

Peer Observation Guide for Teachers

Phase	Type		Themes
<input checked="" type="checkbox"/> Early	<input type="checkbox"/> Strategy	<input checked="" type="checkbox"/> Collaboration & teamwork	<input checked="" type="checkbox"/> Professional development & support
<input checked="" type="checkbox"/> Implementation	<input checked="" type="checkbox"/> Tool	<input type="checkbox"/> Curriculum	<input type="checkbox"/> School structures & organisation
<input type="checkbox"/> Consolidation		<input type="checkbox"/> Design affordances	<input type="checkbox"/> Spatial competencies
		<input type="checkbox"/> Design & process	<input type="checkbox"/> Student experience
		<input type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Teacher experience
		<input type="checkbox"/> Leadership & change	<input type="checkbox"/> Technology
		<input type="checkbox"/> Pedagogy	<input type="checkbox"/> Time

What does this do?

Peer observation, feedback and reflection: A practical guide for teachers was developed by the Victorian Department of Education and Training, Australia to introduce school leaders, principals, and educators to peer observation as a strategy to enhance student learning. The guide includes advice on how to set-up conditions for successful peer observation and establish a school culture where peer observation becomes part of the norm. It also offers valuable techniques for peer observation and advice for both the educator being observed and the educator who is observing. Examples and links to additional resources are provided.

How can it help?

Educators can follow the steps described in the guide for observing each other’s spatial practices. Self-reflection and exchange of feedback between the participating educators can assist them to identify effective use of their learning spaces and address any challenges they may be facing. The guide can also be used by educators who are transitioning to a new learning space to observe peers who have more experience in teaching in an innovative learning environment.

An example in practice

The Australian Science and Mathematics School organises peer observation ‘rounds’ to provide their staff with opportunities to learn from each other about how to maximise use of innovative learning environments. Both the observer and observee benefit from the experience of seeing and reflecting on how their peers navigate challenges of using their learning spaces.

Where can I find this?¹

The guide is available for download from the Victorian Department of Education and Training website:

https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/Peer_observation_feedback_and_reflection_practical_guide_for_teachers.pdf

[Correct as at 15 April 2020].

1. All Spatial Transition Pathway ‘Strategies and Tools’ are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au

