

One school's approach to peer observation.

一所學校的同儕觀察方法

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R: Peer observation at Ipswich Girls' Grammar School is the process whereby a teacher arranges to come in and spend some time in the classroom of another teacher looking at the strategies that he used within the class. We have a specific focus in that we're looking at lesson structure and particularly the articulation of lesson objective. When we start it at quality teaching project the first thing we did was quite an extensive literature review and it was very clear from the literature that peer observation was one of the best strategies for professional development that we could provide for our staff.

副校長：伊普斯維奇女子文法學校的同儕觀察是安排教師進入另一位老師的課堂上，花一些時間來查看課堂上使用策略的過程。我們特別關注的是，我們正在研究課程結構，特別是課程目標的表達方式。當我們在優質教學專題開始時，第一件事是相當廣泛的蒐集文獻，從文獻中可以清楚地看出，同儕觀察是可以提供我們教職員最佳的專業發展策略之一。

Phase1: Pre-observation meeting:

- **Identify the focus of the observation**
- **Agree date/time/duration of observation**
- **Provide background and context for the lesson**

階段 1：觀察前會議

- **確認觀察焦點**
- **同意日期/時間/觀察持續時間**
- **提供課程的背景和脈絡**

R: The teachers would have a short meeting before the lesson where they talk about what's going to happen in the lesson and what the objective is going to be at how the lesson is going to flow.

副校長：在課程開始之前，老師們會舉行一次簡短的會議，他們會談論課程中會發生什麼，以及課程進行時如何發展目標。

Phase 2: Classroom observation

- **Discreet interaction with observed teacher and/or students**
- **Single observer**
- **Observer records data**

階段 2：課堂觀察

- **與被觀察的教師和/或學生謹慎地互動**
- **單一觀察者**
- **觀察者紀錄資料**

J: For this is a grade five class and [?] the lesson today is teaching the children about how words to use by offers and writer [?] to um take many from different text.

授課教師：這是五年級的課程？今天的課程是從不同的文本中取出許多內容，教孩子們如何運用提供者和作家使用的話語。

T:I'm really **came to** to see how you **specifically** give your **objective** to your class and also your **?**that something that I really want to focus on in my teaching.

觀課教師：我真的來看看你是如何專門為你的班級和你的目標...？在我的教學中我真正想要關注的東西。

J:**?**today's lesson. As you know is about teaching and **?**

授課教師：今天的課程，你知道的是關於...的教學？

R:The teacher who's doing the observing goes **in** he or she will have a little worksheet that they fill out we call **A1**peer observation **?**which is visit other teachers each term.And so the teacher is moving at you know... what did I see, what did I learn, what can I do to improve my own teaching as a result of what I've seen.

副校長：正在進行觀察的老師，會填寫一份我們稱之為 A1 的同儕觀察紀錄表...。這是每學期觀察其他老師所用的。如此，老師正向你所知的進行者，.....我看到了什麼、我學到了什麼、我能因為我所看到的，而做些什麼來改善我自己的教學。

Phase3:Post-observation debrief

- Share data recorded with focus on what was seen.
- Shared reflection relating to the agreed focus.
- Pose questions to prompt further development
- Observer reflects on own practice

階段 3：觀察後回饋會談

- 分享所看到焦點的紀錄資料
- 有關協議焦點的共同反思
 - 提出問題以促進更進一步發展
 - 觀察者反思自己的實踐

T:As we spoke about before the lesson. I was really to look at how you start the objective to the students and also the anticipatory set that you used. The anticipatory set which was something that I was really interested in was fabulous.The use of multi-media engage the students straight away. Images that we used with fabulous that were targeted at the students' level that will laughing along with the clips that you know they were interested in the images that will be in and certainly it introduced the really well.

觀課教師：正如我們在課前談到的那樣。我真的嗎？看看你如何向學生開展目標，以及你運用的預期組合。我真正感興趣的預期組合非常好。多媒體的使用可以直接吸引學生注意。...依學生的程度使用的很好，因為學生對出現的圖像感興趣片段而一起笑。當然它介紹了.....？真的很好。

J:You think you could use this sort of thing in economics?

