Genuine Peer - Observation of Teaching

Project: to develop a peer-observation system that is genuinely an interaction between equals and will demonstrably lead to improvements in the learning experience of students.



I produce a report on what was achieved as a result of the observation(s) and action-plan. I decide when and how this is shared with others. This might be in a form that amalgamates data from several sources. A final report on how the observation(s) led to improvement in the learning experience of students might be lodged in one or more of the following: 1. A personal, professional development portfolio. 2. A portfolio-for-promotion. 3. A professional reflective diary. 4. An internal paper for co-workers. 5. An article in a refereed journal.

If asked, I will help review the results of the action-plan. This might take the form of confirming completion of a learning-contract and / or co-authoring the report.

This model produces genuine peer-observation by equalising the power relationship between the observer and the person observed. Because control of all derived data remains with the latter, the threat to career prospects inherent in situations where the results of observations might be communicated to managers disappears; and so does the temptation to simply showcase existing strengths. The imperative is switched to one where teachers actively seek the help of colleagues in improving the learning experience of students.