

Protocols and Procedures for Peer Observations:

Peer observation is about teacher's observing each other's practice and learning from one another. It is focused on teacher's individual needs and the opportunity to both learn and offer constructive feedback to peers.

Through peer observation we aim to share practice and build awareness about the effectiveness of our own teaching in order to affect change.

Only by prior arrangement will there be more than one observer or coach in a classroom at any one time.

Observer as Learner

The observer's only purpose is to learn how to improve his or her own practice. The duration of the observation is determined by the observer, as long as this is fine with the person being observed. Peer observation is never meant to be an evaluative process.

The time involved may also be reduced if neither party desires a pre-observation conference.

Pre-Observation Discussion

A pre-observation discussion will help to orient the observer as to what will be happening.

Observation

The observer focuses on whatever she/he wishes.

Debrief

The observer often asks the observed questions that might help them better understand the choices made by the observed. The observer often shares an insight or other learning that occurred as a result of the observation, and thanks the observed teacher for sharing her practice.

Note: Given the potential feeling of vulnerability on the part of the observed in any situation, and especially in a situation such as this where the observed may have little idea of what the observer is focusing on, it's important that the observer try to ask questions during the debriefing in a way that does not put the observed on the defensive.

Observer as Coach

Receiving real feedback can be threatening to the receiver; therefore an important principle in this process is that at all times the person who is being observed is the one who is in control of the situation.

Guidelines

- Each person should choose the person with whom they will work. They should agree to take turns being the observer and the observed.
- The pair should establish ground rules for giving and receiving feedback.
- For example: "Our observation data/ information / discussion will remain confidential"; "We will meet to follow up on the observation as soon as possible of the observation."

- The person asking for feedback specifies the areas in which they want feedback.eg
 - In what ways am I making effective use of visual support material?
 - Am I supporting student engagement by delivering 6:1 positives for all students?
 - What evidence did you see for effective implementation of a differentiated curriculum being delivered?

- The observer, armed with a short list of what to look for from the person being observed, comes and watches the class or meeting for a short time (up to 15-20 minutes at first, longer as the pair becomes more comfortable with both observation and feedback).
- The two people meet afterwards — *undisturbed*. During this meeting:
 - The partners should sit with the data/ information / discussion between them.
 - The observed should refocus on the questions s/he asked. That is, reflect on the questions in light of the data / information brought back by the observer.
 - The observer should share the things s/he saw, heard, and tracked rather than what s/he thought about them.
 - There should be some talk of what did and didn't happen and how the observed could make it happen next time.
 - The observed should encourage the observer to reflect on the relevance of the data / information to the questions.
 - Both observer and observed should watch for defensive behavior.
 - The observer should check for signals to see if the other has had enough.
 - End on a positive: the observer should provide a comprehensive outline / summary of the positive / outstanding practice/s observed.

Date Implemented	
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References	