

## Appendix 3: 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) points 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 could include running grand rounds, teaching a skill or concept, a work-based assessment or 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 of 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 has been outlined below.

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

# Form 1: Self-rating questionnaire

These questions work on a 1-5 scale rating. The purpose of this questionnaire is simply to direct your self-review. It is recommended that you refer to the RACP Standards for Educational Leadership and Supervision to see the outlined behaviours, skills and knowledge in competent supervisor practice.

## The Scale:

(mark the appropriate number)

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

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

## Form 2: 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 could 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 Standards 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:

Area	Details

# Form 3: Post-observation reflection

Post-observation reflection form	Self-reminder notes:
<p>Type of review (group teaching, assessment task etc.): _____</p> <p>Date of feedback: _____</p> <p>Reviewer: _____</p>	
<p>What were the key points in the feedback from my reviewer?</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>The relevance of this feedback for my teaching practice: <i>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...</i></p> <p>Actions I might consider are:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>My plan for using this experience to further improve my teaching practice:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>Date: ____ / ____ / ____</p>	