

Social Concepts in Physical Education, Physical Activity and Sport. Peer Observation of Teaching *Week 1*

Observer:		Date of observation:	
Teacher(s):		Student level:	Number of students:
DESCRIBE OBSERVED EXAMPLES OF THE BELOW FOCI – DISCUSS POSITIVE OBSERVATIONS & AS AREAS WORTH CONSIDERING			
FOCUS: TEACHER APPROACH		TEACHER / STUDENT (INTER)ACTIONS	
Atmosphere <ul style="list-style-type: none"> • Language - listening, questioning • Tone and style, body language • Promoting positive interactions • Special attention to how students are feeling / affective development 			
FOCUS: SOCIAL INTERACTION & INCLUSIVENESS		TEACHER / STUDENT (INTER)ACTIONS	
Building a sense of community <ul style="list-style-type: none"> • Use small-group interactions as a vehicle for learning • Make opportunities for friendship development • Value opportunities for social interaction • Inclusive learning environment 			
FOCUS: FUN		TEACHER / STUDENT (INTER)ACTIONS	
<ul style="list-style-type: none"> • Activities are fun and enjoyable • Activities are developmentally appropriate • A variety of activities • Pacing of activities 			

FOCUS: CHOICE	TEACHER / STUDENT (INTER)ACTIONS	RELEVANCE / SIGNIFICANCE
<ul style="list-style-type: none"> • Considerations around choice are facilitated • Affording and facilitating autonomy 		
FOCUS: VOICE	TEACHER / STUDENT (INTER)ACTIONS	RELEVANCE / SIGNIFICANCE
<ul style="list-style-type: none"> • Considerations around voice • Listening to young people • Responding to young people 		
FOCUS: LIKES / DISLIKES	TEACHER / STUDENT (INTER)ACTIONS	RELEVANCE / SIGNIFICANCE
<ul style="list-style-type: none"> • Considerations around getting to know the children including their interests and likes/dislikes surrounding PE/PA/Sport 		

Social Concepts in Physical Education, Physical Activity and Sport. Peer Observation of Teaching *Week 2*

Observer:		Date of observation:	
Teacher(s):		Student level:	Number of students:
DESCRIBE OBSERVED EXAMPLES OF THE BELOW FOCI – DISCUSS POSITIVE OBSERVATIONS & AS AREAS WORTH CONSIDERING			
FOCUS: EDUCATIONAL & FUN		TEACHER / STUDENT (INTER)ACTIONS	
Atmosphere <ul style="list-style-type: none"> • Lessons were educational • Connections were made to prior learning / students' understandings • Progressive lessons for students • Variety of activities • Pacing of activities/lesson • Activities are fun and enjoyable 			
FOCUS: ORGANISATION & MANAGEMENT		TEACHER / STUDENT (INTER)ACTIONS	
<ul style="list-style-type: none"> • Equipment zone • Considerations relating to equipment (safety) • Stop signals were utilised • Students were given responsibilities • Opportunities to work individually / in small groups 			
FOCUS: SOCIAL INTERACTION & INCLUSIVENESS		TEACHER / STUDENT (INTER)ACTIONS	
Building a sense of community <ul style="list-style-type: none"> • Use small-group interactions as a vehicle for learning • Make opportunities for friendship development • Value opportunities for social interaction • Inclusive learning environment 			

FOCUS: "TINY" CHOICE'	TEACHER / STUDENT (INTER)ACTIONS	RELEVANCE / SIGNIFICANCE
<ul style="list-style-type: none"> • Considerations around giving children choice are facilitated • When and how choice was given to children • Inclusiveness of giving choice • How many voices were heard • Who's voices were heard • Types and amount of choices facilitated • The purpose of the choice(s) • Affording and facilitating autonomy 		
FOCUS: VOICE	TEACHER / STUDENT (INTER)ACTIONS	RELEVANCE / SIGNIFICANCE
<ul style="list-style-type: none"> • Considerations around voice • Listening to young people • Responding to young people 		
FOCUS: LINKS TO/FROM LAST WEEK	TEACHER / STUDENT (INTER)ACTIONS	RELEVANCE / SIGNIFICANCE
<ul style="list-style-type: none"> • Links to likes/dislikes gained last week • Grouping of students • Scaffolding learning 		

Social Concepts in Physical Education, Physical Activity and Sport. Peer Observation of Teaching *Week 3*

Observer:		Date of observation:	
Teacher(s):		Student level:	Number of students:
DESCRIBE OBSERVED EXAMPLES OF THE BELOW FOCI – DISCUSS POSITIVE OBSERVATIONS & AS AREAS WORTH CONSIDERING			
FOCUS: EDUCATIONAL & FUN		KEY INCIDENT / INCIDENTS	
Atmosphere <ul style="list-style-type: none"> • Lessons were educational • Focus on learning during a task rather than on result at end of task • Progressive lessons that build on last two weeks • Variety of activities • Activities are fun and enjoyable 	Strengths		
	Other considerations		
FOCUS: ORGANISATION & MANAGEMENT		KEY INCIDENT / INCIDENTS	
<ul style="list-style-type: none"> • Equipment zone • Considerations relating to equipment (safety) • Stop signals are utilised • Students were given responsibilities • Opportunities to work individually / in small groups 	Strengths		
	Other considerations		
FOCUS: SOCIAL INTERACTION & INCLUSIVENESS		KEY INCIDENT / INCIDENTS	
Building a sense of community <ul style="list-style-type: none"> • Opportunities to learn with and from each other • Children get lots of practice time together (not standing in lines) • Use small-group interactions as a vehicle for learning 	Strengths		
	Other considerations		

FOCUS: 'CHANGE ONE THING'	KEY INCIDENT / INCIDENTS	RELEVANCE / SIGNIFICANCE
<ul style="list-style-type: none"> • Children are given the power to change one thing • Children are listened to • Whose voices are heard? Why? What about other voices? • Inclusiveness of giving choice? • Acting on children's suggestions • Affording and facilitating autonomy 	Strengths	
	Other considerations	
FOCUS: ASSESSMENT & FEEDBACK	KEY INCIDENT / INCIDENTS	RELEVANCE / SIGNIFICANCE
<ul style="list-style-type: none"> • Assessment opportunities are integral • Variety of assessment for learning approaches • Connections to previous lessons • Feedback was integral and connected to the lesson learning objective(s) • Teacher questioning 	Strengths	
	Other considerations	
FOCUS: OTHER CONSIDERATIONS	KEY INCIDENT / INCIDENTS	RELEVANCE / SIGNIFICANCE
<ul style="list-style-type: none"> • Comment on other teaching and learning considerations surrounding facilitating meaningful learning experiences for young people • Observations regarding the children's engagement including abilities, contributions, resistances, ability/willingness to work together/support each other / take responsibility 	Strengths	
	Other considerations	