

Leading Conversations That Change Culture

When lesson observations are designed to change culture rather than just practice, the goal shifts from evaluating teaching to understanding beliefs, intentions, and decision-making.

 Before the Observation – Setting Purpose and Intent	
These questions help surface teacher thinking and align around beliefs about learning.	• What do you hope students will learn (not just do) in this lesson? • How will you know that every student has learned it? • How do you anticipate for different learners, and how are you planning to support them? • How does this lesson connect to our shared belief that every child can learn? • What does success look like for you in this lesson?
 During the Observation – Looking Through a Cultural Lens	
These prompts guide what the observer pays attention to, focusing on inclusion, mindset, and agency.	• Whose voices are heard in the classroom? • How are students being supported to take responsibility for their learning? • How is the teacher responding to differences in readiness, interest, or need? • What assumptions about learners seem to be shaping the teacher's actions? • Is there evidence of high expectations for all students?
 After the Observation – Dialogue for Growth and Culture	
The post-observation conversation is where transformation happens.	• What surprised you about how the lesson went? • What did you notice about how different learners responded? • How did your decisions reflect your beliefs about how students learn? • Were there moments when you adjusted your approach? What influenced that decision? • How might we support a culture where every learner, including teachers, feels safe to take risks and grow? • What would it look like if we extended this belief about inclusion and high expectations across the whole school?

Before the Observation – Setting Purpose and Intent

These questions help surface teacher thinking and align around beliefs about learning.

- What do you hope students will *learn* (not just *do*) in this lesson?
 - How will you know that *every* student has learned it?
 - What challenges do you anticipate for different learners, and how are you planning to support them?
 - How does this lesson connect to our shared belief that *every child can learn*?
 - What does success look like for you in this lesson—beyond the learning objective?
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 - How is the teacher responding to differences in readiness, interest, or need?
 - What assumptions about learners seem to be shaping the teacher's actions?
 - Is there evidence of high expectations for *all* students?
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- What surprised you about how the lesson went?

- What did you notice about how different learners responded?
- How did your decisions reflect your beliefs about how students learn?
- Were there moments when you adjusted your approach? What influenced that decision?
- How might we support a culture where every learner—including teachers—feels safe to take risks and grow?
- What would it look like if we extended this belief about inclusion and high expectations across the whole school?