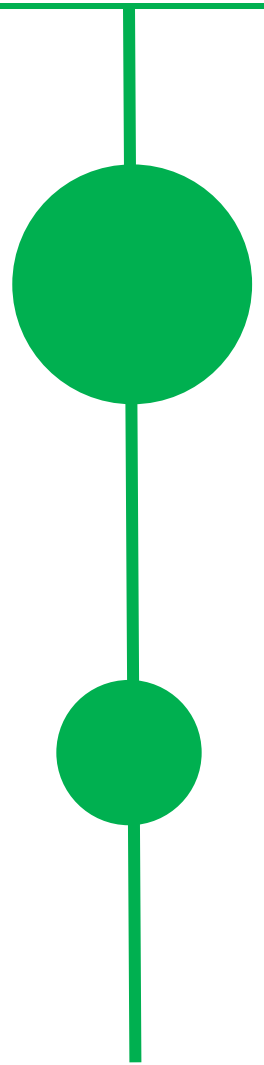
Peer Observation

Critical reflection as a catalyst for change

Fiona Perry and Rachel Maissan

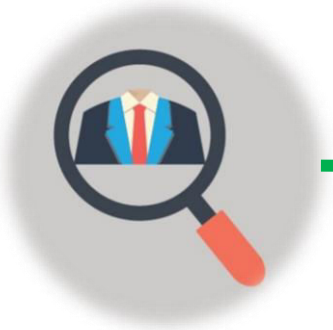
Navitas Student Learning Support

Introduction



- Background
- Development
- Process
- Benefits
- Challenges
- Opportunities

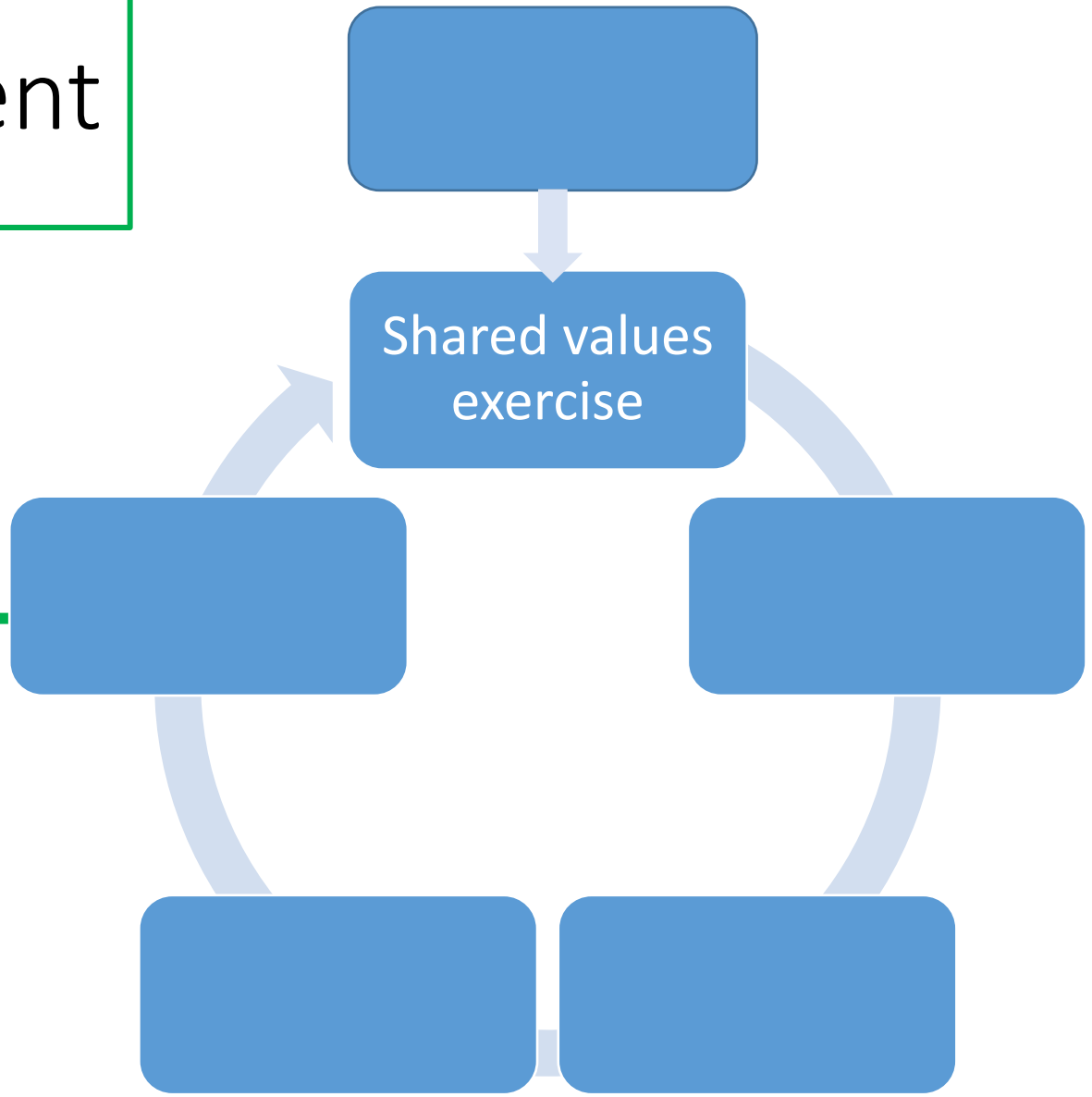
Background



- PD and performance evaluation
- Traditional peer review
- Implications for the Navitas team

