



**UNIVERSITY OF MUMBAI  
DEPARTMENT OF EDUCATION**

**ORGANISES**

**A ONE DAY WORKSHOP (3<sup>RD</sup> FEBRUARY , 2018)  
ON**

**UNDERSTANDING PROJECT BASED ACTIVITIES  
THEME : VALUING OBSERVATION AND SHADOWING  
IN TEACHER EDUCATION**

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HEAD, DEPARTMENT OF EDUCATION, UNIVERSITY OF MUMBAI**

# RESOURCE PERSONS

## **Valuing Observation in Teacher Education: School Activities & Peer Lesson**

**Dr. Massarat Saheb Ali, Secondary Training College, Mumbai.**

**Dr. Heena Wadhwani, Seva Sadan's College of Education, Ulhasnagar.**

## **Shadowing –A Reflective Relationship**

**Dr. Frances Vaidya, Gandhi Shikshan Bhavan's, Smt. Surajba College of Education Mumbai.**

**Ms. Kalpana Chavan, St. Xavier's Institute of Education, Mumbai.**

# VALUING OBSERVATION: SCHOOL ACTIVITIES

## Format for Recording Observation of School Activities

B.Ed. Sem I

(Note: Space for writing should be provided as per the need.)

Name of the Student Teacher:

Name of the School for Internship:

Title of the Activity:

Date of Commencement:

Venue:

Duration of the Activity:

Objectives of the Activity:

- 
1. Planning: Distribution of Work, Resources, Budget, Venue, , Time, Rules & marking scheme if any, Instructions to students, Notices, Meeting, any other arrangement required etc.
  2. Preparation: Seating Arrangement, Board Writing, Arrangement of Materials required like flowers, trays, Schedule of the Prog with time, list of students, Safety Measures etc.)
  3. Execution: How the activity was conducted, Process, Description of the Activity, Entertainment, Maintenance of Discipline etc.
  4. Evaluation: Whether the activity fulfilled the objectives, Rating the Activity
  5. Follow Up: Meeting after the activity, Appreciation of concerned persons, Any improvement required in future.
  6. Reflection: Opinion about the Activity, Learning from this activity, Any suggestion etc.

Signature of the Student teacher:

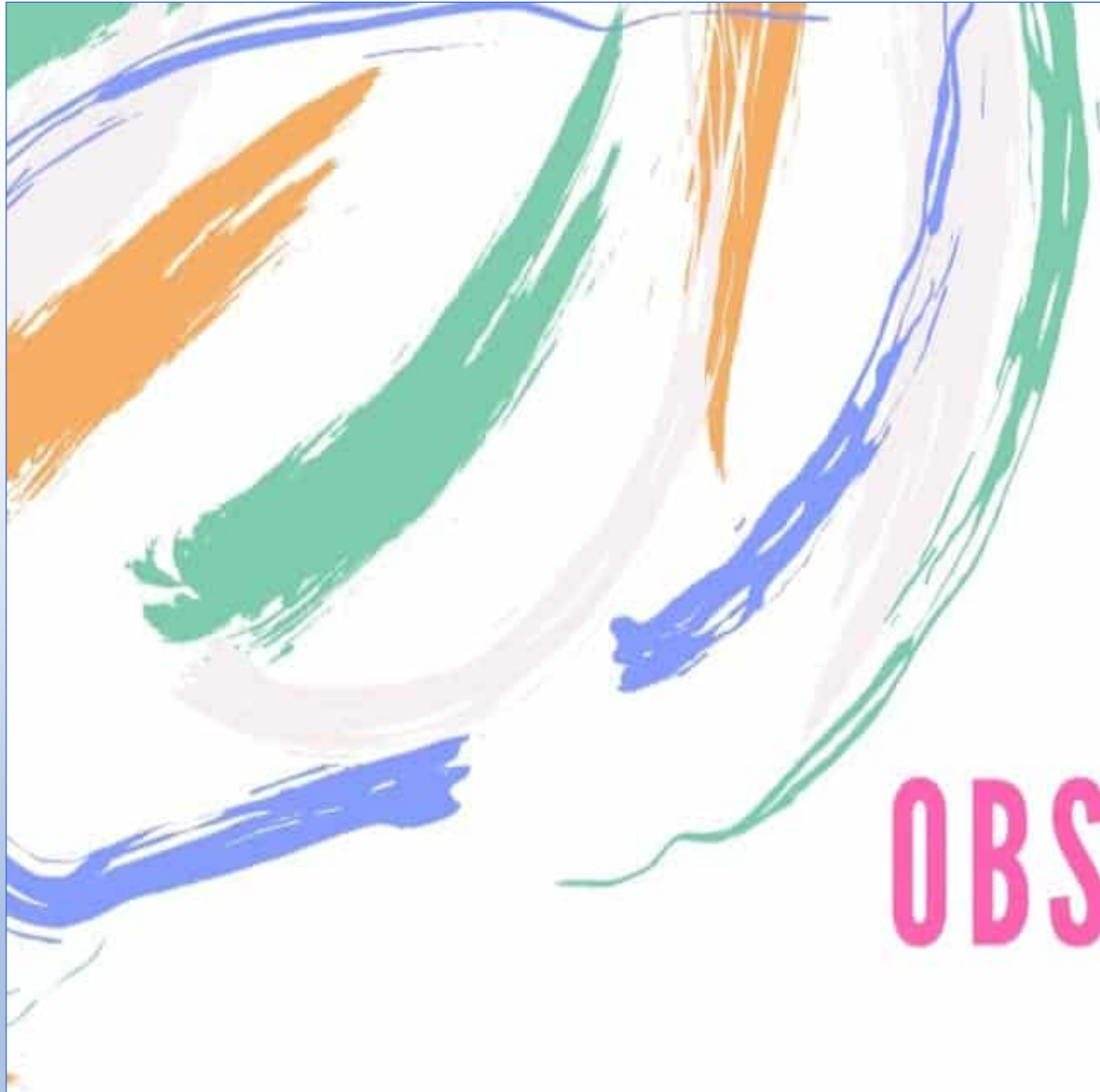
Sign. of the College Supervisor:



