

PEER ON PEER OBSERVATIONS

(Guidance notes)

Peer observations are used as a valuable means of professional development. Constructive feedback from a colleague can help practitioners to identify the strengths of their interactions with children, enabling them to help each other to improve their practice.

Peer observations can take place between experienced and less experienced practitioners. Practitioners can learn from watching experienced practitioners and experienced practitioners will learn from their feedback.

Peer observations should last between 5 and 15 minutes

Peer observations should aim to build both expertise and confidence

The observer should make notes in the observation section on the form as it is helpful to give examples to support the feedback.

The observer should not be judgemental just record what has been observed

The feedback should be discussed as soon as possible after the observation

When receiving your feedback do not take it personally or become defensive. The purpose is to help develop your professional practice. Control any unhelpful emotional reactions. Celebrate your strengths.



PRACTITIONER	DATE	
OBSERVER	ACTIVITY.....	
Position themselves where they can easily make eye contact		
Sensitive to all children's needs		
Manage children's behaviour		
Watch and see what the children do first before intervening		
Join in with the children's play inside and out		
Facilitate shared play and turn taking where age appropriate		
Use a range of non-verbal communication, including gesture/ facial expressions		
Use a range of visuals real objects/photographs/pictures		
Gain children's attention before speaking		
Vary the voice to make it interesting		
Give children time to respond using the ten second rule		
Respond positively to children's communication including non-verbal communication		
Use more comments than questions/instructions		
Comment on the child's actions e.g "you've made a lovely train"		
Use language matched to the child's language level e.g shorter sentences		
Give specific praise		
Encourage turn taking in conversation		
Model appropriate communication behaviour avoid talking over the children's heads		
Accept child's language, model back the correct form-child "I goed to shop" adult says "how lovely you went to the shop"		
Use simple repetitive language during everyday activities		
Use open ended questions that encourage conversation rather than yes/no answers		
Break complex sentences down to manageable chunks		
Actively support children in solving their problems and disputes		
Support songs/ rhymes with actions, objects or puppets		
Link children's spoken language with written language		
Give opportunities for children to use their first language		
Encourage children to develop their language skills during role-play		
Encourage children to be creative and imaginative e.g music time		



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OBSERVATION

GOOD PRACTICE

DEVELOPMENT