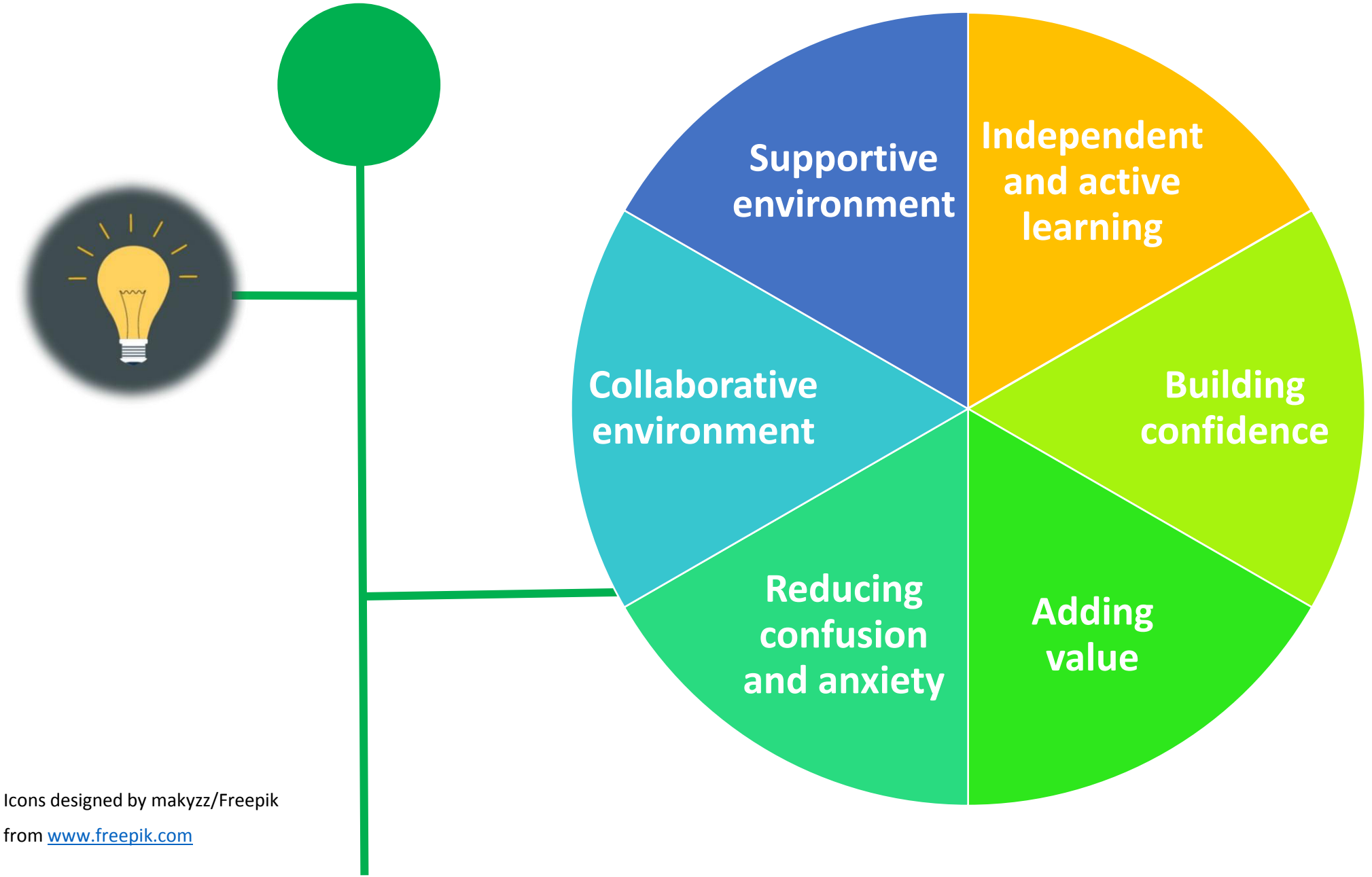
Icons designed by makyzz/Freepik from www.freepik.com

