

# Peer Observations

## *The case for peer observations: a case study*

12.30-13.20

17 January 2020

English UK conference

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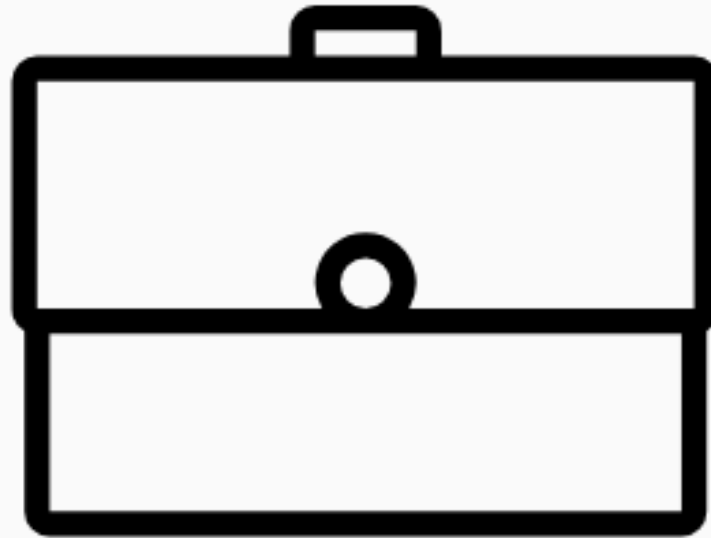
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# Show of hands??



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# in case

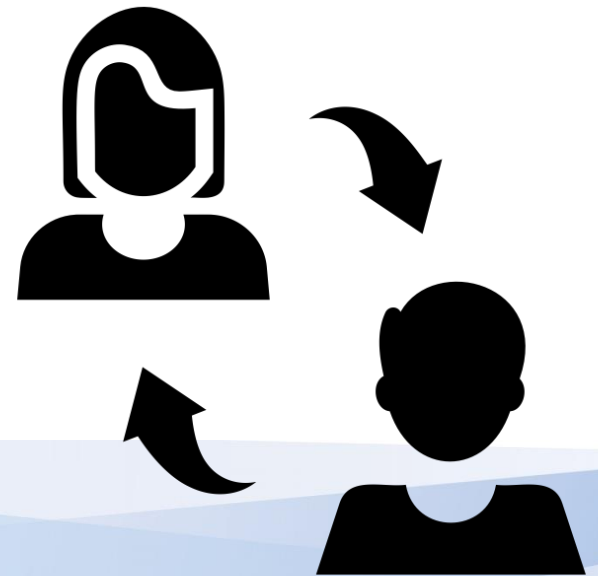


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# What is peer observation?

*“peer observation, where teachers work in pairs, visit one another’s lessons and afterwards discuss these (in a constructive manner and without formal evaluation)”*

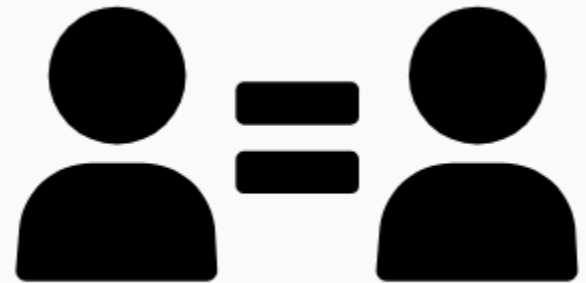
Borg (2015)



# Who observes who?

*“The relationship between observee and observer should be collaborative and open, with both able to challenge the other in a positive spirit”.*

- British Council (2012)

