INTRODUCTION

Excessive classroom observation is a serious problem in many sixth form colleges. Recent initiatives such as drop-ins and ‘learning walks’ take place in sixth form colleges, in the same way that they do in schools, even if the terminology may be different, and these practices have only served to make matters worse.

The various purposes for which observations may be required has meant that in some colleges the total number of observations has increased, and the context in which they are carried out, is felt to be both hostile and bullying, rather than supportive and developmental.

This issue can be tackled by reaching agreement on the NUT ‘Classroom Observation and Drop-in Protocol’ and ‘Learning Walks Protocol’, which are appended to this document. NUT sixth form college representatives should seek to secure from the college management team an agreement on the total amount of classroom observation, for any purpose, to which teachers can be subjected within the academic year and on the procedures to be followed before, during and after such observations. Support for such approaches may be sought from representatives of other teachers’ organisations at the college. The framework for performance management in sixth form colleges requires one observation to take place and good practice across the sector reflects this. **NUT policy for classroom observation in sixth form colleges is that there should be no more than one observation, of up to an hour in length, per year per teacher, of any sort.**

If agreement with the college management team cannot be reached, NUT sixth form college representatives should seek advice and support from their local division or association secretary, NUT regional office, or in Wales, NUT Cymru. The NUT is willing to take industrial action, up to and including strike action, to protect members from unacceptable classroom observation practices.

The NUT regional office, or in Wales, NUT Cymru, should be informed immediately if members are required to participate in classroom observation practices or procedures which are contrary to the NUT's advice.

The first section of this document, which has been developed in consultation with the Sixth Form College Advisory Committee sets out the purposes for which classroom observation may be required and provides more detailed guidance on those forms of observation. The second section of the document contains the NUT’s guidelines on developing a classroom observation protocol. Appendix 1 sets out the Union’s classroom observation and drop in model policy and Appendix 2 the NUT’s learning walks protocol.
SECTION 1 - THE PURPOSES OF CLASSROOM OBSERVATION

Although there are a number of different kinds and purposes of classroom observation, which are described below, the NUT’s classroom observation protocol can be applied in almost all cases.

Purposes might include PSP, Self Assessment Review (SAR) and other internal and external quality reviews. It is good practice to restrict the number of observations by using multi-purpose observations.

Performance Management

The Performance Management Framework included in the Red Book sets out how the process should operate in sixth form colleges. Each college has to be able to demonstrate that it has a scheme in place which incorporates an annual review of teacher performance. Classroom observation is specifically mentioned in relation to teachers on the PSP level, in order to demonstrate sustained maintenance of PSP standards. No minimum or maximum numbers of observations are prescribed. The NUT believes it is good practice for principals to undertake observations in such a way as to achieve a range of objectives at the same time.

The Performance Management Framework does not specify a maximum number of hours of classroom observation per performance management cycle.

The NUT advises that classroom observation for the purposes of performance management should be limited to one observation per year, of no more than one hour in duration.

Evaluation of Standards of Teaching and Learning – External

Classroom observation may be an element of a programme of improvement initiatives determined as part of national or local improvement programmes. In addition, local authority advisors or other external teachers and consultants may be included in monitoring the quality of teaching in a particular college. The consultant’s or advisor’s visit to a particular college may involve classroom observation.

The NUT advises that observations by personnel from outside the college, for example EQR observations, should be treated in the same way as other observations under this policy, ie teachers in sixth form colleges should only be observed once a year for up to an hour.

Ofsted and Estyn Inspections

As part of an Ofsted or Estyn inspection, classroom observation is used to gain evidence to inform inspectors’ judgements on the quality of teaching and learning provided by the college. This is a statutory requirement and such observations are outside the scope of the NUT protocol.