Stages of Development



Icons designed by makyzz/Freepik

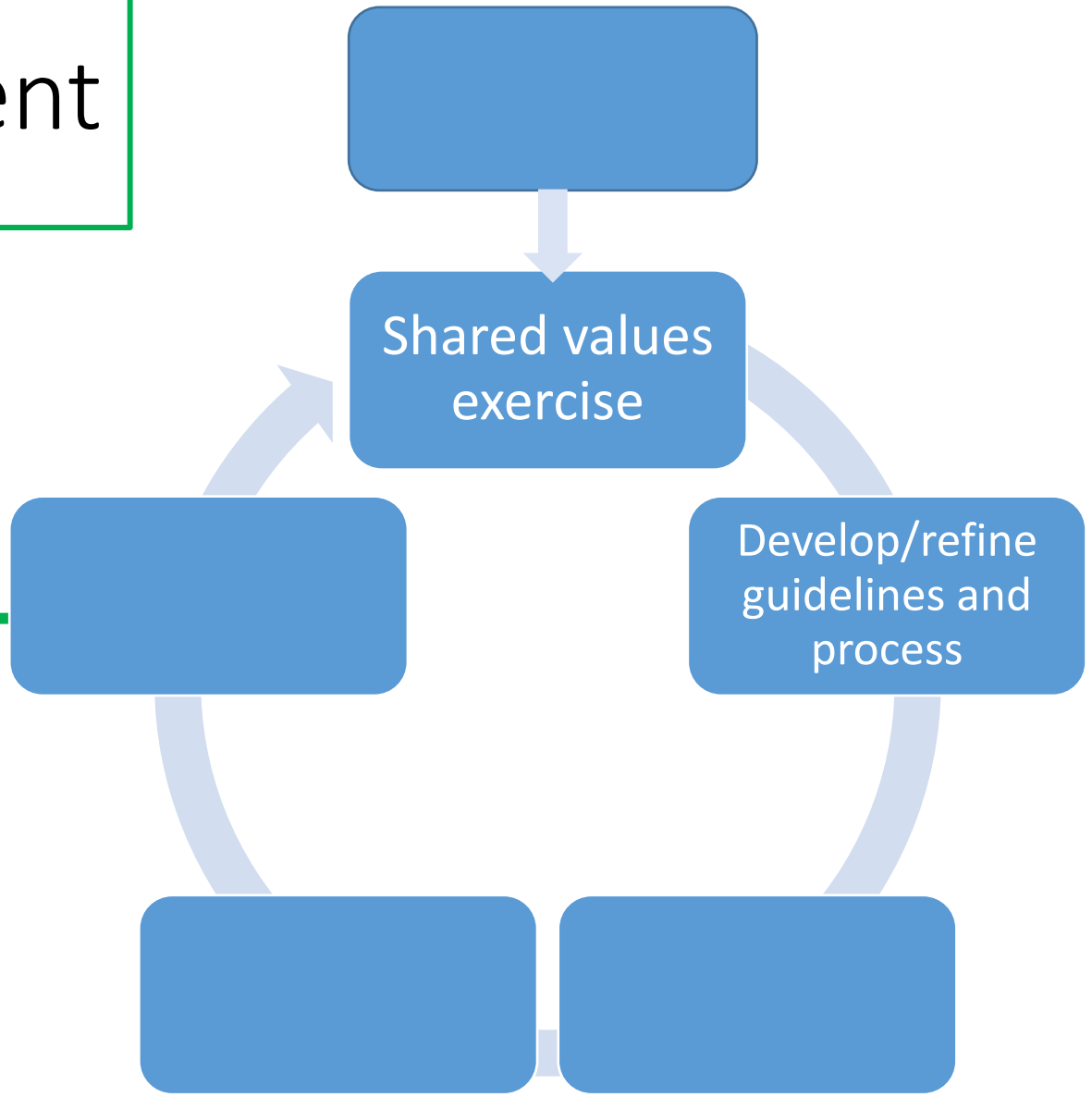
from www.freepik.com



Icons designed by makyzz/Freepik

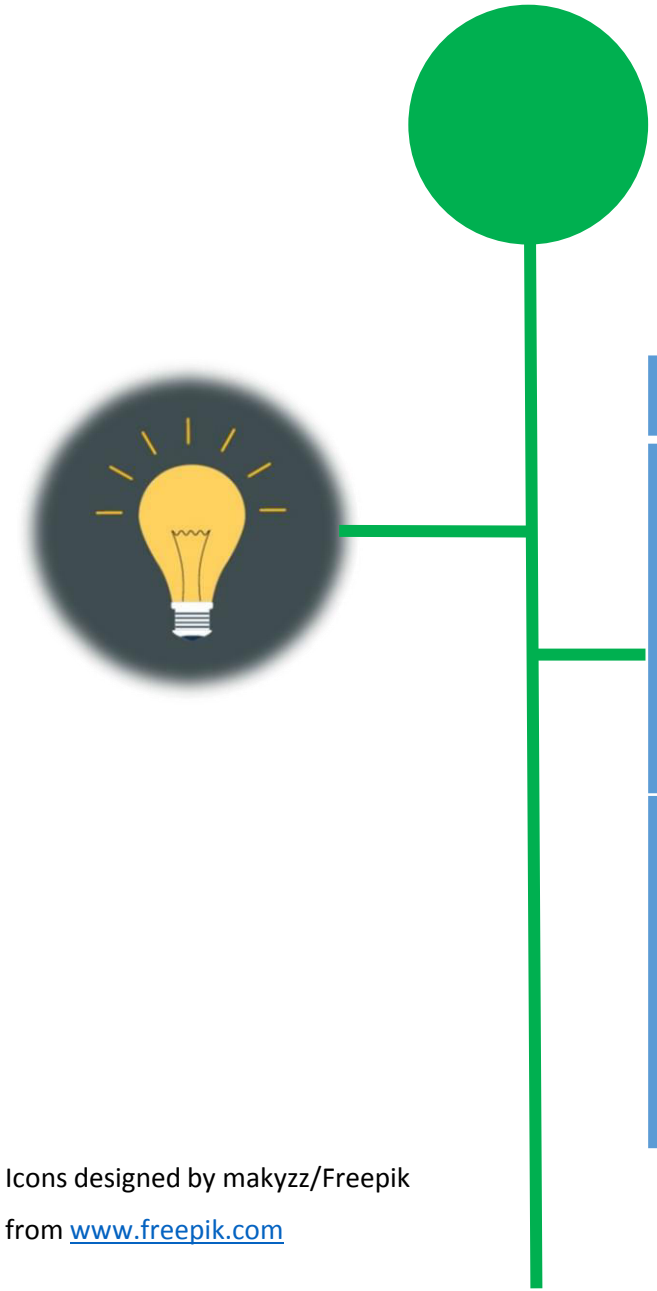
from www.freepik.com

Stages of Development



Icons designed by makyzz/Freepik

from www.freepik.com

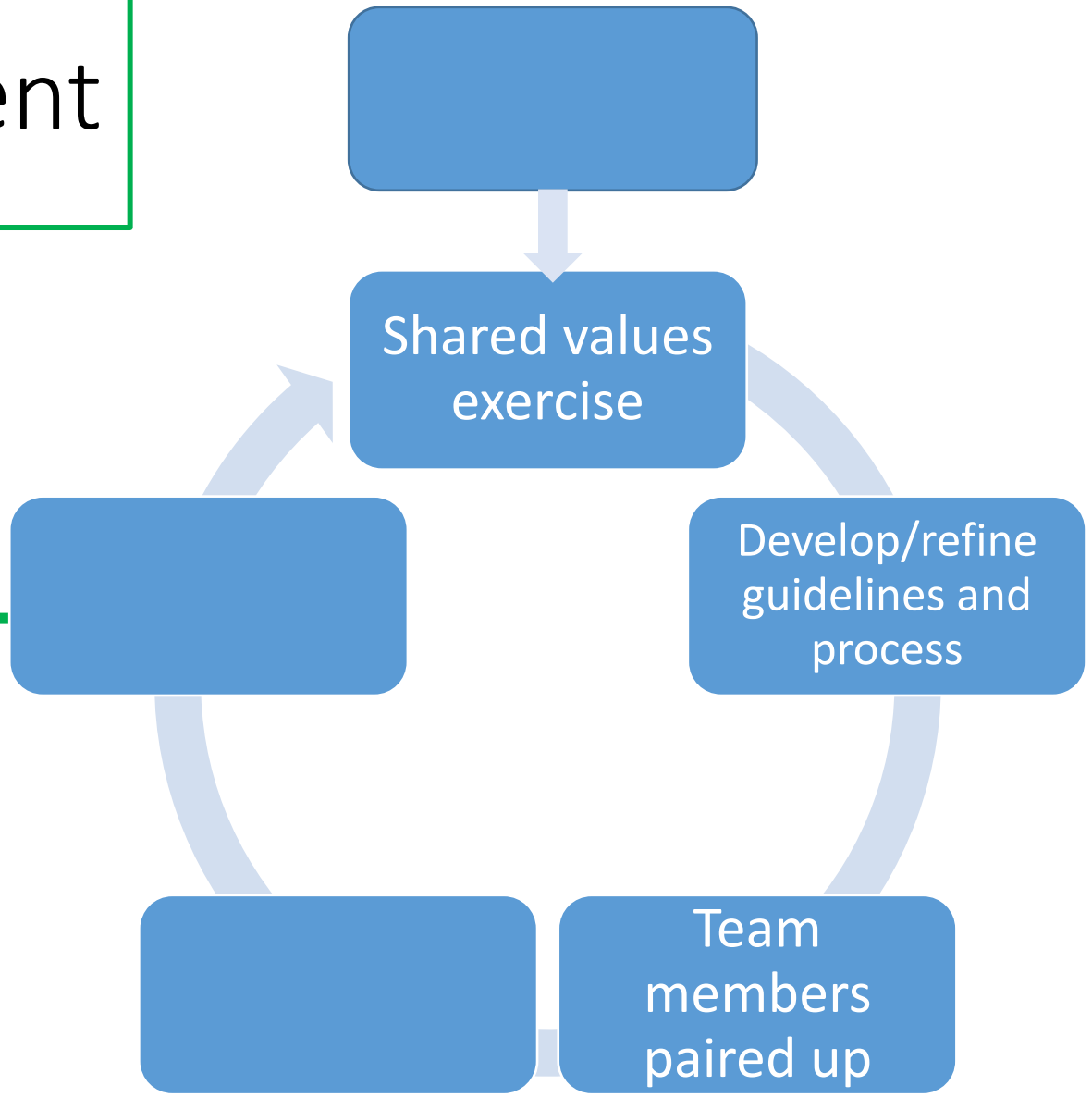


Macro category	Description	Examples of observable behaviours
Independent and active learning	Student is encouraged to take responsibility for their learning	• models • scaffolds • directs students to resources • student leads (pace and content)
Building confidence	Student is provided with opportunities to succeed	• affirms student's current skills and knowledge • acknowledges progress & effort • negotiates realistic and achievable goals