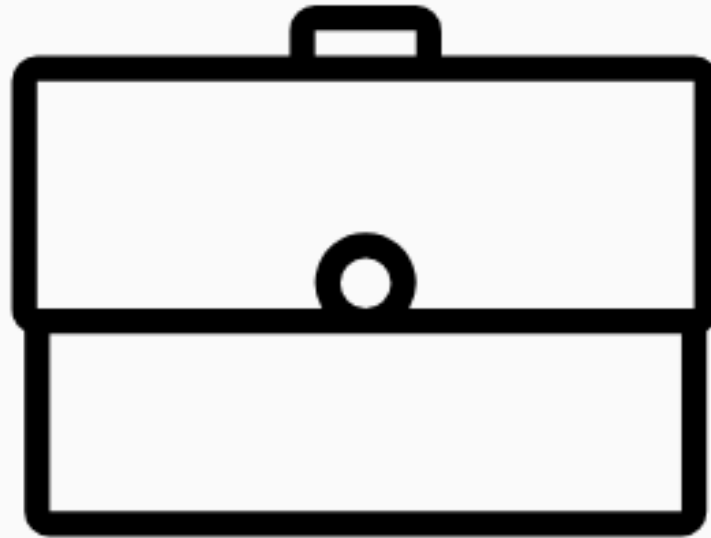


# Contents

- The case – at ELC
- Tips and advice (general and specific)
- Making the case in favour –
  1. Criteria for effective CPD with EBT
  2. ‘Depth’ Carl Rogers and Kubanyiova
- The case for lesson study



# The case



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# Context – our team

*Peer obs must be positive,  
consensual, confidential*



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# Interview with Stuart

Stuart talking about the general process

More detail about the lesson observed



Pre-  
Observation



Observation



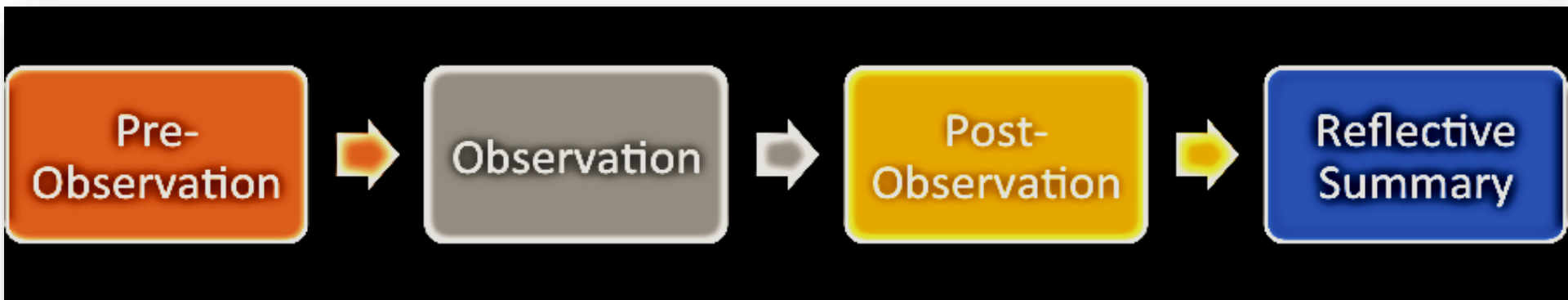
Post-  
Observation



Reflective  
Summary

# The lesson level process

- **Pre:** teacher being observed sets the agenda and task – *I'm interested in.... So can you....*
- **While:** lesson happens with agreed focus
- **Post:** debrief, conversation focuses on area agreed on before write up



# Report on 2019

- Late October: skipped 'launch'
- A fortnight in November: 2 extra teachers employed
- Late December: survey report and wrap up meeting



# Survey 2019 'stolen goods'

*T5 I learnt new ways to run vocabulary activities*

*T6 The value of allowing space for silence in the classroom.*

*T7 Instruction checking questions are easily forgotten, but can determine the success of a task*