# VALUING OBSERVATION: PEER LESSONS

# MEANING OF OBSERVATION

- The action or process of closely observing or monitoring something or someone.
- Observation does not just mean seeing. It is most often used to include hearing as well as using other senses to collect information .
- Doing an observation ..extends beyond the central activity to the events that surround it, such as pre and post- observation discussions of one type or other.



# PEER OBSERVATION

TEACHER  
TRAINING

# What is peer observation?

- Peer observation is a method of gaining feedback to improve your teaching skills.
- You and a colleague discuss your teaching and what you feel you may need some help in developing, then you take turns in sitting in on one of each other's teaching sessions.
- Afterwards, your colleague can provide some feedback on what went well in the session and where there may be room for improvements, including in any areas where you specifically requested feedback.

# PEER OBSERVATION

- **Peer observation** refers to a teacher or other observer closely watching and monitoring a lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction.
- Peer observations are when people are observed by someone at the same level, usually meaning a fellow teacher rather than a senior member of staff or senior student. The person who observed then gives some feedback, which could be anywhere from a simple "Thanks, I thought it was great" to written feedback based on an observation task form they have been given or have chosen.
- (In B.Ed one teacher trainee observing his/her fellow teacher trainee)
- The focus is on observing another teacher's classroom and what two teachers can gain through observing each other's teaching.



## WHY PEER OBSERVATION



- **Peer observation** may be particularly helpful for new teaching staff.(Teacher trainees) It may also be beneficial for the observer as they may learn from what others are doing, consider new ways of thinking about teaching and subject matter, way of presentation ,innovation in teaching and generally refresh their own approach in the process of reflecting on others' practice

# Benefits

- Peer observation gives teachers (teacher trainees) an opportunity to learn from each other in a non-threatening environment. Where there is no judgmental outcome and an atmosphere of trust between the participants, it is to be hoped that teachers will share ideas and suggestions openly and constructively to their mutual professional benefit.



