For teachers · Professional growth · Peer observation

Classroom Observation Toolkit

أدوات ملاحظة الحصص وتبادل الزيارات الصفية

Peer observation is one of the most practical ways to improve teaching: you see new ideas in action and get feedback on your own lessons. This toolkit is for **developmental** observation between colleagues. It is not an appraisal tool.

تبادل الزيارات الصفية من أكثر طرق تحسين التدريس عملية: ترى أفكارًا جديدة مطبقة وتحصل على تغذية راجعة عن حصصك. هذه الأدوات للملاحظة **التطويرية** بين الزملاء، وليست أداة لتقييم الأداء الوظيفي.

The observation cycle · دورة الملاحظة

1. **Before (10 minutes)** · قبل الحصة
   The teacher being observed chooses **one focus** (for example: questioning, instructions, pair work, feedback, differentiation) and explains the class context and lesson aim.
2. **During the lesson** · أثناء الحصة
   The observer records only what they **see and hear** related to the focus: teacher and student words, actions, timings. No judgements yet.
3. **After (within 48 hours)** · بعد الحصة
   The teacher reflects first. Then the observer shares evidence and asks questions. Both agree one next step.

Ground rules: agree the focus together · notes belong to the observed teacher · no student names · talk about the teaching, not the teacher · say thank you.

قواعد أساسية: اتفقا على محور واحد، والملاحظات ملك للمعلم المُلاحَظ، ولا أسماء للطلاب، والحديث عن التدريس لا عن الشخص.

Tool 1 · Focused observation notes · ملاحظات مركزة

Class, date, lesson aim (no student names)

Agreed focus

Time	What I saw / heard (evidence)	Effect on students' learning

Questions I would like to ask the teacher

Tool 2 · Lesson features checklist · قائمة سمات الحصة

Use only the rows that match the agreed focus. Mark ✓ seen, ○ not seen, – not relevant to this lesson.

Area	Feature	✓ / ○ / –	Evidence
Planning	Lesson aim is clear and shared with students		

Planning	Activities match the aim		
Instruction	Instructions are short, modelled and checked		
Instruction	Teacher talk is balanced with student talk		
Instruction	Questions require thinking, with wait time		
Engagement	Most students participate, not only a few		
Engagement	Pair or group work has a clear purpose		
Assessment	Teacher checks understanding during the lesson		
Assessment	Feedback tells students what to do next		
Differentiation	Support or challenge is offered for different levels		
Environment	Routines are clear; little time is lost		
Environment	Students feel safe to make mistakes		
Technology	Technology or AI is used purposefully, when it helps learning		

Tool 3 · Student engagement snapshot · لقطة تفاعل الطلاب

Every 5 minutes, count how many students are actively working on the task (writing, speaking, reading, listening with a purpose). Write the number and what the class was doing. It shows how engagement changes across stages of the lesson.

Minute	Students present	Students on task	Activity at that moment
5			
10			
15			
20			
25			
30			
35			
40			

Tool 4 · The feedback conversation · حوار التغذية الراجعة

Step	Useful phrases
1. The teacher reflects first	"How do you think the lesson went in relation to the focus?" · "What are you most pleased with?"
2. Share evidence	"At minute 12, I noticed that..." · "Eight students answered the first question; after the pair discussion, fifteen did."
3. Ask, don't tell	"What was your thinking behind...?" · "What might happen if...?"
4. Agree one next step	"What is one thing you will try next week?" · "How will you know it worked?"

Strength we agreed on

One next step

Smart Students Hub

منصة تعليمية لدعم الطلاب والمعلمين

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