

Noticing Notes: Scaffolding use of Clips from the Classroom

Video exemplification is a powerful tool for exploring decision-making in authentic classroom contexts. However, evidence suggests that, to realise its full potential, it is important to support colleagues to engage in reflection, dialogue and ongoing analysis (Van Es et al, 2014). This document outlines possible actions for facilitators when seeking to support analysis of video during professional development. Whilst not intended as an exhaustive list or checklist, we hope that this provides a starting point for facilitators when considering how to better promote exploration and discussion of classroom practice in PD.

Dos and Don'ts

Do	Don't
<ul style="list-style-type: none"> ✓ Watch the whole video without interruptions first, before then re-watching and pausing to examine specific elements in greater detail. ✓ Identify points of interest in advance so that you are ready to facilitate discussion around these points of interest if they are not raised by colleagues themselves. ✓ Provide a transcript of the video where possible to increase accessibility and allow colleagues to refer back to specific points in the video to facilitate their understanding and discussion. 	<ul style="list-style-type: none"> ✗ Show a video without introduction and scaffolding. Instead, outline the context and share the focus and purpose of the video to encourage buy in and engagement. ✗ Feel that you need to intervene. Standing back and listening to discussion is a powerful means of finding out what colleagues know and understand, and can help inform future action. ✗ Rush. It can take time for colleagues to feel comfortable discussing the practice of others, and to develop the required skills of reflection, dialogue and ongoing analysis. To get the most out of the learning that video can offer, it can also be important to slow down and consider the details exemplified in a video before moving on.

Useful sources

Those seeking to find out more about using video in professional development may find the following sources useful:

- Ramos, J. L., Cattaneo, A. A., de Jong, F. P., & Espadeiro, R. G. (2022). Pedagogical models for the facilitation of teacher professional development via video-supported collaborative learning. A review of the state of the art. *Journal of Research on Technology in Education*, 54(5), pp.695-718.
- Van Es, E. A., Tunney, J., Goldsmith, L. T., & Seago, N. (2014). A framework for the facilitation of teachers' analysis of video. *Journal of Teacher Education*, 65(4), pp.340-356.

Purpose	Action	Examples
Introduce the video	Contextualise the video by providing information about the lesson or context, and a rationale for watching this, to help teachers make sense of the clip.	<ul style="list-style-type: none"> This is a lesson from a school in ... on ... Here, the teacher is using ... to ...
	Launch initial discussions using open questions to gain insight into teachers' early thinking and interpretations.	<ul style="list-style-type: none"> What interesting moments stood out to you? What did you notice?
Facilitate focused and productive discussions	Highlight any important events or interactions in the video not already identified by teachers.	<ul style="list-style-type: none"> What did you think about...? What was meant by...? How did this influence...?
	Focus attention on any noteworthy ideas raised by teachers.	<ul style="list-style-type: none"> I think you're highlighting that... This is an important point.
	Use probing questions to prompt colleagues to expand upon initial responses and explain their reasoning.	<ul style="list-style-type: none"> Can you tell us more about that? I'm not sure I understand your idea. Can you explain what you mean?
	Clarify colleagues' ideas to ensure shared understanding.	<ul style="list-style-type: none"> So, what you're saying is that...? I think your point here is that...
	Offer explanations of events and decisions made in the video to model interpretation and analysis.	<ul style="list-style-type: none"> I was thinking that they might have... because... I wonder if this could mean that...
	Challenge ideas raised to demonstrate the benefits of exploring multiple interpretations and explanations of the video.	<ul style="list-style-type: none"> You could be right, but I was wondering... That's interesting. I interpreted this a bit differently and thought that...
Maintain focus	Redirect attention back to the video when needed.	<ul style="list-style-type: none"> Can we just go back to the video for a moment? Going back to the video, I wondered what you thought of...
	Signpost evidence – either from the video, or other sources – to support or challenge points made in discussion.	<ul style="list-style-type: none"> What did ... say earlier in the video? Could that also support this idea? Could this connect with the evidence we looked at earlier?
	Identify connections between discussions of the video content and wider discussions in other elements of PD or prior learning.	<ul style="list-style-type: none"> So, this is similar to what ... was talking about earlier? What do you think your pupils would do if they were in this situation?
Promote collaboration	Stand back to allow colleagues time to pursue ideas together.	<ul style="list-style-type: none"> Not interjecting when the group is exploring an idea. Observing discussion and considering future actions.
	Invite participation to ensure that all colleagues are included in discussion.	<ul style="list-style-type: none"> ..., it looked like you wanted to say something? What do others think about that idea?
	Validate colleagues' ideas to encourage participation.	<ul style="list-style-type: none"> That's an interesting point. I hadn't thought of that. That could be it!

Adapted from Van Es, E. A., Tunney, J., Goldsmith, L. T., & Seago, N. (2014). A framework for the facilitation of teachers' analysis of video. *Journal of Teacher Education*, 65(4), pp.340-356.