

# CLASSROOM OBSERVATION

## TYPES OF LESSON OBSERVATION

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<b>Main purpose</b>	<b>Who does it?</b>	<b>Method &amp; Length</b>	<b>What happens after?</b>	<b>Immediate aim</b>	<b>Time</b>
Professional development, training	Academic manager, DOS, peer teachers, self	Whole lesson / unit General or specific focus	Feedback + action (specifying areas and ways of improvement)	Providing support, assist professional development	Set by observer / teacher – teacher is informed in advance
Induction of new teachers	Mentor, Academic manager	Whole lesson / unit General or specific focus	Feedback + action (specifying areas and ways of improvement)	Providing support, communicating corporate expectations	Set by observer – teacher is informed in advance
Research	Internal or external researcher	Set by research aims	Analysis	Collect and analyse data of classroom practice	Set by research team
Quality assurance	School manager, academic manager, DOS	Whole lesson / unit or “buzz observation” Specified criteria of internal standards	Feedback + appraisal + action (specifying areas and ways of improvement)	Monitor teachers’ performance, Maintain and raise standards	Set by school management – teacher not always informed in advance
Quality control	External inspectors	10 – 20 minutes Agreed criteria of quality scheme	Report + accreditation, use of the Q-mark/logo	External feedback on quality assurance, market advantage	Defined by quality control scheme – staff informed and briefed in advance