

STAFF OBSERVATION POLICY

Rationale:

The greatest source of improvement in any school derives from its capacity to enable more teachers to teach like the best teachers in the school (Graham Marshall and Vic Zbar, 2013). To get more teachers working like the best teachers in the school, an understanding of what good teaching looks like and then ensuring all teachers are teaching in a manner consistent with this, is critical. To do this teachers need to know what other teaching is going on in the school.

Aims:

Classroom observation is an important mechanism in guaranteeing that all students will receive the highest quality education in the best environment with the best resources provided throughout their time at WSC. It helps to do this in the following ways:

- Develop and support teachers in their PDP.
- Facilitate implementation of the Australian Curriculum.
- Improve teaching and learning across the college
- Facilitate the sharing of good practice.
- Embed teaching and learning strategy (GANAG).
- Enable support to be provided when teaching and learning is below an acceptable standard.
- Allows trends to be identified in the quality of teaching and learning over time that can be addressed via Leadership and support/mentor groups
- Ensures support for new teachers and enables them to develop.
- Encourages teamwork and innovation.
- For Principal Class, Learning Area Leaders and Year Level Leaders, it enables them to make judgments about the performance of their team which helps to inform decisions regarding timetabling, curriculum, etc.
- Promote a culture of self-evaluation and reflection, which is essential to the college's continued success.

Observations as part of the Professional Development Plan

The performance development cycle is broken into 3 key phases- reflection and goal setting phase, professional practice and learning phase and feedback and review phase.

Reflection and goal setting phase

Teachers establish documented goals for teaching, with these goals to be regularly reviewed.

Professional practice and learning phase

Involves teachers working towards their goals, getting feedback as they go and undertaking targeted professional learning. Classroom observations are involved in this phase.

Feedback and review phase

Evaluation of the teachers performance, based on the feedback and other evidence gathered over the year.

Classroom Observation Protocol

- Before the observation session the teachers involved sits down and discuss the observation targets of the session.. The observation targets are to be set by the teacher being observed, with a list of ideas on the back of the lesson observation form from the Australian Teaching Continuum. These targets are recorded on the lesson observation form.
- The observation takes place with observations recorded on the lesson observation form.

- A reflective conversation takes place discussing the class, acknowledging positive outcomes (strengths) and future target areas (improvements). This is recorded at the bottom of the observation form, in the appropriate area.
- Classroom walkthrough observations in 2015 and 2016 are to be conducted by Principal Class, Leadership members, Learning Area Leaders and Year Level Leaders. Classroom walkthroughs can occur at any time and without prior notice. Feedback is to be provided to the teacher being observed.
- The completed observation form is kept for inclusion in the staff members PDP. (See Appendix One: Lesson Observation Form)

Date of next review: November 2016

This policy was ratified by the Wallan Secondary College Council 20 th July 2015		
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Wallan Secondary College is committed to the protection and wellbeing of all students whilst participating in school activities both during and outside school hours. Staff have responsibility for building and maintaining a child safe environment. This responsibility extends to the identification and timely response to all concerns with regard the safety of any student of our College.