

VEO Europa: Newcastle University Case Study 2

Introduction

Case Study Teacher 2 (T2) is an experienced Maths teacher with 22 years' teaching experience. She has a B.Ed.

T2 was selected for a case study as a good example of a school-based mentor using VEO to observe trainee teachers and provide feedback and dialogue. This case study is also a good example of VEO changing practices and becoming embedded in the school context.

T2 is an Assistant Principal at her school and has responsibility for Initial Teacher Training. This means that she oversees the school placements of trainee teachers, supporting them through the practical aspects of their teacher training route. The school provides placements for trainees from different ITT providers, each with bespoke procedures, but all ultimately relating to the DfE Teacher Standards (<https://www.gov.uk/government/publications/teachers-standards>), which set the minimum requirements for teachers' practice and conduct.

T2 was new to using VEO and has, over time, incorporated it into her lesson observation and feedback process with the trainee teachers. She has also, with permission from the trainee concerned, used a VEO lesson observation as a teaching tool with a group of trainees, allowing comments made to one trainee to serve as learning points for his peers.

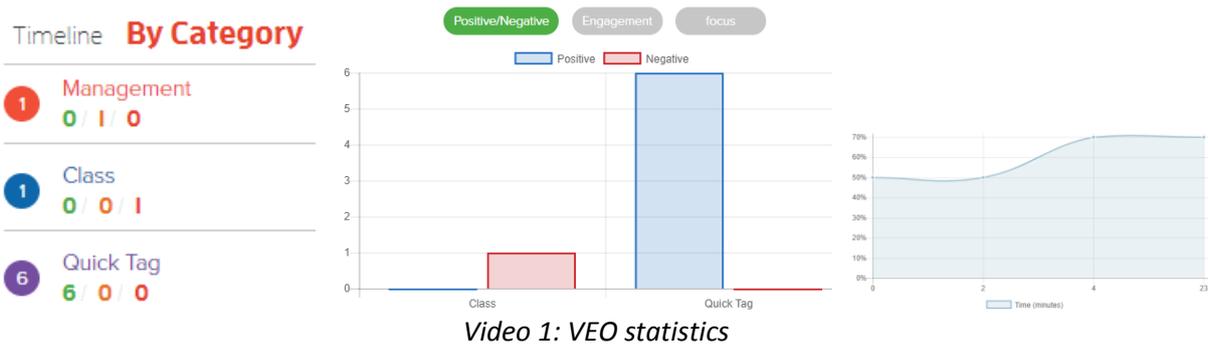
The Research Context

T2 teaches at a mixed, all-through urban school in the North East of England. In addition to teaching Maths up to GCSE, she is an Assistant Principal and responsible for trainee teachers at her school. Depending on the ITT provider, trainee teachers spend a period of time on placement at the school before changing to a placement in another school. T2 provides a bi-weekly group session for all trainees and carries out observations and feedback to an agreed schedule.

The VEO Story

T2 was recruited to the study through initial contact with her school. Involvement in the VEO Europa project was optional, although she was aware of VEO through one of the ITT providers. The ITT provider was trialling VEO separately and provided several iPads for T2 to use with the trainees, although these were not delivered until part-way through the project. T2 had use of one iPad through her school. T2 attended two VEO training sessions. The standard educational tagset was used for most observations.

Eight trainee lesson observation videos were shared by T2. Initially, T2 recorded lessons with minimal tagging, being unused to mediating the lesson observation through a screen. The quick tag was used, along with one movement of the engagement slider and two notes added at the review stage.



Two other early videos were tagged using different tagsets, which may have mistakenly selected at the start of the observation. One of the latest videos shows increased use of tagging and movement of the engagement slider. On a technical level, T2's videos show increased skill over time using VEO.

One feedback session was recorded by the VEO Europa research assistant where T2 carried out the feedback and dialogue process with a trainee in front of his peers. At this early stage, T2 was still new to using VEO and the mechanics of positioning the iPad and the observer, as can be seen in this transcript excerpt:

