

NEW! This is what skilled teaching looks like in the classroom

Now teachers and school leaders can see, discuss and together develop the qualities that build skilled teaching for learning.

BRAVOLesson launches Sweden's first observation form which, with examples of concrete observable learning activities, describes different levels of teacher skills. The form is called *Teaching Skills in Practice* and is created and developed by Skolkompaniet and Fibbla Kompetens. It is based on their more than 1600 completed lesson observations and subsequent conversations with each teacher. It is also based on, among other things, the research that has been done on what students expect from their teachers as support for their learning.

Norrköping Municipality's development teachers who support teachers at schools in the municipality are the first to choose the new observation form for their school improvement.

Everyone who works with education around the world agrees on one thing: It is the teaching that has the strongest impact on students' learning. 100 million lessons are completed in Sweden per academic year. Every lesson counts and it's in the details. The teachers who create the most learning create 1.5 years of learning per academic year. Those who create the least only 0.5.

More and more schools are starting to focus on the quality of teaching. The National Agency for Education recently published material on its website on how to develop teaching. This is part of a change that has begun in this area in recent years. To evaluate how the teaching is really carried out, to look at it to see what it leads to, has otherwise proved to be something that schools and municipalities do not follow up when they carry out their quality assurance. This has been shown by several different studies over the past decade.

In Sweden, there has previously only been one evidence based observation form that schools have had access to. The Swedish Schools Inspectorate has removed that form from its website and instead replaced it with a list of "possible phenomena to observe"

- The new observation form means that school leaders and head teachers can become game changers by focusing on the question "Is learning taking place here right now?" Within the school's quality work, both changes and improvements can be implemented. But organizing a systematic focus on evidence-based skilled teaching in each classroom will be a paradigm shift for students' learning and teachers' job satisfaction, says Mats Rosenkvist, founder, BRAVOLesson.

For more information - see attachment or contact:

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The new observation form *Teaching skills in practice*

The content of the new form goes deeper than the Swedish Schools Inspectorate's observation form. It contains:

- ten concrete dimensions of evidence-based important dimensions of skilled teaching in two parts - *Learning Processes* and *The implementation of the lesson*
- more and richer examples of observable teacher activities = skills
- no assessment formulations (... to a fairly high degree, to a very high degree) but instead descriptions of the progression in skill in a matrix. See below.
- headlines/questions that stimulate reflective and formative didactic conversations with and between teachers.

Part 1. Learning Processes

- Objectives as a base for learning
- Learning environment
- The students' participation in learning
- Making the learning visible
- The use of response for learning

Part 2. The implementation of the lesson

- Lesson planning and implementation
- Teacher leadership in the classroom
- Support for students with **different** needs
- Use of routines
- Collaborative learning

For each of the ten dimensions there is/are:

- a summary of how it is linked to the national curriculum for primary, secondary and upper secondary school as well as for adult education,
- rich content with examples of why it is important according to Swedish and international research.
- examples of observable teacher activities described on four levels. See below.

5. The use of response for learning

Levels	Examples of observable criteria can be
Both the teacher and the students use feedback to develop learning in the classroom	<ul style="list-style-type: none"> • Students receive feedback from both the teacher and their peers during the work. • The teacher checks how the students understand the teacher's advice and support – students can then take advantage of the response and with the help of it develop their own learning. • Students are encouraged to respond to each other. • Teachers and students link the response to some form of aid, e.g. learning matrix
The teacher uses response in a way that develops students' learning	<ul style="list-style-type: none"> • The teacher provides feedback in a way that supports the students in their learning. • The teacher checks how the students perceived the teacher's advice and support – students can take advantage of the response and with the help of it develop their learning. • Students are not encouraged to respond to each other.
Students receive feedback, but in a way that does not develop their learning or work effort	<ul style="list-style-type: none"> • The teacher does not control how the students perceive the teacher's advice and support. • The students have not been taught how to take advantage of the response. • The teacher gives feedback during the lesson to the majority of the students. • The response from the teacher is not forward-looking in the learning process but more feedback to work already done. ("the doing" and not the learning)
Students do not receive a response from the teacher during their work	<ul style="list-style-type: none"> • The teacher gives no or very little response to the students during the lesson. • Students do not ask for feedback from teachers or peer students.