

Peer Observation 2010-11

Feedback on Peer Observation 2009-2010

Last year's Peer Observation logs continued to highlight the positive impact of Peer Observation on teaching at CVC and its value as a CPD practice. From the returns it was seen common patterns of response, some of which are listed below:

- **Inter-departmental** exchange on aspects of curriculum content and delivery style was inspiring and useful to many
- Sharing of individual and departmental approaches to issues of **gender in teaching & learning** increased understanding of pupil capacity and raised expectations
- The impact of **well-structured group work** struck many observers who can appreciate how this strategy can have a positive effect on:
 - pupil self-esteem
 - pupil performance
 - pupil behaviour
- Awareness of the **value of skilful teacher questioning** was enhanced by witnessing excellent discussion lessons

When talking about the impact of peer observation on their practice, teachers observed the following:

"This lesson challenged my own expectations of the behaviour and learning of boys considered 'lower ability', encouraging me to raise my expectations of their effort and motivation in class."

"Use in my own literacy lessons, particularly as I am a non-English specialist"

"Using method observed in my own subsequent lessons to create climate of joint enterprise between students and between the teacher and the class."

"Data presentation and interpretation is an important element in the supporting of students through the controlled assessment and we are very pleased to have the help of the statistics teachers with this process."

"The waiting time given to students in order to come up with the answer, or the chance for them to check something in their pairs. This paid off and gradually the waiting time was not needed or was at least a lot less."

"Using the IWB allows teachers to create customised learning objectives from a range of existing content and adapt it to the needs of the class. In the near future I would like to use the IWB as a teaching tool."

"The way she uses close questioning and encouragement to draw out the ideas from the complicated language."

Plans for Peer Observation 2010-2011

We would like to highlight the Peer Observation programme early this year and encourage departments to establish plans for the year at the department meeting on **Tuesday 28 September**. There are a number of models, which individual departments could choose to follow:

- A continuation of plans started during 2009-10
- An intra-department observation programme
- An inter-department observation programme (perhaps working in intra-department pairs/trios and utilising department audits completed during 2009-10, see over. Where individual contacts for observations are not given, please liaise with the relevant HoD)
- Teaching & Learning framework

Following the departmental meeting on **Tuesday 28 September** it is hoped that HoDs will confirm their department's plans by email to Eve Baxter by **Friday 1 October**, using the template provided below.

Thank you.

Mary Martin and Rachel Hawkes
September, 2010

Department:	
Head of Department:	
Peer Observation plans for 2010/11	
Model(s) chosen:	
Areas of focus:	
Staff pairings:	

Peer Observation Models

Coaching Model:

Staff choose to develop further a particular skill or strategy in collaboration with someone they believe already uses that skill or strategy effectively in their teaching.

Staff would use collaborative planning time to specify the skill or strategy and discuss how best to introduce or implement it, with a particular class or lesson in mind. Lesson observations used to develop the skill or strategy further.

Intra-department Model:

Staff work on the collaborative planning of a lesson or topic, with a specific skill-based focus in mind.

Lesson observations used to co-evaluate teaching and learning and could lead to developing the lesson, or topic, skill or strategy further.

Inter-department Model:

Staff identify a common theme or strategy (even possibly a common cohort of pupils) and discuss it, with a particular lesson/class in mind.

Lessons could be planned independently and/or jointly, as appropriate.

Lesson observations with the common theme as the focus could lead to developing the strategy further.

Touring Model:

Staff take part in both inter- and intra-department collaborations, with members of each department forming pairs/trios around key areas of interest/development.

Pairs/trios then 'tour' other departments to stimulate ideas from existing practice around the school (this could be ascertained by carrying out an audit of practice).

Pairs/trios incorporating key findings from their inter-department observations into a collaboratively planned lesson(s).

Lesson observations carried out by members of the pair/trio should lead to developing the area of interest further.

PEER OBSERVATION LOG SHEET

Name of Teacher observed:

Department: Class: Period:

Teacher Observer: Date:

Focus for Observation:

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Three things I found interesting/useful about the lesson for myself:

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Issues for follow up/possible research, if any:

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Impact on practice:

(e.g. Intra-department discussion of external observations, follow-up research, subsequent lesson taught using key ideas, modifications to scheme of work, new assessment practice, etc.)