



Teacher peer OBSERVATION TOOL



Teacher peer observation tool

Are you collaborating with colleagues to develop young people's 'participation with purpose' in your classroom?

Would you consider observing each other's teaching practice and reflecting together on what appears to be working well and how it might be improved?

This observation template is designed to support teachers who are working together to build young people's '*participation with purpose*' in their classroom. Teachers can use the template in their observation of a colleague's teaching. The material arising from this observation is then used to support a feedback/reflection conversation with their colleague following the lesson observation.

STEP 1.

During the lesson, your colleague observes the lesson in order to provide constructive feedback and act as a critical friend in a joint reflection after the lesson.

STEP 2.

Following the lesson, your colleague will invite you to reflect on what went well and what area(s) you think you would like to improve. This conversation should be based on the areas included in the observation template below.

STEP 3.

Your colleague will then give their feedback about the lesson using the observation tool below to support the conversation.

STEP 4:

Consider together next steps because in observing another's practice, there is often learning for both the observing teacher and the teacher being observed

APPENDIX 1:

Teacher peer observation tool¹

STUDENT VOICE AND AGENCY IN THE CLASSROOM

Teacher: _____ Date: _____

Co-operating colleague: _____

STUDENT VOICE	Indicate on a 1-5 scale where 1 is Never and 5 is Always					EVIDENCE
	1	2	3	4	5	
Students' views are valued in this classroom						
The voices of all students are heard.						
Students take ownership of their learning in different ways						
Students have opportunities to reflect on and talk about their learning.						
Students are encouraged to take responsibility for their learning						
Students are encouraged to take responsibility for their behaviour						
Relationships between students and teachers are open and trustful.						
Students are engaged in self and/or peer assessment						
Teacher invites and listens to students' feedback						
Students are actively involved in the design of learning experiences and assessment						
Students sometimes take on teaching roles						
Students work with one another – listen to one another and respect different views.						
Students are motivated and engaged in learning.						

¹ Adapted from a resource developed by the National Education Institute Slovenia (Zavod Republike Slovenije za šolstvo). Research Project Material of NEI Slovenia – Formative Assessment (2016-2017).