*T8 A useful past, present, future strategy for Cambridge exams*



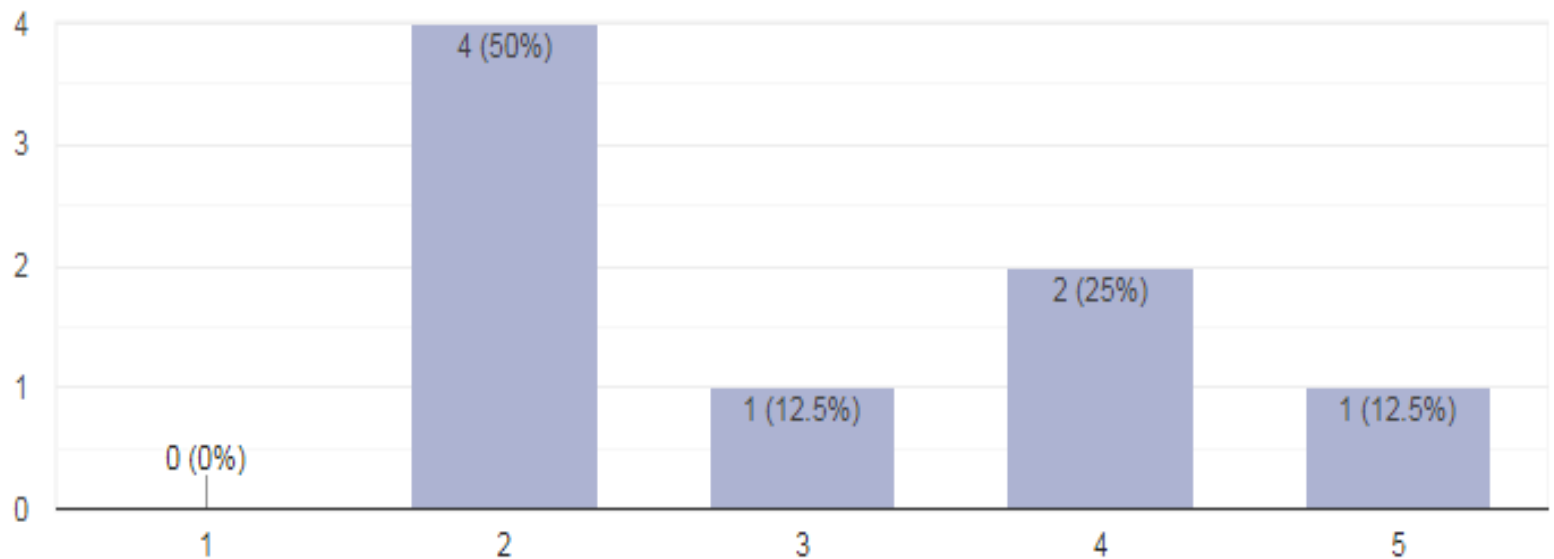
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# Tech possibility in 2020

Would you be up for audio, or video recording your lesson(s) to watch and discuss next year?



8 responses



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# Changes for 2020

*T9 Some work on how we can observe more objectively/challenge ourselves as observers. What frameworks are we using- are they still fit for purpose?*

*T10 Everything seemed a bit rushed and was unclear on formal procedure...*

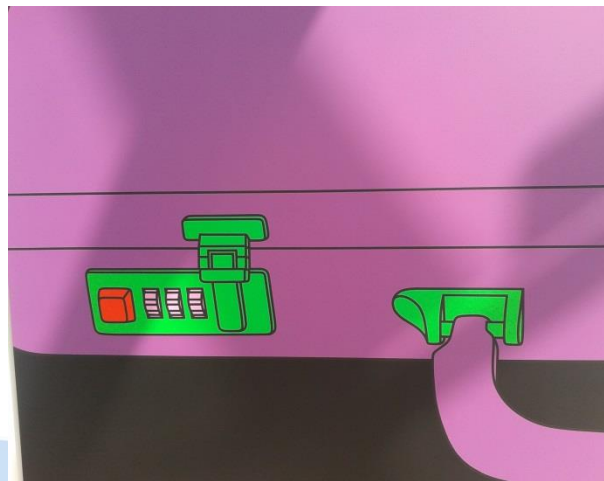
# Plan for 2020

- Launch event Oct 2020 with possible foci: Swivl, lesson study, designing / adapting observation tools
- Dec sharing of lessons learnt meeting (as well as PDG share)



