

Observation checklists: **continued**

4B Observation of library staff in teaching/training role

Target group:	School library staff involved in teaching; adaptable for any library staff undertaking teaching/training
Method:	Structured observation to identify the effectiveness of the teaching/training

	Strong	→	Weak	
Knowledge/ability/awareness shown:	Good	Satisfactory	Limited	Little or none
Shares clear learning objectives for the lesson with the pupils.				
Shows knowledge and understanding of research and study skills, uses of ICT, and of reader development, as appropriate.				
Uses a variety of methods appropriate to the learning objectives of the lesson and to the ages/abilities of the pupils.				
Uses appropriate language and communicates clearly.				
Manages the group and individual pupils well.				
Is able to engage pupils.				
Challenges all pupils to perform well, when appropriate.				
Encourages pupils to overcome difficulties.				
Responds to the needs of individual pupils as they arise.				
Insists on high standards of behaviour.				

Not all of these aspects of ability/awareness will be demonstrated in one teaching session. The observer should select (with the observation subject) in advance which of these elements to concentrate on and assess in a session (a maximum of six elements per session is advised).

Observation can be conducted by another member of library staff, a teacher with who you feel comfortable or a member of Schools Library Service staff.

This checklist can also be used as a self-evaluation tool.