

**Teachers' Perceptions and Experiences of Peer Observation and its Influence on their
Professional Development in Nazarbayev Intellectual School, South Kazakhstan**

Ainur Rysbayeva

Submitted in partial fulfillment of the requirements for the degree of

Master of Sciences

in

Educational Leadership

Nazarbayev University Graduate School of Education

April, 2023

Word Count: 18426

AUTHOR AGREEMENT

By signing and submitting this license, I, Ainur Rysbayeva, grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute my submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

I agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation. I also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.

I confirm that the submission is my original work, and that I have the right to grant the rights contained in this license. I also confirm that my submission does not, to the best of my knowledge, infringe upon anyone's copyright.

If the submission contains material for which I do not hold copyright, I confirm that I have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.

IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, I CONFIRM THAT I HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify my name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.

Author's signature:



Date: 24.04.2023

DECLARATION

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgment is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Signed:

A handwritten signature in blue ink, appearing to read 'Prof', written in a cursive style.

Date: 24.04.2023

ETHICAL APPROVAL



53 Kabanbay Batyr Ave.
Nur-Sultan 010000
Republic of Kazakhstan
Date: 25 of October, 2022

Dear: Ainur Rysbayeva

This letter now confirms that your research project titled Teachers' Perceptions and Experiences of Peer Observation and its Influence on their Professional Development in Nazarbayev Intellectual School, south Kazakhstan" has been approved by the Graduate School of Education.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

Duishon Shamatov
Associate Professor

On behalf of:
Dr Matthew Courtney, *PhD*
Chair, GSE Ethics Committee
Graduate School of Education
Nazarbayev University

Block C3, Room M027
Office: +7 (7172) 70 6659
Mobile: +7 708 274 9564
email: matthew.courtney@nu.edu.kz, gse.irec@nu.edu.kz

CITI Training Certificate



Completion Date 01-Jun-2022
Expiration Date 31-May-2025
Record ID 49080552

This is to certify that:

Ainur Rysbayeva

Has completed the following CITI Program course:

Not valid for renewal of certification
through CME.

Students conducting no more than minimal risk research

(Curriculum Group)

Students - Class projects

(Course Learner Group)

1 - Basic Course

(Stage)

Under requirements set by:

Nazarbayev University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w28f848f8-06f5-421f-895d-d05bdb9fc4d4-49080552

ACKNOWLEDGMENT

I would like to express my deepest gratitude to my family for their constant encouragement and belief in my abilities. Their love, understanding, and patience provided me with the much-needed motivation to overcome any obstacles that came my way. In particular, I would like to thank my Mom for her continuous support throughout this academic journey.

I would also like to express my sincere appreciation to my supervisor, Dr. Duishon Shamatov, for his guidance, wisdom, and invaluable feedback throughout the thesis writing process. His expertise and commitment helped me stay on track and improve the quality of my work. Most importantly, I would like to thank him for encouraging me to continue working on this topic and showing how important it is for teachers and education system.

Finally, I would like to acknowledge the support of the school I work at, which provided me with the resources and facilities necessary to complete my research. The academic environment fostered a culture of intellectual curiosity and encouraged me to push the boundaries of my research.

Once again, I am grateful to my family, supervisor, and school for their support and belief in me. Their contributions have been instrumental in shaping me as a researcher, and I will always be indebted to them.

ABSTRACT

Teachers' Perceptions and Experiences of Peer Observation and its Influence on their Professional Development in Nazarbayev Intellectual School, South Kazakhstan.

This qualitative study explores the perceptions and experiences of peer observation among the school teachers of NIS in southern Kazakhstan. The study aimed at exploring teachers' perceptions and experiences in peer observation, and the effects of this process on their professional growth. Semi-structured interviews were conducted as a primary data collection method and overall, six teachers were interviewed. The findings reveal that teachers generally view peer observation positively and find it beneficial for their professional development. They report that peer observation provides opportunities for self-reflection, collaboration, and learning from colleagues. In addition, the study identifies some common peer observation procedures used at this school and challenges associated with peer observation, including time constraints and concerns about unconstructive and negative feedback. Additionally, the study revealed that the professional development support provided to teachers by this school plays a significant role in creating positive views on peer observation. Overall, the study highlights the importance of peer observation as a tool for teacher professional development and provides insights into how it can be implemented effectively in the context of Kazakhstan.

Аңдатпа

Оңтүстік Қазақстандағы Назарбаев Зияткерлік мектебі мұғалімдерінің сабаққа өзара қатысудағы көзқарастары мен тәжірибелері және осы процестің олардың кәсіби дамуына әсері.

Бұл сапалы зерттеу Қазақстанның оңтүстігіндегі НЗМ мектеп мұғалімдерінің өзара сабаққа қатысуды қабылдауы мен тәжірибесін зерттейді. Оған қоса зерттеу бұл процестің мұғалімдердің кәсіби өсуіне әсерін зерттеуге бағытталған. Бастапқы деректерді жинау сұхбат әдісі ретінде жүргізілді және жалпы алты мұғаліммен сұхбат жүргізілді. Нәтижелер мұғалімдердің сабаққа өзара қатысуына оң көзқараспен қарайтынын және бұл олардың кәсіби дамуы үшін пайдалы екенін көрсетті. Олар әріптестерінің сабаққа қатысуы өзін-өзі ойлауға, ынтымақтастыққа және әріптестерден үйренуге мүмкіндік беретінін хабарлайды. Бұған қоса, зерттеу осы мектепте қолданылатын мұғалімдердің сабаққа өзара қатысудың кейбір жалпы процедураларын және осыған байланысты қиындықтарды, соның ішінде уақыт шектеулерін және конструктивті емес және теріс кері байланысқа қатысты алаңдаушылықты анықтайды. Сонымен қатар, зерттеу осы мектептің мұғалімдеріне көрсететін қолдау сабаққа қатысуына оң көзқарастарды қалыптастыруда маңызды рөл атқаратынын көрсетті. Жалпы алғанда, зерттеу мұғалімдердің кәсіби дамуының құралы ретінде мұғалімдердің сабаққа өзара қатысудың маңыздылығын көрсетеді және оны Қазақстан жағдайында қалай тиімді жүзеге асыруға болатыны туралы түсінік береді.

Аннотация

Взгляды и опыт учителей Назарбаев Интеллектуальной школы Южного Казахстана в взаимопосещении уроков и влияние данного процесса на их профессиональное развитие

Это качественное исследование исследует восприятие и опыт взаимного наблюдения среди школьных учителей НИШ на юге Казахстана. Исследование было направлено на изучение восприятия и опыта учителей при взаимопосещении уроков, а также влияние этого процесса на их профессиональный рост. Полуструктурированные интервью были проведены в качестве основного метода сбора данных, и в целом было опрошено шесть учителей. Результаты показывают, что учителя в целом позитивно относятся к взаимопосещению уроков и считают его полезным для своего профессионального развития. Они сообщают, что взаимное наблюдение дает возможности для саморефлексии, сотрудничества и обучения у коллег. Кроме того, исследование определяет некоторые распространенные способы организации взаимопосещения со стороны учителей, используемые в этой школе, и проблемы, связанные со взаимопосещением, включая нехватку времени и опасения по поводу неконструктивной и отрицательной обратной связи. Кроме того, исследование показало, что поддержка профессионального развития, предоставляемая этой школой учителям, играет важную роль в формировании положительного мнения о наблюдении со стороны сверстников. В целом, исследование подчеркивает важность взаимопосещения как инструмента профессионального развития учителей и дает представление о том, как его можно эффективно реализовать в контексте Казахстана.

TABLE OF CONTENTS

AUTHOR AGREEMENT	ii
DECLARATION	iii
ETHICAL APPROVAL	iv
CITI Training Certificate	v
ACKNOWLEDGMENT.....	vi
ABSTRACT.....	vii
Аңдатпа	viii
Аннотация.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xii
1. Introduction.....	1
1.1 Background of the Study	1
1.2 Problem Statement	4
1.3 Research Purpose and Questions	5
1.4 Significance of the Study	6
1.5 Thesis outline	6
2. Literature Review.....	8
2.1 Conceptualizing Peer Observation.....	8
2.2 Peer observation procedures	10
2.3 Peer Observation and Professional Development.....	11
2.4 Teachers’ perceptions and experiences of peer observation.....	12
2.5 Theoretical framework of the study	13
2.6 Summary	15
3. Methodology	17
3.1 Research Design.....	17
3.2 Definition of central phenomenon	18
3.3 Research site	18
3.4 Research Sample	18
3.5 Data Collection Tools	19
3.6 Data Collection Procedures.....	21
3.7 Data Analysis	22
3.8 Ethical Issues	23

