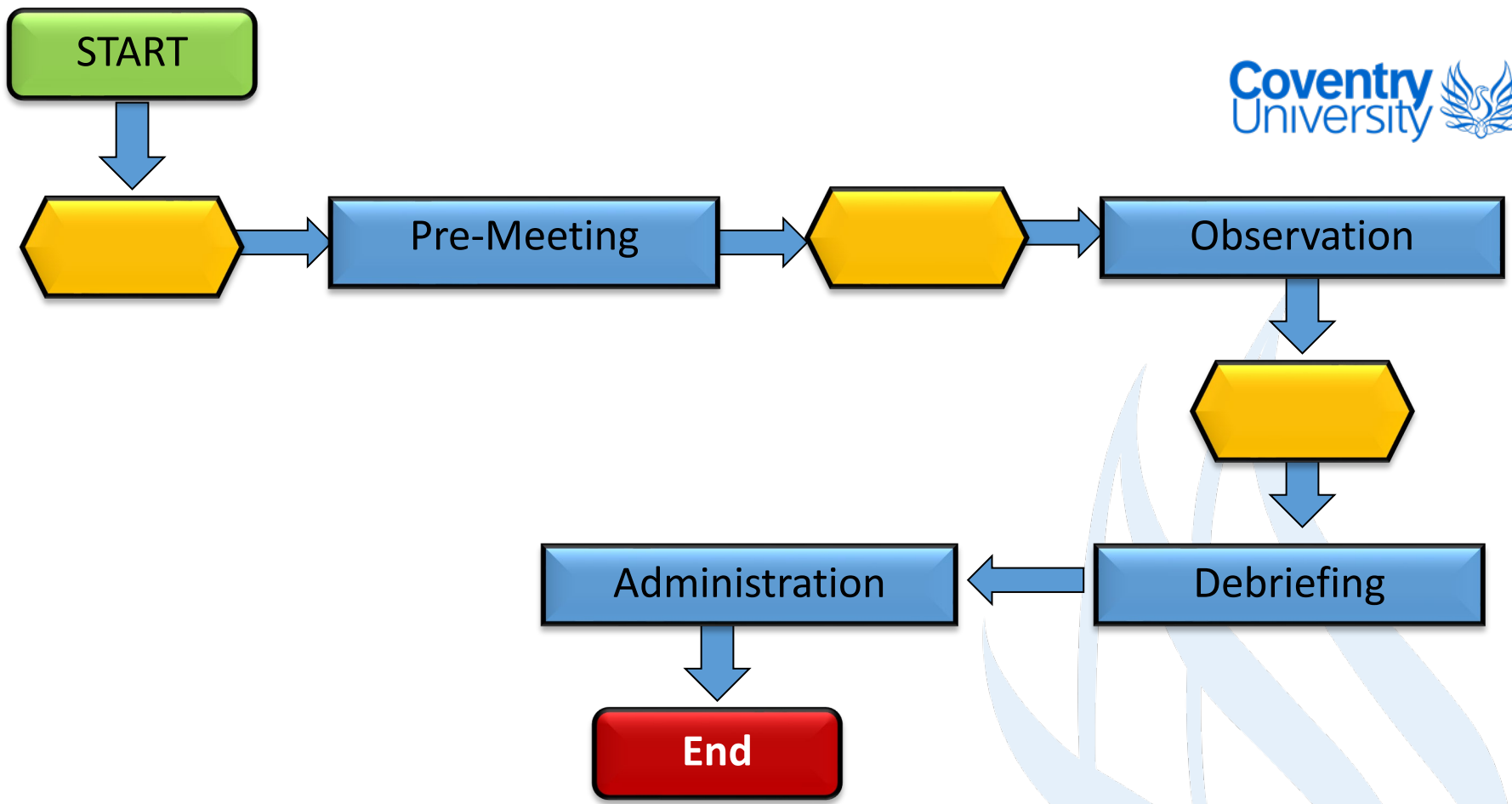
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What would you discuss when delivering feedback in the following scenarios?

