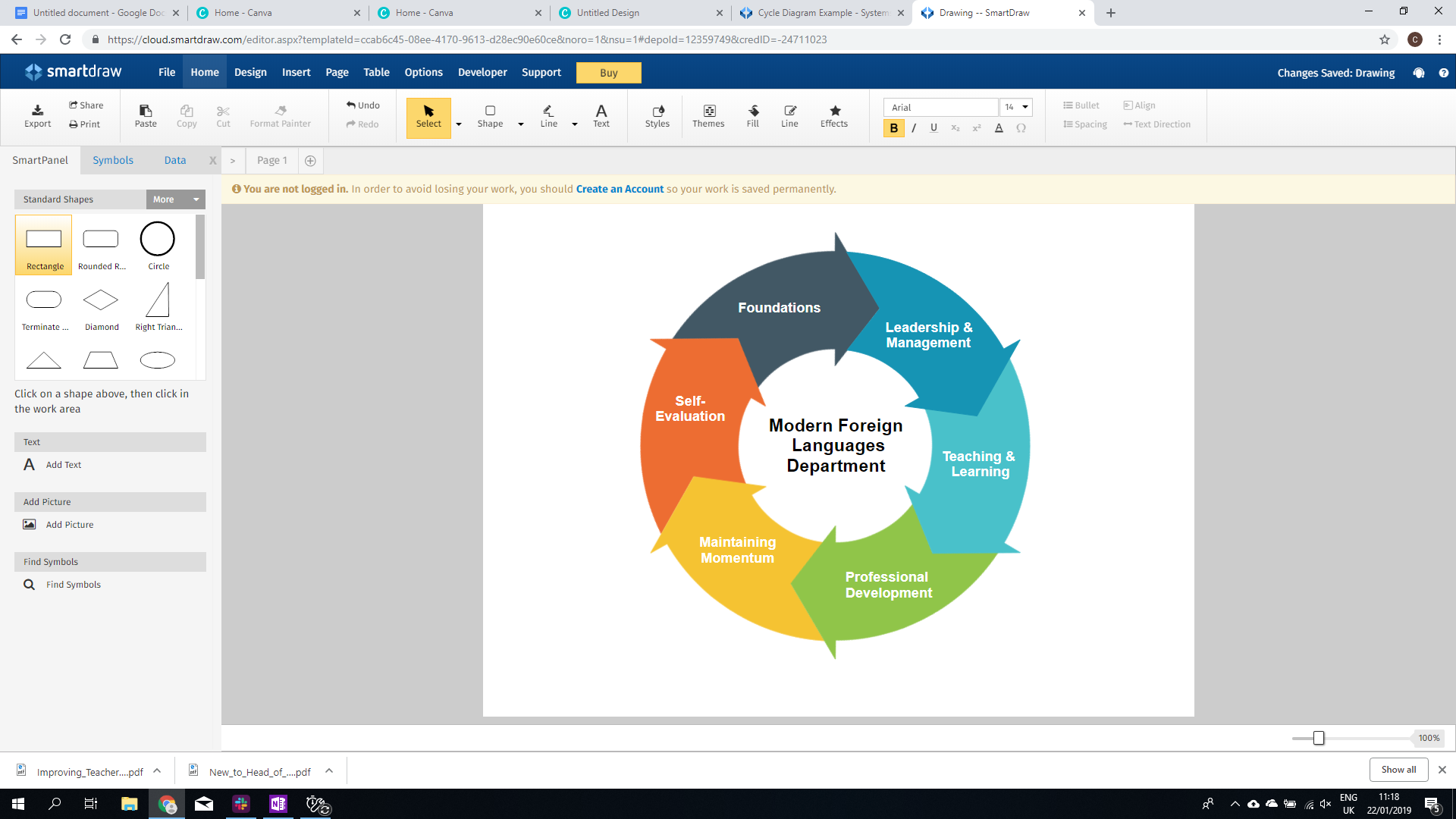
**Pedagogical Manual :** MFL Department

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| **Section** | **Professional Development** |
| **Resource** | PD1: Creating a culture for peer-led observation |
| **Objective** | *To develop a set of rules regarding peer observation in your MFL department including its purpose and the confidentiality surrounding what is observed.* |
| **Outcomes** | * To discuss what makes inspection observations daunting * To contrast this with peer observation * To create a common set of rules that you will all abide by when undertaking peer observation. |
| **Resources** |  |
| **Time** | 20 minutes |





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| *Part 1: What makes an inspection daunting?* | 5 mins | As a group, discuss the following question:  **“Why do we take issue with inspection observations? What do we fear?”**  It might be useful to brainstorm some of these ideas as a group. |
| *Part 2: Peer observation* | 5 mins | The rationale behind ‘peer observation’ is that it provides support both to the observer and the observée. The results of the observation are confidentiality between both observer and observée and are undertaken based on need.  Here are two examples where peer-observation might be used:  *A teacher overhears another teacher talking about an activity that they have done, which they find particularly interesting. The teacher who created the activity would invite the other member of staff into their classroom to see that activity taking place. The observing teacher would only remain for the duration of the activity. The visiting teacher then leaves and does not talk about their observation to anyone. Soon after, the observer and observée meet to discuss the activity evaluating its outcomes and reflecting on how it might be adapted to the observer’s own classroom.*  *A teacher is having difficulties with a class with regards to their behaviour. The teacher asks for help from a more experienced colleague who agrees to observe them. They colleague observes the class and does not intervene. After the class, both observer and observée meet and discuss the observation. They discuss potential next steps to support the observée.*  Having read these examples, what role do we want peer observation to play in our day-to-day professional development? |
| *Part 3: Our peer-observation agreement* | 10 mins | Having read and discussed these themes, it now time to make a list of ‘ground rules’ how peer-assessment is going to work.  You may have realised that there are some key elements to observation protocols that should be observed and that should be included in your agreement. These are:   1. Confidentiality 2. Definitions of the observer and observée 3. Maximum time allowed between observation and feedback discussion.   As a group, make a list of all 5-10 rules that you are going to abide by when undertaking peer-observation.  When completed, print off the document and sign it. It is important to recognise that this is something that teachers can sign up to but that it is not obligatory. If a teacher does not feel comfortable partaking in this, then they should feel they have to participate. |