3.9	Summary	24
4.	Findings.....	25
4.1	Teachers' Perceptions of Peer Observation	25
4.1.1	Teachers' Understandings of Peer Observation.....	26
4.1.2	Causes for Positive Views on Peer Observation.....	27
4.1.3	Causes for Negative Views on Peer Observation	30
4.2.	Teachers' Experiences of Peer Observation	31
4.2.1	The School and Subject Departments Procedures	31
4.2.2	Teachers Challenges with Peer Observation.....	34
4.2.3	"Mathtest" System to Provide Feedback	36
4.3.	Influence of Peer Observation on Professional Development	38
4.3.1	Effects on Teaching and Professional Development	38
4.3.2	Feedback	40
4.3.3	Importance of Peer Observation for Younger Teachers	42
4.3.4	Importance of Peer Observation for Experienced Teachers	43
4.4.	Summary	44
5.	Discussion.....	47
5.1	Teachers' Perceptions of Peer Observation	47
5.2	Teachers' Experiences of Peer Observation	50
5.3	Peer Observation and Professional Development.....	51
5.4	Summary.....	53
6.	Conclusions.....	56
6.1	Revisiting Research Questions	56
6.2	Implications for Theory, Practice and Policy	59
6.3	Limitations of the Study.....	61
6.4	Future Research	62
	References.....	63
	Appendices.....	67
	Appendix A.....	67
	Appendix B	77
	Appendix C.....	78
	Appendix D.....	81
	Appendix E	87

LIST OF TABLES

Table 1 <i>Characteristics of Participants</i>	19
Table 2 <i>Number of Lesson Observations Required by the School</i>	32

1. Introduction

This thesis has been written on the basis of the qualitative study conducted from October 2022 to April 2023. The focus of the study was teachers' perceptions and experiences of peer observation and the effects of peer observation on their professional development in one Nazarbayev Intellectual School (NIS) in southern Kazakhstan.

The teaching profession requires continuous development and lifelong learning. As a result, there are various ways for teachers to develop professionally throughout their careers. One of the effective tools for professional development is peer observation, which is believed to be a helpful way to learn from fellow teachers while observing or being observed (Guskey, 2000). Peer observation is often associated with teachers' initial training or teaching courses as it is usually the main tool used to train future teachers on effective teaching (Engin & Priest, 2014). However, some authors (O'Leary, 2014; Wragg, 2002) state that peer observation can still be an effective tool for the professional development of experienced teachers.

This chapter starts with presenting the background of the study and notion of 'peer observation'. It then focuses on research problem which presents the rationale behind the choice of purpose statement, and research questions. Then the significance of the study presents the value of this research. Finally, this chapter provides a brief outline of the thesis.

1.1 Background of the Study

Peer observation is an observation done to support teacher learning and professional development. Some common terminology used synonymously for peer observation are peer-to-peer observation (Hamilton, 2013), classroom observation (Cockburn, 2005; O'Leary, 2014; Wragg, 2002), and lesson observation (O'Leary, 2014). The term used in this study is 'peer observation', as this is the term mentioned by different authors in relation to teacher professional development (Dos Santos, 2016; Engin & Priest, 2014; Gosling, 2002;

Hamilton, 2013), while lesson and classroom observation often include broader functions of observation including school inspection (Brimblecombe et al., 1995) or teacher evaluation and appraisal (O’Leary, 2014). Thus, in the current study the term ‘peer observation’ is used to describe the process when fellow teachers observe each other, while ‘lesson observation’ is used to describe the observation in general, not necessarily for professional development purposes. The focus of this study is ‘peer observation’ which supports teachers’ professional growth.

Gosling (2002) states that “the term ‘peer’ can include a variety of relationships within an organisational setting” (p. 2). Often ‘peers’ are colleagues from the same or different departments, but their status or experiences can be different (Gosling, 2002). It is proven that when there is a mutual agreement and trusted relationships between the ‘peers’, the chances for professional development after peer observation are higher (Dos Santos, 2016). In addition, peer observation has a more positive effect on the observed teacher’s practice if they accept or welcome the feedback from the observer (Gosling, 2000 as cited in Gosling, 2002). Therefore, peer observation can improve teaching practice if the relationships between peers and the ways of giving feedback are well-considered.

Enhancing teacher learning and professional development is among priorities for the education system of Kazakhstan (Government of the Republic of Kazakhstan, 2019), and peer observation can be an effective tool to support this enhancement. First, professional collaboration is proven to have a positive effect on teaching practice (Darling-Hammond & Richardson 2009; Garet et al., 2001). Peer observation is a form of such professional collaboration, which can help teachers improve their practices through meaningful communication (Hamilton, 2013). In addition, peer observation encourages reflective teaching (Hamilton, 2013), since while observing and being observed teachers have to decide

what their best practices are and what teaching or learning problems they can solve through observation.

However, despite the importance of peer observation for teacher professional development, many teachers do not practice it actively. There might be several reasons for it. Firstly, Dos Santos (2016) states that negative feedback that teachers may receive after being observed might cause resistance and negative attitudes towards this process. Giving constructive feedback is an essential part of peer observation, however, teachers are rarely taught how to give it properly. As a result, instead of hearing critical feedback, teachers might be confused or frustrated by it. Furthermore, Engin and Priest (2014) state that the process of peer observation is usually not well-organized by school administrators and its purpose might be unclear to teachers. Thus, “teachers who have experienced such contexts may not see the learning value of peer observation” (Engin & Priest, 2014, p. 2). Finally, lessons are often observed when assessing teachers and during school inspections (O’Leary, 2014). Quite often these are extremely stressful experiences for teachers which might cause negative association with peer observation, and as a result, teachers avoid using it for their professional development. These are some reasons why some teachers might have negative attitudes towards peer observation and are not motivated to participate in it.

During my pre-service and early teaching years, peer observation had the most considerable impact on my teaching practice and development. While observing my colleagues and trainers as well as while being observed by them, I had a chance to learn some effective approaches to teaching, assessment, and classroom management. It also made me reflect on my teaching practice and learn how to improve it.

Peer observation is a tool for professional development at the school I am currently working at. Mainly, peer observation is used by the school teachers within the Lesson Study, a process when several teachers meet during a certain period of time to study each other’s

lessons (Rock & Wilson, 2005). The process involves co-planning, observations and reflection stages when teachers reflect on the methods used, lesson delivery and its effects. During this process teachers observe each other's lessons to solve a common problem existing in the classroom or to test the effectiveness of a teaching method. However, most teachers in my department are unwilling to participate in peer observation for professional development. Most of them view it as a formality and observe each other since it is a requirement of the school. Additionally, I had a chance to observe teachers from other schools as a part of teacher support and mentoring projects. However, most teachers observed feared the lesson observation process and were stressed and defensive during the feedback stage. This made me wonder why some teachers view peer observation as a learning tool while others fear and avoid using it.

Another important aspect is that Nazarbayev Intellectual schools are known for their active encouragement and strong support for teachers' professional growth. The schools organise various workshops and seminars which help teachers learn new methods and strategies resulting in high-quality lessons. Additionally, most NIS schools use lesson observations for various purposes, including teachers' professional development. This is why it would be interesting to see how peer observation is organized at the school where ongoing professional development is prioritized.

Thus, researching teachers' experiences and views may be helpful in identifying the peer observation practices and in effectively organising this process at school. Finally, in my experience many teachers may not know about various models of peer observation and how to give constructive feedback. There are more effective and less stressful ways of giving feedback, which teachers know about and could be identified during the interviews.

1.2 Problem Statement

“Skillfully done, classroom observation can be a valuable tool for improving the quality of teaching; badly handled, it can be a menace” (Wragg, 2002, p. VIII). Although peer observation is an important part of teaching practice in many schools around the world including Kazakhstan, it is often imposed on teachers (Gosling, 2002) and, as a result, they do not view it as a valuable learning tool. Engin and Priest (2014) state that peer observation is “often an unpopular form of professional development amongst faculty” (p. 2). They believe it might be due to some difficulties in organizing effective peer observation practices, unclear aims of this process, and possible threat to teachers’ professionalism. However, peer observation encourages reflective teaching (Hamilton, 2013) and enhances teaching practices as well as teacher collaboration (Darling-Hammond & Richardson 2009; Garet et al., 2001). Thus, it is important to demonstrate to teachers how they can benefit from peer observation, as otherwise they might lose an important way to develop professionally and learn from each other. Moreover, knowing how to organise this process effectively is also of a great significance. This can be done through identifying teachers’ experiences and perceptions, especially positive ones, as they could help teachers see the advantages of peer observation and have a better experience when observing and being observed. Additionally, the effectiveness of peer observation can be demonstrated through identifying the best peer observation practices which create positive attitudes among teachers and lead to their professional development.

1.3 Research Purpose and Questions

The purpose of this research is to explore the school teachers’ perceptions of peer observation and their experiences of peer observation in one Nazarbayev Intellectual school in South Kazakhstan. To achieve this purpose the research analyses teachers’ perceptions of peer observation, both while observing another teacher and when being observed.

Additionally, it then analyses their experiences and practices in peer observation and its effects on their professional development.

The following research questions were identified to guide this study:

1. What are the schoolteachers' perceptions of peer observation?
2. What are their experiences in peer observation?
3. How does peer observation affect teachers' professional development?

