

Monitoring newly qualified teachers' progress against teachers' standards: professional dialogue following lesson observation

The newly qualified teacher (NQT) and observer should meet promptly to review any teaching that has been observed. The following may be useful to consider and ensure the outcome of the discussion is supportive and developmental.

General points:

- Establish at the start of the induction period how the feedback/professional dialogue will be structured
- Give feedback as soon as possible after the observation somewhere away from others
- Establish a positive atmosphere and start with the positive
- Focus on the 'teaching behaviour' and impact on learners, their enjoyment and progress, not the person
- Leave the NQT with choices
- As the year progresses NQTs should be able to take an increasing lead in discussing and reviewing their teaching

Useful phrases to start discussions are:

- "I was interested when..."
- "Did you notice that..?"
- "I really enjoyed...."
- "It was effective when...."

Where strengths are identified:

- Recognise those elements that have developed since the last observation
- Identify those factors which contribute towards the effectiveness of the strategy/approach
- Success breeds success, always try to find some strengths

Where development areas are identified, be constructive and analytical:

- Identify a manageable number of development areas
- Identify factors which contribute to the effective strategies in order to support further development
- Ensure that the NQT is aware of the nature of any weakness and understands how to address it
- Link development points to the NQT's objectives and relevant core standards

Useful phrases to model this:

- “Because you didthe pupils responded ...”
- “Talk me through how you used the whiteboard to”
- “What do you think was the effect ...?”

Agree specific developments:

- Prioritise issues where developments can be effected quickly
- Guide the NQT towards effective practice or strategies
- Ensure that a distinction is made between generic and subject specific teaching issues
- Offer support and identify the responsibility the NQT has in taking this up
- Identify small steps to improvement to ensure success is felt
- Ensure that other staff who need to offer support are notified

Useful phrases to model this:

- “Let’s summarise what went well and what needs to happen next...”
- “So we both agree that we will now... “

NQTs may find it helpful to consider the following:

- Reflect on the lesson and the impact of your teaching on the pupils’ learning
- Be clear about what is being said, check out anything you don’t understand
- Ask for any feedback that you would like but have not yet been given
- Listen carefully to the strengths identified – these will help you to address any weaknesses
- Be clear about the identified targets for development – check before you leave the meeting if you have any unanswered questions or lingering concerns
- Remember that all teachers continue to grow and develop in their role

Monitoring NQTs progress against the teachers' standards: prompts to aid feedback

NQT:	Observer:
Class/lesson :	Date/Time:

What were the strengths in pupils' responses and learning?

What were the strengths in pupils' responses and learning?	Which teaching strategies/approaches were most successful and why?
How did the tasks help the pupils achieve the learning objective?	
Were the resources, including the use of support staff, appropriate to the tasks set and the needs of the pupils?	

