

A Guide to Local Peer Review

Just as trainees have their performance evaluated, peer review can be a helpful process for supervisors to receive feedback on their teaching. Continuing Professional Development (CPD) at three credits per hour (up to 50 credits per year) will be awarded for this activity.

Evaluation of supervisor teaching practices is encouraged. There are a variety of opportunities that can be used for observation by a peer. These include: running grand rounds, teaching a skill or concept, a work-based assessment encounter or a feedback session with a trainee.

Peer evaluation can be used in the following ways to enhance teaching practice:

- **Feedback** – gaining feedback on teaching from

a colleague adds another dimension to feedback collected from trainees and from self-reflection.

- **Improvement** – as an input to discussion and reflection on the supervisor's:
 - ♦ teaching strategies
 - ♦ learning outcomes
 - ♦ assessment methods
 - ♦ monitoring trainee learning
 - ♦ new ideas – discussion and reflection on new ideas and methods for teaching.

Peer evaluation is **NOT**:

- novice learning from expert – it should be collegial and directed towards honing skills, not cloning skills.
- for training people in a particular way of teaching.

Local peer review process

An informal and local process including accompanying forms for use has been outlined below.

Local peer review process	
Step 1	A supervisor identifies they would benefit from peer feedback on teaching.
Step 2	A peer evaluator is selected locally by the supervisor. Reviewee completes the Supervisor Self-rating Questionnaire (see Form One).
Step 3	A preliminary meeting is scheduled to discuss an observation opportunity.
Step 4	A peer observation session is conducted using the Peer Observation Form (Form Two).
Step 5	A post meeting discussion occurs and a Post Observation Reflection is completed (see Form Three).

Form One: Self-rating questionnaire

These questions work on a one to five scale rating. The purpose of this questionnaire is simply to direct your self-review. It is recommended that you refer to the [RACP Framework for Educational Leadership and Supervision](#) to see the outlined behaviours, skills and knowledge in competent supervisor practice.

The scale

1. I urgently need help in this area.
2. This would be important for me to get some assistance and feedback.
3. I am unsure of my effectiveness in this area.
4. This might need work but it is not a high priority.
5. I am confident this is working well.

Mark your answer with a tick ✓

Teaching skills	1	2	3	4	5
I understand my role and responsibility as supervisor					
I establish a suitable and safe learning environment					
I demonstrate and model useful teaching styles and behaviours					
I tailor my teaching to the learning needs and stage of my trainee/s					
I ask questions that promote trainee learning					
I help trainees connect theory with practice					
I recognise and accommodate trainee's backgrounds and experience					
I am confident in the use of work-based assessments					
I deliver useful and specific feedback to trainees					
I practice active listening and validate trainee contributions					
I am able to resolve challenging situations					
Other comments and reflections:					

Form Two: Peer observation form

Review date: _____

Peer review is designed to provide your colleagues with additional insight into where they are doing well and where they need to improve.

In order for your advice to be effective, it is important that you are candid. Your focus should be on constructive feedback, meaning you are able to identify areas where a colleague is doing well, as well as areas

where they could use some additional support. To have an even deeper impact, it is important that you provide specific details to support your comments beyond your initial statement.

It is recommended that you refer to the **RACP Framework for Educational Leadership and Supervision** to see the outlined behaviours, skills and knowledge in competent supervisor practice.

Use this space to discuss some of your colleague's strengths:

Strength	Details

Use this space to discuss some of your colleague's areas for continued growth:

Challenges	Details

Form Three: Post-observation reflection

<p>Type of review (group teaching, assessment task etc.):</p> <p>Date of feedback:</p> <p>Reviewer:</p>	Self-reminder notes
<p>What were the key points in the feedback from my reviewer?</p> <p>The relevance of this feedback for my teaching practice: e.g. Highlighting 'x' was important because 'x' is an important means of integrating work-based assessments into my workflow, and I now realise this is an area I could improve.....</p> <p>Actions I might consider are:</p> <p>My plan for using this experience to further improve my teaching practice:</p> <p>Date: ___ / ___ / ___</p>	