授課教師：你認為你可以在經濟學中使用這類教學嗎？

T:Absolutely. While I was watching your lesson, I was thinking that how could I use this in my subject area and I was thinking that the use of images would be perfect. Particularly when we're doing a practical lesson.And if we're making something like

cupcakesthen I could show them some clips from maybe master chef or cake boss, showing them the production, showing them the end products. And they'll see what they are going to be doing in that lesson in short ?so their attention is going straight away.

觀課教師：當然。當我在看你的課時，我在想我怎麼能在我的學科領域使用它，而我認為圖像的使用是完美的。特別是在我們教實作課程的時候。如果我們正在製作像紙杯蛋糕這樣的東西，那麼我可以向學生展示一些來自廚房或蛋糕...影片的片段，向學生展示製作過程，向學生展示最後的產品。他們會在短短的課程中看到他們將會做些什麼？所以他們的注意力就會馬上出現。

R:The response from teachers to peer observation has been very positive. I think as they've undertaken the observations they realized that this is why that they really can pick up some new ideas, some new strategies, some different approaches.And it gives them an opportunityto actually see what happens... you know in someone else's classroom so that's being very positive.

副校長：教師對同儕觀察的反應非常正向。我認為當他們進行觀察時，他們會了解這就是他們真正能夠獲得一些新想法、一些新策略、一些不同取向的原因。它讓他們有機會真正看到會發生什麼.....你知道在別人的教室裡，這是非常正向的。

T: It's beingfantastic particular for my own teaching. I've really been able to get some new teaching methodology that maybe I had it a few years agothat I forgot to use. Is that real classat looking at what someone else does and what they havesuccess to it. And ?implement that into your own classroom.

觀課教師：這對我自己的教學來說非常奇妙。我真的能夠得到一些新的教學方法，也許我幾年前就忘了用它了。在實際的班級，看看別人做了什麼以及他們取得了什麼成功。而且？把它實現到你自己的教室裡。

J:Implementing peer observation is a challenging for all parties.Initially, teachers

might feel hesitant about having somebody else in their classroom. Sometimes you can feel a little bit embarrassed and just having an understanding that they are not to necessarily to judge you but to watch what you do and take things from it in a positive way is certainly helped people to overcome that fear or their concern about the agenda behind it all.

授課教師：實施同儕觀察對所有各方都具有挑戰性。最初，教師可能會對在課堂上安排其他人進班感到猶豫不決，有時你會覺得有點尷尬，但只要明白他們不一定要評斷你，而是要看你做了什麼，並以正向的方式做這些事情，這無疑有助於人們克服這種恐懼、或對背後議題的關注。

R: I think one of the most interesting things that we've learned is that teachers have so much to learn from one another not just within their narrow subject areas [?] but from across the school. It's being a great way for us to showcase what we're doing as a school to improve the quality about teaching, standard teaching.

副校長：我認為我們學到的最有趣的事情之一是，教師有很多東西可以互相學習，而不僅僅是在他們狹隘的學科領域內學習？而是來自整個學校。這是一個很好的方式，讓我們展示我們作為一所學校正在做的事情，以提高教學的品質。

J: Peer observation changes the way I think about teaching by encouraging me to reflect more on my own practice. And making sure that I am covering the steps that the quality teaching [teams] have [shown] us what's better for students' learning.

授課教師：透過同儕觀察鼓勵我更多地反思自己的教學實踐，來改變我對教學的看法。並確保我包括了高品質的教學團隊向我們展示的對學生學習更好的步驟。

This video represents one school's approach to implementing peer observation

From more information visit www.aitsl.edu.au/professional-growth

本影片代表了一所學校實施同儕觀察的方法

欲了解更多信息，請瀏覽 www.aitsl.edu.au/professional-growth