Classroom observations which fall within the protocol, however, should not be scheduled to take place in the ten days after an Ofsted or Estyn observation.
During an Ofsted inspection, the principal or member of the senior leadership team will usually be invited to undertake at least two ‘joint observations’ with a member of the inspection team. The purpose of these joint observations is to assess the quality of the principal’s/senior leadership member’s observation and evaluation skills, rather than the quality of the teacher’s teaching. Feedback on the lesson itself is given by the inspector who will also give the principal/senior leadership team member feedback on the accuracy of their judgements. Ofsted has said that joint observations must never be used as part of the disciplinary procedure for the teacher concerned and that the teacher should agree to take part. Teachers, therefore, have the right to refuse to participate in joint observations and the NUT will act to protect any member who is pressurised to do so.

**Paired/Joint Internal Observations (ie not involving Ofsted/Estyn)**

The same principles as set out above should apply since having two observers in the classroom at the same time is inevitably more stressful than just one. The purpose of the observation must be to assess the observation and evaluation skills of one of the observers and the teacher must have the right to refuse to participate.

The NUT has provided detailed guidance for members on all aspects of the Ofsted or Estyn inspection process, including observation of teaching. The NUT guidance is available to download from the NUT website: [http://www.teachers.org.uk/node/11059](http://www.teachers.org.uk/node/11059).

**Use of Ofsted Grades**

The NUT is opposed to the use of lesson grading in classroom observations. Many sixth form colleges have already abandoned such an approach and instead have adopted a system which highlights positive areas and then allows for constructive criticism, without use of a grade. Colleges which have adopted this approach recognise that, in terms of improving the quality of teaching, this system works best since inevitably where a grade is used, that is what the teacher focuses on, rather than the accompanying comments. The use of the Ofsted four point scale for classroom observation neither provides constructive feedback nor supports teachers. There is nothing in the Performance Management Framework, the PSP Manual nor in the Ofsted self-evaluation documentation, which says that such lesson grading should be used.

In addition, the NUT has received assurances from Ofsted that there is no requirement to use the Ofsted grades for the purposes of classroom observation.

Where lesson grading is proposed, or introduced, in sixth form colleges, members should contact their NUT division or regional office immediately.

Where a college uses Ofsted grades, if an observed teacher believes a particular grade is unjustified and might have negative consequences for PSP or performance management purposes, the teacher should be given the right to request another observation with a different trained observer.

**Tutorial Observations**

Where teachers in sixth form colleges provide tutorials, in addition to their regular teaching commitment, the policy limit of one observation still applies.
Induction

Observations are an important part of the statutory induction process for newly qualified teachers (NQTs). This protocol applies to newly qualified teachers’ induction with respect to arrangements for the prevention of ‘bunching’ observations and to the need for NQTs to be informed of the purpose of observations prior to them taking place.

Detailed NUT guidance on NQT induction is available to download from the NUT website http://www.teachers.org.uk/taxonomy/term/1649

Probation/Introductory Period

Teachers in sixth form colleges undergo an introductory period when they are newly-appointed to a post. This is separate to the induction process for NQTs and is for a period of up to 12 months. Any observation as part of this process should comply with the overall policy limit of one, which will encourage the use of multi-purpose observations in colleges.

Capability Procedures

The number of teachers subject to capability procedures at any one time is very small compared with the overall number of teachers. Principals should initiate such procedures only as a last resort. Capability procedures are covered by a separate sixth form college procedure and are, therefore, not part of the NUT’s classroom observation protocol.

In the event of a principal deciding to introduce capability procedures for a teacher, classroom observation may be used as a means of providing evidence of a teacher’s strengths and weaknesses. Further information on capability procedures is available to download from the NUT website http://www.teachers.org.uk/node/10316

Drop-In Observations

The NUT is concerned by the increase in the use of ‘drop-ins’ by principals, which contributes to the endless cycle of scrutiny to which teachers are subjected.