## Advantages of Peer Observation

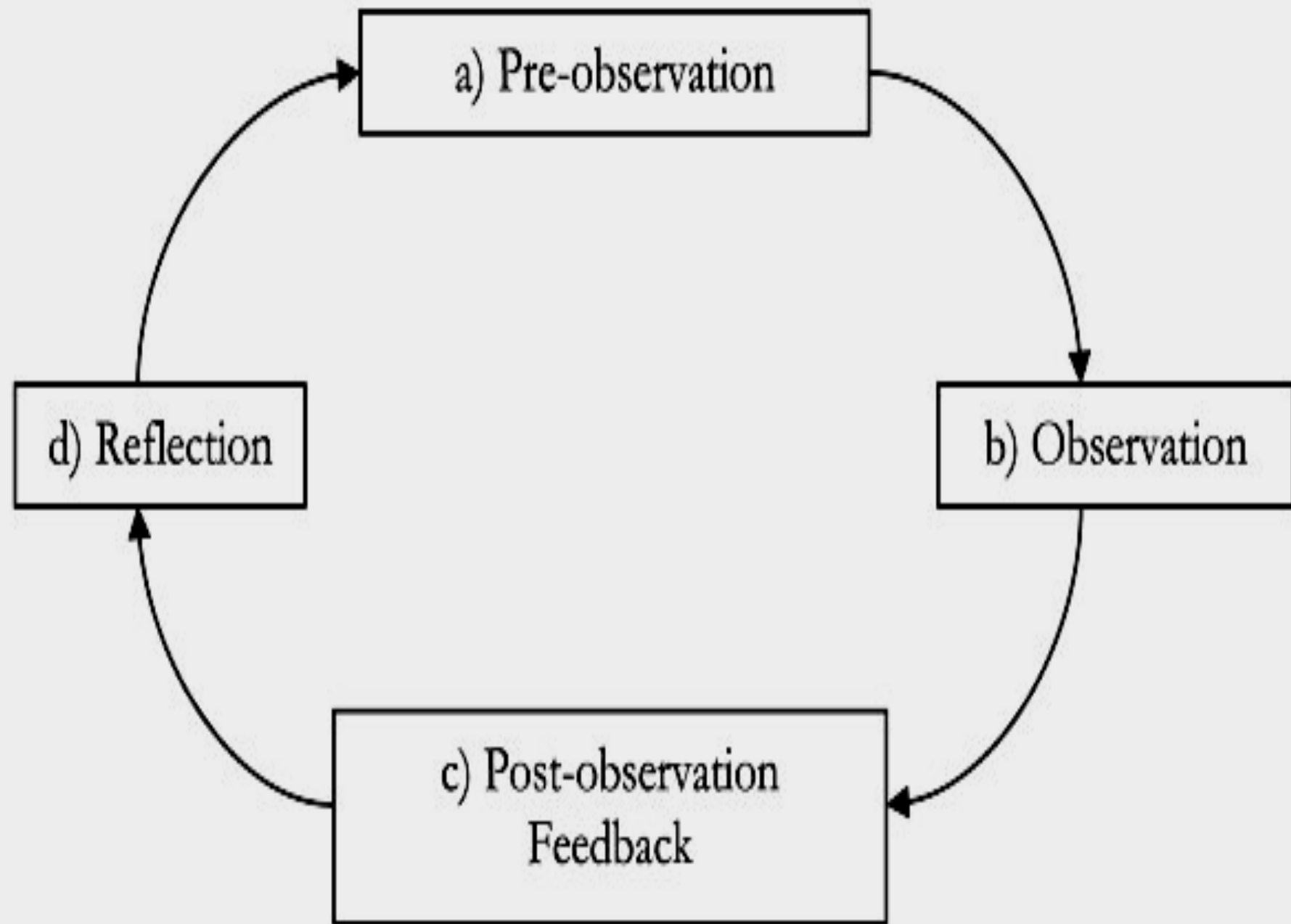
- **Both observer and observed may improve teaching ability**
- **New ideas and perspectives about teaching from colleagues**
- **Teachers might take feedback better if it comes from other teachers**
- **Boosting a teacher's confidence**
- **Both parties develop deeper awareness of the teaching process**

## Advantages of peer observation?

- New teachers gain **reassurance** from receiving positive feedback from a peer or mentor.
- **Positive feedback** gives them the confidence to try **novel methods**.
- Observing and offering advice **benefits** not only the **one being observed** but also **the one observing**.
- It's a **non-judgemental** and **open** forum.

# PROCESS OF PEER OBSERVATION







# HOW DO I GO ABOUT THE PROCESS

Peer Observation Record Sheet	
Was the adult smiling, display enthusiasm?	
Did the adult praise the children, use individual names?	
Does the adult allow the children to develop their self-esteem and independence?	
Does the adult consistently reinforce the children's behaviour management with the children?	
Does the adult communicate positively with other adults in the setting?	
Does the adult allow children to talk and tell?	

