

**MUNI 4.0: Quality control or teacher development? Reflecting on teaching observations (workshop)**

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**Workshop**

In an ever-changing and fiercely competitive global education sector, its main stakeholders are becoming fixated on the pursuit of leagues table rankings to differentiate themselves from their competitors. Paradoxically, this is often at the expense of a diminishing regard for true standards of excellence, or the genuine desire for knowledge acquisition and growth. Language Centres and teaching practitioners in an English for Academic/Specific Purposes (EAP/ESP) environment are not immune from this situation. In the case of well-functioning educational establishments, however, there is a recognition of the synergy needed between the core skills set that will ensure success, namely: managerial competence, dynamic co-dependence with trust between the employer and employee, and research-informed teaching.

One of the most anxious moments that teaching staff face, including at university level, is that of being observed for quality control purposes. This is particularly true when the observation outcome is high stakes, for instance, in cases where it is recorded as part of an official appraisal or performance development review, or when it is used to determine suitability for extensions to fixed-term contracts and/or future re-employment. What classically induces additional stress and anxiety for many observees is that, by default, most observers assume the position of an authority on pedagogy, thereby tending to act prescriptively in their assessment of the lesson(s) observed. Furthermore, their feedback then typically reflects the mindset that there is a specific approach for each teaching occasion. This inevitably disempowers teachers who are recipients of this form of what may sometimes be disparaging feedback as they are forced into a defensive position when attempting to justify their instructional decisions.

This workshop will take a situation-problem-solution-evaluation approach to examining the practice of Teaching Observations. It will invite attendees to reflect on personal experiences of workplace observations as the observer and/or observee before highlighting the main problems that are commonly reported in staff and quality development practices. It will then present a dual-pronged research-informed procedure for quality control and teacher development that was successfully developed and introduced at the University of Birmingham in the UK: at its launch in 2012, it was described by a team of British Council accreditation inspectors as 'pioneering'. Finally, workshop participants will be asked to evaluate the proposed teaching observation system and its accompanying report form before considering how it may be modified for use in Language Centres and other academic units within their HEIs.

Tento workshop se bude věnovat náslechům ve třídě a tomu, jak mohou být vedeny smysluplným způsobem, aby si z nich odnesli co nejvíce všichni zúčastnění včetně stakeholders. Jmenovitě jde o akademické instituce, učitele a lidi na náslechu. Konkrétně bude využit interdisciplinární přístup, který využívá životní zkušenost a náslechy určují, jak instituce věnující se výuce mohou zajistit a udržet vynikající kvalitu výuky jako součást procesu kontroly kvality a zároveň nabídnout učitelům opravdové příležitosti pro profesní rozvoj.

Primárním cílem tohoto workshopu bude prověřit, jak management v akademickém prostředí může být podpořen, aby hrál roli facilitátora v procesu náslechů, aby podporoval zážitkové učení na straně pozorovaných ve formě reflexivní praxe. Účastníci workshopu budou vyzváni, aby vyhodnotili vysoce úspěšné, prověřené a testované postupy při násleších, aby zvážili, jak mohou být tyto postupy využity v jejich domácím pracovním prostředí.

**Hasan Shikoh** has been in the teaching profession since 1997 and has taught/trained in 16 countries. Since 2008, he has worked at the University of Birmingham (UK) where his professional versatility is evidenced by the responsibilities accorded to him, including staff, programme and iVLE management; teaching; and multimedia branding/marketing. Prior to this, Hasan taught Creative Writing at the University of Warwick (UK). He has over 130 publications, the most recent being a chapter entitled 'Multimodal Authenticity in EAP' with Cambridge Scholars Publishing, and a short story 'Is there no Muslim amongst you?' in the literary magazine Fellowship & Fairydust, USA.