# Making the case

*What would you say to promote peer-observation to teachers from other organisations / teaching contexts (this will help me 'sell' the idea at a conference in January)?*



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# Making the case

*T1 As well as gaining new ideas from colleagues it can also be a boost to one's own confidence because you can see "good" teachers doing what you do and sometimes facing the same problems.*



# Making the case

*T2 Peer observations do not have to involve judgement or criticism, there is an incredible amount of learning that can take place. The conversations that come from the observations are some of the best learning moments. The pre-observation discussion is essential, as is the post-observation discussion.*



# Making the case

*T3 Peer observation creates a teaching team ethic. We're all in this together, supporting each other, sharing ideas and growing each other's confidence in the classroom.*



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# Why do it?

Dylan Wiliam (2018)

*'every teacher needs to improve, not because they are not good enough, but because they can get even better'*



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# EBT Criteria (mostly) met

The professional development that makes the most difference to teachers (Walters, Briggs 2013)

1. Is concrete and classroom based ✓
2. Brings in expertise from outside the school x
3. Involves teachers in the choice of areas to develop and activities to undertake ✓
4. Enables teachers to work collaboratively with peers ✓
5. Provides opportunities for mentoring and coaching ½
6. Is sustainable over time ½
7. Is supported by effective school leadership ✓



# How will peer observation make my life better?



**The curious paradox is that when I accept myself just as I am, then I can change.**

***Carl Rogers***



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# Carl Rogers

*“takes the position that every human being has an inherent drive to flourish”.* (Edge 2015)

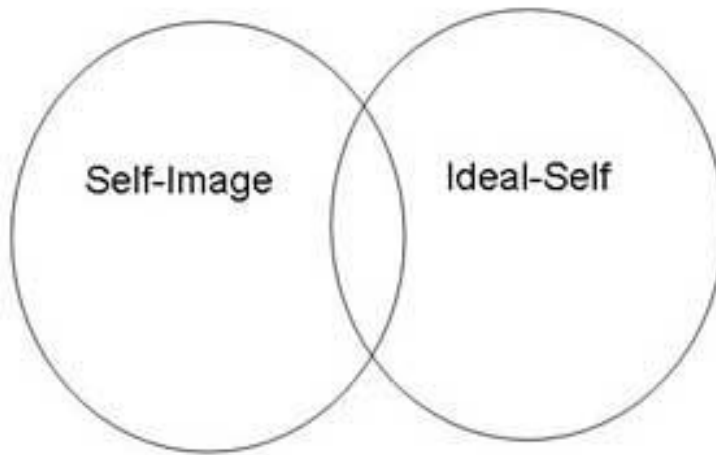
In order to do so relationships must value:

- Genuineness
- Acceptance
- Empathy



# Possible selves...

Incongruent

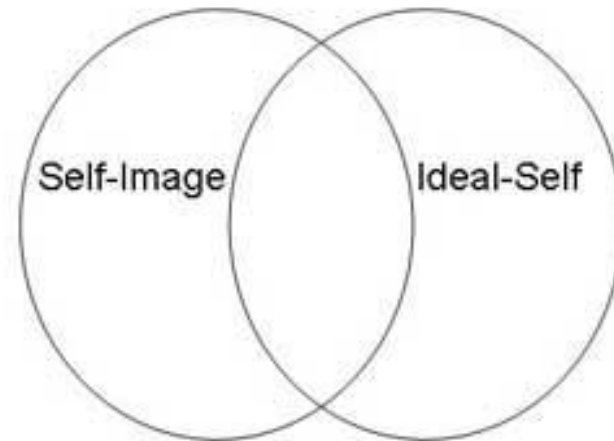


The self-image is different to the ideal self.

There is only a little overlap.

Here self-actualisation will be difficult.

Congruent



The self-image is similar to the ideal self.

There is a more overlap.

This person can self-actualise.