# AREAS OF OBSERVATION

- Every college may have particular requirements for the operation of its peer observation. The areas to be observed by the peers should be discussed by the concern teachers (teacher educator) and agreed upon before actual peer observation .

## ❖ **Outline of the areas considered while observation:**

- Preparation and planning
- Teaching learning process ( Entry Behavior, presentation ...so on..)
- Classroom management
- Feed back and assessment

# GIVING FEEDBACK

- Be realistic
- Be specific
- Be sensitive
- Be non-judgmental
- Balance positive and negative



# Shadowing: Building a Reflective Relationship





# SHADOWING : MEANING, PHILOSOPHY AND STRUCTURE

# SHADOW TEACHING

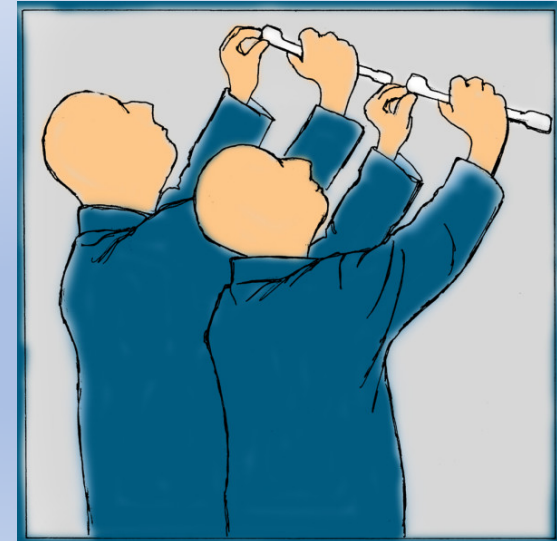
- “It has been established that shadow teachers are **skilled teacher** who provide **academic, social, behavioural and emotional guidance to student teachers before** they start teaching.
- Shadow teaching” can also be called a method to train students’ ability of listening and speaking.



# SHADOWING



- **For inclusion:** the pupil **stays focused and participates** in the classroom, helps the pupil with learning tasks and promotes interactions (Milestones, 2013).
- **For Apprenticeship :** Skill Training
- Also in field of Nursing, Engineering, Teaching.....



# RATIONALE FOR TEACHER EDUCATION FIELD

- Shadowing was developed to **assist pre-service teachers** to gain additional confidence in the classroom **prior to practice teaching.**
- Arrangements were made to find mutually suitable time for school and the college of education he shadowing was **a non- judgemental process and therefore not threatening.**

# RATIONALE



- One such imperative is for educators **in schools and colleges of education** to strive to find ways **to work together to enhance** the performance of all student teachers .
- Colleges of Education for **effective teacher preparation** to changing needs of the school accept shadowing.



- Shadowing revealed that **novices who had experiences in classrooms** were able to make sense of the ideas that are addressed in their **academic work** and that these pre-service teachers “see and understand **both the theory and practice differently** if they are taking **coursework** concurrently with fieldwork” (Darling- Hammond, 2006, p. 307).

## PROFESSIONAL GROWTH

# PREPARING STUDENTS THROUGH SHADOWING

- Shadowing was believed to **have helped prepare students** was in providing:
  - a foundation knowledge of school education,
  - giving knowledge of assessment skills,
  - processes and working with others and
  - in linking theory and practice and policies and practice.



# REVIEW OF STUDIES ON SHADOWING

- Darling-Hammond (2006) argued that it is impossible “to teach people how to teach powerfully by asking them to imagine what they have never seen or to suggest that they ‘do the opposite’ of what they have observed in the classroom” .
- Hardman (2009) advocated for **the direct linking of university courses to “continuous field experiences”** from the *beginning* of a pre-service teacher education course, and for this be a joint preparation process between schools and universities



## IN A NUTSHELL

### S H A D O W T E A C H I N G

**Potentially**  
powerful learning  
tool

APPLICATION OF  
POTENTIAL EDUCATIONAL  
RESOURCES

ADAPT TO SCHOOL  
CLIMATE

**Observation in shadowing provides an  
important introduction to key aspects  
of professional learning**

**GOAL:**  
**To provide opportunity of  
applying effective teaching  
practices and behaviors under  
the guidance of an experienced  
and qualified Mentor Teacher**