Icons designed by makyzz/Freepik

from www.freepik.com

Stages of Development



Icons designed by makyzz/Freepik

from www.freepik.com

Stages of Development

- Shared values exercise
- Develop/refine guidelines and process
- Team members paired up
- Peer Observation Process

Icons designed by makyzz/Freepik

from www.freepik.com

Peer Observation Process

Icons designed by makyzz/Freepik

from www.freepik.com

Stages of Development

- Induct new staff
- Shared values exercise
- Develop/refine guidelines and process
- Team members paired up
- Peer Observation Process
- Team SWOT and anonymous survey

Icons designed by makyzz/Freepik

from www.freepik.com

How did you feel before the peer review?

Just one more thing to do...sigh!

Icons designed by makyzz/Freepik from www.freepik.com

How did you feel before the peer review?

Excited to try new things, happy to have specific time with colleagues both in giving and getting feedback. Anxious about how management would use any feedback in a negative way.

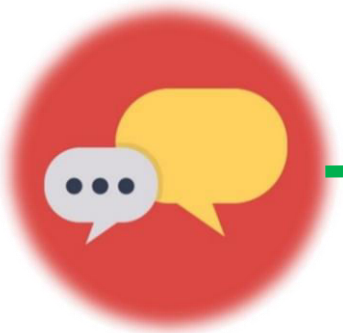
Icons designed by makyzz/Freepik from www.freepik.com

How did you feel before the peer review?

A bit nervous because I only just joined the team, however… it was great to know I was going into a workplace that is concerned with best practice.

Icons designed by makyzz/Freepik from www.freepik.com

Challenges

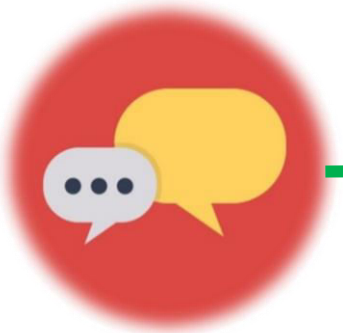


- Preconceptions
- Time
- Concerns about the process

Icons designed by makyzz/Freepik

from www.freepik.com

Challenges

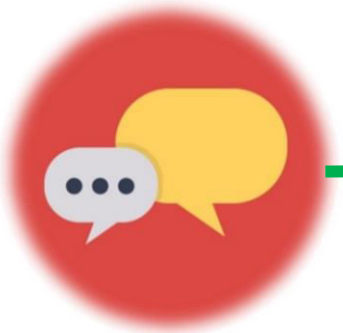


I didn’t like not having an option of opting out if I wanted to.

Icons designed by makyzz/Freepik

from www.freepik.com

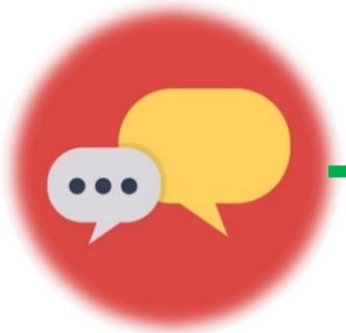
Challenges



Some colleagues needed to be reminded that we were partnered up. I was a bit uncomfortable when one colleague talked about their session.

