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# Learning from each other: peer observation and learning conversations – sharing good practice

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# Peer observation, the challenges and some solutions schools have found to:

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The cost of cover

Persuading people to open their doors

Distinguishing between monitoring visits to classrooms and peer observations

Injecting new expertise into a school

More available at the end of this month on  
[www.gtce.org.uk/peerobservation](http://www.gtce.org.uk/peerobservation)



# A challenge: the cost of cover

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Some solutions which have worked:

- Class swapping – much can be learned from other class routines, display, pupils expectations of how they are to be taught
- Planning a lesson together to be taught separately and then reflecting together on what worked; refining the lesson together and then teaching it again in a different class
- Video – to be watched outside of teaching time
- Training pupils in observation and where teachers give their permission, using these students for feedback (has impact on students' learning to learn skills too)



# A challenge: persuading people to open their doors

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Some solutions which have worked:

- School management setting the precedent in offering to be observed and take feedback genuinely and in the spirit of dialogue
- Teachers choosing the focus for an observer to comment on
- Use of video – enables teacher to watch themselves first, enables rewind and pause
- Ensuring that observations are reciprocal



# **A challenge: distinguishing between monitoring visits to classrooms and peer observations**

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Some solutions that have worked:

- Ensuring that observations are reciprocal



# A challenge: how to avoid peer observations recycling existing gaps within a school

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Some solutions which have worked:

- Using neighbouring schools for peer observations

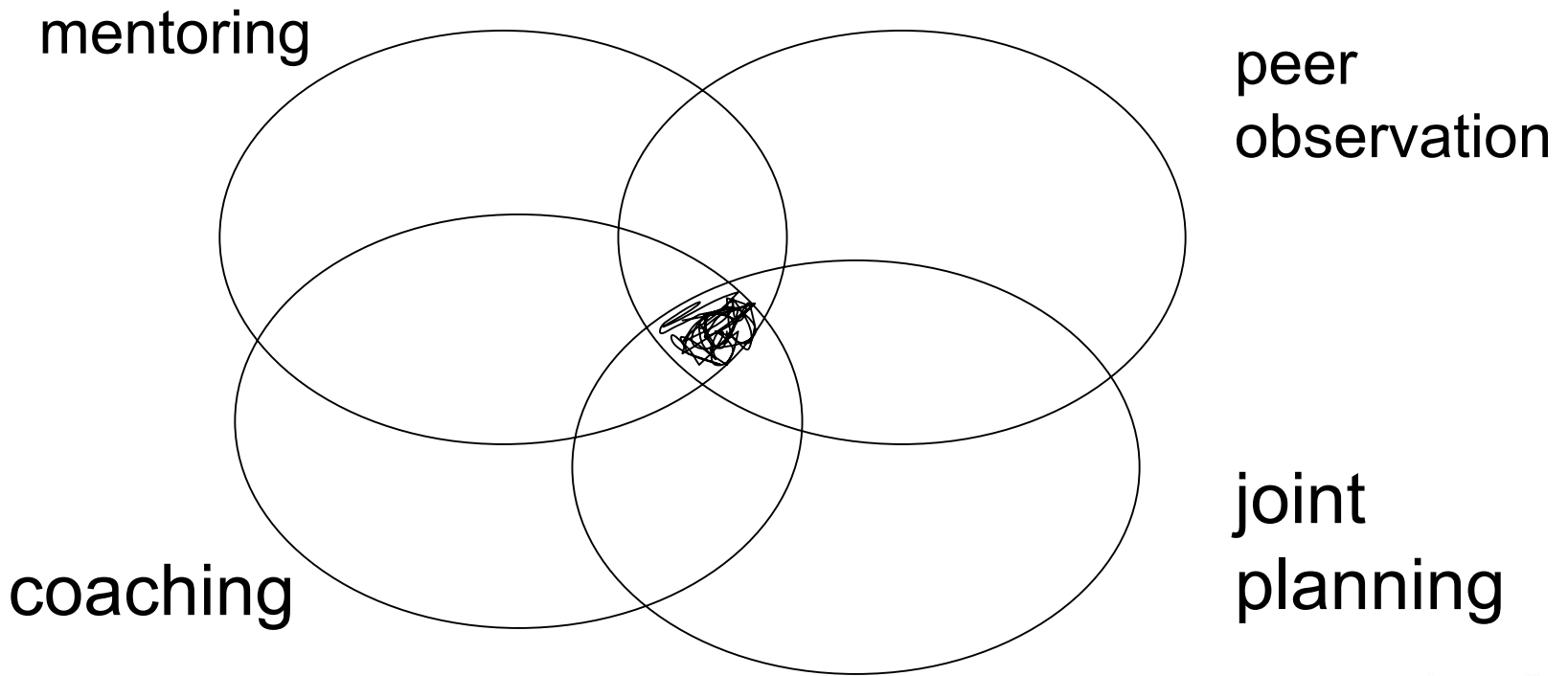


# Learning from each other: Learning Conversations

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- What is a learning conversation?
- Why is it useful to think about Learning Conversations as a form of CPD?





 = learning conversation

# When does a conversation become a learning conversation?

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- with an expectation of mutual learning from the dialogue
- when reflection is encouraged
- when participants are supported in generating their own solutions to professional challenges
- when it is supported by trust and respect and agreed protocols of confidentiality
- when it is based on experience, not abstract ideas



# What benefits have been identified from learning conversations?

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- Personalised context-specific teacher learning
- The contribution to two people's learning at the same time (time and cost efficient)
- Improves communication skills and personal skills of the participants
- Can lead to improved work with pupils on reflection
- Builds schools as learning communities
- Reduces stress and builds self-esteem



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- When have you had a learning conversation that really changed the way you thought or behaved professionally?
  - What were the school factors which enabled that conversation to take place and be a learning experience? Is peer observation providing these opportunities in your school? If so, how?
  - Do you feel confident that your colleagues have learning conversations at school?
  - What school factors enable these conversations or get in the way?