Non threatening  
and non  
judgmental

OBSERVATIONAL  
LEARNING

HELPS STUDENT BUILD  
SELF-CONFIDENCE

#### **OUTCOME :**

- **Make sense of theory and practice**
- **Curriculum+ classroom mgt+  
assessment**
- **Creating working knowledge**

## Shadowing reflective writing from field of medicine:

Activity: Can you take some time and draw a parallel to which aspects of teaching does shadowing take place in teacher education

My week-long shadowing opportunity provided me with **invaluable clinical exposure to patient care**. During patient visits, I was able **to stand back and observe** Dr. Colliver. The first thing that I noticed right away was his **impeccable bedside manner**. Of all my previous clinical experiences with volunteering and shadowing, Dr Colliver has by **far the best doctor-patient relationship**. He introduced himself to all his new patients and **created a welcoming environment by** taking his time with all his patients.

Dr. Colliver addressed and reassured his patients' concerns as well as ensured that patients did **not leave with any unanswered questions**.

I feel **that such etiquette-based communication** is very important and that every healthcare professional should model themselves after this behavior.

## Shadowing reflective writing from field of medicine:

Activity : Can you take some time and draw a parallel to which aspects of teaching does shadowing take place in teacher education

With 14 years of training, Dr Colliver truly is an expert in **pain management**. I was amazed at how effortlessly he was able to **evaluate and diagnose patients, analyze imaging**, and perform nerve conduction testing. I was able to **observe a few procedures that were performed at the clinic as well**.

**At the end of each day**, I was able to ask Dr. Colliver **questions** that had developed throughout the day. My **questions ranged** from his experiences in medical school and residency to how he believes medicine is changing. It is reassuring to know that Dr. Colliver and Holly **keep up-to-date with current research and new findings** that may be useful for his practice.

In addition **to being informative**, this shadowing experience **was also quite humbling**. I witnessed Dr. Colliver's **passion for patient care** put to work as he helped patients after patient **regain control** of his or her life and provide relief.

**This experience only served to strengthen my decision to pursue a career in medicine.**

# Shadowing: Classroom and Beyond the Classroom

- **Classroom Work**

- **Pre class observation:** How the teachers prepare for the class
- **During the class -**
  - Observation of lessons taught -
  - Content Coverage- Relevance , appropriate, expertise
  - Teacher interaction with Students – explanation, questioning
  - Teaching methodology- Creative, learning resources
  - Management – Time, Discipline, crisis
  - Assessment Strategies – setting papers, correcting paers
- **After the class-**
  - Learning sharing , reflections , writing reflective journal

# Shadowing: Classroom and Beyond the Classroom

- **Beyond the Classroom Work**

- Attendance
- Log book filling
- Arranging Parent Meetings and guide them about their wards progress
- Filling up information required in the office
- Organizing assemblies , sports day, cultural programs, picnic, annual day
- Specific subject wise work : arranging field trips, acquiring teaching aids, science lab

# REFLECTIVE MUTUAL BENEFIT

- A number of the mentor teachers reflecting on the conversations they had with their 'shadows' observed that having to make explicit to students 'the reasons for what they just did' **helped them to self-interrogate** and to understand and **reinforce their own thinking and rationale around their practice.**
- As one teacher commented "students force you to reflect on your own teaching practice and I certainly recommend having them for your own professional development" (Ward & Hart, 2012, p. 7).

# STRENGTH

- The students were **still involved and immersed** in their **theoretical** and **methods** units they were able to **observe and experience** classroom and school life, and they are in the position each week to be able to have **conversations with their mentor** teachers around their observations, and to unpack what they were witnessing.



# CAUTION

- As Ure (2009) pointed out “pre-service teachers need opportunities to **develop deep insights** into how **they construct their teaching** rather than being left to draw conclusions from a series of experiences and good teaching tips”
- Katz, Devlin-Shearer, Daly, McCartan & Burroughs (2010) have warned, that while field experiences are “potentially powerful learning tools for secondary teacher candidates, they must be crafted with care and attention to the potential pitfalls of learning from experience within a complicated and, often, contradictory organization”



# OVERCOMING THAT CHALLENGE

- Katz, Devlin-Shearer, Daly, McCartan & Burroughs (2010) advocate the need for “**continuous cooperation and communication** between the field sites and the university along with careful examination of the **effects on candidates and students**”

# SHADOWING PERSPECTIVES AND APPROACHES

# Shadowing.... Gaining a new perspective in the field of education

- Improves **communication** across educational institutions, faculties
- Encourages **continuous improvement**.
- An **excellent networking tool** and can facilitate the breaking down of internal barriers across the institutions.
- An **opportunity** for school teachers to **share best practice**
- Scope for **self development** to both the student teacher and school teacher.
- Allows individuals to **view processes** they are involved in from a different angle.