NUT policy is that a classroom observation protocol should cover ‘drop-in’ observations. The protocol should include provision for reasonable notification to staff in advance that a drop-in observation may take place. Such activities must be proportionate, not ‘bunched’, provide feedback where appropriate and take place within a supportive working and learning environment. The protocol should be explicit that ‘drop-in’ observations are genuinely concerned with information gathering and not connected in any way with either performance management or capability procedures. (See Section 2 for further information) Note that according to NUT policy, drop-ins are treated in the same way as any other observation, such that there should only be one observation per year of any sort.

Learning Walks

The NUT considers learning walks to be a flawed initiative which, although originally devised as a whole-college improvement activity, has rapidly become
yet another means by which teachers can be harassed and intimidated. Some colleges operate a similar system known as ‘theme visits’.

‘Learning Walks’ are a series of organised and highly structured enquiry ‘walks’ through the classrooms of a school or college in order to collect evidence about teaching and learning, evidence of progress and areas for development. They are intended to be developmental and constructive rather than judgemental. There should, therefore, be no attempt to use this approach as part of capability procedures or for performance management.

Learning walks were originally launched by the National Strategies and involved the head teacher/principal and/or senior leaders from the school/college. They have subsequently been adapted by the National College (previously known as the National College for School Leadership) as ‘network learning walks’ and may involve colleagues from teachers’ own or other schools or colleges.

NCSL has developed a protocol for ‘network learning walks’ which can be downloaded from its website www.nationalcollege.org.uk. The protocol emphasises the importance of involving all staff in the planning for the learning walks, including dates and times, purpose or focus of the learning walk and arrangements for sharing feedback. Despite these good intentions, however, ‘learning walks’ have not always been used in a developmental way but rather as a management tool, in many cases to intimidate and harass teachers. For this reason, NUT policy in sixth form colleges is that where a learning walk takes place, for any teachers who are included, the learning walk will constitute the one observation which the NUT believes to be acceptable.

Learning walks are not a statutory requirement, they have guidance status only. Many sixth form colleges don’t use learning walks. Where this is the case, their introduction should be opposed. Nevertheless, if they are used in a sixth form college, they should conform to the Union’s protocol for learning walks, which is set out in Appendix 2 of this document and which sets out clearly how learning walks should be structured with staff consulted on the programme so that they know the date, time and focus in advance, and only qualified teachers undertaking learning walks.

Peer Observation

The NUT considers peer observation to be an extremely effective method by which teachers can improve their practice. Peer observation involves a teacher observing another teacher’s practice. It is developmental. It involves teachers learning from each other. It offers first-hand experience and direct evidence about what happens in other classrooms. It is a practical and powerful way to support teachers’ practice and knowledge about teaching and learning.

Peer observation works best when colleagues choose to work together on a voluntary basis, identifying and focusing on the issues they have agreed to address. It is a professional development activity.

The NUT professional development guidance An A-Z of Peer Coaching is available to download from http://www.teachers.org.uk/node/10470. In addition, the NUT and General Teaching Council for England (GTC(E)) have published jointly the document The Teachers’ Professional Learning Framework: A Guidance to Peer Observation.
Lesson Observation by Students

The NUT does not support the use of lesson observation by students as part of any mechanism to assess the quality of teaching and learning or teacher performance. The Union’s protocol on observation is clear that only qualified teachers should observe other teachers.

The Union has been a strong advocate of the involvement of all stakeholders, including students, in school and sixth form college self-evaluation. It believes, however, that the introduction of ‘high stakes’ lesson observations by students has the potential for malicious intervention from some students or for students to misrepresent themselves in the context of their own views of what observations might consist of. Students’ views in the context of focused college self-evaluation exercises, conducted with the consent of teachers and other staff can, however, provide valuable information which can be used to inform college planning and development work.

In some sixth form colleges, lesson observation by students has become in effect an educational tool with students being taught how to evaluate, assess and write a report. Where this is a feature of the curriculum, strict safeguards must be put in place to protect teachers. It must be established that students’ reports will not be used as part of performance management or capability procedures and that students’ reports must conform to strict guidelines in terms of what can be commented upon, and how it is expressed.

