

**The RED System:** *Transforming teaching*

# *Research into Education, and Development*

## The reinvention of lesson observation

# Teacher’s research notes

# Name:

# Curriculum area:



v2.3

# Contents

|  |  |
| --- | --- |
| Phase 1: Creative Learning Teams |  |
| * [Lesson reflection form](#Phase2CLTLessonReflectionForm)
 | 2 |
| * [Teacher-level report](#Teacherlevelreport)
 | 4 |
| * [Development ideas](#Developmentideas) *(duplicate as required)*
 | 5 |
| * [New teaching strategies](#NewTeachingstrategies) *(duplicate as required)*
 | 7 |
| [Lesson plan review](#Lessonplanreview)  | 9 |
| [Evaluation of the Research](#_Phase_5:_Observation) Lesson | 9 |
| [Phase 2: Focused learning projects](#_Phase_6:_Focused) | 10 |
| [Phase 3: Celebration of new teaching strategies and learning impact](#_Phase_7:_The)  | 10 |
| [The RED System review](#TheREDSystemreview) | 10 |

## Overall premise

* “Outstanding learning experiences are the result of outstanding planning and delivery.” *CCQI*

## The RED system

For a brief overview of The RED System and full details of the methodology, please read the following documents:

* *E1 The RED System overview - in brief*
* *E2 The RED System overview - in full*

This document assumes full knowledge of the above.

## Phase 1: Creative Learning Teams: Lesson reflection form [Top](#Contents)

Use this form to reflect on the impact of your own lesson. You may wish to add further notes as a result of the post-lesson evaluative conversation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher** |  | **Observer**  |  | **Date** |  |
| **Type of learners** | 14-16, 16-18, 19+,Apps, Employability Other: | **Qualification type**  |  | **Learners present** |  |
| **Course level** | E 1 2 3 4 M | **No. on register** |  |
| **No. late** |  |
| **Curriculum area**  |  | **Subject area**  |  | **Observation duration** |  |
| **Context and focus** |
| **Overall evaluation of positive, negative or missing impact** |
| **Positive impact****Areas for consideration****Impacts I’d like to steal from others** |
| Additional overall notes to highlight, such as: room layout, temperature, E&D, maths, English, ILT, etc..  |

|  |  |
| --- | --- |
| **Strategy/activity** | **Impact on learning** |
|  |  |

## Phase 1: Creative Learning Teams

At the end of the CLT day, please summarise in the green and gold boxes below the two elements of practice for which you want more learning impact and the two positive impacts you would like to steal from your peers. Please feel free to add more rows by hovering your mouse just to the left of a row-line and clicking the + symbol, or by right-clicking in a row and selecting ‘insert’. This text can then be copied into the top sections of the Development and New Teaching Strategies forms on pages 5 to 8. Please duplicate the forms as required. The example text should be deleted once you’re happy with the writing style. Examples of the writing style are given below. Please send this document, completed up to page 9, to the designated person within four days of the Creative Learning Team day.

|  |
| --- |
|  **T****eacher-level report**  [Top](#Contents) |
| Research phase | Evaluation phase |
| **Summary of impacts to be addressed** Identified at the beginning of the research phase | Has the issue been resolved? | New innovations |
|  |  |  |
|  |  |
|  |  |
|  |  |
| **Number of issues resolved** | **/ 4 ( %)** |
| **New innovations\*** |
|  |  |  |
|  |  |
| **Number of new elements of practice** |  |  |

\* If in your research lesson you demonstrate new, impactful teaching strategies developed as a result of your research, these can be added in the New Innovations section above.

|  |
| --- |
| Learners should be able to solve problems and/or develop their understanding for themselves, and so be more independent. I’m too quick to give developmental feedback.  |
| My less-confident learners aren’t practising and refining their ability to vocalise their ideas sufficiently. I need to reflect on my Q&A techniques to ensure everyone processes the answers to important questions, not just the most vocal.  |
| I want to really capture my learners’ imagination and/or rev them up for learning at the start of the session to ensure I engage them fully. |
| Over-contributing learners have a tendency to dominate plenaries, so causing a drop in learning momentum for others. I need to develop strategies that harness their enthusiasm, but don’t steal opportunities for contributions from others.  |

## Development ideas 1 *[Feel free to delete the example text or create another copy of page 6.]* [Top](#Contents)

The element of practice for which I need more learning impact is:

*(E.g. Questioning strategies)*

My ideal impact on learners will be…

*(E.g. To not just check recall, but stretch every learner’s understanding. To engage learners wholeheartedly in all lessons…)*

