

# Quality Improvement Framework

## Section 5 – Reflective Practice

Subsection: **Peer Observation**

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>Peer observations are an effective method of self-reflection. They provide an opportunity for practitioners to learn from one another and share good practice.</p> <p>Observing each other's practice is something we do every day subconsciously. By formalising the process, we are able to capture meaningful feedback to support professional development.</p> <p>An effective process for formal peer observation should begin with open dialogue between practitioners. It is important that staff are clear of the expectations of the exercise and the intended outcome.</p> <p>The process is to be advantageous to all participants e.g. an apprentice will gain from observing a senior member of staff leading circle time, a room leader may consider their own behaviour management skills when observing a practitioner diffusing a situation etc.</p> <p>Leaders should support practitioners to identify strengths as well as missed opportunities noted and areas for development to consider.</p> <p>Feedback should be constructively critical, focused on improving quality and professional development.</p> <p>It would be ideal for peer observations to contribute to the supervision process, informing discussions regarding professional development opportunities.</p> <p>A template can support practitioners in being consistent, highlighting the areas</p>	<ul style="list-style-type: none"> <li>• How do staff feel about peer observations?</li> <li>• Are staff confident to offer honest feedback to one another?</li> <li>• Are individual's prepared to accept constructive criticism from their peers?</li> <li>• Are staff clear about the intention of peer observations?</li> <li>• How do you ensure that there is consistency in the approach applied to peer observations?</li> <li>• Do you have a formal template that staff can use when observing a peer?</li> <li>• If so, does the template include the following; context of the observation (what activity or part of the routine is being observed, time and duration, influencing factors), strengths identified, areas for development /missed opportunities identified, space to capture their feedback.</li> <li>• Are practitioners given adequate time to feedback their observations and to explain their views?</li> <li>• Are peer observations used to inform the supervision process?</li> <li>• Are peer observations moderated/quality monitored by leadership?</li> <li>• What training/support have staff been offered to develop their skills in observing their peers?</li> </ul>	<p><b>Q Cards</b></p> <p>Are You Self-Aware</p> <p>Peer Support</p> <p>Observing Practice</p> <p><b>Training</b></p> <p><b>Useful Links</b></p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

of focus and establish feedback that should be provided.

It is important to remember that there is no hierarchy to adhere to with peer observations. It is not a task to be undertaken by managers and leaders only - it is for all to take part.

- How do you organise peer observations? Are they sporadic or are they scheduled? Are they at random or do staff have a time line in which they are expected to adhere to e.g. one a month?