

# Professional Collaborative Review



# Presentation Outline

- \* What worked well in School Self-Evaluation (SSE)?
- \* What were the critical success factors?
- \* How did SSE/Professional Collaborative Review impact on school improvement?
- \* What were the challenges and how were they overcome?

# SSE in Scoil Niamh CNS

- \* 64% of pupils EAL
- \* Data Gathering – Limited
- \* Parental Survey
- \* Professional Dialogue
- \* Oral Language



# What is Professional Collaborative Review?

- \* CNS Management Meeting
- \* Teachers observe learning in other classrooms in a focussed way
- \* Consultative process
- \* Decide on criteria to be observed beforehand
- \* Emphasis on learning rather than teaching
- \* Teachers meet to discuss lesson afterward and how it could inform the SIP

# Professional Collaborative Review within the SSE process

- \* Step 1 – Gathering Evidence
- \* Observed discreet oral language lesson – Topic
- \* Issue with continuity and progression identified
- \* Need to look at skills
- \* First Steps in Oral Language
- \* Development of Oral Language Roadmap
- \* Gradual Release of Responsibility
- \* Step 6 – Implementing and Monitoring

# Why use Professional Collaborative Review?

- \* Opportunity for teachers to:
  - \* Observe learning in other classrooms
  - \* Self-reflect on learning in our own classrooms
  - \* Self-reflect on our own practices
  - \* Engage in professional dialogue
  - \* Become part of a school culture which embraces transparency and openness in relation to best practices

# What does it look like?

- \* Teacher observes lesson for 20-25 mins
- \* Cover provided by Learning Support Team
- \* Observer keeps interaction with children to a minimum
- \* Recording of learning
- \* End of lesson – compliment children and leave
- \* Both teachers will meet within a week to discuss the lesson
- \* Mixed Professional Collaborative Review teams

# PCR Record – Section A

- \* Learning Outcomes
- \* Learner Experiences
- \* Teacher's Practice

## Professional Collaborative Review Record

Please note that Section A of this document is to be filled out by both teachers independently after the taught lesson. Section B is to be filled out collaboratively at the feedback meeting. Only agreed points are recorded in Section B. All information in Part 3 of Section B will be collated and shared with the whole staff. Each PCR team should only fill in one Section B between them and share part 3 with the PCR co-ordinator.

Date:	Class Level:
Time:	PCR Focus: Active Learning in Oral Language

Section A	Criteria:	Yes	No	Somewhat	Comment
Learning Outcomes	Lesson was guided by expected learning outcomes				
	Learning outcomes were shared with the pupils				
	Expected learning outcomes were achieved during the lesson				

	Criteria	Yes	No	Somewhat	Comment
Learner Experiences	Lesson was pitched at correct level				
	Pupils were interested in stimulus provided for discussion				
	Children took turns speaking				
	Pupils asked appropriate questions				
	Discussion remained on task				
	Children answered with full sentences				
	Approximate percentage of lesson where teacher was talking				
Approximate percentage of lesson where pupils were talking					

	Criteria	Yes	No	Somewhat	Comment
Teacher's Practice	Lesson had a clear introduction, development & closure				
	Pupils were given an opportunity at end of lesson to provide feedback and check if outcomes were achieved				
	Teacher modelled appropriate language				



# Learning Outcomes

<b>Learning Outcomes</b>	<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Somewhat</b>	<b>Comment</b>
	Lesson was guided by expected learning outcomes				
	Learning outcomes were shared with the pupils				
	Expected learning outcomes were achieved during the lesson				

# Learner Experiences

<b>Learner Experiences</b>	<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Somewhat</b>	<b>Comment</b>
	Lesson was pitched at correct level				
	Pupils were interested in stimulus provided for discussion				
	Children took turns speaking				
	Pupils asked appropriate questions				
	Discussion remained on task				
	Children answered with full sentences				
	Approximate percentage of lesson where teacher was talking				
Approximate percentage of lesson where pupils were talking					

# Teacher's Practice

<b>Teacher's Practice</b>	<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Somewhat</b>	<b>Comment</b>
	Lesson had a clear introduction, development & closure				
	Pupils were given an opportunity at end of lesson to provide feedback and check if outcomes were achieved				
	Teacher modelled appropriate language				

# What happens at the feedback session?

- \* Confidentiality – positive or negative
- \* Ratio of positive to developmental points agreed
- \* Recording of learning played at beginning of session
- \* Teachers discuss and compare Section A of Professional Collaborative Review Record
- \* Teachers collaboratively fill in Section B of Professional Collaborative Review Record
- \* Observed teacher retains Q 1 & 2 – Q3 given to Professional Collaborative Review co-ordinator

# PCR Record – Section B

- \* Agreed aspects of the lesson that were considered particularly effective
- \* Agreed areas of the lesson where improvements could be made
- \* **Agreed aspects of the lesson that could feed into the School Improvement Plan**

## Section B

1. Agreed aspects of the lesson that were considered particularly effective:

2. Agreed areas of the lesson where improvements could be made:

3. Agreed aspects of the lesson that could feed into the School Improvement Plan:

# Value of SSE and Professional Collaborative Review

- \* Contributed to a culture of professional dialogue and interaction
- \* Allowed teachers to see progression and continuity or lack thereof
- \* Helped develop our SIP – SMART targets
- \* Reaffirming
- \* Commitment to improvement
- \* Culture of openness and transparency

# Challenges of Professional Collaborative Review

- \* Timetabling – particularly difficult in bigger schools.
  - \* Support Staff
  - \* Principal
  - \* Staged approach
  - \* Infant Hour
- \* Initial reaction – Negative from some
  - \* Value
  - \* Focus on learning rather than teaching
- \* Feedback session – Time
  - \* H.R hour, Infant Hour
- \* Constructive Feedback
  - \* Workshop with whole staff on how to give constructive feedback

# Professional Collaborative Review Essentials

- \* Goal referenced (the point of this observation is...)
- \* Tangible and transparent (videos?)
- \* Actionable (concrete, specific and useful)
- \* User-friendly ( not too technical, not too much)
- \* Timely (the sooner the better)
- \* Ongoing (having opportunities to adjust performance)
- \* Consistent (stable, accurate, trustworthy)

(Grant Wiggins, 2012)



# Comment from teachers

- \* *“PCR was great at helping me to identify ways of improving learning in my class. Being able to look back at the video of the class really allowed me to see whether the children were achieving my targets when engaging in group work.”* – Class Teacher
- \* *“Seeing another teacher deliver the same curriculum objectives using his/her own methodologies is insightful, helpful and informative”* – Class Teacher
- \* *“PCR wasn’t half as daunting as I thought it would be.”* – Class Teacher