# APPENDIX 4: BALEAP TEAP ACCREDITATION SCHEME: OBSERVATION DOCUMENTS

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| **Observee:** |  | **Observer:** |  | **Institution:** |  |
| **Stage:**(*UG/PG/Foundation etc.)* |  | **Context:***(Presessional/Insessional; online/F2F etc.).* |  | **Course/Module:** |  |
| **Focus:***(e.g. Intended Learning Outcomes)* |  | **Date & Time of observation:** |  |

**4A: Pre-Observation Document (p1 of 2)**

The first part of a TEAP observation is typically a pre-observation meeting to contextualise the observation and align expectations of observer and observee. Length and format of this meeting will vary depending on context.

The questions below can be used at your discretion as a framework for the pre-observation discussion. It is also recommended that the observee use the pre-observation to provide evidence of their competence in a range of the ‘planning & design’ TEAP criteria. A selection of these criteria for the different pathways are in the table overleaf.

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| **Context*** What are the specific details of the class and the course? How have they influenced your planning?
* How will the observer access the session?
* What else would be valuable for the observer to know in advance?
* For a recording: are you happy for the recording to be used for educational purposes within BALEAP institutions? (students faces will be blurred)

**Development*** What feedback have you had on observations in the past?
* What would make this observation developmental for you?
* What aspects of your practice do you want the observer to pay attention to? What might be valuable to discuss in the post-observation meeting?
* How else might you make use of the observation as a learning opportunity?

**Criteria*** Which TEAP criteria would you like to evidence in this observation? How do you intend to do so?
* Which of the ‘planning and design’ criteria in the table overleaf can you provide evidence for in the pre-observation meeting?
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**Pre-observation document (p 2 of 2)**

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|  | **Planning & Design criteria** | **Observer notes** |
| **Associate Fellow** | **AP4:** You incorporate knowledge of textual features and processing strategies into lesson planning.**AP5:** You select and adapt appropriate EAP materials and modes of delivery.**AP6**: You consider, anticipate and check student needs. |  |
| **Fellow** | **FP6:** You apply theories of text & discourse analysis to materials design.**FP7:** You design or adapt a series of lessons or learning resources which develop student literacy.**FP8:** You use systematic needs analysis to inform your practice and that of colleagues.**FP9:** You incorporate development of academic or professional attributes into materials and/or course design**.** |  |
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| **Senior Fellow** | **SP7:** You (or those you lead) apply theories of text and approaches to discourse analysis to produce course materials for a specific community.**SP8:** You lead or mentor colleagues in developing materials/ curricula that align with innovations in EAP.**SP9:** You network within an institution to research target academic needs and practices for incorporation into programmes or courses.**SP10:** You (or those you lead) apply knowledge of specific academic contexts to materials or learning resource design. |  |

**4B: Observation Record (p1 of 2)**

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| **Criterion** | **Criterion** | **E/P/N** | **Observer comments** |
| AV1/FV1/SV1 | You are committed to evidence-based practice within your context. |  |  |
| AV2/FV2/SV2 | You value research, scholarship, and selective use of resources (such as technology) to enhance developmental activities. |  |
| AV3/FV3/SV3 | You value collaboration for learning and professional practice. |  |
| AV4/FV4/SV4 | You respect individual learners’ expectations and values, encourage participation in higher education, and promote equality of opportunity. |  |
| AT4/FT4/ST4 | You adapt material for specific academic contexts/ disciplines. |  |
| AT5/FT5/ST5 | Your teaching aims to develop academic and professional attributes (such as critical thinking and autonomy). |  |
| AT6/FT6/ST6 | You stage and scaffold teaching of academic communication. |  |
| AT7/FT7/ST7 | You integrate study skills & strategies explicitly into teaching. |  |
| AT8/FT8/ST8 | Your teaching develops students' ability to navigate conventions and values of current or future educational contexts |  |
| AT9/FT9/ST9 | You use classroom assessment techniques to demonstrate learning and inform future teaching. |  |
| AT10/FT10/ST10 | You raise awareness of discourse features in your teaching. |  |
| AT11/FT11/ST11 | You train students to investigate the practices of a discipline. |  |
| AT12/FT12/ST12 | You respond flexibly to unplanned learning opportunities. |  |
| AT13/FT13/ST13 | You encourage a critical approach to knowledge building. |  |

**Observation Record (page 2 of 2)**

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| **Criterion** | **Criterion** | **E/P/N** | **Observer comments** |
| AA4 | You use the outcomes of assessment and feedback to inform your teaching. |  |  |
| AA5 | You develop students’ assessment and feedback literacy.  |  |
| FA4 | You evaluate the effectiveness of assessment and feedback practices. |  |
| FA5 | You equip students to navigate current or future learning contexts through your assessment or feedback practices. |  |
| FA6: | You use the outcomes of assessment & feedback to inform your teaching. |  |
| SA4 | You (or those you lead) design appropriate EAP assessments or feedback processes which are underpinned by theory. |  |
| SA5 | You (or those you lead) equip students to navigate current or future learning contexts via assessment or feedback practices. |  |
| SA6 | You lead or mentor colleagues effectively through processes of assessment or feedback. |  |
| SA7 | You share practice, research or ideas regarding assessment or feedback literacy within an institution or the sector. |  |
| Observer summary & points for discussion in post observation meeting. |
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**4C: Post Observation Guidance**

The post observation meeting provides an opportunity to:

* reflect on the outcomes of the observation.
* discuss points of note.
* identify evidence for the TEAP portfolio.
* identify action points for development.

Although these points are recommended for inclusion, the timing and structure of a post observation meeting will vary depending on context. To prepare for the post observation meeting, the following steps are recommended:

* Observee produces a short reflection on the lesson and shares this with the observer before the meeting.
* Observer notes points for discussion (particularly those highlighted in the pre-ob meeting) and compares with points shared by observee.

**Post Observation: Observee’s reflection.**

*What happened in the session? What went well? What could be improved? Write a reflection here and send to observer in preparation for your post observation meeting.*

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| **Post Observation: Observee’s reflection** |
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**4D: Permission Slip - Observation Recording & Educational Usage**

BALEAP is building a library of video recordings of EAP practice for use in educational and training material within the BALEAP network. Please have students sign this permission slip before the recording of a TEAP observation and email a link to the recording and the permission slip to the video archive via teap@baleap.org. Observees and students may choose to opt out of this at any time. Please sign and return this form to give your consent for this lesson to be added to the library of recordings.

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| **Institution:** | **Class:**  | **Date & Time:**  | **Description:** |
| As part of our teacher induction and education programmes, we would like to record your class. This recording will be used in teacher education programmes at this institution and other BALEAP member institutions. No reference to specific student identities will be made. Recordings will be stored in a fully secured location with access restricted to authorised use for teaching education purposes. They will not be made publicly available for other purposes. |

I confirm that I consent to this institution and members of other BALEAP institutions using the recording of this class for the purposes of teacher education and educational research.

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| **Teacher Name:** | **(please add any co-teachers here)** | **Date** |
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| **Student Name:** | **Student Number (if appropriate)** | **Date** |
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 *(please add more rows for additional students).*

If you have any queries about this form, please contact **teap@baleap.org****.** If you wish to withdraw your consent at any time, please contact **teap@baleap.org****.**