Some sixth form colleges use student observation as part of the selection process for new staff. Where this practice occurs, students must be closely guided in terms of what the focus of their comments should be. They should not be permitted to make personal comments (for example on style of dress or appearance) and should not be permitted to make comparisons between candidates.

If members have concerns that observations by students are to be introduced in their sixth form college as a means of monitoring the quality of their teaching, they should contact their division or NUT regional office or, in Wales, NUT Cymru, for advice.

Governor Visits

Governor visits are different from informal and formal observations of lessons, as they are not statutorily required nor professionally generated, therefore they do not fall within this classroom observation protocol.

Individual governors may wish to visit classrooms to become familiar with the college or to observe specific aspects of the curriculum. Such visits should always be by prior arrangement and follow procedures agreed and specified by the principal and the governing body following consultation with the teaching staff. Such procedures should specify that governor visits are not observations but visits. Governors should not evaluate the work of teachers. No report by a governor evaluating the work of a teacher or teachers should be presented to the governing body. Please contact your division/association or NUT regional office or, in Wales, NUT Cymru, for support if this is proposed.

This is available to download from the GTC(E) website http://www.gtce.org.uk/documents/publicationpdfs/tplf_pperobs_ptp020906.pdf
SECTION 2 – APPLICATION OF THE NUT GUIDELINES ON CLASSROOM OBSERVATION

Introduction

The NUT expects the principal to agree, with the NUT representative and NUT members within the college, the NUT’s guidelines on the establishment of the classroom observation protocol.

The NUT’s guidelines apply to classroom observation arising from performance management and to other forms of classroom observation. The guidelines apply to all qualified teachers who teach within sixth form colleges.

The Arrangements for Classroom Observation

Classroom observation of qualified teachers should be conducted by other qualified teachers. All those who act as observers for classroom observation purposes should have adequate preparation and the appropriate skills to undertake observation and to provide constructive feedback and support.

Sufficient timetabled release time should be provided to enable the reviewer or observer to give proper time to the task and to enable verbal feedback to be provided as soon as possible. Verbal feedback by the reviewer should be given immediately and in any case no later than the end of the next college day. Non-contact time should not be used for this purpose.

The reviewer should complete a short written record of the observation, feedback and any subsequent follow up work. The observation record should be sufficient to meet the needs of each teacher and the college. It should summarise the focus, what was learned from the observation, the feedback given and any subsequent actions or other follow up. The record should not lead to unnecessary workload for either the reviewer or reviewee. The record of the observation should be made available to the reviewee within five working days of the observation. The reviewee should make, and where necessary, record any comments he or she may have on the record of the observation.

The Expectations and Time Allocations for Classroom Observations

- Classroom observation can be conducted in such a way as to achieve a range of objectives at the same time. There is no need for classroom observation to be conducted separately for different purposes.

- Consultants and external reviewers may be invited into sixth form colleges to conduct classroom observations. The purpose of these observations should be made clear to the teachers who are being observed and agreement sought with the teachers on when and whether they should take place. If they are invited in to provide information to principals on the quality of teaching and learning then such observations are covered by the protocol’s time limits set out below.

- Classroom observations should be multi-purpose. Classroom observation for whatever purpose should not exceed a total of one hour within each performance management cycle, subject to a teacher choosing to request a
further observation, or experiencing difficulties. Drop-ins/learning walks should also be included within this total.

- Those who undergo classroom observation should be given at least five working days’ notice, with the specific lesson to be observed notified. It is unacceptable to set an ‘observation window’ without specifying what particular lesson will be observed. Teachers in part-time employment should be given notice which is both reasonable and conforms to the intention of the advice for teachers in full-time employment. Unannounced drop-ins for the purposes of performance management, or for any other purpose, are unacceptable.

