# What actions are involved?

## Phase 1: Pre-observation planning

- Establish and clarify focus of the observation, for example:
  - approaches, practices and strategies employed by teacher
  - the characteristics of effective pedagogies enacted by teacher
  - teacher decision-making – social, temporal and physical learning environments
  - age-appropriate pedagogies in a multi-age setting.
- Agree date/time and duration of observation
- Provide background and context for what will be observed, for example:
  - language rich and dialogic conversations/interactions during small group Science project in outdoor learning time
  - the explicit characteristic enacted by teacher during play-based learning
  - the temporal environment of indoor learning time – teacher decision-making
  - opportunities for children to collaboratively plan, co-construct and reflect on their learning (agentic characteristic) in a P-2 classroom.

## Phase 2: Classroom observation

- Single observing teacher (note multiple observers can participate, if agreed by all. See Learning walks tool), for example:
  - Prep teacher from neighbouring school
  - Prep teacher from Year Level Team
  - Prep teacher and teacher aide
- Observing teacher records data – what do the adults say, do, make and write, for example:
  - Age-appropriate pedagogies peer observation tool
- Discreet interactions between observing teacher and observed children and/or adults may occur if appropriate

## Phase 3: Post-observation debrief

- Occurs as soon as possible after observation
  - at agreed date/time
- Observing teacher shares data collected relevant to identified focus, for example:
  - transcripts of teacher conversations/interactions during small group Science project in outdoor learning environment
  - anecdotal observations of explicit characteristic as seen during play-based learning
  - outline of observed timings for group projects, transitions etc. (the temporal environment)
  - outline of plan-do-reflect cycle observed during observation of P-2.
- Observed teacher offers clarifying information relating to observing teacher’s focus, for example:
  - identify approaches, practices and strategies as shown in photographs
  - reflect on the explicit nature of play based learning as recorded in anecdotal observations
  - discuss teacher decision-making in relation to the temporal environment
  - discuss teacher decision-making in relation to groupings in P-2 classroom.
- Observing teacher reflects on observations in relevance to their own practice, for example:
  - Age Appropriate Pedagogies Conceptual Framework
  - Age-appropriate pedagogies for the early years of schooling: Explanation of terms
  - Characteristics of effective pedagogies: Questions for teacher reflection
  - Reflecting on early years learning spaces
  - Plan next steps – action to be taken using shared reflections to improve practice, next focus for observations, relevant professional learning required etc.
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<td>Establish and clarify focus of the observation (for example, approaches, practices and strategies)</td>
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<td><strong>Observations</strong> (for example, photographs of small group Science project in outdoor learning environment and interactions between children, Prep teacher, Prep aide, support staff)</td>
<td><strong>Reflections</strong> (for example, identify approaches, practices and strategies as shown in photographs using Age-appropriate pedagogies for the early years of schooling: Explanation of terms)</td>
<td><strong>Next step actions</strong> (for example, use shared reflections to engage with Balancing Pedagogies: A Framework to Guide Teacher Decision-making, to identify opportunities for a range and balance of approaches in future Science learning experiences)</td>
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</table>

**Background and context** (for example, small group Science project during outdoor learning time)

**Where can I find out more?**

**Website:**

**Email the AAP team:**
AAPedagogies.ECEC@dete.qld.gov.au

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