**WHAT IS PEER OBSERVATION?**

- Teachers observing each other’s practice and learning from one another
- Focused on teachers’ individual needs and the opportunity to both learn from others’ practice and offer constructive feedback to peers
- Aims to support the sharing of practice and building awareness about the impact of own teaching in order to affect change

**WHAT ACTIONS ARE INVOLVED?**

**PHASE 1**

**Pre-observation meeting**
- Identify focus of the observation
- Agree date/time and duration of observation
- Provide background and context for the lesson that will be observed

**PHASE 2**

**Classroom observation**
- Single observer (note multiple observers can participate, if agreed by all)
- Observer records data — what the teacher and students say, do, make and write
- Discreet interaction with observed teacher and/or students may occur if appropriate

**PHASE 3**

**Post-observation debrief**
- Occurs as soon as possible after observation
- Observer shares data collected relevant to the identified focus
- Observer and teacher share reflections looking at connections between data collected and the teaching and student learning in relation to the teacher’s focus
- Observer poses questions to prompt further development
- Observer reflects on observations in relevance to their own practice
- Plan next steps — action to be taken using shared reflections to improve practice, next focus for observations, relevant professional learning required etc.

**WHAT ARE THE KEY ELEMENTS?**

- Focus on the needs of the individual teacher informed by their students’ needs
- Agreement on protocols
- Trust between the teachers observing and being observed
- Mutual commitment to the sharing and ongoing development of practice

**WHY PEER OBSERVATION?**

- Provides opportunities to discuss challenges and successes with trusted colleagues
- Supports sharing of ideas and expertise among teachers
- Builds a community of trust through opening classroom practice to a wider audience
- Encourages openness and sharing of practice with a focus on improving impact on learning

**WHAT DO I NEED TO CONSIDER?**

- There are many ways to implement Peer Observation
  - Work with staff to agree protocols and procedures and involve staff in the planning process
- Can be used for summative judgement of individuals
  - Support staff to provide improvement focused feedback that is based on evidence
- A focus on professional growth should be maintained
  - Provide opportunities for early career teachers to learn from more experienced teachers
- Can be perceived as threatening
  - Teachers could self-select peers when undertaking classroom observation for the first time

**Where can I find out more?**

Rethinking Classroom Observation (Grimm, Kaufman and Doty, 2014)
Teachers Observing Teachers: A Professional Development Tool for Every School (Education World, 2014)