



'How-to' Guide VIDEOS OF PRACTICE

Viewing
practice from
a distance

WHAT IS VIDEOS OF PRACTICE?

- classroom practice is recorded and later viewed in part or in full as a means of observation of self and/or others
- focused on supporting the professional growth of individual teachers and their identified needs
- aims to support self-reflection and provide access to observation of others practice anytime, anywhere

WHAT ACTIONS ARE INVOLVED?

PHASE 1



Record classroom lesson/s using available technology

- length of recording based on pre-determined focus of the observation e.g. may be a specific aspect of the lesson or a specific practice being used

PHASE 2

Observe, individually or as a group, the video recording/s

- use a framework or strategy for agreeing what constitutes 'quality' practice
- use agreed protocols to support effective professional conversations
- develop observation skills prior to observing colleagues
- select observer/s based on intent of the observation e.g. a teacher may self-reflect on their own practice or a teacher and coach watch and discuss practice
- determine the number of videos to be viewed based on the agreed focus

PHASE 3



Conclude the observation conversation/self-reflection with a plan for action depending on the observation focus

- there may be a decision to trial new or refine existing teaching strategies
- focus may shift to another element of teaching



WHY VIDEOS OF PRACTICE?

- allows for single or multiple observers for one lesson
- videos can be available for review anywhere, anytime
- is a tool for self-reflection of classroom practice
- provides opportunities to highlight exemplary practice
- can be used to train teachers in specific instructional practices
- can be used to up-skill teachers in effective observation practices and quality professional conversations



WHAT DO I NEED TO CONSIDER?

- the availability and usability of technology
 - > seek advice from schools that have undertaken similar approaches; determine staff expertise in using technology to support set-up and implementation
- there are potential privacy concerns
 - > openly discuss staff concerns; ensure videos are stored and accessed securely and seek expert advice if required
- observations have the potential to be perceived as threatening
 - > consider starting with self-reflection and build opportunities for staff to work together with trusted colleagues before broadening the use
- there are many ways to implement and use Videos of Practice
 - > work with staff to agree on protocols and procedures and involve staff in the planning process

WHAT ARE THE KEY ELEMENTS?

- the use of Videos of Practice may be driven by the school as part of school-wide professional learning, or by small groups of teachers within the school or by individuals
- focused on local and/or individual issues
- shared agreement and use of protocols around observations and follow up conversations



Where can I find out more?

Can video with professional conversations improve teacher education? (Moyle, 2007)

Literature Review of the use of Video as a resource for professional development of mathematics teachers (Hall and Wright, 2007)

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