

Sub theme:

Observation and feedback methods and techniques

Observation as key development, assessment and evaluation tool on the Improving Teacher Education in Sri Lanka Project

by Lesley Dick

Abstract

In ‘Observation as key development, assessment and evaluation tool on the Improving Teacher Education in Sri Lanka Project’, Lesley Dick argues that observation of teachers and trainers is a key method in both developing and assessing their skills; it is also key to evaluating the impact of training input.

Improving Teacher Education in Sri Lanka (iTESL), an English language teacher education project running in Sri Lanka from 2017 to the present day, makes full use of observation. The project works in both pre-service and in-service teacher education sectors. In pre-service, the target group is the teacher educators of the National Colleges of Education (NCoEs); in in-service, the target group is provincial In-Service Advisors (ISAs) and the teacher educators of the Teacher Training Colleges, Teacher Centres (TCs) and Regional English Support Centres (RESCs). The paper argues that observation is one factor contributing to the project’s success. As a teacher educator project, observation and feedback methods and techniques firstly is one of the training modules; secondly the teacher educators experience continual observation and feedback on their own training, therefore experiencing a model for their own behaviour, and given the opportunity to practice during and post course; thirdly, in the cascade Continuous Professional Learning and Development for Teachers (CPLDT), ISAs conducted observations of teachers to demonstrate and evaluate the training impact. Observation results at all levels of the cascade were collected and used as M and E data.

This paper explores the use of observation in iTESL, arguing that it is both a key tool in teacher and trainer development and assessment and a key monitoring and evaluation tool in any teacher educator project.