1.4 Significance of the Study

Exploring teachers' experiences might be useful to identify some practices that formed certain perceptions of peer observation. The research findings will be helpful to school administrators in effectively organizing this process by learning when teachers might have more positive or negative attitudes toward peer observation. In addition, it might be useful to those teachers who are not confident when being observed or do not consider peer observation important for professional development. Learning about positive practices and perceptions of peer observation may motivate teachers to start using this valuable tool for their professional development. Finally, learning about teachers' perceptions and experiences of peer observation will be helpful for me to further promote its use for enhancing teacher learning and development.

1.5 Thesis outline

This thesis consists of six chapters, including this Introduction Chapter. Chapter 1 focuses on the background of the study relevant to the research, sets the research problem, presents the research problems and questions, and provides the significance of the study.

Chapter 2 presents a brief literature review focusing on the knowledge existing related to peer observation. It presents different purposes of peer observation and its effects on teaching practice, discusses factors forming various perceptions of peer observation and introduces its common models.

Chapter 3 provides an explanation of the format of the current study. The site, sample, and sampling techniques are described in detail, and the data collections and data analysis processes are presented. Ethical issues are discussed at each stage, along with the steps taken to stop any negative outcomes related to the participants of the study.

Chapter 4 presents the major findings of this research which were identified during the analysis of the obtained data.

Chapter 5 discusses the research findings by linking them with the already existing studies in the field to identify similarities and differences in the data obtained.

The purpose of Chapter 6 is to draw informed conclusions on each research question. Additionally, this chapter includes implications of the research done and suggestions for further studies on the topic of peer observation.

2. Literature Review

This chapter provides a critical analysis of the literature on peer observation to examine key concepts, debates, and findings in this field. It also explores the effective ways of organizing teachers' professional development and the role of peer observation in this process. In addition, it presents the findings on teachers' perceptions and experiences of peer observation. Although the focus of this study is on peer observation for teacher professional development, its evaluative nature will also be considered in this chapter since this purpose of lesson observation has a considerable impact on teachers' perceptions and experiences of peer observation.

This chapter starts with presenting some common trends in teacher professional development. Then it provides the definition of peer observation and presents some common purposes and models of this practice mentioned in the existing literature. Next is a discussion of literature on the significance of peer observation for teachers' professional development. Following that, the review focuses on different authors' findings on teachers' perceptions and experiences of peer observation. Finally, this chapter presents the theoretical framework of this study.

2.1 Conceptualizing Peer Observation

Peer observation has its origin from classroom observation which can be defined as "sitting on in a class and observing a teacher in action" (Tenjoh-Okwen, 2003, p. 30). Historically, classroom observation practice was first used as an evaluation tool. O'Leary (2014) states that "classroom observation emerged as a key method of collecting evidence on which to base subsequent systems of teacher appraisal" (p.12). This fact is supported by Wragg (2002), who states that the initial purpose of classroom observation was to evaluate teachers' skills and knowledge. However, when it comes to peer observation, many authors

(Blackwell, 1996; Dos Santos, 2016; Engin & Priest, 2014; Hamilton, 2013) emphasise its use for professional development and teacher collaboration.

Nevertheless, the evaluative nature of peer observation is still mentioned by some authors (Gosling, 2002; Ridge & Lavigne, 2020) who state that one of the purposes of peer observation is evaluation and identification of best practices. To differentiate between the different purposes of peer observation, Gosling (2002) offers three main models of peer observation:

1. Evaluation model when a teacher is observed by a senior staff member. The purposes of this model are quality assurance, appraisal, promotion, assessment, identifying underperformance and confirming probation.
2. Development model when practitioners are observed by educational developers or teachers are observed by expert teachers from their departments. The purposes of this model are to improve or demonstrate teaching competencies and to assess teaching.
3. Peer review model when teachers observe each other's lessons. The main purposes of this model are reflection and discussing teaching.

Gosling (2002) suggests that all three models have some risks which should be considered by school administrators and teachers. For example, it is possible that teachers observed within the evaluation and development models will not benefit from the observation (Gosling, 2002). The main reason could be the fact that these models are imposed, and the observer is usually someone superior (Gosling, 2002). Despite having some risks like complacency, the peer review model has greater chances of impacting teacher learning, as the process is usually mutual and non-judgmental (Gosling, 2002).

In their study, Engin and Priest (2014) found out that the less stressful and most effective way of peer observation is when an observing teacher is learning from an observed peer. They state that when the focus is on the professional development of observee it puts

too much pressure on them. However, when the responsibility for learning is put on the observer, peer observation is “non-judgmental, developmental, collegial and reflective” (Engin & Priest, 2014, p. 3). Despite this, the pressure on the observed teacher is still there as they have to plan a lesson that could be a learning experience for an observing teacher. Additionally, Hamilton (2013) argues that without evaluation, it is difficult to define what the best teaching practices are and when an observed lesson can be a valuable learning experience for an observer. Therefore, the use of peer observation for the professional development of an observed teacher should not be underestimated or considered ineffective.

2.2 Peer observation procedures

The standard procedure of peer observation includes three stages: pre-observation meetings, observation of lessons, and post-observation meetings (Tenjoh-Okwen, 2003). During the meeting before lesson observation, teachers decide on the focus of the observation and any other details. At the next stage, teachers observe their colleagues teaching and collect the necessary data related to the focus of the observation. At the final stage, teachers provide feedback, discuss and reflect on the collected data as well as plan future improvements. There might be some variations of this process. To illustrate, in the study conducted by Engin and Priest (2014), the purpose of the final stage was not to provide feedback, instead, this was an opportunity for an observed teacher to reflect on their lesson.

Nevertheless, feedback is an important aspect of peer observation (Doyle, 2012; O’Leary, 2014; Tenjoh-Owken, 2003) which contributes to improvement of their teaching practice. However, for teachers to benefit from feedback, it is important that the provided feedback is constructive and addresses the needs of an observed teacher. In one study (Tosriadi et al., 2018) the participants expected feedback from observers and found it useful for their professional growth. In the study by Kohut et al (2007), teachers received feedback in the form of peer observation reports which they believed contributed to the improvement

of their teaching practices. However, Dos Santos (2016) states that if teachers' experiences with feedback is negative, they will not benefit from this process. This is why it is significant to ensure that teachers know how to provide constructive feedback which highlights the strengths of the lesson and provides recommendations for further improvements.

An important factor that affects the effectiveness of peer observation is time. Teachers are usually busy with assessment, lesson planning and teaching as well as different meetings. As a result, they often do not have time to peer observe each other and this was indicated by several studies (Karagiorgi, 2012; Ridge & Lavigne, 2020). Therefore, schools should consider time constraints when implementing peer observation.

2.3 Peer Observation and Professional Development

When it comes to teacher professional development some researchers (Darling-Hammond & Richardson, 2009; Garet et al., 2001; Hamilton, 2013) agree that there should be a shift from traditional trainings like workshops to more collaborative, reflective, and self-driven practices. Birman et al. (2000) state that the collaboration with fellow teachers from the same department, grade or subject provides teachers with better opportunities for active professional development.

Another key factor impacting the effectiveness of teacher learning is the time spent on professional development. Darling-Hammond and Richardson (2009) state that professional development lasting 14 or less hours showed no effects on learning" (Darling-Hammond & Richardson, 2009, p. 49). In fact, teacher training must be ongoing and consistent. This is also proven by the study conducted by Garet et al. (2001) who state that teachers benefit from professional development practices when there is consistency, and a sufficient amount of time is spent on it. This means that having effective professional development practices at school is significant as organising long-term and consistent courses outside the school might be challenging.

Several studies (Dos Santos, 2016; Engin & Priest, 2014; Karagiorgi, 2012; Shortland, 2004) agree that peer observation is important for any teachers' ongoing professional development. Engin and Priest (2014) state that peer observation is "a highly appropriate model for reflective teaching which legitimizes practitioner experience and valorises the interactive and social nature of learning" (p. 2). This idea is supported by Lawson (2011) who states that "sustained observation offers a robust way of changing some practices and of making inroads in others" (p. 334). Visone (2019) found out that teachers improved better as group and peer observation was a tool that supported them in this process of professional development. Therefore, peer observation is a valuable tool for teachers to improve their teaching practice.

2.4 Teachers' perceptions and experiences of peer observation

However, despite all the benefits mentioned, not all the teachers are willing to participate in it due to various reasons. Cockburn (2005) states that due to its evaluative nature, peer observation "has a powerful resonance for most classroom practitioners" (p. 373). As a result, teachers have different attitudes toward this process.

When peer observation is not well-organized by school administrators, teachers do not perceive it as a tool for development (Engin & Priest, 2014). Dos Santos (2016) in their study of how teachers use peer observation for professional development found out that teachers believe a well-organised and developed process of peer observation would be more attractive for teachers to participate in it. More research to support this point.

