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| **Peer Observation Feedback**  Observation and quality feedback can make a considerable contribution to teacher development. This template has been designed to support the professional growth of teachers. |
| **SECTION A – Prior to the observation** |
| **INSTRUCTIONS**  Meet to discuss:   * the teacher’s goal * the focus of the observation * what is expected in terms of lesson outcomes and planning? * the date and time for the observation to take place (observation to take up to 20 minutes)   Observer to complete **Section A** of the template prior to the observation. |
| 1. **DETAILS:**   Teacher’s name: ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Observer’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date of observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **TEACHER’S GOAL FOR THE OBSERVATION** |
| 1. **DOCUMENTATION**   Tick off any documents provided and write any comments as appropriate:  Planning Research  Student data Teacher development reflections  Teacher inquiry notes |
| **SECTION B – Record of observation** |
| **INSTRUCTIONS**  Observer to complete **Section B** during the observation.  When completed, share these notes with the teacher straight after the observation. As soon as they have had time to read and reflect on the observation notes, meet for the **Reflection Hui.** |
| 1. **TĀKU I KITE NEI** (Record what you **SEE)**  |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 1. **TĀKU I RONGO NEI** (Record what you **HEAR)**  |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 1. **HEI WHAKARĀPOPOTOTANGA — AKU KUPU ĀRAHI**   Write an overall summary statement following the observation.   |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |   NB: Share the observation evidence with the teacher to read straight after the observation. Give them time to think about the evidence well before meeting for the **Reflection Hui.** |

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| **SECTION C – Reflection Hui** |
| **“Mihia te kaiako, arotakengia ngā mahi”.**  **INSTRUCTIONS**  The reflection meeting should take place as soon as possible after the observation and the teacher has had time to read and reflection on the observation notes.  Use the following process to guide the discussion. |
| 1. **Beginning the learning conversation**   “You have had a chance to reflect on the observation notes, what is your thinking?”  *Prompt questions:*   * + What do you understand from the observation notes?   + What is the observation suggesting?   + Can you give me more detail?   + Tell me about….   + So why do you think that?   + What else does that now make you think about?   + How does this connect to your goal?   + What have we learned?   + What other questions do we need to ask?  1. **Mobilising for action**   Where to next?  *Prompt questions:*   * What next? Where could you place your focus? * What is important to you about this and why do you care? * How could you adjust your practice? * What could you try? How would you know it worked? * What might get in the way and how could you overcome that? * Who could help you? How could they help you? * How could you record your learning?  1. **So, what else?**   *Prompt questions:*   * What else might we need to consider? * How could you record your learning? * Who could you share it with? * How and when will check in with each other? |