**Teaching Observations for Professional Development**

**Guidance:**

Teaching Observation for Professional Development (TOPD) is for staff in academic and related roles. The overall objective of TOPD is to enhance teaching and learning for the benefit of our students.

TOPD is designed to be a valuable and supportive for both experienced colleagues and those who are new to teaching. It provides the opportunity for observer and observee to reflect on teaching practices and develop their own teaching through structured peer learning. The process engages pairs of colleagues in cycles of planning, observation, reflection and action with the intention of enhancing teaching and the learning environment as contributory factors to student learning.

Reflections arising from teaching observation are valuable for all colleagues who are engaging in professional development, either through the PgCert Academic Practice (the Initial Professional Development Route) or the Continuing Professional Development Route. Teaching observations can help Senior Fellows evidence their commitment to remaining in 'good standing' with Advance HE as well.

The expectation is that each member of staff in academic and related roles will commit to observing and being observed once, in each academic year.

* Initial details and session details are completed by the observee prior to the observation
* Part 1 is completed by observe prior to the observation; this may include an introductory meeting to prepare and share ideas / priorities
* Part 2 is completed by the observer during the observation session
* Part 3 is completed by the observer and observee in discussion after the session
* Part 4 is completed by the observee

**Initial details**

**1. Observer’s Name:**

**2. Observer’s Faculty / Department:**

**3. Observee’s Name:**

**4. Observee’s Faculty / Department:**

**Session Details**

**5. Type of session to be observed (e.g. lecture, seminar, practical):**

**6. Programme:**

**7. Level & Module title:**

**8. Number of students:**

**9. Type of teaching environment (e.g. face to face, online etc):**

**10. Proposed date of post-observation reflective meeting**:

**Part 1: Pre-observation preparation**

Observees and observer should communicate briefly in advance of the session to develop a mutual understanding of the session being observed and any aspects of the session that the observee wishes to receive particular feedback on. It is also useful to develop a common understanding of how the observer and their presence will be introduced to the student(s).

**11. What is the background to the session**?Prompting questions: What is the context of the session? What pedagogical strategies are likely to be used? Has it been a challenging session in the past? Is this the first time it’s been taught? How does it relate to assessment?

**12. What should the observation focus on?** Prompting questions: On what aspects of the observee’s pedagogy and practice would feedback be most valuable? What development goals have they set that can be supported by this observation?

**Part 2: Observation**

The observer should make some brief notes that will form the basis of a reflective discussion held after the observation. These should be made in reference to the pre-observation discussion meeting. Observers should be mindful of the tone of their comments, paying attention to providing constructive, honest and sympathetic feedback.

Observations should be structured around the following aspects. However a flexible approach should be taken to interpreting these to ensure that feedback is supportive and valuable to the observee.

Observations may not last for a whole session; feedback should be adjusted appropriately where this is the case. A minimum of 30 minutes is suggested.

**13. Feedback should be provided relating to each of the following areas of practice:**

a. Introduction and links to context of module (if observed):

b. Teaching strategy and methods:

c. Delivery and communications:

d. Learner engagement:

e. Content:

f. Conclusion to the session (if observed):

**Part 3: Feedback**

This is an opportunity for the observer and observee to reflect on the session in a one to one meeting after the observation. The nature and format of this will vary among pairings, but is most likely to include identification of good practice and a consensus on aspects of practice that the observee may want to consider developing. Observers should reflect on how their own experiences and practices might help inform and develop those of the observee.

**14. What aspects of good practice were observed during the session? (completed by observer)**

**15. What aspects of practice could be developed? (completed by observer and observe together).** Prompting questions: What practical steps could be taken by the observee to develop their teaching practices? What CPD activities would be useful for the observee to engage with?

**Part 4: Reflection**

This section is completed by the observee allows them to reflect on the feedback they have received, and the opportunities that exist to develop their practice further. It may be useful to cross-reference this with the UK Professional Standards Framework, particularly if they are developing a claim for Fellowship.

**16. Based on the feedback from this teaching observation, what CPD priorities or opportunities for sharing good practice have you identified?**

If both observer and observe are in agreement, this completed record should be emailed to adf@stmarys.ac.uk. It will be used to develop the Academic Development Framework to meet the needs of academic staff. All comments will be treated anonymously.

If both observer and observee would prefer not to share the detail of the form, the observer should email adf@stmarys.ac.uk with the observee’s name to confirm that they have completed an observation.

The ADF team welcome any comments and feedback on the provision of CPD. They can also provide advice and guidance for colleagues interested in pursuing recognition from Advance HE.