

Our contested professionalism contd.

Lesson Observation: top-down or democratic control

Wednesday May 26th: 6.30-7.30

In discussion with:

Professor Matt O'Leary

*(Author of 'Classroom Observation: A Guide to the
Effective Observation of Teaching and Learning')*

& Nina Doran

(FE Teacher Educator / UCU National Executive)

Zoom link:

<https://us02web.zoom.us/j/81289421066?pwd=Rmg0TjYycWZUQS9KR2dTR09LdHgrUT09>

To access the zoom link, go to our website:

www.post16educator.org.uk

Our second discussion on teacher professionalism focuses on Lesson Observation and similar mechanisms. Along with so-called Learning Walks and TLA Reviews, Lesson Observations so often cause frustration and disengagement but with little positive effect on what we do. Yet, observation can be a tool for genuine professional learning; evaluating practice can mean more than a perfunctory post-observation confessional!

In this discussion, we're interested in the experience of observation and similar practices of both those who are observed and those who do the observing. How are these mechanisms used to regulate and limit teachers? What part might they play in a genuinely teacher-controlled, collegial, pedagogically-enriching professional learning? Are there examples in the sector we can learn from? And importantly, how can teacher activists mobilise around these issues in the interests of a democratic professionalism?

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