

Using the 'Rating Wheel'

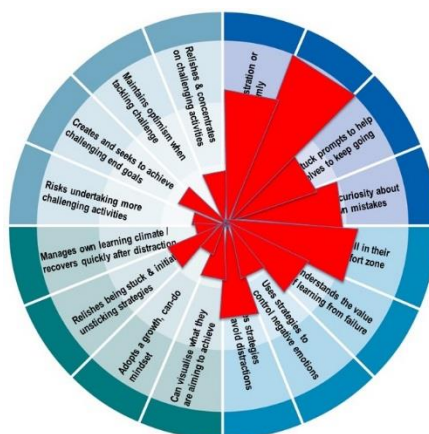
The 'Rating Wheel' is a lesson observation tool that focuses on resilient behaviours. Take a copy into lessons with you to record what you are seeing and hearing.

[NB The resilient behaviours become more sophisticated as you work clockwise from 1 o'clock.]

By its nature, this tool shifts the observation focus away from observing teaching behaviours to observing students' learning behaviours.

At the end of the observation, simply shade in each of the 16 segments depending on how evident the resilient behaviour was during the lesson. You might do this on your own, or in consultation with the teacher.

You could end up with something like this:



Don't read too much into any one observation – it is a snapshot of one lesson, and it may just be that students have a particular resilient behaviour but the lesson was such that they were not required to use it.

However once you have completed a number of such observations, patterns will begin to emerge. Some behaviours will appear to be exercised and secure in many lessons, while others are rarely or never observed.

If such observations are completed soon after the school's engagement with '*Re-energising*', they could form a baseline measure of your students' resilience **before** teachers have begun to intervene to improve such tendencies.

Completed again further down the line, the differences between later observations and the earlier ones will offer evidence of the impact of teachers' interventions.

Using the Lesson Observation Proforma

The Lesson Observation Proforma is a more formal observation tool than the 'Rating Wheel'.

The 12 aspects of resilience are organised in 3's – the first 3 relate to how students deal with being **Stuck**, the next 3 relate to **Managing Distractions** etc.

Moreover, the majority of these 'observations' will result from discussions with students and their teacher rather than by you simply 'looking around'.

The sheet below, which is part of the download is effectively a useful crib sheet! It suggests how the observer might complete the blank proforma. It identifies what might be observed, and critically what will need to be explored in conversation with some students and / or their teacher.

Are the students	Finding the evidence
Aware of unsticking strategies	Are 'stuck prompts' visible in display? Do students know that they are there? Can they give an example of when they have used the prompts?
Rewarded for effort over attainment	Listen for teachers praising / commenting on effort. Look out for comments in students' books relating to effort. Look for display that shows 'work in progress' rather than 'perfect solutions' or display that celebrates effort over attainment.
Allowed to fail in safety	Explore failure with students. Do they understand the importance of making mistakes and learning from these mistakes?
Relishing challenging material	This is two-fold. Firstly - Is the material sufficiently challenging. Secondly - Do students relish this challenge? Explore whether students prefer 'easy' success with relatively straightforward tasks or hard-won success after struggling with challenging material?
Working at/near the edge of their individual comfort zones	This is difficult to establish. Clearly there needs to be evidence of task differentiation so that students have the opportunity to access the material at different levels. This may require a conversation with the teacher.
Self-reliant in the face of difficulty	Explore what students do when they are finding the work difficult. Do they have another go, or try a different approach, or do they ask an adult for help?
Involved and on task	Is usually directly observable.
Engaging with enthusiasm	While you may be able to 'feel' / 'see' engagement, the issue here is whether this engagement is with enthusiasm or through compliance. Explore with students the extent to which they are enjoying what they are doing.
Maintaining focus when the going is tough	Look out for students who are wrestling with difficulty, keeping on task even when they are finding it hard. Equally, look out for students drifting off task when learning becomes tough.
Aware of what they are trying to achieve	Explore with students what they are trying to achieve, what a successful outcome will look like. Listen for answers relating to what they hope/expect to learn rather than a description of what they are expected to do (ie "answer these questions").
Trying hard to achieve what is required	Are students investing their efforts in meeting the learning intentions of the lesson? Are these learning intentions public and understood by students?
Interested in what they are doing	Explore levels of interest. Is the material relevant to students? Are they enjoying taking part? Does the material relate to their everyday lives?

In order to gain some kind of overview across a number of such observations, the school could decide to quantify the written evidence in terms of:

1. No evidence
2. Emerging – some positive evidence
3. Developing – plenty of positive evidence
4. Secure

The lesson observation proforma is an altogether deeper tool than the 'Rating Wheel', relying as it does on discussions rather than observations. Give yourself plenty of time to do justice to evaluating the evidence.

And – whether you choose to use the 'Rating Wheel' or the Observation Proforma, we strongly recommend sharing both with teachers **before** you use them as the basis for observation.