I’ll know if I’ve achieved my intended impact if… *(measurables)*

*(E.g. No learners fear contributing their answer. There is an even and enthusiastic spread of contributions. All learners develop their understanding as a result of the thinking needed to answer questions…)*

To achieve my intended impact I will…

*(E.g. Ask more ‘hypothesis’ questions that stretch learners’ understanding. Use ‘think-pair-share’ strategies to give all learners time to answer…)*

To get the ball rolling by next week, I need to…

*(E.g. List the typical questioning strategies I currently use and note the positive, negative and/or unintended impact of each. Research alternative questioning strategies, noting their potential impact. Integrate a selection of new strategies for ‘testing’ in my next lesson…)*

I aim to have fully embedded this new area/element by: *(date)*

The key milestones I’ll look for to check if I’m on target to achieve by the above date are:

*(E.g. Increased contributions from quieter learners. Less domination of Q&A sessions by over-contributors. Brow furrowing and lightbulb moments…*

The resource implications *(time, other people, money)* to help me achieve my aims are…

*(E.g. Just my normal lesson-planning time and a little time to research alternative strategies.)*

## Development ideas 2

The element of practice for which I need more learning impact is:

My ideal impact on learners will be…

I’ll know if I’ve achieved my intended impact if… *(measurables)*

To achieve my intended impact I will…

To get the ball rolling by next week, I need to…

I aim to have fully embedded this new area/element by: *(date)*

The key milestones I’ll look for to check if I’m on target to achieve by the above date are:

The resource implications *(time, other people, money)* to help me achieve my aims are…

## New teaching strategies 1 [Top](#Contents)

The positive impact I’ve observed today and would like to achieve in my own lessons is:

*(e.g. Grabbing learners’ attention right from the start of the lesson)*

I’ll know if I’ve achieved my intended impact if…

*(E.g. What behaviour change might you observe?)*

My initial ideas for trying to achieve this impact are…

I aim to have fully embedded this new area/element by: *(date)*

To get the ball rolling by next week, I need to…

The key milestones I’ll look for to check if I’m on target to achieve by the above date are:

The resource implications to help me achieve my aims are…

## New teaching strategies 2

The positive impact I’ve observed today and would like to achieve in my own lessons is:

I’ll know if I’ve achieved my intended impact if…

My initial ideas for trying to achieve this impact are…

I aim to have fully embedded this new area/element by: *(date)*

To get the ball rolling by next week, I need to…

The key milestones I’ll look for to check if I’m on target to achieve by the above date are:

The resource implications to help me achieve my aims are…

## Lesson plan review [Top](#Contents)

Use the experience gained in the phase 1 training and phase 2 Creative Learning Team observations to produce a new lesson plan. Choose whatever format suits your style, but make sure that it contains all of the sections detailed in the *T4.1 Draft rubric for outstanding lesson planning* or the one agreed by your team. (You may wish to consider the example lesson plan: *T4.3 Example Lesson Plan – illustrated*.) Submit one or more of these updated lesson plans to an observer of your choice (where possible) for review – ideally, this should be your Creative Learning Team leader. The lesson plan should show how you intend to experiment with new strategies you are researching to produce the new impact you want.

Following enough time for consideration (ideally no more than a few days), meet with the observer to discuss the lesson plan. This is an opportunity for you to talk through your ideas with a colleague, and for the observer to collect good practice for promotion to the whole curriculum team.

|  |
| --- |
| Are there any changes you want to make as a result of further consideration of your ideas? |

## Evaluation of the Research Lesson [Top](#Contents)

Invite the CLT observer to help evaluate your experiments, then complete a review of the experimental lesson in the appropriate section of the lesson plan.

|  |
| --- |
| Is there any specific learning to share from your experience, whether this be because your strategies produced excellent impact or because they didn’t produce the difference you were hoping for? |

## Phase 2: Focused learning projects [Top](#Contents)

Through discussions with your curriculum colleagues and your CLT leader, please record here the common challenges you face as a team, along with the strategies you would like to explore to overcome them.

|  |
| --- |
|  |

## Phase 3: Celebration of new teaching strategies and learning impact [Top](#Contents)

This is a cross-provider event to share the results of teachers’ research and experimentation. This good practice should be captured by the RED Team Coordinators and Creative Learning Team leaders and shared widely.

## The RED System review [Top](#Contents)

### Summary of improvements

Please work with your CLT leaders to evaluate your personal development journey through The RED System.

|  |  |
| --- | --- |
| **Previous negative, missing or unintended impact** | **Impact of new practice** |
|  |  |
|  |  |

|  |
| --- |
| **Summary of new effective impact** |
|  |

|  |
| --- |
| **Summary of new areas where impact could be further improved** |
|  |