- Teachers carrying out classroom observations for the purposes of performance management should carry out one lesson observation only per year for each member of staff within the area of their responsibility.

- Anyone given the responsibility for carrying out classroom observations for the purposes of performance management should receive sufficient and appropriate training before carrying out those responsibilities.

- There should be a reasonable amount of time between classroom observations irrespective of the purpose of those observations. Classroom observations generated by requirements on the college should not take place immediately after an inspection conducted by Ofsted, for example. A bunching of classroom observations, albeit for different purposes, is unacceptable. The primary purposes of a classroom observation should be specified as should any specific aspects of the teaching performance of the reviewee that will be evaluated during each observation.

- The principal should consult on the pattern of classroom observations which teachers can expect annually. Agreement should be sought by principals with their teaching staff and their recognised organisations on these arrangements.

- Teachers should be observed on an equitable basis. The number of classroom observations per year should be one per year for every teacher. It is not acceptable for teachers who teach several different subjects to be observed in each subject, or for teachers with tutorial responsibilities to be subject to additional observations for that purpose. One observation per teacher per year of up to an hour in length is all that is necessary.

The Conduct of Classroom Observations

Teachers should be made aware of the purpose or purposes of any proposed observation before it takes place. Observations should not take place in a negative atmosphere. They should be conducted in a supportive and professional manner and should be neither intrusive nor threatening.

Classroom observations:

- should be undertaken with professionalism, integrity and courtesy;
- should involve objective evaluation;
should be reported honestly and fairly;

should involve accurate communication about their purpose and outcome;

should be conducted in the best interests of the students at the college; and

should ensure that information gained through the observation is confidential to the reviewer and the reviewee.

**Before the Observation**

The purpose or purposes of any observation should be made clear before it takes place. The reviewer or the observer conducting the observation should respond positively to any reasonable request from the reviewee/observed teacher on when the observation should take place. Sufficient time should be allocated within the college day to enable the participants to discuss and agree the arrangements. The information and arrangements should be available to, and accepted by, both the observer and the observed beforehand. The information and arrangements should include:

- the reasons why the observation is taking place;
- the procedures to be followed;
- an agreement about the recording of any evaluation outcomes made and their reporting;
- a discussion about the aims and objectives of the lesson; and
- where relevant the identity of the person or persons from whom further information may be obtained if required.

All teachers should be given at least five days’ notice of the observation of any lesson. Notice should specify the lesson to be observed. It is unacceptable to set an ‘observation window’ without specifying what particular lesson is to be observed.

In line with Ofsted good practice, a detailed written lesson plan will not be required for any lesson which is due to be observed (although some teachers may choose to provide this) since the effectiveness of the planning will be apparent in the way the lesson is conducted.

The checklist below should be used for discussions between the observer/reviewer and the observed/reviewee.

- Has the purpose of the observation been made clear?
- What is the focus of the observation?
- Which lesson or part of a lesson is going to be observed?
- Has there been an opportunity for the teacher being observed to describe the context of the lesson?
• What level of involvement should the observer/reviewer have in the observed reviewee lesson?

• Has a format for recording the observation been agreed with the observer/reviewee?

• When and how will feedback be given?

• What use will be made of any information arising from the observation?

During the lesson the observer should respond positively to any reasonable request from the teacher being observed. The observer should act in an unobtrusive, sensitive and in as professional a manner as possible.

Observers should indicate what is required including where they wish to sit.

The first few minutes of any lesson are always the most unsettled. The lesson observation should, therefore, involve a substantial part of the lesson, not just the first few minutes.

Each observed teacher should receive verbal feedback followed by written feedback. During the verbal feedback, the teacher who has been observed should be given the opportunity to correct any factual errors on the part of the observer. These should be taken into account when the final plan or statement is agreed. The written feedback should be an accurate reflection of the agreed verbal feedback.

Feedback should include all the positive aspects of the lesson and practical advice for realistic improvements.

Teachers should have access to all written accounts of the observation after their lessons.