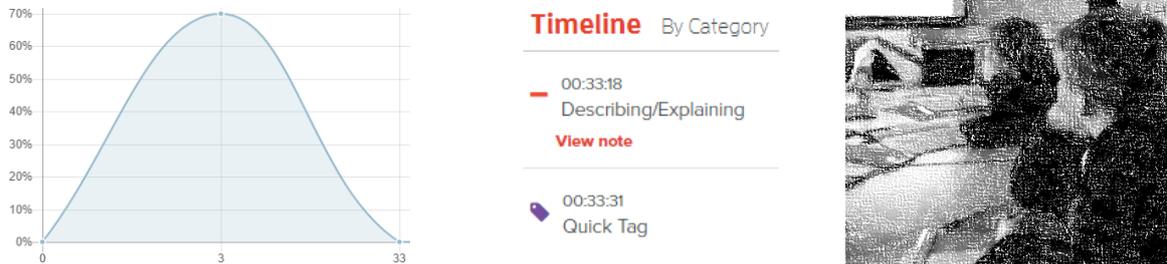
T2: Right then, shall we watch? Now, it took me a while to kind of put the iPad in the right place. What I liked about this was I liked the fact you were setting your room up for learning even though there were classes that has um... there were classes that had been in here before.

I'm just going to mute it, because um, I do know that I was having a bit of a conversation with um, (the other observer) at this time, haha, and it was possibly not relevant to... there you go, there I am moving around.

Towards the end of the project, T2 was more experienced in the mechanics of using the iPad and was making deliberate choices about its use in the observation. Here, she relates her reasoning process in relation to the positioning of the iPad in a lesson

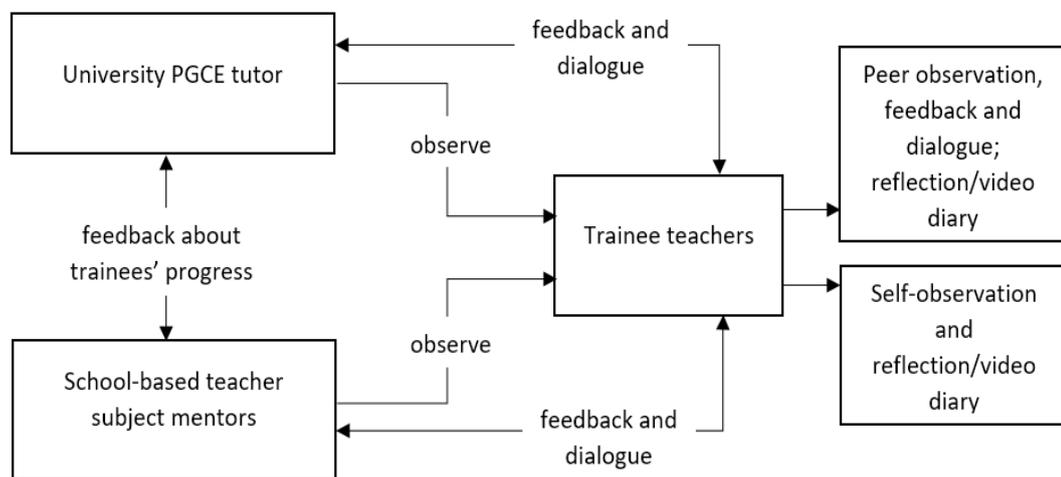
T2: I've deliberately chosen this angle so that (the trainee) can see what's going on with (the student). He thinks he's got the whole class engaged, but this lad has been sat there with his hand under his chin the whole time... in his own world...um, look, you can see he's still doing it here...there's no arguing with the evidence, hah. It's right here in front of him.

By 33:31 of the video, T2 has used the quick tag and the engagement slider to highlight the lack of engagement at this point in the lesson, demonstrating her developing skills with VEO. The statistics and image demonstrate the triangulation of the tagging of the key episode with the use of the engagement slider:



Video 6: VEO statistics and anonymised still frame

Diagram / visual representation of the way VEO was used in this school



Incorporation of VEO into practice

Having used VEO alongside the school’s normal trainee observation documents, T2 has now modified these documents to include VEO as part of the process and presented the changes to the subject mentors and senior colleagues in the school in preparation for full implementation in the next school year.

One aspect of this change of practice is the opportunity for the trainee to watch their lesson in the VEO portal and rate aspects of their own practice as Red, Amber or Green on the school observation document in relation to evidence for each strand of the Teacher Standards, citing from the video in order to corroborate their reflection.

A key part of the change is the transparency of having the video recording available for review by stakeholders in the process: the trainee, the subject mentor and the university tutor in case of any difference of opinion.

From a position as a novice user of VEO, but with a strong belief in the potential use of video technology for professional development and the benefits of reflection for improving teaching, T2

has used her involvement with the VEO Europa project as a catalyst for reviewing and revising the school's policy on lesson observation for early-career teachers.

Data informing the Case Study

- Pre-VEO questionnaire
- Eight lesson observation videos
- Three interviews
- One video of feedback session with trainees
- School's lesson observation documents
- Revised observation proforma documents
- Teacher standards