The peer-observation partnership is a collaborative process. The role of the peer observer is not to advocate for a particular style of teaching or pass judgement on a colleague’s teaching. Observers should resist the urge to compare what you observe in your colleague with your own teaching but rather focus on the teaching style and interactions you have been invited to observe.

**Priority Focus Areas:** your peer-observation partner would appreciate your feedback in relation to the following areas:

**Priority focus area 1 - tutor to complete**
What did you observe in relation to this focus area?

Any suggestions for how your colleague could improve in this area?

**Priority focus area 2 - tutor to complete**
What did you observe in relation to this focus area?

Any suggestions for how your colleague could improve in this area?

**Priority focus area 3- tutor to complete**
What did you observe in relation to this focus area?

Any suggestions for how your colleague could improve in this area?
**General Observations:**

What did you observe that demonstrated enthusiasm and stimulated curiosity in learners?

What did you observe that encouraged learners to think deeply and critically?

What did you observe of student engagement and activity?

What did you observe that demonstrated effective teacher-student communication?

What did you observe that demonstrated suitable methods to monitor student understanding and progress?

What have you learned from observing your colleague which can improve your own teaching practice?

What examples of good teaching practice would you like to highlight?

What areas of teaching practice could be further developed?
### OBSERVATION CHECKLIST

Please circle the number on the scale that reflects your assessment:

1 = Strongly disagree     2 = disagree     3 = neither agree nor disagree     4 = agree     5 = strongly agree

Please tick NA (Not applicable) if you have not had the opportunity to observe this

<table>
<thead>
<tr>
<th>Group Learning:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>Key concepts are explored</td>
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<td>Key concepts are reinforced</td>
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<tr>
<td>Clinical reasoning is developed through questioning and learning activities</td>
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<tr>
<td>Students ask questions and clarify their understanding of concepts</td>
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<tr>
<td>Students are encouraged to justify their hypotheses/diagnoses</td>
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**Students are supported in:**

- developing clinical reasoning skills
- developing understanding of pathophysiology and mechanisms
- developing history taking skills
- developing an understanding of physical examination findings and mechanisms
- determining appropriate investigations
- understanding how clinical problems are managed
- summarising a clinical case
- their learning in this teaching session

<table>
<thead>
<tr>
<th>Small group learning environment:</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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<tbody>
<tr>
<td>The tutorial environment is safe</td>
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<td>The tutorial environment is ethical</td>
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<td>The tutorial environment is conducive to learning</td>
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<td>Time is managed effectively</td>
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<td>Interactions are professional and mutually respectful</td>
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<tr>
<td>Overall, this group is functioning well</td>
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**Your peer-observation partner**

- encourages students to share information and experiences
- encourages students to determine their own learning needs
- provides helpful feedback that is delivered respectfully and effectively
- is inclusive and supportive of each student’s learning
- encourages student to ask questions and make connections
- communicates clearly and effectively
- has a positive and friendly manner
- shows a compassionate approach in discussing patients
- shows respect for colleagues and other health professionals