After the Observation

The feedback following the observation should be well balanced and constructive. Where possible, feedback should be given at the time and in the manner agreed during pre-observation discussions.

Feedback may take a number of forms. In the case of classroom observation which falls outside the requirements of performance management, a brief discussion after the class has been dismissed should be sufficient. In the case of classroom observation for the purposes of performance management, feedback should take place within the normal college day, and in an appropriate environment which ensures confidentiality. Timetabled release time should be provided as soon as possible to enable the reviewer and reviewee to organise time for a discussion on the outcomes of classroom observation. In addition, the reviewer/observer should be given sufficient time within the college day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation. Time for preparation and feedback for classroom observation for performance management purposes should be made available in addition to, and not as part of, non-contact time.
Teachers should be allowed to read any notes arising from the observation before any discussion takes place. They should have the opportunity to record their own comments if they wish.

Feedback should identify the positive points arising from the lesson and constructive advice on any areas for improvement.

Discussion of the professional needs of each teacher should be built into any feedback and used to identify opportunities for support and continuing professional development.

Plans or statements arising from observation should be kept in a secure place and remain confidential to the observer, the observed teacher and the principal.

Reports of classroom observation will be retained for up to six years. The decision on whether to make such observation reports available more widely should rest with the teacher who has been observed.

**NUT Advice**

- If the sixth form college does not have an agreed policy or protocol on classroom observation, the NUT representative should request that consultation should begin on its development as a matter of urgency.

- If the college does have an agreed policy or protocol on classroom observation, all staff should have the opportunity to contribute to its monitoring or review arrangements. It could be useful for NUT members within the college to meet to discuss concerns and for the NUT representative to feed these back to the principal or appropriate member of the SLT.

- Where the principal refuses to agree a policy or protocol on classroom observation based on the NUT guidelines, or where members are denied the opportunity to contribute to the development or review of such policies or protocols, advice should be sought from the NUT regional office or, in Wales, NUT Cymru.

- The NUT is prepared to take industrial action, up to and including strike action, to protect members from unacceptable classroom observation practices.
APPENDIX 1

SIXTH FORM COLLEGE CLASSROOM OBSERVATION AND DROP-IN PROTOCOL

Introduction

1. This college is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on classroom observation to be carried out;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

2. In accordance with these principles, the principal will:

- consult staff on the pattern of classroom observation which teachers can expect annually and seek agreement with the teachers and their recognised organisations on these arrangements;

- ensure that there will be a reasonable amount of time between classroom observations, including Ofsted inspections and additional inspections where teachers are experiencing difficulties, irrespective of the purpose of those observations;

- ensure that classroom observation will be undertaken solely by persons with qualified teacher status and the appropriate training and professional skills. Neither students nor governors will undertake observations; and

- ensure that as far as possible, the results of observations are used for multiple purposes, in order to restrict the number of observations carried out to one per year.

3. The college recognises that visits to classrooms by principals or senior staff in order to support teachers or talk to students are separate from this classroom observation protocol.

4. The purpose of visits by the principal and senior staff to classrooms will be made clear before they occur.

5. The college undertakes that, in accordance with this protocol, unannounced ‘drop-ins’ for any purpose will not take place. A further protocol on ‘learning walks’ is attached. Drop-ins and learning walks will not be used as part of the performance management process.

Maximum periods and occasions of observation

6. It is recognised that long-standing best practice across the sixth form college sector is for teachers to be observed once a year for up to an hour. The college agrees that classroom observation for all purposes will be limited to one observation per teacher,
of a maximum of 60 minutes in length per year, except in exceptional circumstances. Those exceptional circumstances are where the reviewee chooses to request a further observation, or where teachers are experiencing difficulties.

Preparations for observations

7. In keeping with the college’s commitment to supportive and developmental classroom observation, the date and time of the annual observation conducted for the purposes of performance management or other purposes will be fixed at least five working days in advance. Every effort will be made for observation to be conducted at an agreed time. In any event, notice will be given of the specific lesson to be observed.

