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| **Learning From Each Other**   * Aims to support the sharing of practice and building awareness about the impact of our own teaching in order to impact change * Teachers observe each other and learn from one another * The model is focused on the teacher’s individual needs and the opportunity to learn from others’ methods and constructive feedback | | | |
| **Why Peer Observation?**   * Provides opportunities to discuss challenges and successes with trusted colleagues * Supports sharing of ideas and expertise among teachers * Builds a community of trust through opening classroom practices to a wider audience | | **What are the Key Elements?**   * Focuses on the needs of the individual teacher informed by their students’ needs * Agreement on protocols * Builds trust between the teachers observing and being observed * Developing a mutual commitment to the sharing and ongoing development of best practice | |
| **Phase One: Pre Observation Meeting**   * Identify the focus of the observation * Agree on a date/time and duration for the observation * Provide background and context for the lesson that will be observed | **Phase Two: Classroom Observation**   * Single observer for initial observations * The observer records - what the teacher and students say, do, make and write * Discreet interaction with observed teacher or students may occur (if appropriate) | | **Phase Three: Post Observation Debrief**   * The debrief occurs as soon as possible * Observer shares the recorded data * Observer and teacher share reflections, looking at connections between data and the teaching and student learning * Observer poses questions to prompt further development * Observer reflects on observations in relation to their own practice * Plan next steps: Action to be taken using shared reflections to improve practice – next focus for observation – relevant professional learning required |