Icons designed by makyzz/Freepik from www.freepik.com

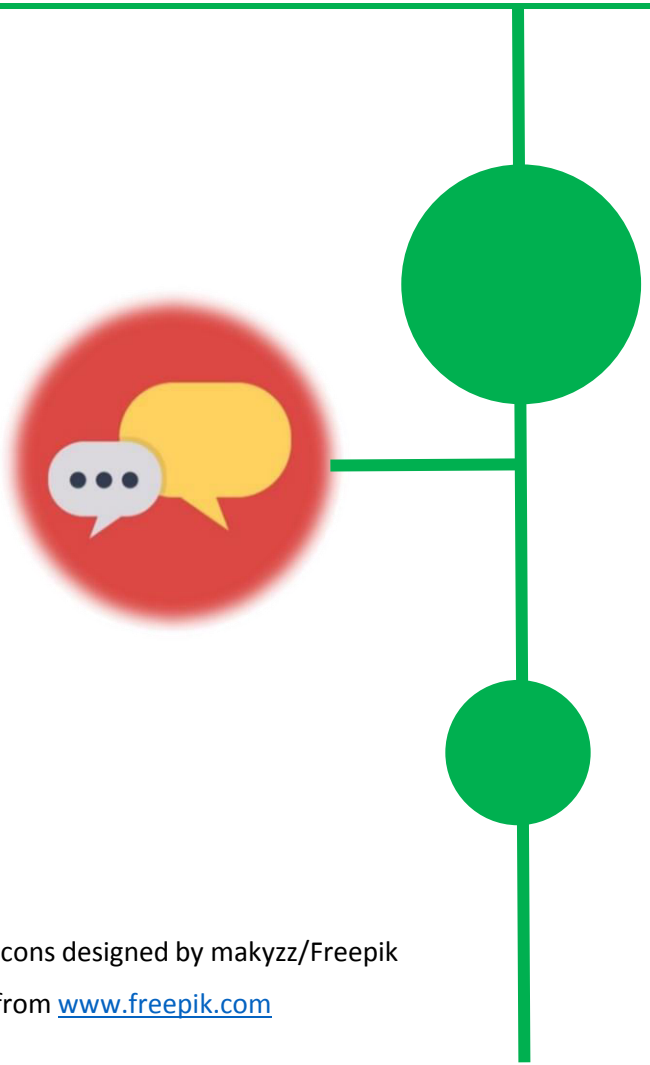
Challenges



	Somewhat agree	Agree
I'm able to tailor the peer observation to my needs.	3:7	4:7
I feel in control of the feedback.	4:7	3:7

Icons designed by makyzz/Freepik from www.freepik.com

Challenges

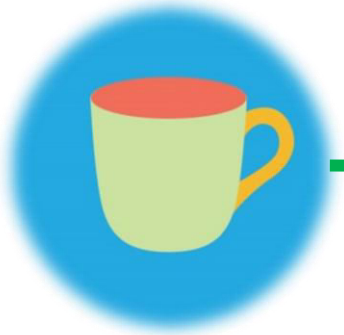


- Complexity of materials
- Concerns about giving negative feedback

Icons designed by makyzz/Freepik

from www.freepik.com

Benefits of the new process

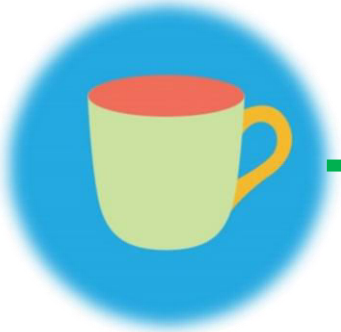


Team identity

Our approach is more cohesive and consistent, new team members will integrate in better and… [observe] evidence-based strategies and resources.

Icons designed by makyzz/Freepik from www.freepik.com

Benefits of the new process



Team identity

…explicitly putting together our team values and then unpacking what they look like and understanding what it is like for a student to get feedback.

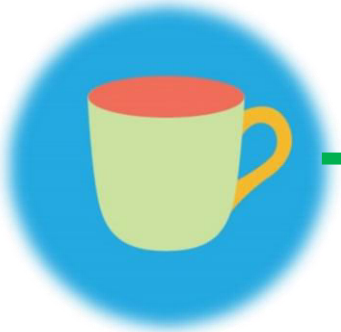
Icons designed by makyzz/Freepik from www.freepik.com

What the team reported:

	Agree
It enhanced collegial relationships.	7:7

Icons designed by makyzz/Freepik from www.freepik.com

Benefits of the new process

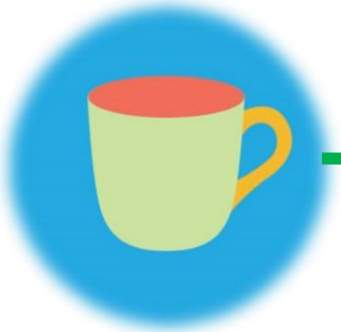


Performance evaluation

The level of reflection has been at a high level: critical, professionally respectful, progressive and really developmental for the team - Manager

Icons designed by makyzz/Freepik from www.freepik.com

Benefits of the new process



Performance evaluation

Reflecting on their own practice and being aware of what their role is … to me that IS evidence - Manager

Icons designed by makyzz/Freepik from www.freepik.com

Benefits of the new process

PD

I now have more awareness about the need to build students' confidence and some strategies to do this.

Icons designed by makyzz/Freepik from www.freepik.com

Benefits of the new process

PD

It gave us an opportunity to have an open dialogue about our practice and our concerns in a safe setting.

Icons designed by makyzz/Freepik from www.freepik.com

What the team reported:

	Agree
It provided worthwhile PD.	7:7

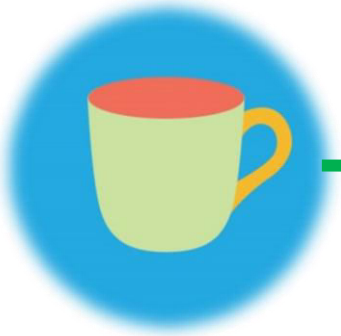
Icons designed by makyzz/Freepik from www.freepik.com

What the team reported:

	Agree	Somewhat	Total
It was useful for my performance review.	3:7	3:7	6:7
It gave the opportunity to workshop challenging consultations.	4:7	2:7	6:7