8. In line with Ofsted good practice, written lesson plans will not be required for the lesson which is due to be observed since the effectiveness of the planning will be apparent in the way the lesson is conducted.

9. Before any performance management observation is conducted, there will be an opportunity for reviewer and reviewee to meet in order that the context of the lesson to be observed can be discussed. Where there will be another teacher or a member of support staff present during a class which is to be observed, there will be consideration at this meeting of any necessary arrangements to be made.

10. The arrangements for classroom observation for performance management will:

- specify their primary purpose(s);
- specify any particular aspects of the teacher’s performance which will be assessed;
- specify the duration of the observation;
- specify the actual lesson where the observation will take place; and
- specify who will conduct the observation.

Feedback and records

11. Oral feedback from classroom observation at a pre-arranged time for the purposes of performance management will be given as soon as possible after the observation and no later than the end of the following working day. Sufficient time will be allocated within the college day to enable participants in classroom observations to discuss and agree the arrangements for the observations. In addition, release time within the college day will be provided, as soon as possible, to enable the reviewer and reviewee to organise time for discussion on the outcomes of classroom observation. Time for preparation and feedback for classroom observation for performance management purposes will be made available in addition to non-contact time.

12. Written feedback will be provided within five working days of the observation taking place. The reviewer will be given sufficient time within the college day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation.
13. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee will be able to append written comments to the feedback document. No written notes in addition to the written feedback will be kept.

14. If a reviewee believes an assessment is unjustified and might have negative consequences for PSP or performance management purposes, the reviewee has the right to request another observation with a different reviewer.

15. Teachers will have access to all written accounts of the observation after their lessons.
SIXTH FORM COLLEGE ‘LEARNING WALKS’ MODEL протокол

Этот колледж согласен, что ‘learning walks’ (иногда известные как ‘theme visits’) будут только выполняться в соответствии с этим протоколом.

‘Learning walks’ могут проходить для сбора доказательств о преподавании и изучении, о прогрессе и областях развития. Они предназначены для развития и конструктивного, а не оценочного и конструктивного подхода и являются общей деятельностью колледжа. Поэтому, без всякого старания, не следует использовать этот подход как часть процедур компетентности или для управления производительностью.

1. ‘Learning walks’ должны быть согласованы с учителями, так что они знают дату, время и тему обучения, и кто будет его проводить, чтобы они могли организовать свои классы соответственно.

2. Цель или сфера ‘learning walk’ должна быть объяснена всем участникам перед его началом. Иная цель или сфера не должна быть связана с производительностью отдельного учителя.

3. ‘Learning walks’ будут проводятся с минимальным нарушением для учителей и студентов.

4. ‘Learning walks’ будут выполняться в поддержательном и профессиональном подходе.

5. Максимальное количество двух коллег будет вовлечено в ‘learning walks’ в любое время.

6. Студенты не будут просит о мнении отдельного учителя во время ‘learning walks’.

7. Тех учителей, чьи классы будут посещены, будут иметь возможность получать обратную связь от ‘learning walk’.

8. Не будет оценки отдельного учителя в ‘learning walk’.

9. Периодические обзоры операций ‘learning walks’ будут проводиться всем персоналом.

10. Любой учитель, чей класс посещается в ‘learning walk’ будет иметь этот визит учтённым к общему максимуму одного наблюдения в году, и где оно происходит, вовлеченные учителя не будут подвергаться дальнейшем наблюдениям в течение года.

11. Любые замечания о реализации этого протокола должны быть подняты вначале с руководства, либо через индивидуального учителя или с поддержкой NUT college представителя.

12. Learning walks будут выполняться только лицами с квалифицированным статусом учителя и соответствующим обучением и профессиональными навыками. Ни студенты, ни губернаторы не будут проводить Learning walks.