GOODPUSH

Observation Feedback Form

Site and Curriculum	
Session and Date:	
Educator Names and Positions:	
Observer Name:	

What Worked Well

Notes: _____

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Areas to Work On

What would you do differently next time? Focus on improvement, not weakness.

Notes: _____

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GOODPUSH

Notes on Observing Students and Educators:

1. **Observing Students**

- Safety: How safe is the ratio of students to educators/helpers in the class? (8:1 maximum in the skatepark and 12:1 maximum in the classroom). Is safety gear worn?
- Inclusion: How inclusive is the class? Does everyone have the chance to contribute equally, or are there some favourites or students who dominate the group?
- Participation: How engaged are students? Do students get a chance to speak, do activities and ask questions (Q&A time)? Is anyone left out, or bored?
- Understanding: How clear is the lesson to students? Does anyone look confused? Can students demonstrate having learned something new at the end of the lesson?
- Wellbeing: How comfortable are students? Do they look happy or scared in the class?

2. **Observing Educators**

- Preparation: How confident and prepared for the lesson is the educator? Do they understand the lesson well?
- Inclusion: How well is the Educator teaching to all learning levels or ages in the group?
- Communication: How kind is the educator's tone of voice? Are they being patient, and not raising the volume of their voice? Does the Educator speak too fast or too quietly? Is the language level appropriate for the group?
- Activities: How balanced is the lesson between the Educator talking, and students doing activities? (at least half of the time should be for activities)
- Space: How creative is the educator with the space? Eg. Sitting on the floor, moving desks, making small groups, going outside.
- Teaching: How well does the Educator find out what the students already know about something at the beginning of the lesson? How well does the Educator help the class feel comfortable with a new topic?
- Behaviour Management: How is the Educator managing student behaviour? Is positive discipline used?
- Sensitivity: How are sensitive discussion points (e.g. religion, sexuality, politics, war, human rights) managed? Are possible answers anticipated?