

## Fact sheet

# Observation and feedback

Observation and feedback are highly effective forms of professional learning for both the observer and the person being observed. They are embedded in the VIT Inquiry process and this fact sheet offers guidance on how to ensure their effectiveness.



Observation forms part of the Inquiry process in two ways

- 1. The PRT must observe the practice of another teacher at least once as part of their own professional learning**  
They observe their mentor or another experienced colleague who holds full registration with VIT. This observation should be linked to the Inquiry's focus.
- 2. During the implementing phase, the PRT must be observed 3 times by their mentor and / or other experienced colleagues who hold full registration**  
The purpose of these observations is to provide feedback to the PRT about an aspect of teaching practice. Feedback is critical to the process and should be focused on supporting the PRT's Inquiry. This feedback may inform adjustments to the action plan to better meet the needs of the learners.

### Pre-observation conversation

Before an observation takes place, there should be a conversation to determine the focus and purpose of the observation (linked to the PRT's Inquiry). This allows the teacher being observed to give the observer some guidance which in turn allows the observer to provide targeted, evidence-based feedback. The observer can then consider whether any data tools would support the feedback for this observation.

Protocols for the observation and conversations should be set out early on and include

- what the observer will focus on
- whether or not the observer has any role in the lesson beyond observation and gathering data
- any data / measurement tools to be used that will support the observation
- identifying a time for a post-observation discussion as soon as possible after the observation.



Alyssa McKenna (registered teacher) with learners  
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## Observation

The observer attends the lesson and gathers evidence based on the already agreed focus. It's important that both people understand the observer is there to collect evidence that will later be used to provide targeted feedback, not to assess their teaching.

## Post-observation conversation

This follow up conversation is a crucial part of the process. Ideally this conversation happens as soon as possible after the observation; it should occur in a place where both people can talk and listen comfortably without disturbance.

PRTs should take the time to reflect after this conversation and then formally document their reflection. When documenting, the PRT must record the date of the observation, the name and VIT registration number of the observer.




## General points about feedback

Feedback is an important part of professional development. Feedback should take place within a professional environment and be viewed as a positive contribution from experienced teachers. Although the experienced teacher is providing the feedback, the PRT has identified the focus and how it relates to their own development.

Feedback provided to VIT by mentors and other education leaders in the workplace consistently confirms that the process enables mutual benefit. As well as the development of the PRT, observations and conversations can also help observers to improve their practice.

There is space to document observations and feedback in the evidence of professional practice template (available in [PDF](#) or [Word](#) format).

## VIT support

<p><b>Resources</b></p>  <p>register for a <a href="#">PRT seminar</a></p> <p>download <a href="#">PRT resources</a></p>	<p><b>Professional Practice team</b></p>  <p>comprised of teachers, the team is available at <a href="mailto:prt@vit.vic.edu.au">prt@vit.vic.edu.au</a></p>	<p><b>Online support</b></p>  <p>read our <a href="#">FAQs for PRTs</a></p> <p>explore our full suite of <a href="#">PRT fact sheets</a></p>
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