Another important aspect affecting teachers view and use of peer observation is the use of peer observation for evaluation which creates some negative attitudes toward this process (O'Leary, 2014). If lesson observation is mainly used for assessing teachers' effectiveness, some teachers might develop negative attitude toward it and avoid using it for professional development (Edgington, 2017). Since peer observation is mainly associated

with “early training and novice performance” (Cockburn, 2005, p. 373), experienced teachers do not see necessity in it. Additionally, teachers’ lessons are often observed when there are inspections and formal visits by external assessors to a school. Brimblecombe et al. (1995) state that lesson observation is the most dreaded part of inspection and causes much anxiety for teachers. Thus, lesson observation might become a stressful process for some teachers.

Another possible cause of negative views on peer observation is getting negative feedback. There are no perfect teachers or perfect lessons, and as a result, feedback from an observer usually includes some areas for improvement. However, Dos Santos (2016) states that negative feedback that teachers may receive after lesson observation might cause resistance and negative attitudes toward this process. Consequently, it is essential for teachers to know that lesson observation is a part of learning, and they will not be punished or viewed as unprofessional because of negative feedback. This again leads to the necessity of clear purposes and procedures of lesson observation established by school administration.

A more positive attitude is developed when everybody involved in peer observation is viewed as equals (Tenjoh-Okwen, 2003). This is supported by Dos Santos (2016) who discovered that teachers have a positive attitude toward peer observation, when there is the support of their colleagues, especially if there is a difference in work experience. Moreover, teachers develop a more positive attitude toward peer observation when its purpose is to learn from a teacher who is being observed as opposed to assessing them (Engin & Priest, 2014). Hamilton (2013) supports this view by stating that when teachers view their peers as experts, they are more willing to participate in peer observation practices.

2.5 Theoretical framework of the study

According to O’Leary (2014), it is difficult to provide the theoretical framework for peer observation as this process has different purposes and models, including professional development and evaluation. This study will analyse and discuss peer observation through

Bandura's social learning theory (1977) and the new paradigm offered by Darling-Hammond and Richardson (2009).

Teacher professional development should happen in collaboration with others and be ongoing (Darling-Hammond & Richardson, 2009; Garet et al., 2006). Bandura's social learning theory and the professional learning community offered by Darling-Hammond and Richardson (2009) as a new paradigm might help to explain this need for collaboration and the importance of consistent teacher learning. These theories also support the importance of peer observation for teacher professional development.

According to Bandura's social learning theory (1977), people learn while observing others and seeing different models of behaviour. This is what he called observational learning, a type of learning which is believed to play an important role in teacher professional development (Lortie, 2002 as cited in Watson, 2013). Observing other teachers is often used as way to teacher pre-service or novice teachers how to plan and organise lessons. Watson (2013) states that teachers often modify their behaviour based on the feedback or reactions of their students, colleagues, or parents. This is similar to how people learn from the others' reactions and behaviour according to social learning theory (Watson, 2013). In addition, according to social learning theory, what a person believes and anticipates have a great impact on what they learn from the experience (Shaffer & Kipp, 2010). This is reflected in teacher learning as teachers choose the experiences or behaviours that they believe will lead to success (Watson, 2013).

Darling-Hammond and Richardson (2009) believe that professional learning community (Hord, 1997) is a new paradigm in teacher learning that meets the requirements of high-quality professional development: content, context, and design. Content centered on student learning implies that professional development should focus on the knowledge and skills required to teach a certain content. Context of high-quality professional development

emphasizes the importance of linking curriculum, assessment, standards, and professional development opportunities. Finally, design of professional development emphasizes the significance of active and reflective training for teacher learning.

Darling-Hammond and Richardson (2009) state that professional learning community is a model where “teachers work together and engage in continual dialogue to examine their practice and student performance and to develop and implement more effective instruction practices” (p. 49). Such communities helped teachers develop leadership skills and take responsibility for the improvement of their teaching (Darling-Hammond & Richardson, 2009). Therefore, professional learning community encourages collaboration, reflection, and motivation. In addition, working in collaboration with colleagues creates the opportunities for ongoing and consistent professional practices at school (Darling-Hammond & Richardson, 2009), which is proven to be crucial for successful teacher learning.

Thus, teacher professional development and learning are highly dependent on collaboration, reflection, motivation, and time. Firstly, if organized properly, peer observation meets all the criteria mentioned earlier, as this process involves at least two people who work collaboratively while learning from each other and reflecting on their practices. It can also be an ongoing practice which happens during the year and helps teachers develop over time. Additionally, teachers can work with the colleagues who they are willing to work with. Hence, teachers should be motivated to participate in this practice, which means their perceptions and experiences of peer observation are significant for the successful results. Finally, when planning and implementing peer observation at school, it is necessary to consider the content, context, and design of peer observation as these areas may lead to high-quality professional development.

2.6 Summary

This chapter presented some existing research on peer observation including some insights into teachers' perceptions of this process and what factors or conditions create these perceptions. It also described some common procedures and models of peer observation and feedback. Additionally, it highlighted the importance of peer observation for teachers' professional growth and presented some reasons for the shift in teacher professional development. Finally, it provided the theoretical framework of this study which is based on the importance of collaboration, observation, and consistency for instructional improvement.

3. Methodology

This chapter gives a brief overview of the methodology used to address the purpose statement and answer the overarching research questions of this study which aim to explore teachers' perceptions of peer observation, their experiences of this process, and how peer observation affects their professional development.

Thus, the chapter presents the justifications of the interview-based qualitative research design employed within the study, the definition of central phenomena, information about the site and sample selection, data collection instruments and the procedures used to analyse the gathered data. Additionally, it intends to describe the ethical considerations associated with the involvement of participants and limitations of this study.

3.1 Research Design

According to Creswell (2014), “the nature of the research problem and the questions that will be asked to address the problem” (p. 11) affect the choice of either quantitative or qualitative research. Qualitative research is used when there is a need to explore a phenomenon and the variables are unknown (Creswell, 2014). This helps a researcher get a deeper understanding of the phenomenon. Since the purpose of this study is to explore the teachers' perceptions and experiences of peer observation, qualitative research study was chosen as the most appropriate method for this study. In-depth, semi-structured interviews were conducted to answer the research questions and learn about teachers' perceptions and experiences of peer observation.

As stated by Merriam and Tisdell (2016), in certain fields like education or health employ a research design called ‘basic qualitative study’. Basic qualitative study aims to understand how people “make sense of their life and experiences” (Merriam & Tisdell, 2016, p. 24), while the other types of research design in qualitative research have additional purposes. In addition, Merriam and Tisdell (2016) state that based on this design “researchers

simply describe their study as a “qualitative research study” without declaring a particular type of qualitative study” (p. 23). The current study employed this design due to the necessity to understand people’s experiences and perceptions.

3.2 Definition of central phenomenon

The central phenomenon in this study is peer observation. As stated by Tenjoh-Okwen (2003) peer observation is “observing a teacher in action” (p. 30). It can be used for teacher professional development as well as an evaluation tool to assess teacher’s effectiveness (O’Leary, 2013; Tenjoh-Okwen, 2003). The focus of this study is peer observation for professional development.

3.3 Research site

The study was conducted in one Nazarbayev Intellectual school in South Kazakhstan. The research site is a school for gifted students where teachers’ professional development is highly prioritized and supported. Teachers’ professional development at this school is organised with the help of workshops, seminars as well as Lesson Study and mentoring programme. Many teachers have observed lessons of partner-school teachers, participated in mentoring programmes both as mentors and mentees, and conducted Lesson Study projects, which involve observing fellow teachers’ classes (Rock & Wilson, 2005). This means that, overall, teachers have some experiences of observing lessons and providing feedback.

3.4 Research Sample

Six teachers from NIS were selected using purposeful maximal variation sampling (Creswell, 2014). Maximal variation sampling allows to gather data from diverse sources, representing various viewpoints and experiences and provides a more comprehensive understanding of the research topic by considering multiple perspectives, enhancing the richness and depth of the data collected. Currently, the school includes all levels of education: primary, middle, and high schools. Middle and high school teachers from three different

subject departments were chosen for a detailed understanding of this topic. The criteria for selecting the participants were as follows: the teachers should have experience of being involved in peer observation both as an observer and observe; the teachers should be from three subject department (Biology, Physics and Russian Language); the teachers should have different work experience ranging from novice to experienced teachers; and the teachers should be willing to participate. It was important that the participants were teachers working at the research site and had various experiences in peer observation, especially for professional development purposes. Interviewing teachers representing different subject departments allowed me to gather the necessary data about the process of peer observation at this school. Thus, six participants were chosen based on their subject departments, teaching experiences and work experience at the research site. Overall, there were six interviews conducted with six participants from different subject departments to see how peer observation is organized within the school.

Table 1

Characteristics of Participants

	Teaching experience	Years of work at NIS	Subject
Participant 1	2 years	2 years	Biology
Participant 2	33 years	12 years	Russian
Participant 3	30 years	12 years	Russian
Participant 4	13 years	5 years	Biology
Participant 5	15 years	7 years	Physics
Participant 6	4 years	4 years	Physics

3.5 Data Collection Tools

Drawing on empirical evidence and related literature, this interview-based study aimed to discover the perceptions and experiences of teachers in peer observation. Six semi-

structured interviews were conducted to answer the research questions of this study. This helped to learn individual experiences and perceptions of the participants in-depth. Five interviews were conducted face to face as “the interaction produced when the researcher and participants meet in the shared space produces humane and sensitive data that reflects the interest of both parties” (Kamarudin, 2015, p. 14). Only one participant asked for an online interview as it was more convenient for them in terms of time.