1) Predominantly Excellent practice

2) Predominantly Satisfactory practice

Consider how you would create an environment where both individuals can develop

What are the benefits of bringing a coaching style to your feedback conversation?
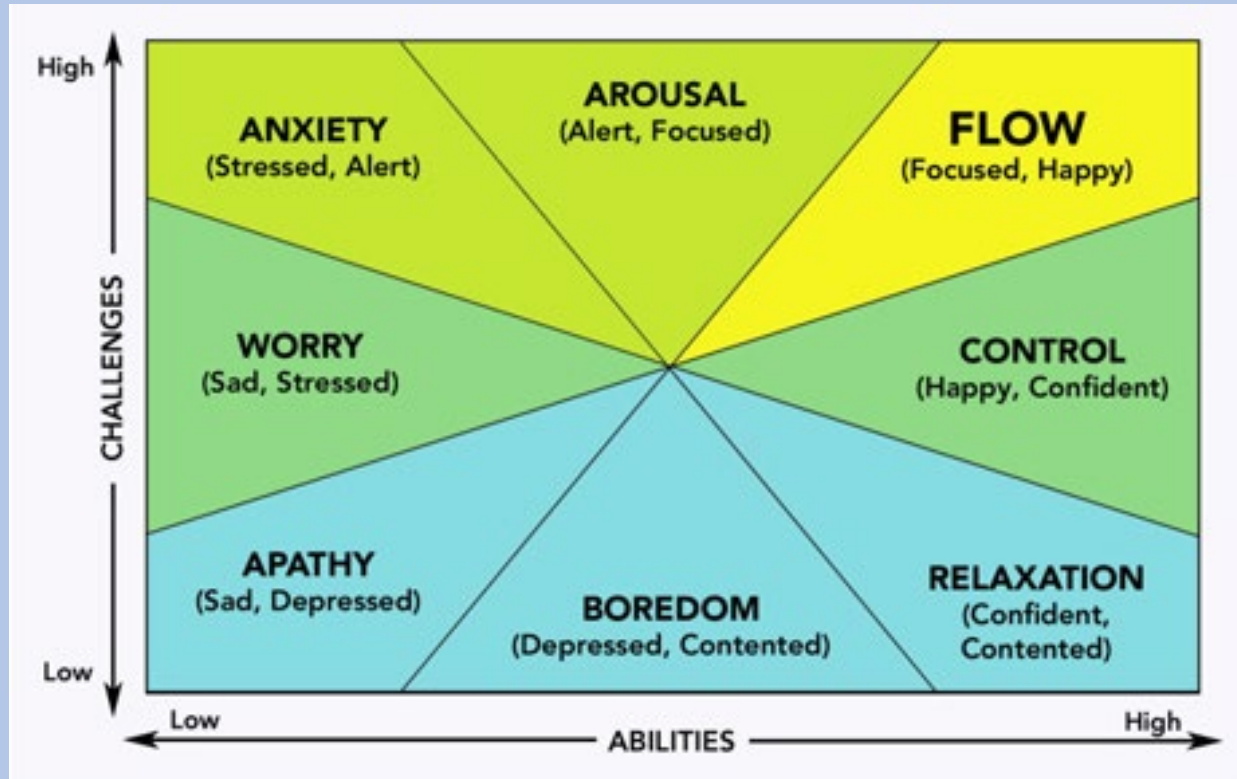
What is coaching?

"Coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them" (Whitmore, 2002)

Awareness + Responsibility = Performance

Performance = Potential – Interference (Gallwey, 1974)

(Daloz, 1986)

(Csikszentmihalyi, 2002)

The human function curve

Adopting a coaching approach to the de-brief conversation

Assist the staff member to explore issues arising from the staff member's definition of the teaching 'focus/issue' to be explored;

Help the staff member reflect critically on those issues;

Find ways in which the staff members can move forward constructively to further explore and find answers to the questions identified.

(Overview of RPP)

Powerful questions

Feedback

Listening

"The art of listening with palpable respect and fascination... determines the quality of other people's thinking" (Kline: 1999)

Providing feedback: The AID model

Action

What actually happened?

What did you observe?

Impact

What impact did the action have on you, others, other stakeholders, project or environment?

Desired behaviour

What could be done differently next time? What behaviour change is expected?

Some questions…

What do you want to think about from the feedback?

Which areas are going to be most important for you to focus on?

Where do you want to get to? What would success look like?

What are your options? Which option would give you the best resu
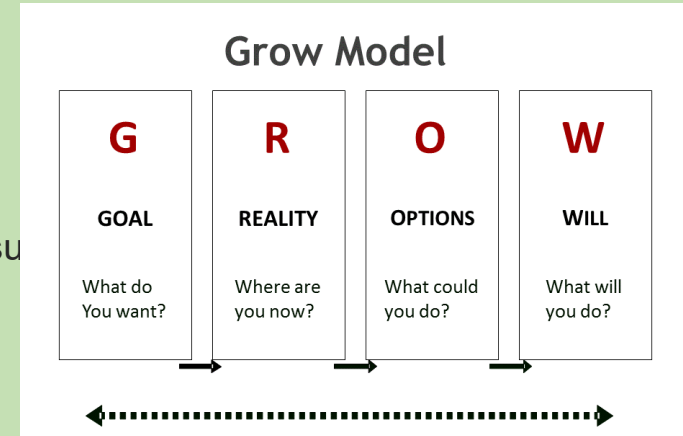
Who else might you involve to support you?

What might get in the way of you moving forward?

How will you address that (*barrier*)?

What will you do first (*to address an area for improvement*)?

How committed are you? When will you complete the action(s) by?

Grow Model

G	R	O	W
GOAL	REALITY	OPTIONS	WILL
What do You want?	Where are you now?	What could you do?	What will you do?

What gets in the way?

What will prevent your feedback from being received?

- Lack of trust

- Low rapport

- Staff member does not feel listened to

- Lack of clarity

- Lack of facts and examples

- The reviewer has put forward their own solutions only

Provide an example of:

- *Excellent Practice*
- *Good Practice*
- *Satisfactory Practice*

In relation to

- *Learner engagement*
- *Classroom management*
- *Inspirational/passionate teaching*