Icons designed by makyzz/Freepik
from www.freepik.com

Benefits of the new process



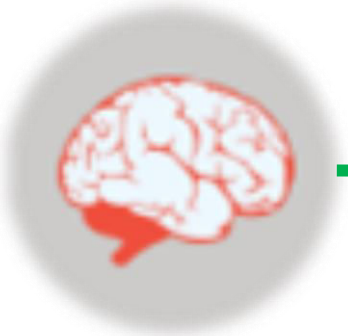
- Increased accountability and transparency

- Balances PD and performance evaluation

Icons designed by makyzz/Freepik

from www.freepik.com

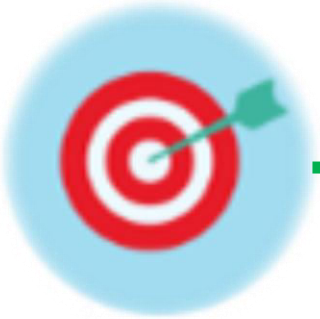
Balancing PD with Performance Evaluation



What PD looks like:

- Personalised focus
- Control and confidentiality
- Peer-to-peer
- Reporting

Balancing PD with Performance Evaluation



What Evaluation looks like:

- Participation
- Learning Showcase
- Reporting

How did you feel after the peer review?

Thank goodness that that's over!

www.freepik.com

How did you feel after the peer review?

Relieved

www.freepik.com

How did you feel after the peer review?

Inspired

www.freepik.com

How did you feel after the peer review?

More confident in myself and my abilities.

www.freepik.com

How did you feel after the peer review?

Positive about the experience and looking forward to another round - or it being a regular thing.

www.freepik.com

Future Opportunities

- Technology
- Student input
- Other applications
  - Moderation
  - Group teaching
  - Peer learning
  - Cross institution collaboration

Icons designed by makyzz/Freepik

from www.freepik.com

Conclusion

- Balancing expectation, wants and needs is challenging
- All stakeholders reported significant benefits
- Process has resulted in a unified team that thinks critically about who we are, what we do, and how and why we do it

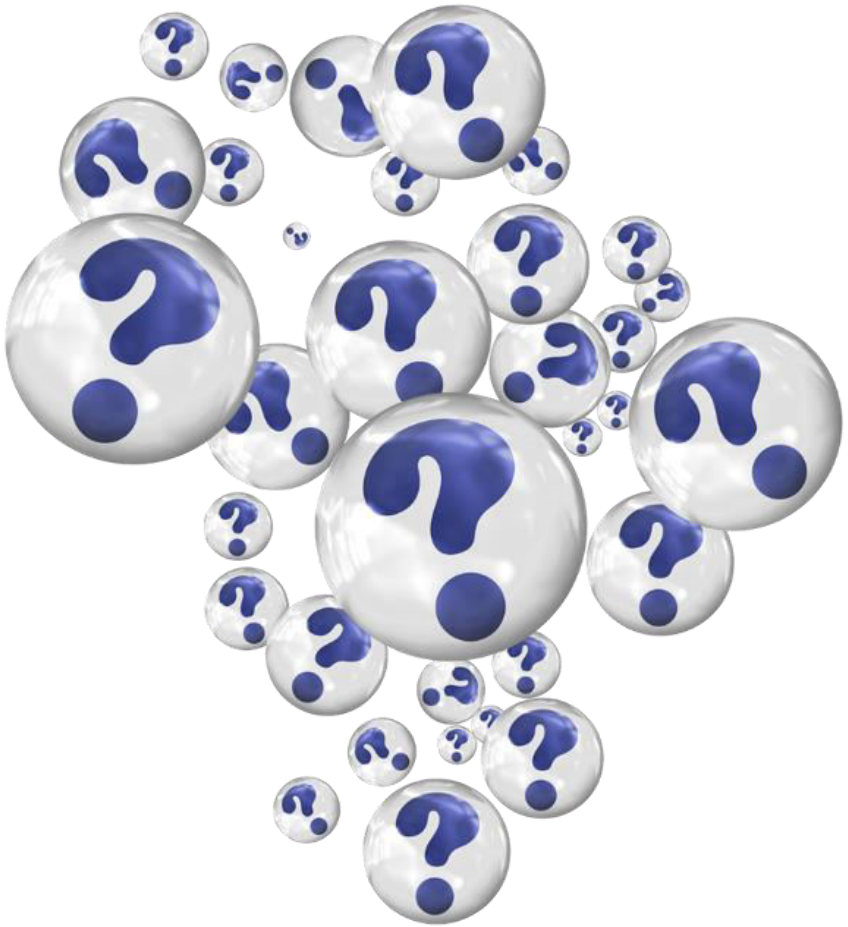
Questions

What else would you like to know?

