

Observations of Teaching on a Baleap Assessment Visit

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Pre-Visit Good Practice

Assessors would like you to:

- Talk with teachers about the BAS visit
- Present it as a peer development scheme, not as an Ofsted-style ‘inspection’
- Explain that observation of teaching is about:
 - Seeing the course in action
 - Seeing the teachers in action
 - Seeing the students in action
- No one is named/shamed; no one risks not being re-hired as a result of a BAS observation

What do assessors look for in an observation?

- A fairly detailed lesson plan
- Realisation of course aims through the appropriate use of materials and activities
- How far the materials provided afford teachers the teaching opportunities they need
- How far the teacher is able to turn these opportunities on the page...
- ...into opportunities in the classroom

What do assessors look for in an observation?

- Meeting learner needs:
 - Academic development
 - Linguistic development
 - Autonomy development
- Through:
 - Explicit links to future contexts and study
 - Clear sense for students of how and why tasks matter for their current & future learning
 - Teaching at point of need, not ‘materials delivery’

What does BAS expect and value?

- *variation* among teachers
 - In qualifications
 - In experience
 - In expertise
 - In approach
 - In style
 - In interpretation of materials

What does BAS expect and value?

- ...but we would also expect:
 - Enactment of the course syllabus
 - Teaching that is learning centred, and responding to the needs of the students in the classroom
 - Professional behaviour
 - E.g.*
 - Lesson preparation
 - Timeliness
 - Respect for, and treatment of, students as individuals

How do assessors feed back on teaching

- We report on general patterns observed
 - Consistency in enactment of materials/syllabus
 - Engagement of teachers
 - Engagement of learners
 - Sense of (EAP) *learning*
- We do not normally report on individuals
 - (except in cases of unprofessionalism or similar)
- We may make suggestions for (e.g.):
 - Materials development
 - Staff training / induction

TEAP Competency Framework

Why?

- Because not all classroom approaches are appropriate
- Because observation for EAP needs to get beyond boardwork and putting students in pairs
- Because EAP pedagogy needs to be driven by texts and future contexts

TEAP Competency Framework

What's changed?

- The 'EAP value system' is more explicitly threaded through the new BAS criteria
 - E.g. section summary statements
- Exemplar observation form in the Handbook is now also tied to the TEAP CPD framework

TEAP Competency Framework

What's important?

- The CFTEAP is not a straightjacket...
- ...It's a set of research & practice informed principles
- ...And these are a reference point for professional discussions about what matters in EAP teaching

Over to You...

(Q&A)