**UQ Peer Observation**

This form is designed to support peer observation of teaching, ideally fill in this form before your observation pre-meeting (but feel free to change the form through the meeting).

This form provides many areas to guide observation. Pick the focus of your observation and remove the extra sections.

For more details visit <http://www.uq.edu.au/teach/peer-obs>

Please register your peer observation activity at <https://survey.its.uq.edu.au/Checkbox/Peer-Observation-Participation.survey>

|  |  |  |  |
| --- | --- | --- | --- |
| **OBSERVATION** |  |  |  |
| **Teacher** |  | **Date / Time** |  |
| **Course** |  | **Topic** |  |
| **Activity type** |  | **Location** |  |
| **Observer** |  | **Class size** |  |

**Session Objectives for peer observation**

**Observation focus**

**Organisation & Structure**

|  |  |  |
| --- | --- | --- |
|  | **FOCUS** | **COMMENTS** |
|  | **General** |  |
| ***☐*** | Session is clearly structured and logical (includes Introduction-Body-Closure) |
| ***☐*** | Session is organised and well prepared |
| ***☐*** | Session begins and ends on time |
| ***☐*** | Resources and materials are well prepared |
|  | **Introduction** |  |
| ***☐*** | Students’ attention and interest is captured with an engaging introduction |
| ***☐*** | Learning objectives for the session are explicitly stated |
|  | **Body** |  |
| ***☐*** | Session is appropriately paced with breaks as required |
| ***☐*** | Activities and transitions are well-timed |
| ***☐*** | Time for student questions and/or feedback is allocated |
|  | **Closure** |  |
| ***☐*** | Closure is well timed |
| ***☐*** | Summary of main ideas is provided |
| ***☐*** | Expectations for next session are established |

**Learning Activities & Content**

|  |  |  |
| --- | --- | --- |
|  | **FOCUS** | **COMMENTS** |
| ***☐*** | Teacher is knowledgeable |  |
| ***☐*** | Learning activities are purposeful and clearly connected to the session objectives |
| ***☐*** | Learning activities and content are logically sequenced to maximise student learning opportunities |  |
| ***☐*** | Connections to previous and upcoming course materials and assessment (if appropriate) are made |  |
| ***☐*** | Time is devoted to active learning (including practice) |  |
| ***☐*** | Learning activities target the interests and needs of students |  |
| ***☐*** | Learning activities, content and examples are relevant, connected and authentic (e.g. uses real world examples) |  |
| ***☐*** | ‘Teachable moments’ are utilised to promote engaged learning |  |
| ***☐*** | Learning activities are appropriately challenging for students |
| ***☐*** | Learning activities are undertaken in a safe and supportive learning environment |  |
| ***☐*** | Key ideas are explored reinforced and summarised throughout the session |  |

**Questioning & Feedback for Learning**

|  |  |  |
| --- | --- | --- |
|  | **FOCUS** | **COMMENTS** |
|  | **Questioning for learning** |  |
| ***☐*** | Questions are planned, integrated, scaffolded and sequenced throughout the session |
| ***☐*** | Questions are challenging to stimulate students’ learning |
| ***☐*** | Questions are adapted where necessary to maximise student learning opportunities |  |
| ***☐*** | Questions are distributed around the class |
| ***☐*** | ‘Thinking time’ is provided for students |  |
| ***☐*** | Teacher knowledgeably responds to students’ questions and answers |
| ***☐*** | Questions are used to gather information about student learning |
|  | **Feedback for learning** |  |
| ***☐*** | Feedback is detailed and well-structured to maximise student learning opportunities |
| ***☐*** | Feedback is constructive and positive |  |
| ***☐*** | Opportunities for actively gathering feedback within session is planned |  |
| ***☐*** | Feedback is provided in whole-class, group and individual situations |  |
| ***☐*** | Verbal and non-verbal feedback is provided |

**Learning Technologies**

|  |  |  |
| --- | --- | --- |
|  | **FOCUS** | **COMMENTS** |
| ***☐*** | Learning technologies are incorporated into learning activities |  |
| ***☐*** | Learning technologies are used in a well-planned, efficient and effective manner |
| ***☐*** | Learning technologies are connected to class materials |
| ***☐*** | Learning technologies stimulate students’ interest |  |
| ***☐*** | Digital texts are free from grammatical and spelling errors |  |
| ***☐*** | Visual technologies can be easily seen / read |
| ***☐*** | Audio technologies can be easily heard |

**Communication, Rapport and Interactions**

|  |  |  |
| --- | --- | --- |
|  | **FOCUS** | **COMMENTS** |
|  | **General** |  |
| ***☐*** | Delivery is confident |
| ***☐*** | Delivery conveys passion for subject |  |
| ***☐*** | Classroom atmosphere is conducive to learning |  |
| ***☐*** | Interactions are mutually respectful |  |
| ***☐*** | Expectations are established and modelled |
|  | **Verbal** |  |
| ***☐*** | Explanations, questions and instructions are clear |
| ***☐*** | Voice is appropriate in volume and tone |  |
| ***☐*** | Pace of the lesson is adjusted to accommodate student needs and maintain interest |  |
| ***☐*** | Language used is appropriate to students’ needs, abilities and experience |
|  | **Non-Verbal** |  |
| ***☐*** | Body language is confident including good eye contact |
| ***☐*** | Manner is positive and friendly |

**Small Group Teaching**

|  |  |  |
| --- | --- | --- |
|  | **FOCUS** | **COMMENTS** |
| ***☐*** | A safe and ethical learning environment is established and maintained including appropriate use of equipment |  |
| ***☐*** | A range of teaching methods are used to actively include all students in the learning |
| ***☐*** | Key concepts are explored and reinforced throughout the session |
| ***☐*** | Critical thinking is promoted through questioning and learning activities |  |
| ***☐*** | Evidence (including literature and research) is used to support discussion and decision making |  |
| ***☐*** | Personalised learning is evident (teacher knows the students’ knowledge levels and learning needs) |
| ***☐*** | Students are encouraged and supported to share information/experiences, ask questions and make connections |
| ***☐*** | Students are encouraged to pursue and critically appraise the literature |

**Additional Comments**

|  |
| --- |
|  |