One of the efficient ways of organizing interviews is preparing interview protocols, which reminds of the questions and “provides a means for recording notes” during the interview (Creswell, 2014, p. 225). This is why, an interview protocol (see Appendix A) was used to ensure organized interviews. The protocol includes some details about the research such as the topic and purpose of the study as well as how a participant contributes to this research. It also includes a list of interview questions like ‘What are the purposes of peer observation at your school?’, ‘How often are your lessons observed?’ and ‘Who are your lessons usually observed by?’. During the interview, the participants were asked open-ended questions related to their experience of being observed and observing the lessons of their colleagues at this school and their perspective on peer observation. Some follow-up questions were asked to get more detailed answers. The interviews were audio recorded for further transcription and data analysis processes.

Document analysis was used as additional instrument. The school has an online system called “Mathtest” that is used during the lesson observations and analysing this system assisted in understanding teachers’ perspectives and experiences of peer observation at this school. This system is a form that has some descriptors and sections for teachers to complete when observing their colleagues and providing feedback. The access to the online system and a permission to analyse it were gained from the school principal. It is important to mention that to ensure the participants’ confidentiality, this study analysed only an empty

form, not particular forms which were already completed by teachers and were used to provide feedback to their colleagues.

3.6 Data Collection Procedures

After obtaining ethics approval, I started negotiating with the school administrators in October of 2022. The recruitment process started from getting a permission of the school administrators in the second half of October 2022. It was done with the help of an email from the researcher where the aims and procedures of the study were explained (see Appendix B). Then, there was a personal meeting with the school principal to discuss the further details of the study and clarify the questions they had about this research.

Once I got the permission of the principal, the next step was recruiting the participants for the study. The principal was asked to forward an email (Appendix C), uploaded in pdf form, inviting possible participants to take part in the research. Biology, Russian, and Physics Department teachers were sent this email, and seven teachers wrote back. Six teachers were chosen because of their teaching experiences that represented three different groups: novice teachers, experienced teachers, and those teachers who are considered neither novice nor experienced. The necessary number of participants was recruited in early November 2022.

The participants were informed about the purpose of the study and approximate time required for the interviews (approximately 60 minutes for an interview). They were asked to give a consent to participate in the interviews and for further process of their answers (Creswell, 2014). The informed consent (Appendix D) form was used to present the purpose and procedure of the study as well as the participants rights and benefits. The participants signed the informed consent form, and one copy was left with them. Additionally, the time and place of the interviews were negotiated with each participant.

Before conducting interviews with the participants, the interview questions were piloted to ensure that the questions were understandable and to make the necessary changes.

The interviews were conducted in the language chosen by a participant (English, Russian or Kazakh) in November and December of 2022. Prior to the interviews, the participants were reminded of their rights to withdraw or skip any questions as well as asked if they agree to participate in the interviews and be audio-recorded. Direct quotes from the transcribed interviews in Russian and Kazakh were translated into English for further analysis and to present the results of this study. The document analysis was done with the permission of the school principal and included only the analysis of the basic form that was not filled out by any teacher. The data collection procedures were done in accordance with the requirements of Nazarbayev University and ethical standards.

3.7 Data Analysis

Data analysis process started from transcribing all the interviews and followed the six steps in analysing qualitative data described by Creswell (2014). The prepared transcripts were then coded manually to identify some common themes. Thus, reading the transcribed interviews and coding allowed to identify some meaningful themes such as teachers' understandings of peer observation, their positive and negatives views on this practice as well as factors causing these views, standard peer observation procedures and purposes at this school, how teachers view peer observation in relation to their professional development, as well as the impact of peer observation on younger and more experienced teachers. The themes were subsequently examined more closely in light of the research purpose and context as well as categorized with respect to research questions.

The document analysis involved analysing the online platform "Mathtest" in order to see what this platform consisted of and how it was structured. In addition, the purpose of data analysis was to get better understanding of teachers' experience of peer observation. This allowed to identify what teachers have to focus on when observing their peers as well as better understand the data provided on "Mathtest" during the interviews. Analysing and

interpreting the obtained data allowed the researcher to answer the research questions of this study.

3.8 Ethical Issues

When conducting research which involves a participation of people, it is important to follow ethical guidelines and principals (Merriam & Tisdell, 2016). This means that the participants' interests must be protected, and they must be treated with respect.

Before starting data collection, the approval by GSE Ethics Committee was received in October 2022. Getting the approval allowed to begin the work at the research site which started from obtaining the permission of the principal and a meeting with him in order to clarify and discuss the purpose and process of the present research.

Once the permission was given, the teachers from Biology, Physics, and Russian departments were sent emails inviting them to participate in the research. This allowed to recruit the necessary number of participants who volunteered to take part in this study. The participants were then sent informed consent for them to learn about the purpose and nature of the research as well as their rights. The participants were instructed that they can ask any questions regarding the study and informed consent. The content of the informed consent was also discussed with the participants before they were asked to sign them prior to the interviews (Patton, 2002). Before starting interviews the participants were told about their rights to withdraw at any stage or skip any questions and their permission for audio-recording was obtained. The places and time for the interviews were chosen by the participants.

As there is always a possibility that interviewees will share some sensitive information that might be unexpected even to them (Patton, 2002), it is important to ensure that the collected data is well-secured. The confidentiality of the participants and the collected data was ensured by using pseudonyms and password-protecting the files on computer. The identities of participants were not shared with anyone during and after

conducting research. Only the researcher and her research advisor had access to the gathered data. When there was a necessity to provide the gathered information to the research advisor, the real names and identities of the participants were not shared. All the gathered data is kept on the personal computer of the researcher and the files are password-protected. The obtained data will be then deleted and destroyed after three years in accordance with the requirements of Nazarbayev University and ethical standards.

Regarding document analysis of the online platform used at this school to provide feedback after peer observations, a deliberate decision was made to focus on the analysis of the empty form that was not filled out by teachers, rather than specific forms that have been completed. By adopting this approach, it was still possible to gain insights into the organization of peer observation practices at the school, while effectively addressing concerns related to the confidentiality of teachers' information.

3.9 Summary

This chapter presented the methodology used to conduct the present study on teachers' perceptions and experiences of peer observation and how this practice in NIS school in southern Kazakhstan. The chapter provided justifications for the chosen research design, research site, sampling methods, and data collection instruments. Additionally, it described the process of data collection and analysis, along with how ethical issues were addressed to ensure compliance with ethical requirements and standards.

4. Findings

The purpose of this qualitative study was to explore teachers' perceptions and experiences of peer observation in Nazarbayev Intellectual School in southern Kazakhstan. Moreover, the study focused on the effects of peer observation on teachers' professional development. This chapter presents the key findings collected through the semi-structured interviews conducted at the research site. The study sought to answer the following research questions:

1. What are the school teachers' perceptions of peer observation?
2. What are their experiences in peer observation?
3. How does peer observation affect teachers' professional development?

This chapter is organized into four sections. In the first section, there is a presentation of teachers' understandings and views on peer observation as well as underlying factors that shape these views. The second section provides insights into teachers' experiences with the peer observation processes and procedures used at this school. The next, third section focuses on the effects of peer observation on the participants' professional development. Finally, the chapter includes the fourth section, summary, which highlights all important data from the previous sections.

4.1 Teachers' Perceptions of Peer Observation

To understand how the participants view peer observation and to explore what attitudes are caused by these views, the participants were asked certain questions concerning their understandings of peer observation as well as their thoughts and feelings on this process while observing and being observed. Three subtopics emerged from the perceptions of the participants: teachers' understandings of peer observation, causes for positive views on peer observation, and causes for negative views on peer observation.

4.1.1 Teachers' Understandings of Peer Observation

When it comes to teachers' conceptualization of peer observation, the participants defined peer observation as a form of collaboration which provides teachers with an opportunity to share their experiences and to learn from other teachers. They also emphasized the value of peer observation for teachers' professional development and high-quality lessons. In particular, all the participants mentioned the importance of constructive feedback which is received after lesson observation as during this process teachers can reflect on their lessons and identify some areas of improvement. Overall, the participants believe that peer observation is a beneficial practice for teachers due to their need for continuous learning and professional development.

Well, I know that peer observation plays an important role. Why? Because it is, first of all, an exchange of experience, when you, for example, can see problems in your own teaching, and when you can see the problems of another teacher, and recognize yourself in them. It is an opportunity to see your own mistakes. It is an opportunity to see new methods and share what you know (Participant 5).

