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|  | **School of MathematicsPeer Observation of Teaching Report** |

**Observer** : please read the guidance at the end of the form, complete the sections below and discuss your reflections with the observed teacher.

**Observed teacher** : please enter key points in the box overleaf, including any comments relating to points made by the observer about which you are not in agreement.

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| --- | --- | --- | --- |
| **Observed teacher :** |  | **Observed event :** |  |
| **Observer :** |  | **Event date :** |  |

**What worked well in the session?**

**How well did the class interact or engage with the teaching?**

**What in the session could be improved?**

*Please turn over >*

**Observed teacher's comments** (including points of disagreement with the observer)

***We have discussed the points recorded above.***

***Observer ……………………………………………………….. ……………………………………………………….. …………………………………***

 ***Name in capitals Signature Date***

***Observed
Teacher ……………………………………………………….. ……………………………………………………….. …………………………………***

 ***Name in capitals Signature Date***

***Guidance***

*Please see the https://teaching.maths.ed.ac.uk/main/staff/quality-assurance/peer-observation*

* *No lecture or teaching session is perfect. For that reason, it should always be possible to identify something that could be improved.*
* *For the same reason, entries in the "what could be improved" section should not be taken as implying that the teaching session was poor.*
* *Teaching is only successful if there is learning and so the question about interaction and engagement is intended to focus attention on whether the teaching is working in practice for the class.*
* *Observers should spend some time attending to the teaching as a student might, and focusing on material, legibility, audibility, etc. They should also try and "stand back" and observe the class: to what extent are the class interacting and engaging? Are they attending or talking amongst themselves, and if the latter is it about the material?*
* *Please return completed forms to Alice Heatley,* *Alice.Heatley@ed.ac.uk*