- Provides the individual with a **unique opportunity** to find out how other staff work and what their roles involve.
- It develops a **deeper knowledge and understanding** of other roles and functions within the educational institutions.
- Shadowing provides a far **richer experience**

**By engaging in shadowing the student- teacher will be able to:**

- See how other **staff and teams work**.
- **Gain insight** into the roles and responsibilities of other members of staff and
- **Reflect and learn** from others.
- **See the bigger picture** and understand more about how educational institution and University requirements and functions.

## **For the shadow (school) teacher .....**

- Provides opportunity to share experiences with colleagues from a different work area to your own
- Review and reflect on your work through discussion with the person shadowing you
- Allows you the opportunity to see your role through “fresh eyes”

# **DIFFERENT TYPES OF JOB SHADOWING-**

## **Needs and time allocated to the Shadow (School) Teacher and the Student Teacher**

### **OBSERVATION – “FLY ON THE WALL”**

**THE STUDENT TEACHER WILL SPEND AN AGREED PERIOD OF TIME OBSERVING THE DAY TO DAY WORK OF THE SHADOW (SCHOOL)TEACHER.**

**IT SHOULD BE A TYPICAL REPRESENTATION OF WHAT THE SCHOOL TEACHER DOES ON A DAILY BASIS.**

**THIS TYPE OF SHADOWING WORKS BEST WHEN A SHADOWEE(STUDENT TEACHER) IS LOOKING TO GAIN A GREATER UNDERSTANDING OF WHAT A SCHOOL TEACHER’S JOB ROLE ACTUALLY CONSISTS OF.**

**THE SCHOOL TEACHER WILL PROVIDE OPPORTUNITIES FOR QUESTIONS AND A DEBRIEF TO ENSURE THAT BOTH PARTIES BENEFIT FROM THE SHADOWING**

# **REGULAR BRIEFINGS**

## **“BURST INTERACTIONS”**

**THE STUDENT TEACHER SHADOWS THE SCHOOL TEACHER FOR SPECIFIC ACTIVITIES OVER A PERIOD OF TIME**

**THIS TYPE OF SHADOWING PROVIDES SHORT PERIODS OF FOCUSED ACTIVITY.**

**THIS WORKS BEST WHEN THE INDIVIDUALS WORK NEAR TO EACH OTHER AND THE SCHOOL TEACHER CAN THEN ADVISE OF DATES AND TIMES OF SPECIFIC ACTIVITIES WHICH ARE OF VALUE TO UNDERSTANDING THE ROLE.**

**CAREFUL TIMING AND PLANNING IS REQUIRED TO ENSURE IT DOES NOT BECOME DISRUPTIVE.**



# **HANDS ON – “JOB SHARING”**

**THIS IS AN EXTENSION OF THE OBSERVATION**

**THE STUDENT TEACHER STARTS TO UNDERTAKE SOME OF THE TASKS THEY HAVE OBSERVED.**

**THIS PROVIDES THE STUDENT TEACHER WITH HANDS ON EXPERIENCE OF THE ROLE WHILST BEING SUPERVISED BY THE TEACHER**

**THIS TYPE OF JOB SHADOWING IS NOT ALWAYS POSSIBLE AND WOULD NEED TO BE DISCUSSED ON A CASE BY CASE BASIS**

# Structured Job Shadowing Approach

## PREPARE

Prepare the learners on what they are about to learn so they have a clear objective in mind on what to expect during the learning experience

The following information must be provided;

- A description of the job
- The environment in which the job will be performed
- Details of where the job fits in with regards to the overall business of the organization
- Participants in the process and activities that come either before or after the subject job
- Tools required for the job
- Soft skills or technical skills that are most important to perform the job
- LEARNER COMPLETES ASSIGNMENT

## MEET

Meet with the learners and talk them through the job, allow questions and resolve doubts, inform them of what is expected from them as well