Another teacher also agreed that teachers observe their peers to see a lesson of a higher level and in order to learn what methods to use and then apply them in their own teaching. They commented: "some teachers participate in order to develop their own expertise, for example newly arrived teachers like me" (Participant 1)

The interviews indicated that there is no clear distinction between lesson observation and peer observation for the participants, and these terms are often used interchangeably. Thus, when asked about peer observation, the participants also talked about observations by administrators or during attestation when lesson are usually observed to evaluate the instruction rather than to support development. However, in this study peer observation is used only when describing observations done by fellow teachers with the purpose of professional development. Additionally, the participants view all their colleagues as their

peers, despite their teaching level and experience, as there is always something to learn from their colleagues. For example, participant 2 stated: “I believe that it doesn't really matter what level you are at or what level teacher comes to you. It all depends on what the person wants to achieve by coming to your lesson, what their purpose is.”

Some participants highlighted that when it comes to professional development peer observation is more effective than seminars or workshops. Participant 3 stated: “Peer observation is a practice which allows teachers to see everything, to combine practice and theory. To give feedback which is more effective than teaching something during seminars or workshops.” Another important aspect which makes peer observation effective is the collaborative nature of this practice. The participants noted that the collaboration which happens during peer observation encourages teachers to plan and reflect together, to share their best practice and to work in “professional learning community” (Participant 4). This in its turn is the most productive way to learn from your colleagues, to improve teachings skills and “to remember the practices which were forgotten” (Participant 5).

Overall, teachers understand that peer observation is a process when teachers observe each other for professional development purposes. They view their colleagues despite the difference in teaching experiences.

4.1.2 Causes for Positive Views on Peer Observation

Regarding the participants' attitudes toward peer observation, they all welcome being observed and are willing to observe other teachers. The data from the interviews indicated that this positive and welcoming attitude toward peer observation is a result of by several factors. First of all, the school culture of peer observation. As stated by the participants, the school administrators understand the importance of peer observation for teachers' professional development. NIS administrators always prioritize teachers' professional development and try to create the necessary conditions for teachers to collaborate and

improve their instructions. This is why, even though peer observation is used during teacher attestation and to evaluate the quality of lessons, the process itself is always regarded as support which aims at helping teachers improve their practices. For example, during the attestation process, apart from evaluative lesson observations which are done by the school administrators, there are also peer observations done by peer teachers. The purpose of such observations is to support teachers who are applying for a certain teacher-level and help them improve the quality of their lessons.

This year I also have a group of teachers whom I observe. That's why we decided that I will observe them in January-February. During this period, I will observe them more regularly because, to help, to focus on certain areas during every lesson. Thus, during one lesson it will be lesson content and how it meets the lesson plan stages. Next time it is formative assessment. Then it is a full analysis of lesson. So, there are several focuses (Participant 2).

Another factor that causes teachers' positive attitude toward peer observation is that it is used as a support for younger or new teachers. During their first month at the school, new teachers are not observed and are given time to adapt. However, they have an opportunity to observe their colleagues, particularly, expert teachers, in order to learn how lessons are planned and organized at this school as well as new teaching and assessment methods. Apart from mentor-mentee program, which exists at this school to support younger teachers, novice teachers are also encouraged to participate the lesson of other colleagues including their peers with the same or similar teaching experience. Additionally, when observing younger and new colleagues, more experienced teachers try to motivate them by focusing on strong aspects of their lessons.

Why not to support? Peer observation is one of the best ways to tell a teacher: "You are an excellent teacher! You have wonderful students. You know so many good teaching approaches". In order to motivate them and to explain that they have a bright future as a teacher. They just need to work on certain areas (Participant 2).

All the participants experienced a shift in their perceptions and attitudes toward peer observation after coming to this school. Thus, most teachers stated that they used to feel nervous about peer observation. Some participants stated that previously, when studying at the university or working at a different school, they viewed peer observation as a way to evaluate and check but now they understand its formative nature and the importance for professional development. The participants also noted that as their lessons are frequently observed for various purposes and by different visitors, including teachers from public schools, the process of lesson observation is less stressful now and they are always ready for it. Another reason for this preparedness, that sometimes their lessons are observed without any short notice, and they are informed about lesson observation right before a lesson. Additionally, the participants stated that they feel less stressed when they are observed by teachers from their own subject departments or when they are observed by teachers with the same teaching experience. Overall, the fact that most teachers at this school welcome peer observation results in more positive attitudes toward this practice.

Actually, on the contrary, when I was at the university, we did not ask many questions. If you asked many questions, you were considered to be unknowledgeable. This was when I was studying. But now, at this school, it is the opposite. My colleagues encourage me to ask questions: “You will learn more information if you ask”. This is why, when I ask them if I can observe their lessons, my colleagues are always happy. Thus, lesson observation is encouraged here (Participant 1).

Participant 5 experienced a shift from viewing peer observation as a tool for evaluation to seeing it as an instrument for professional development.

Before this school I used to believe that peer observation and lesson observation was for checking something, right? But here, peer observation played an important for teachers’ development. When you learn something, thus, the purpose is totally different. So, when you are observed, you learn and when you observe others, you learn (Participant 5).

Overall, the participants have positive views on peer observation and believe that their fellow teachers are also willing to participate in this practice. Based on the data from the interviews it can be concluded that the underlying factor that leads to such positive views is the school culture that supports teacher professional development and collaboration. Thus, the school encourages teachers to observe each other's lessons and presents peer observation as a tool for learning rather than for checking or assessing. In particular, younger teachers improve their teaching practice by observing more experienced teachers and their peers, while more experienced teachers are observed to share their experience. Although peer observation at this school is used during attestation, even then it is still used to support teachers' professional growth. Finally, some teachers are used to being observed because of different lesson observations which are sometimes done even by external visitors.

4.1.3 Causes for Negative Views on Peer Observation

The participants also mentioned that they have experienced some negative aspects of peer observation. With regards to the times when teachers feel stressed or unwilling to be observed, all the teachers mentioned unconstructive or negative feedback they received after being observed as a cause for feeling stressed. Thus, teachers stated that the feedback which simply praises their lessons without highlighting the areas for improvement or limits to "I liked your lesson, or I didn't like your lesson" (Participant 2) was useless and the lesson observation was just a formality. In addition, all the participants except Participant 1 noted that they have experienced getting feedback which was fully negative and the recommendations they were given were not relevant to their subjects.

They teach Russian, and for example, in the topic of ..., they suggested that the students should learn this topic on their own. As a specialist who knows the methodology a little bit, I understood that this method would not be effective for delivering this content effectively. Here, it is necessary to lay out and explain everything step by step. I was, of course, outraged by this experience.

Despite an overwhelming number of teachers who welcome peer observation, Participant 2 mentioned the cases in their subject department when teachers are unwilling to be observed or observe other lessons, however, the reasons for this attitude are unknown.

They do not like when you observe their lessons and do not like sharing. There is this category, especially among those who has a great experience and knowledge... I don't get support from them, but I cannot explain why this person does not want to help (Participant 2).

Participant 2 is an expert-teacher and often observes other expert-teachers during their attestation period. The participant stated that there are some colleagues who avoided being observed and postpone observation till the time they had to write an attestation report which includes the reflection and feedback from observations. Participant 2 linked this unwillingness to be observed to that fact that during attestation period there are multiple observations by administrators, heads of department, and fellow teachers which causes "certain discomfort from the presence of a visitor" (Participant 2).

4.2. Teachers' Experiences of Peer Observation

To explore teachers' experiences of peer observation, the participants were asked questions regarding the school procedures used to organize this process at this school and within the subject departments as well as the online platform "Mathtest" which has a function of providing feedback on peer observations. The data obtained was divided into the following three subtopics: the school and subject departments procedures, teachers' challenges with peer observation, and "Mathtest" system to provide feedback.

4.2.1 The School and Subject Departments Procedures

The interchangeable use of lesson observation and peer observation indicates that the school does not separate these two processes and the evaluative and professional development purposes of observations. This could be the reason why the answers of the participants about the numbers of observed lessons varied. Only Participant 3 differentiated

between these terms when answering about the number of lessons observed. This participant, who is a school administrator, stated that when compared to lesson observations, which are compulsory and are written in school order, peer observations happen informally. “Peer observation has a more flexible schedule, not necessarily by order. It is enough to ask a permission from the teacher.”

Lesson observation is one of the compulsory practices at this school. There is a certain number of lessons that the principal, vice principals, and teachers have to observe within one term (minimum 12, 16 and 6 lessons per month, respectively). Within these 6 lessons, teachers have to observe 3 lessons in their subject departments and 3 lessons in other departments. Yet, the participants stated different numbers of lessons which they observe and when they are observed.

Table 2

Number of Lesson Observations Required by the School

Number of lessons	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
as an observee	5-6 lessons per term	3 lessons per term	Not often	Once a month or term	1 lesson per week	5-6 lesson per term
as an observer	2-5 lessons per term	observes when requested	At least 16 lesson per month	Once a month	Once in two weeks	7-10 lesson per term

Participant 2 stated that the number of lessons they observe depends on the requests that they get from the colleagues. Participant 4 is a teacher who works in team-teaching (two teachers teaching the same group of students). As a result, their lessons are regularly observed by their team teachers with feedback provided on lesson plans and teaching itself.

