Creative Learning Teams – *pre-event survey*

## Using peer observation to transform learning

# Initial survey

Dear colleagues

As part of the college’s on-going quality improvement journey, we are examining the effectiveness of the system for improving the impact of teaching on learning and assessment. We are keen to hear your honest views about our current system so that we have a baseline from which to monitor the value and effectiveness of the new approach.

There are just 16 questions, each of which requires just a single mouse click to answer. Individual responses will be anonymous, though we will be interested to analyse the survey at department and course level. Your frankness will be much appreciated.

Please also find the following document attached:

* E3 Quality Standard for TLA - in brief

This should be considered in advance of answering question 11.

Very many thanks again for your support with this new approach.

Best wishes

XXX

A. Please select your curriculum area from the list below. *[Please list the curriculum areas from which you would like respondents to select.]*

* Business administration
* etc.

B. Please select one job role that most closely matches your own. *[Please edit as required..]*

* Part-time or sessional teacher
* Full-time or fractional teacher
* Curriculum manager
1. How much do you enjoy the current lesson observation process?
* A great deal
* Very much
* It’s okay
* I tolerate it
* Not at all
1. How useful is the current lesson observation process?
* Extremely useful
* Very useful
* Moderately useful
* Slightly useful
* Not useful at all
1. To what extent does the current lesson observation process lead to innovation?
* To a very great extent
* To a good extent
* To a moderate extent
* To a little extent
* Not at all
1. How fair and accurate do you consider the current observation system to be?
* Completely fair and accurate
* Mostly fair and accurate
* Reasonably fair, but I don’t agree with some of the findings
* Reasonably fair, but I don’t agree with most of the findings
* Unfair and inaccurate
1. When being observed, to what extent do you change your teaching style?
* Not at all
* I change a little
* I moderate my teaching style to a degree when being observed
* I change my teaching style to try to meet the expectation of the observer
* The lessons I am observed on are not typical of my teaching
1. To what extent have you used the good teaching practice of your colleagues in your own lessons?
* I’ve used lots of good ideas from other teachers to improve my learners’ experiences
* I’ve used some good ideas from other teachers
* I’ve shared some ideas across my own team that have made a real difference to learners
* I’ve heard about some of the things that other teachers do well
* I haven’t really used any ideas from other teachers
1. To what extent does the current observation system motivate you to improve the quality of your teaching?
* Greatly
* To a degree
* Neither motivates nor demotivates
* A little demotivating
* Very demotivating
1. How confident are you that you are aware of the positive, negative, missing or unintended impact of your teaching strategies on learners?
* Very aware
* Reasonably aware
* I thought I was aware
* I now realise I was missing some indicators
* I wasn’t very aware
1. The writing of learning objectives often falls into two styles: those that set out what learners will do by the end of the lesson, and those that set out how learners will be different by the end of the lesson. How would you describe the learning outcomes you write?
* They show how learners will be different by the end of the lesson
* They are a mixture of both activities and impact
* They mostly show what learners should have done by the end of the lesson
* I rarely state specific learning outcomes in my lesson plans
* I don’t often write a formal lesson plan
1. To what extent have your teaching strategies succeeded in getting learners to work between lessons of the own accord? (i.e. Following their own agenda rather than completing set homework.)
* To a very great extent
* To a good extent
* To a moderate extent
* To a little extent
* Not at all
1. How successful do you feel your differentiation strategies are?
* All learners achieve outstanding grades as I plan the differentiated support needed to achieve them
* All learners achieve well as I plan the differentiated support needed to achieve them
* I differentiate the learning outcomes for each standard of learner and they broadly achieve in line with these expectations
* Most learners progress at the same rate
* On reflection, I have a tendency to teach to just one of the broad ability groups (high-flyers; average learners; those who may struggle a little).
1. To what extent do you make your learners curious?
* I make my learners so curious that they explore the subject for themselves between lessons
* My curiosity strategies engage all learners throughout the lesson
* I try to make learners curious at the start of a lesson
* I haven’t really considered using curiosity as a strategy before
* I focus mainly on what I would like learners to do
1. How proactively do you feel you research new teaching strategies?
* Extremely proactive
* Very proactive
* If someone shows me something new, I’ll try it out
* I pick up ideas here and there
* I’m confident in what I do and haven’t felt the need to look for anything new.
1. To what extent are you looking forward to seeing the work of others and exploring new strategies for improving the impact of your teaching?
* Very much
* To a reasonable extent
* Neither looking forward to it, nor dreading it
* Not really looking forward to it
* Dreading it
1. To what extent do you feel the move from graded observation and direct feedback to supported observation with its emphasis on professional dialogue will help improve the impact of your teaching?
* To a great extent
* To a reasonable extent
* It won’t make much difference
* I’m not sure
* I think direct feedback would be more effective
1. To what extent do you feel that observing your colleagues will help you to find new ways of improving the impact of your teaching?
* To a great extent
* To a reasonable extent
* It won’t make much difference
* I’m not sure
* I think it will be a waste of time

Thank you very much for taking the time to complete this survey and we hope you enjoy becoming an education researcher for the next few months.