**Brief guide for Observee**

Your colleague who will act as your Peer Observer has undertaken the Peer Observation of Teaching, Learning and Assessment development, to engage with the process critically and constructively. The aim of the peer observations is to create an opportunity for both you and the Peer Observer to discuss teaching, learning and assessment by identifying effective practice and sharing good practice and development areas. At all times the process must be developmental and supportive, and not judgmental.

As an Observee you have full control of the process. This may include choice on who will observe you, what will be the focus of the observation, what you would like the Peer Observer to observe, and aspects of feedback you would like to receive. You can raise most of these topics at the pre-observation meeting that your Peer Observer will arrange with you. During that meeting, we recommend you provide the Peer Observer as much information as you can about the type of observation that you would like and also ask for specific aspects of your observation that you would like them to focus on during the observation.

**The Observation**

If your observation is in a taught face to face or online synchronous session, at the beginning of the observation, we recommend that your students are made aware of the presence of the Peer Observer. Whether your session has a small or large number of students attending, it is useful for them to know that a process is in place that encourages discussion amongst staff about teaching and learning. It is not necessary for the Peer Observer to engage with students in your class. If your observation is not in a taught face to face or synchronous session, please ensure your peer observer has all the information or links that they need to carry out the observation, for example: link to pre-recorded lecture; access to VLE etc.

Soon after the observation, a post-observation feedback meeting will take place with your peer observer. This part of the process tends to be the most valuable one for both you and the Peer Observer. You will have the opportunity to talk about your observation through critical reflection, identify what you believe went well and why and discuss your development needs.

**Receiving Feedback**

At the post-observation discussion, think about:

* Critical reflection and feedback from yourself and your peer observer
* The feedback you receive is developmental and is intended to enhance your practice
* Ask for examples or ideas for other approaches to teaching, learning and assessment that may be useful to you
* The Peer Observer has the advantage of observing you, and if in a face to face or synchronous session, how students respond to what you do, and this may help you to see your teaching through a different lens

**Moving forward**

The Peer Observer will return the completed Confidential Observation Form to you to agree and sign. Check that the information in the form represents the discussion you had in your post observation meeting, and keep it for your records. This form is *confidential* and you keep the only copy. You may refer back to it in the future as you continue to reflect on your teaching practice. The Peer Observer will also complete a Peer Observation Summary Form to be shared with whoever coordinates Peer Observation in your department – this will be shared with you for you to agree and sign prior to it being shared.

Some questions for you to reflect upon after the post-observation meeting:

* What aspects of your teaching do you think you might enhance?
* What do you need to do in order to enhance your teaching, learning or assessment in the areas you identified?
* Who might be able to help you, for example, colleagues, mentor or staff in The Academy?
* How will you know you have enhanced aspects of your teaching, learning or assessment?

For any questions on peer observation of teaching, learning and assessment, please contact The Academy (theacademy@liverpool.ac.uk)