All the participants stated that the standard procedure of arranging peer observation is simply asking teacher’s permission to observe their lesson or inviting another teacher as an observer. Peer observations mainly happen within subject departments; however,

interdisciplinary peer observations are also encouraged. It is more common and preferable when teachers are warned about an observation even when they are observed by heads of departments or administrators. However, there are some cases when a teacher is observed without any short notice, which usually happens when they are observed by a head of their department or administrator. Such observations are usually evaluative in their nature, but teachers are still given feedback on the strengths of a lesson and on what should be improved.

I had experienced such observation, although not frequently, when I was observed without any notice. In this case, despite coming without any warning, the observer knows what the purpose of the observation is. However, a teacher who is not observed does not know it. This might be a bit stressful (Participant 5).

The data from the interviews shows that there are no special models of peer observation at school and within the subject departments. The observations are usually informal and are decided between the colleagues who are planning to observe each other. Before observing a lesson, teachers usually get a permission of their colleague stating the purpose of the observation. The participants did not mention discussion or co-planning at the pre-observation stage. Then teachers observe each other using the observation lists of their departments or an online system “Mathtest” which can be used to provide feedback. The feedback is usually given after the lesson which allows teachers to discuss the lesson content and reflect on it. The school has an online system “Mathtest”, but most participants stated that they prefer face-to-face feedback and do not often use this online platform for feedback. Some departments use a special paper form for lesson observation, which was used before the implementation of the “Mathtest”.

Although there are no distinct peer observation models at this school, the following two practices could be considered as models, as the purpose of these practices is professional development, and they are more organized than other peer observation procedures.

A common practice is when peer observation is used to support younger or new teachers. First, novice teachers observe their more experienced colleagues to learn some new methods and classroom management skills. During such practices they are encouraged to ask questions about the lesson content. Participant 1, who is a novice young teacher, stated that they had never given feedback after such observation, but usually discussed the content of the lesson with the expert teacher whom they observed. The second practice associated with younger teachers is when they are observed by their colleagues, usually department teachers. This could be both experienced and those teachers who are considered novice. The purpose of such observations is to provide constructive feedback on teachers' strengths and areas for improvement. Such observations do not happen during the first month of work so that new teachers have time to adapt to the school.

Another practice at this school which could be considered as a model of peer observation happens during the teacher attestation process. The school has a group of teachers who are to observe those teachers who are applying for certain teacher-level. For example, Participant 2, who is a teacher-expert, is asked to observe those teachers who want to become teacher-experts as well as those who have this level but have to prove they still meet the standards at this level.

Well, let's say for an expert teacher it is important that in the lesson they can demonstrate work on the development or improvement of research skills. That is, it should be mandatory for expert teachers, and at every lesson. Well, when I go to the lesson, this is exactly what I should see (Participant 2).

4.2.2 Teachers Challenges with Peer Observation

The interviews revealed that the participants face different challenges when it comes to peer observation. One of the main challenges which was mentioned by the participants is lack of time and other tasks that teachers have to complete. Participants 1 and 6 mentioned that due to the lack of time they do not observe as many lessons as they want to. Participants

2, 4, and 5 stated that peer observation process is not clear and well-organized. In particular, Participant 4 felt that there were some successful practices which were implemented in the past, however, they remained unaccomplished and were dropped for unknown reasons.

If I'm not mistaken also during my first year I had like some, some mini workshop with regards to interdisciplinary learning in sciences etc, then I don't see it that much with regards to teaching ... in English with my partner teachers, so I don't know if it is happening in other subjects, but I think we should look into that like can they deliver or can they like teach alone in a way so I think we have to revisit the past (Participant 4).

Additionally, it was stated that the results of peer observations are discussed only among the participating teachers. However, some participants noted that discussing the results of observations within the departments and between the departments would be helpful to make this process even more effective for teachers and learning process. Such observations and meetings would help teachers identify some common problems and then address these problems through organizing workshops and seminars.

Well, if possible, to develop some additional events which would happen after peer observations. For example, when we would gather there in our department, for example, yes, and in the first term we attended this number of lessons. And every teacher, well, without naming the teachers whom they observed, but in general, would say that, for example, I attended this number of lessons, and I noticed that in our department, as we teach the same subject, there are such problems. And we directly write down these problems (Participant 5).

Finally, some participants mentioned that sometimes there are many lesson observations which overlap, for example, observations by administrators during the attestation and observations to see if lessons meet the school mission and vision. This could be overwhelming for the teachers and as a result, they are unwilling to peer observe each other. Thus, it is necessary for administrators and departments to plan lesson observations carefully and generally have a more organized process.

Well, agree on (the time for observation). If the leaders, or rather, the administrator is observing, then they should also clearly instruct or warn that: “We will go”. So, one administrator observes one department, another observes a different department. And those who are from standard D (groups for accreditation who check school mission and lessons alignment) can adjust, if the administrator is coming today, maybe come with them, that is, to observe a lesson together (Participant 2).

4.2.3 “Mathtest” System to Provide Feedback

The school has an online platform, “Mathtest”, which can be used by teachers of this school when providing feedback after lesson observations. The document analysis of “Mathtest” revealed that the platform is divided into two main sections. In the first section, an observing teacher fills out the necessary information about a teacher who is being observed, subject, students, topic and purpose of observation. The following section is divided into seven areas which an observer should focus on. These areas include lesson planning, setting lesson objectives, delivering the content or new material, teacher activity, student activity, assessment, and professional development aim. Professional development aim is set by teachers and aim at solving a problem existing in the class and teachers are required to focus on this aim during their lessons. The seven areas have criteria which allows an observer to decide how successful the teacher was in each area by choosing ‘yes’ or ‘no’. Next to each criterion there is a section for recommendations where an observer can type their feedback. The form can be filled out during a lesson or within a week after observation. After one week the date of observation becomes unavailable. The given feedback can be seen by an observer, an observed teacher, and the administrators.

All the participants except Participant 4 use “Mathtest” to provide feedback to their colleagues. In fact, they are required to use this platform, especially when having formal observations for attestation. Participant 4 stated that he was not asked to use this platform when giving feedback. Instead, they give feedback face-to-face or using the Lesson

Observation list, which was used before “Mathtest”. Participant 4 stated that they had never been asked to use the “Mathtest” system, although they know about it and have seen it. The participants highlighted some advantages of this platform. First, the platform is easy to use and does not require much time for completion. Secondly, Participant 5 stated that it is convenient that the platform is available and saves all the feedback which was given and can be revisited when necessary. Finally, the participants stated that the criteria given in the platform can be used by teachers when planning high-quality lessons.

However, Participant 2 stated that the number of criteria in the platform can be overwhelming, especially, for inexperienced teachers, which is why they suggested adding a function, when only one section can be a focus of the observation. Thus, during one observation, an observing teacher can address only lesson planning section, instead of all three sections. One more area for improvement is the time given to complete the form. Participants 1, 5, and 6 stated that having only one week for filling out the form is not enough, as teachers are often occupied with various tasks and might need more time to provide this feedback.

Additionally, two participants stated that they still prefer giving and getting feedback face-to-face as they believe such feedback is more constructive and allows to create a dialogue between teachers.

Progress is an amazing thing, just to tick and when you open it (the platform), it is so good, to see one, two, three pluses. This I think should be a final result of observation. I still prefer writing things down in order to explain the teacher what was done well... And then if something is wrong, I ask questions: why I didn't see this, why not to use this, and these questions help during the discussion. And if the teacher mentions these aspects in self-reflection, then I don't need to go back to them (Participant 2).

Participant 3 also believes that face-to-face feedback creates more opportunities for teachers' professional development and is more flexible than using “Mathtest”.

Still the spoken feedback told by teacher during the conversation is definitely much better than the system which shows ready-made points. During the conversation, it is possible to ask questions, right or wrong, correct or incorrect, what else could be done, and give a teacher more time to think, imagine something... This is why it is important that the teachers use “Mathtest” but don’t forget to talk to each other. This professional dialogue between the colleagues has to happen (Participant 3).

Participant 2 stated that sometimes “Mathtest” is just a formality and used to prove that the lesson was observed. This may be done because the school administrators have access to the feedback provided to any teacher in this system. Participant 2 stated “It's clear that in order to comprehensively complete the AEO (main office of NIS system) task, to cover CIS standards (Council of International Schools) and so on, it works. Just to fill it up with everything”.

4.3. Influence of Peer Observation on Professional Development

The final section of this chapter focuses on the effects of peer observation on the participants’ professional development. The findings of this section are divided into the following three sub-topics:

4.3.1 Effects on Teaching and Professional Development

All the participants stated that peer observation was important for their professional development and the main reason why they observe their colleagues is to improve their teaching skills. In most cases, observing their peers and more experienced colleagues allows the participants to learn new teaching methods, see the difference in lesson delivery when co-planning, how to prepare and organise activities as well as recall the techniques which were forgotten. Participant 3 stated this about co-planning, when teachers plan lessons together using the same resources:

A lot depends on the teacher, their vision and perception, and the resource is the same. But this resource can be delivered differently by 4-5 teachers who work in these grades... And it can be noticed during peer observation, and when you teach this

lesson again, you can teach it the way your colleague did, because their lesson was more interesting.