Contact:

Fiona.Perry@Navitas.com

Rachel.Maissan@Navitas.com



References

- ACU Learning & Teaching Centre. (2015). Peer Observation & Review of Teaching Program: Participant Manual. Retrieved from http://www.acu.edu.au/__data/assets/pdf_file/0010/898138/PORT_Manual_-_ACU.pdf
- Bambino, D. (2002). Critical Friends. *Educational Leadership*, 59(6), 25. Retrieved from http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Critical-Friends.aspx
- Berry, L., Collins, G., Copeman, P., Harper, R., Li, L. & Prentice, S. (2012). Individual consultations: Towards a 360-degree evaluation process. *Journal of Academic Language & Learning*, 6(3), A16-35. Retrieved from http://journal.aall.org.au/index.php/jall/article/view/213/152
- British Council (2012). *A Guide to Continuing Professional Development – Peer Observations*. Retrieved from https://englishagenda.britishcouncil.org/sites/default/files/filefield_paths/c227_cpd_peer_observations_report_v2_1.pdf
- Brockbank, A., & McGill, I. (2006). *Facilitating reflective learning through mentoring & coaching*. Retrieved from https://ebookcentral.proquest.com
- Brookfield, S. D. (1995). Becoming critically reflective: A process of learning and change. In *Becoming a critically reflective teacher* (pp. 28-48). San Francisco, CA: Jossey-Bass.
- Carroll, M. (2009). From mindless to mindful practice: on learning reflection in supervision. *Psychotherapy in Australia*. 15(4), 38-49. Retrieved from http://search.informit.com.au.ezproxy.navitas.com/fullText;dn=672638297253917;res=IELHEA
- Chanock, K. (2007). Valuing individual consultation as input into other modes of teaching. *Journal of Academic Language & Learning 1*(1), A1-A9. Retrieved from http://journal.aall.org.au/index.php/jall/article/view/1/4
- Chester, A. (2012). Peer partnerships in teaching: Evaluation of a voluntary model of professional development in tertiary education. *Journal of the Scholarship of Teaching and Learning,* 12 (2), 94-108. Retrieved from http://josotl.indiana.edu/article/view/2019/1981
- Dunne, F., Nave, B. & Lewis, A. (2000). Critical Friends Groups: Teachers Helping Teachers to Improve Student Learning. Retrieved from http://www.schoolreforminitiative.org/wp-content/uploads/2014/02/Dunne_et_al_2000.pdf
- Girvan, C. Conneely, C. & Tangney, B. (2016). Extending experiential learning in teacher professional development. *Teaching and Teacher Education*. 58(2016), 129-139. https://doi.org/10.1016/j.tate.2016.04.009

References cont.

- Hampton, G., Rhodes, C., & Stokes, M. (2004). A practical guide to mentoring, coaching and peer-networking: teacher professional development in schools and colleges. Retrieved from https://ebookcentral.proquest.com
- Hargreaves, A. (2007). *Teaching in the knowledge society: Education in the age of insecurity.* New York, NY: Teachers College Press.
- Hvall, J. (2016). Two colleges talk peer observation and lessons learned. Retrieved from http://learningandteaching-navitas.com/two-colleges-talk-peer-observation/
- Kato, S. (2012). Professional development for learning advisors: Facilitating the intentional reflective dialogue. *Studies in Self-Access Learning Journal*, 3 (1), 74-92. Retrieved from https://sisaljournal.org/archives/march12/kato/
- Kelly, R. (1996). Language counselling for learner autonomy the skilled helper in self-access language learning. In R. Pemberton et al. (Eds.), *Taking Control: Autonomy in Language Learning* (pp. 93-113). Hong Kong: Hong Kong University Press.
- Luneta, K. (2012). Designing continuous professional development programmes for teachers: A literature review. *African Education Review*. 9 (2), 360-379. http://dx.doi.org.ezproxy.navitas.com/10.1080/18146627.2012.722395
- Malthus, C. (2013). Reflecting on one-to-one teaching – What strategies might shed light on our practice. In C. Gera (Ed.). *Working together: Planting the Seed: Proceedings of the 2012 Annual International Conference of the Association of Tertiary Learning Advisors of Aotearoa/New Zealand (ATLAANA)*. 61-70. Hamilton, New Zealand: ATLAANZ.
- McIntosh, P. (2010). Action research and reflective practice: creative and visual methods to facilitate reflection and learning. Retrieved from https://ebookcentral.proquest.com
- McMahon, T., Barrett, T. & O'Neill, G. (2007). Using observation of teaching to improve quality: finding your way through the muddle of competing conceptions, confusion of practice and mutually exclusive intentions. *Teaching in Higher Education*, 12(4), 499-511. http://dx.doi:10.1080/13562510701415607
- Stevenson, D. & Kokkinn, B.A. (2009). Evaluating one-to-one sessions of academic language and learning. *Journal of Academic Language & Learning,* 3(2), A36-50. Retrieved from http://journal.aall.org.au/index.php/jall/article/view/86/66
- The University at Albany Institute for Teaching, Learning & Academic Leadership. (n.d.). New Peer Observation form. Retrieved from http://www.albany.edu/teachingandlearning/tlr/peer_obs/New%20Peer%20Observation%20Form.pdf
- Visible Classroom. (2015). The foundation of Visible Classroom. Retrieved from http://visibleclassroom.com/about/