

Ciclo de observación autónoma entre compañeros

Introducción

Esta es una actividad de autoobservación diseñada para animarle a participar en la observación propia y entre compañeros. La actividad incluye la estructura del ciclo que debe recorrer cada observación entre compañeros y, en la sección de materiales, encontrará una serie de tareas de observación que puede usar con sus compañeros. El diseño de estas tareas es informal y fomenta el intercambio de experiencias en lugar de una evaluación.



Esta actividad se basa en los materiales e ideas expuestos por Florencia Ramos y Mariela Masuyama en su presentación “Desarrollar la enseñanza a distancia a través de la observación” (“Developing remote teaching through observation”).

Referencia de duración del seminario web: 25:36 – 29:25

Duración: Puede continuar este ciclo con cualquier número de lecciones.

Objetivo: Convertir la observación de los compañeros en una parte constructiva de su desarrollo profesional.

Preparation:

- Find a colleague who you respect and who also wants to develop their teaching.
- Look through the observation tasks in the materials section and see which one would be most appropriate for you.

Procedure:

- Meet with your peer/colleague and choose an observation task together.
- Give your peer observer a copy of your lesson plan before they observe your lesson.

- Teach the class while they watch and follow your plan. Note: If you are teaching remotely, you can record the lesson for them. The observer should follow the lesson plan as they watch and make notes of any points for feedback on the different stages of the plan.
- After the lesson, you should both take some time to think and reflect on the lesson before you meet up.
- After reflecting on the lesson, you should both meet up for a conversation and talk through the observation task and share your reflections and insights.
- After you have discussed the lesson, take some time to reflect again and think about how you would like to use your next observation cycle.

Materials:

Similarities and differences

The observer watches and makes notes of things that they do differently in their own class.

After the lesson, think/talk about:

- How they were different
- How the different approach impacted on the lesson
- What they learned from the differences

Peer reactions

While watching the lesson, the observer makes notes under headings.

Something that:

- Surprised me
- Confused me
- Inspired me
- Amused me

After the lesson, share the list and discuss.

Stolen goods

While watching the lesson, the observer identifies they would steal to use in their own lessons.

After the lesson they discuss the stolen goods, what the observer likes about those things and how they think they would impact on their own students' learning.

Things to keep and things to change

While watching, the observer makes notes of 2 – 3 things they would keep from the lesson and 2 – 3 things they would change.

After the lesson, the teacher does the same thing. Then they compare lists.

Discuss how they would expect the changes to impact on the lesson.

Leaving the plan

While watching, the observer makes notes at any point where you leave or change the lesson plan.

After the lesson, discuss why you changed the plan and the impact of these changes.

Technology interventions

While watching the lesson, the observer makes notes about any technology use and its impact on the lesson.

After the lesson, discuss why it was used and how it impacted students' learning. Talk about other technologies that could be used in the lesson.

Additional resources

Peer observation panel discussion

- Taking place over 45 minutes, this discussion includes presentations from Huma Riaz and Anastasia Nikulenko and leads into a participant-led discussion around the issues raised in each of the two talks.

<https://www.teachingenglish.org.uk/article/peer-observation-panel-discussion>

I can see clearly now: rethinking teacher training observation tasks

- As tools given to trainees when they watch peers or experienced teachers, observation tasks aim to develop awareness of teaching methods. However, we have been wondering whether they prove as effective as hoped for in prompting reflection. This talk will present findings of research using observation tasks with a different focus also discussing the principles of task design.

<https://www.teachingenglish.org.uk/article/i-can-see-clearly-now-rethinking-teacher-training-observation-tasks>

A guide to continuing professional development – formal observations

- Formal observations are part of the performance management process in a learning centre. They may have a developmental and/or an evaluative function. This guide provides valuable information and suggestions on how to make formal observations effective and useful.

<https://www.teachingenglish.org.uk/article/guide-continuing-professional-development-formal-observations>