The following will occur;

- Mentor – Learner Meet
- Learner asks questions from a pre-prepared list
- Mentor explains all aspects of the job as it happens in a live environment
- Mentor explains expectations from the job and from the shadowing exercise
- LEARNER COMPLETES ASSIGNMENT

## SHOW

Show the learners "how it is done"...the actual visual experience

The following information must be provided;

- A guided lesson plan
- A "Walk-Through" checklist
- Critical Activities/task list
- Learning Objectives
- Tools required for the job
- Soft skills or technical skills those are most important to perform the job
- Learner completes a survey on the mentoring experience
- LEARNER COMPLETES ASSIGNMENT

## ALLOW

Allow the learners to perform the job, though highly controlled and monitored

The following will occur;

- The Learner is given a work order
- Learner takes control under supervision and completes a work "widget"
- Learner receives feedback
- Learner moves to the next "widget" and the cycle continues for the entire task/job
- Mentor completes a survey & checklist based on the simulation
- Results work as a certification
- LEARNER COMPLETES ASSIGNMENT

## EVALUATE

Evaluate the learners to ensure that "critical" knowledge is transferred

The following will occur;

- The learner completes an assignment or assessment at each stage
- An assessment focusing on tasks steps and situations will be administered at this stage
- This stage also includes a Certification of work product
- OJT targets are set
- Weekly refresher training
- Completion of the Shadowing Work Book is mandatory

# BENEFITS OF SHADOWING- FOR THE SCHOOL TEACHER

- Network with colleagues from different areas
- Share experiences with others
- Learn from the student-teacher
- The opportunity to view and reflect on your own area of work supported by the “fresh eyed” view of the visitor/guest
- Develop coaching/mentoring skills



# BENEFITS OF SHADOWING – FOR THE STUDENT-TEACHER

- Understand **how the schools work**
- **Learn from the experiences** of colleagues
- **Understand and appreciate** how other roles support the institution
- Understand and appreciate other **needs and priorities** outside of your established work role
- The opportunity to **discuss your role** and its needs and priorities with others
- Understand **why things work** the way they do



# **SOME PRACTICAL CONSIDERATIONS..... FOR THE SCHOOL TEACHER**

- When is the best time for a student teacher to get a good overview of the role?
- What do I need to inform the student teacher of prior to the shadowing?
- Do I need to let anyone else know that the shadowing is taking place?
- What does the student teacher hope to get from the process?
- What do I need to know about them?
- Do I need to complete any health & safety requirements prior to the visit?
- Do they have any additional support requirements that i need to be aware of?

# **SOME PRACTICAL CONSIDERATIONS..... FOR THE STUDENT TEACHER**

- What do I want to know about the job?
- What questions do I want to ask?
- What do you want to know about the school?
- Are there any specific tasks or elements of the job you would like to see above all others?
- What do I know already about this job?
- Are there any special requirements (such as dress code)?
- What will I do as a result of this shadowing? (including how I will feed the learning back to my team)

# WHAT NEEDS TO HAPPEN? The SHADOW(SCHOOL) TEACHER....

- **Provide an outline** of what they are expecting from the shadowing prior to the shadowing taking place
- **Show tact, discretion and awareness** and if required withdraw from situations when circumstances deem it appropriate (for example, a student may just have requested a meeting to discuss something of a personal or private nature)
  - **Maintain confidentiality** at all times
  - **Provide feedback and reflections** on what you have observed
  - Ensure that you show good time keeping and inform the student teacher if you are unavailable for any reason



## **WHAT NEEDS TO HAPPEN? The Student teacher....**

- Learn as much as you can prior to the shadowing, for example, reviewing the job description and person specification and talk to others you know who do this role
- Whilst on the shadowing take notes, facts, thoughts and observations. Reflecting on these notes following the experience will allow you to maximize your learning
- Make sure you discuss your doubts with the shadow(school)teacher.

# A SCHOOL TEACHER SHOULD.....

- **Provide** the student teacher with a timetable for when the shadowing will take place
- Agree a **suitable time** when the student teacher can shadow you
- **Prepare an area** for the student-teacher to be placed
- **Provide time between sessions** or prior to sessions for questions and feedback

## Some references

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- Mentoring Preservice Teachers Through Practice/ A Framework for Coaching ... - Melissa Mosley Wetzel.webarchive
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