**Appendix 2A** **Teaching and Learning Peer-to-Peer Classroom Practice**

**Rationale**

Teachers need to visit one another's classrooms on a regular basis to observe instruction and then discuss teaching practices with the teacher they visit. This practice is intended to be peers helping peers. Leaders and teachers must guard against it becoming an evaluative process where judgments are made about a teacher’s competencies.

Mutual respect and trust are pillars of this activity because teachers need to be comfortable with sharing their successes in the classroom, as well as their struggles.

In this model a single teacher and another experienced colleague (SLT / LLP) will start by visiting a colleague's classroom to observe, take notes, and engage in one-on-one discussions about what was taught, how it was taught, and what students learned.

The purpose of these structured classroom observations is to build the knowledge and skill of participants and to help translate knowledge into practice.

They are also intended to provide feedback to teachers and the school on instructional practices they are trying to implement or improve.

**Step 1 Focus**

The focus of the observation can be an instructional problem or challenge experienced by year group or phase teachers in their classrooms. The focus can also be on new curriculum, scheme implementation or pedagogy where teachers are trying to align new content, instruction, and learning or assessment practices.

**Step 2 Observation**

Observers are given clear direction on what they can expect to observe during their classroom observational visits, or what the instructional problem appears to be. It will be useful to have a copy of the lesson plan and medium term planning, individual learning plans, pupil groups or prior assessments.

Observers take notes while observing the instructional practices. Teachers who are observing the lesson are asked to record where practices are consistent with expectations, where there are inconsistencies with expectations, and ideas for improvement.

If the observee is trying to analyse an instructional problem, the observer is asked to record their observations and why they believe the problem is occurring.

**Step 3 Debriefing**

Teachers who participated in the classroom observations gather to discuss their perceptions and to begin talking about feedback and possible suggestions or solutions for improvement. There are usually questions to guide these discussions, similar to the following:

• What did we observe? What went well (WWW)? What would be ‘Even Better If …’ (EBI)?

• Why was this happening?

• Where was the teacher consistent with their expectations of children’s learning? Where was the teacher inconsistent with expectations of children’s learning?

• What impact did the teacher’s teaching have on the children’s learning?

• What impact did the teacher’s instruction have on the children’s engagement?

• What suggestions do we have for strengthening the teaching or the learning?

**Step 4 Reporting**

This is typically done in a 1:1 meeting between the teachers and other professional will draw out patterns or be able to gain a common understanding of the instructional strengths and challenges across classrooms.

**Adapted from A Comprehensive Framework for Continuous School Improvement June 2013** September 6, 2016 | Author: Paula Richardson [[PDF] A Comprehensive Framework for Continuous School Improvement June 2013 - Free Download PDF (silo.tips)](https://silo.tips/download/a-comprehensive-framework-for-continuous-school-improvement-june-2013) (**School Improvement Strategy Nova Scotia)**

**Suggested Focus Areas:**

|  |  |
| --- | --- |
| **Classroom culture:**   1. The environment for learning 2. The psychologically safe classroom. 3. Positive relationships 4. Routines and expectations 5. Relational approaches to behaviours / use of policy 6. Presentation | |
| **Planning**   1. Secure subject knowledge 2. Starting points based on assessment 3. Task design and scaffolding | **Delivery**   1. Clarity of modelling 2. AfL – checking and adjusting course 3. Well sequenced – across the week and during the lesson 4. Vocabulary |
| **Questioning and Feedback**   1. To move learning on 2. Check for understanding 3. Live marking 4. AFL | **Retrieval**   * Daily review * Last week last month last year * Strategies used * Is it relevant? |

**2b Peer Observation Recording Form**

**\*when working with the proforma below, the shaded area should be completed between peers before the start of the observation period.**

|  |  |  |  |
| --- | --- | --- | --- |
| Team or Pair Peer Observation Form | | | |
| Teacher observing: |  | Teacher being observed: |  |
| Class name: |  | Number of adults: |  |
| Before the lesson | | | |
| Focus of the observation /  Identified challenge: |  | | |
| What can we expect to see?  What are the children learning? Why this? Why now?  Who is/are the focus group/s?  What is the task variation?  How are children grouped?  What are the resources? For Whom? Why?  Where are other adults working if available? Why?  How will the lesson start, develop and end?  What are you expecting pupils to produce by the end of the lesson? |  | | |
| Learning objective: |  | | |
| Success criteria: |  | | |
| During the lesson | | | |
| What did we observe?  What went well (WWW)? Even better if (EBI) |  | | |
| Why was this happening? |  | | |
| Where was the teacher consistent with their expectations of children’s learning? |  | | |
| Where was the teacher inconsistent with expectations of children’s learning? |  | | |
| After the lesson | | | |
| What impact did the teacher’s teaching have on the children’s learning? |  | | |
| What impact did the teacher’s instruction have on the children’s engagement? |  | | |
| What suggestions do you have for strengthening the teaching and/or learning? |  | | |