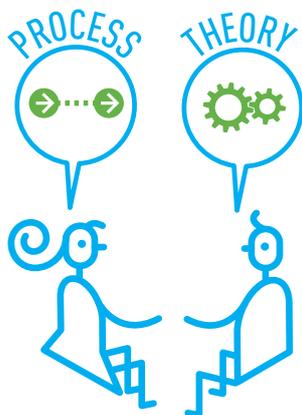


UNSEEN OBSERVATIONS

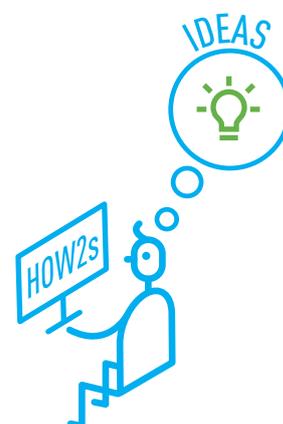
01 INITIAL MEETING

At the initial meeting, the coach clarifies the process of unseen observations. She explains that they are devoted to developing, not to evaluating, the teacher. The focus is on the teacher's own concerns and plans, not an external set of tick lists. The coach offers a partnership in planning and reviewing, not directly observing the teaching. Professional conversation is the platform for deepening the teacher's thinking about his practice.



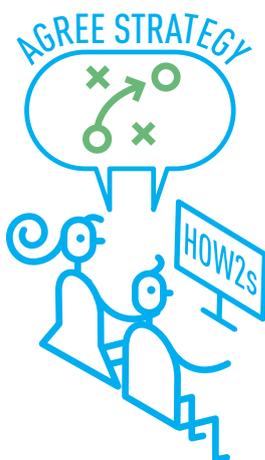
02 TEACHER PLANS LESSON

The teacher goes to the HOW2 app, searching for techniques that best fit his plans for the lesson in question. He keeps in mind the reasons for his choice of HOW2, linking his evaluation of his students, their learning needs and the challenge of the subject matter to be learned.



03 PROFESSIONAL CONVERSATION

The coach invites the teacher to explain his thinking regarding the links between his students, their learning goals and the chosen HOW2. By explaining his theory-in-action, the teacher adopts a critical view of his thinking and assumptions. Responding with requests for clarity and expansion, the coach encourages the teacher to fully explore their plans. Together they agree his strategy for the lesson.



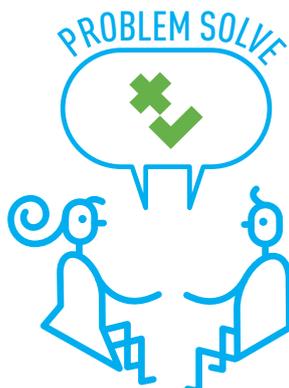
04 TEACHER TEACHES, UNOBSERVED

The teacher executes his plan in the lesson unobserved by his coach. He notes which parts of the plan work and which might need some adaptation.



05 PROFESSIONAL CONVERSATION

The coach asks the teacher to review his lesson. Areas to improve emerge, based entirely on the teacher's own reflection. Probing the teacher's initial theory-of-action, the coach will stimulate the teacher to question his assumptions and reasoning, asking for evidence for his conclusions. Together, they look for and agree tweaks to the original plan, building an iterative spiral of improvement.



06 TEACHER TEACHES, UNOBSERVED

The teacher executes his amended plan, unobserved once more. He notes the different impact of the agreed adaptations on the students. Engaged with his teaching in this way, the teacher builds a much stronger approach to self-evaluation, secure in the knowledge that the next professional conversation will again enrich his effectiveness.