# On motivations for language teachers

Kubanyiova (2009)

- ***Ideal Language Teacher Self (ILTS)*** – goals and aspirations
- ***Ought-to Language Teacher Self (OLTS)*** – schema – normative pressures, expectations
- ***Feared Language Teacher Self (FLTS)*** – result of not living up to own ideals, responsibilities and obligations



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**Tip: a great question to ask**

How would the 'perfect teacher' on their 'perfect day' have taught that lesson?



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# Tips: what to focus on?

## Observable phenomenon

- Starting / ending
- Timings (on task)
- Activity type (bookwork, presentation, pair work)
- Questioning techniques / types
- Participation
- Classroom language

## Unobservable

- Motivation
- Decision making
- Engagement
- Underlying principles



# Post-observation

## Evaluative, interpretative, judgemental

- *The beginning was awful, you just talked, ignoring the bad behaviour*
- *The start was really great, good job!*
- *It's no good getting angry with students, you didn't address the issue*

## Descriptive, sensory based

- *At the start you were focused on explaining the lesson aims*
- *At the beginning of the lesson you waited for silence and full student attention before beginning*
- *Your voice got raised at one point and you seemed flushed*



# Avoid saying

*You should have done it like this...*

*In my experience, this works...*



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# tip: avoid

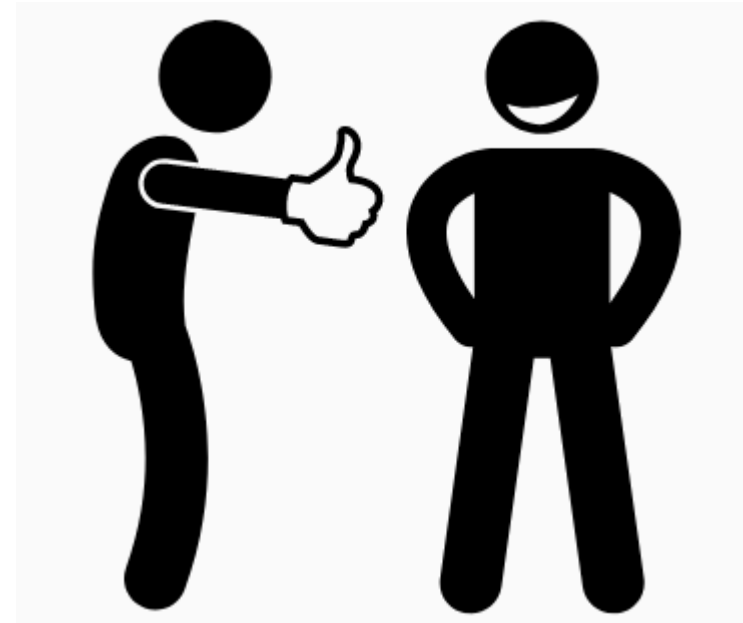
## (Lavish) praise

does not have a positive impact with  
on *student* learning...

an effect size of 0.09

Hattie & Timperley (2007)

Nice on the ego though ;)



# Suggestion: Lesson study: 授業研究



## Lesson Study

### 1. Plan

- **Plan** a lesson together.
- Address each activity to your enquiry question and **predict** how pupils will react and how you will assess this.
- Pick 3 **case pupils**.

### 2. Observe

- **Teach** the lesson with your colleagues observing.
- Pay particular attention to the **case pupils**.
- Conduct any **assessments** and/or **interviews** during & after.

### 3. Reflect & Plan

- As soon after the lesson as possible, **reflect** how each activity elicited the sought-after change. Were your **predictions** correct? Why?

# Tip: lesson study

**On lesson study**



**On the difference between**



**On the future**



**Some rambles about  
student eyed  
observations**



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# Reference list

- Borg 2015
- British Council 2012
- Edge 2013
- Hattie & Timperley (2007)
- Kubanyiova (2009)
- Rogers (1995) *On Becoming a Person: A Therapist's View of Psychotherapy*
- Walters, Briggs 2013)
- (Dylan) Wiliam (2018)



# Further communications

Catch me at lunch or drop me an

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