

Digital Observation and Remote Coaching

Teachers record their lessons for self-reflection or to share with professional development coaches. Coaches can be remote or in-person, pairing less confident or experienced maths teachers with experienced maths teachers.



Which challenges does the model address?

- **Teacher capability and confidence** – Observation of classroom teaching followed by self-reflection and coaching by a peer or specialist math teacher coach is a highly effective way for early career or out-of-field teachers to build capability and confidence in maths. However, many schools lack maths specialist teachers or struggle with the timetable complexity and cost of scheduling real time observation of teachers in the classroom.



Target Groups

The model is suitable for all maths teachers, especially out-of-field or early-career teachers of maths who are based at schools where there are no or few colleagues with strong maths experience to provide feedback and coaching.



How the model works

Teachers use a device to record secure videos of their teaching in classes. These videos are uploaded to a secure cloud storage system to ensure compliance with privacy laws is maintained. Teachers can then access these videos and edit or leave comments relating to their practice through software. Teachers can also share these recordings with their peers or coaches to use as the basis for feedback and assessment and use the recordings to access specialist maths teacher coaching remotely.

The model uses the following technology:

Hardware

- **Devices and stand** – The model requires a device and stand to place at the front and / or back of the classroom. Teachers can choose to use 1 or 2 devices depending on what perspective they want the video to have.
- **Voice recording** – The model requires the teacher or student to have access to voice recording hardware. This can be in the form of a microphone or dongle that attaches to the speaker.

Software

- **Store videos** – A cloud or device-based storage system can store videos for future use.
- **Comment function** – Software can allow for teachers to put time-marked comments against the videos to be specific about feedback or self-reflection.
- **Mark against rubric** – Software can allow for teachers or coaches to mark video performance against rubrics. Rubrics can be set for all teachers or customised by teachers.

Coaching

- **Live coaching** – Some software allows teachers to receive live, remote coaching via an earpiece and access live video recordings. Teachers can hear from coaches as they watch the class live or online.
- **Remote coaching and self-reflection** – Online video storage allows for coaching to occur remotely as coaches can view teacher performance online, rather than having to observe in person. Teachers can also reflect on their performance by watching videos.

Two examples of this model are [Swivl](#) and [IRISConnect](#).



Success factors

- Schools need a 'champion' to lead implementation of the model to encourage use and to pilot the model.
- Schools need a wider culture of accepting classroom observation and open feedback.
- Teachers need to have access to timely and responsive IT technical support when implementing the model.



Caution factors

- There are important privacy laws and regulations on the recording, saving and sharing videos of students that schools must be careful to comply with. Before adopting this model, it is essential that the school take steps to ensure compliance.
- To use the model well requires a significant proportion of teachers' professional development time. If insufficient time is allocated to the practice of recording lessons and then providing structured feedback, the positive impact will be less clear.
- Some teachers may initially be nervous about being filmed or resistant to recording their classroom practice.
- Teachers also require access to reliable internet connectivity to use the model, though this does not need to be in the classroom itself. Videos can first be recorded on to the tablet or phone and then uploaded to cloud at a later time for review and feedback.



Cost

There are three types of cost associated with the model:

Type of cost	Frequency	Amount
Hardware cost	Upfront, one-off cost	\$750-\$1200 per set
Software cost	Recurring cost	\$50-\$150 per teacher p.a.
Implementation and support cost	Recurring cost	Varies