



Handout 1.2. B: Planning the classroom observation.

Arrangements for observing classroom practice		
Aim:	The observation is to <i>induce new practice</i> .	The observation is to <i>improve the current practice</i> .
Roles:	The beginning teacher observes the mentor teacher	The mentor teacher observes the beginning teacher
Before:	<p>Setting a focus and agreeing on the tasks:</p> <p>What does the mentee want to learn about? What effects is it going to have on the mentee's students? What is the mentee already doing in this area? What does the mentee want to achieve or change? Who might be the best person for the mentee to observe? What should the mentee look for/at during the observation? How will the mentee record what is observed? How and when will the mentor and the mentee analyze and exploit what is observed?</p>	<p>Setting a focus and agreeing on the tasks:</p> <p>What classroom practice is the mentee working on and why? What evidence does the mentee want the mentor to collect? How to document the evidence needed? What should the mentor focus on and do during the lesson, according to the mentee's needs? How and when will the mentor and the mentee analyze and exploit what is documented? How will the mentor and the mentee get the students' perspectives?</p>
During:	<p>Collecting and documenting data:</p> <p>Who does what during the session? (E.g. document what the teacher is saying and doing, how the classroom is organized, use of materials and resources, take photos, interview specific students, collect work samples, document transition points, document some of students' conversations or responses etc.)</p>	<p>Collecting and documenting data:</p> <p>Who does what during the session? (E.g. take photos, interview specific students, collect work samples, record transition points, document some of students' conversations or responses etc.)</p>
After:	<p>Making use of what happened, reflecting on and analysing what was discovered and deciding what to do next</p> <p>Starting with the mentee's observations before the mentor explains his/her experience or insights.</p> <p>What did the mentee notice? What is the mentee thinking about now? What might this mean for the mentee's practice? What changes might the mentee want to make?</p>	<p>Making use of what happened, reflecting on and analysing what was discovered and deciding what to do next</p> <p>What does the evidence say to the mentee? Does the data reflect how the mentee felt that things went? What is the mentee thinking about now? What might that mean for the mentee's practice?</p>

Based on: Raymond, L., Flack, J., Burrows, P. (2014). Reflective Guide to Mentoring and being a teacher-mentor. State of Victoria (Department of Education and Early Childhood Development).

This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the European Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.