Participants 1 and 2 stated that they observe their colleagues when they are preparing for teaching a new grade the following year. By observing their colleagues teaching in these grades, they learn how to explain certain topics and deepen their knowledge in specific subject areas. Participant 1 noted: “First of all, it is to learn more about the topic I don’t know well. To see how to explain this topic and the stages of explanation. What I should say first, second and learn the sequence”. Thus, the respondents learn new techniques and subject knowledge during such observations.

Observing colleagues also helped some teachers learn more about the education reforms which were implemented after the school was opened. Thus, participants 2 and 4 stated that while observing their colleagues they learn how to create tasks, descriptors and criteria for assessment and see how formative assessment was implemented at this school. The new reforms were overwhelming, but observing colleagues helped these teachers feel more confident during their lessons.

You know, when we were just starting to use criteria-based assessment, only a certain group of teachers learnt about it first. It was a gradual process. For a long time, I couldn’t understand how it works, and I was one of administrators, and not to know it... So you observe the lessons of those teachers who understood and could use it. Try to figure it out. Then ask questions. Why is it like this during one lesson and different for another subject. So you start analysing, read the theory and observe again. This helped me understand what criteria-based assessment was (Participant 2).

Participant 2 also stated that peer observation helps them learn about various ways of organizing lessons and assessment, thus supporting them in preparing for a new grade or assessment system.

Same with professional development, if I could say like from level one to five, five being the highest, like I would be like in the 4.5 with regards to professional

development because it allows effective planning from PowerPoint presentations, from the activities, the assessment, from the assessment criteria, and learning objective. Especially in the past grade 12 we do not have unit summative so the first time I handled great 11 and then so I learned something so with regards that it helps a lot (Participant 4).

Finally, most participants stated that peer observations helped them feel more confident during the lessons when they are observed. The fact that they are often observed by their peers made the respondents more flexible when dealing with some unexpected situations during the observed lessons.

When I was observed for the first time, I was very nervous. Also, during our lessons we often use the interactive board to show videos of experiments, in case we don't have the equipment. So once there was a problem with a computer and I got so stressed... Now, even if there are such problems during the observations, I try to be more positive about it. I view it as "This happens to many teachers not only me" (Participant 1).

4.3.2 Feedback

When the participants are observed by their colleagues, they are usually given feedback on their strengths and areas for improvement. The participants stated that this feedback was the most important aspects of peer observation process which contributed to their professional development. All the participants have experienced getting 'sandwich' feedback, when an observed teacher is told something positive first, some areas for improvement, and again a positive aspect of their lesson. The participants seem to find this method of giving feedback the most effect. Additionally, they noted that questions are also important during the feedback and reflection stage.

Most participants stated that the feedback they get from their colleagues is more welcomed and well-received than the feedback from someone superior. Such feedback had a more prominent impact on their teaching practice and higher chances to be accepted by

respondents. In addition, observers can notice things which teachers do not see during the lesson, and this makes such feedback valuable and beneficial for professional development. All the participants have experienced getting such useful constructive feedback from their colleagues, or “critical friends” (Participant 6).

So, colleagues who are equal can give feedback, constructive feedback, and indicate the areas for improvement. And it will be accepted without adequately, objectively, without any offence. Because getting such feedback is not that scary, as a colleague makes it more democratic and it is possible to avoid strict rules, than when the feedback is given by an administrator (Participant 3).

Participant 4 also stated an interesting idea that “pedagogy of teaching it’s like mirroring”. This closely aligns with the ideas of peer observation that teachers learn from seeing their peers teaching.

I think it's very important because one of the pedagogy of teaching it's like mirroring, like we don't really know how effective we are unless someone will see from another point. So, unless feedback is given to peer observation or colleague observation, we would not know. It's just like friends telling us how bad or how good you are. So sometimes the tendency for teacher is like the pride, you know, like I can handle this but unless like someone told you: 'Oh, you're missed this part. It could have been better if this" and then and then there is like a reflection: "Ah yeah. I missed it." (Participant 4)

All the respondents also stated that it is important that the given feedback indicates the areas for improvement, and if possibly, the recommendations which would help to address these areas. The feedback which only praises the lesson, fully negative, or when an observer states what they liked or did not like was considered to be ineffective and unconstructive by all the respondents. Additionally, participant 5 noted that it is useless to get feedback which cannot be discussed and when an observed teacher cannot share their view or explain certain moments in the lesson.

When you are observed by your peer, you understand that this person is there to give you recommendations. Because I don't want to be praised. It's important to me that I get quality feedback. I'm not happy to be told I am good, and then somewhere else there is going to be a discussion about me. It is not right. So I always expect to be directly and clearly shown the areas which I need to work on (Participant 5).

Participant 6 stated that not seeing the ways of improvement also makes feedback unconstructive, even when it is positive and praising the lesson.

In my opinion "Everything was good" type of feedback is too general. From such feedback I cannot see what was good in my lesson, what I should work on. So, the feedback which says: "The lesson was good" or "It was useful", in my opinion, is useless and incomplete (Participant 6).

4.3.3 Importance of Peer Observation for Younger Teachers

Observing lessons of their colleagues is the first form of support that the school provides to its new or inexperienced teachers. By observing the lessons of their colleagues and later, by being observed themselves, younger teachers have an opportunity to learn and improve their instruction. Participants 1 and 6 are younger teachers and both of them stated that peer observation helps them when it comes to deepening their knowledge on their subjects or way of explaining it.

After university, not all of your knowledge is complete, and since you have come to work at Nazarbayev school, which is a new system for us, so peer observation helps me get used to this system and especially helps me improve my own knowledge (Participant 1).

For example, one teacher can work well with gifted children. One teacher can demonstrate good use of innovative methods and techniques... this is how I choose who to participate (Participant 6).

Regarding being observed by their colleagues, these participants stated that such observations help them notice some moments or reactions of their students which they did not

notice themselves. Additionally, the feedback they receive after observations helps them improve their planning and teaching.

During feedback, you can acquire new knowledge, share your own experiences, and learn more from a person who has recently joined and is interacting with you. It is possible to demonstrate effective techniques which could be used to explain the new material presented during the lesson in a more effective way (Participant 1).

4.3.4 Importance of Peer Observation for Experienced Teachers

It is clear that the school considers peer observation to be important for novice teachers as they often get support by observing and being observed during their first years. However, when it comes to more experienced teachers, the interviews indicated that these teachers do not get a chance to observe and be observed for their professional development. Four participants out of six are experienced teachers, with two participants having more than 30 years of teaching experience. All these participants stated that they need peer observation for their professional development but do not often get observed by their peers. If they observe others, it is often to give these teachers feedback and support them. Participant 2 stated “So what if I have 33 years of experience. This does not mean that I have an excellent teaching practice” and that they still needed support from their colleagues, especially when teaching exam classes in high school.

There is no limit to learning. To say I know everything is like this Chinese verb to say I know nothing. I have this viewpoint: “I know nothing” because there is always an area for development. I always discover something new, especially in my subject area (Participant 3).

It was also found that the experienced participants believe that they can learn much from younger teachers, particularly when it comes to IT skills and communication with younger generation. The participants stated that teacher-level and experience are not important as there is always something new, they can learn when observing their fellow

teachers. Which is why they often observe novice teachers to learn something from them. The exception was Participant 5, who stated that they observe younger teachers only to support them and give feedback.

I envy younger teachers, because, let's say, they are much closer to our students, in terms of their ages. They are better users, their brains work faster, and so their digital literacy is higher, and they can make any lesson so "tasty", fun, and interesting (Participant 2).

Any novice teacher, despite their youth, I cannot say that there is nothing to learn from them. In terms of IT technology, new methods, Kahoots and other strategies, which first of all make a lesson faster, and more dynamic, which help teachers check learners' knowledge, this can be learnt from younger teachers (Participant 3).

4.4. Summary

From the data obtained it can be concluded that the participants consider peer observation to be an important part of teaching profession and understand how crucial it is for teachers' professional development and collaboration. It can also be concluded that the teachers at this school are willing to observe and be observed, although one participant mentioned that there is a small number of teachers who avoid this practice (Participant 2). As there is no clear division between peer observation and lesson observation, the participants do not differentiate between these two terms and use them interchangeably. The school culture of peer observation which highlights its importance for professional development, the fact that peer observation is used as support for younger and new teachers as well as the frequent observations by various visitors can be the reasons why teachers have such a positive attitude to peer observation at this school. Additionally, the participants stated that they feel more comfortable when peer observation happens within their own subject department. Unconstructive and negative feedback was mentioned by most participants as a reason for some stress during peer observations.

Overall, the school actively uses peer observation for different purposes, including providing support for new and inexperienced teachers as well as support during the attestation process. Still, even during lesson observations teachers are provided feedback which focuses on their strengths and areas for improvement. Time constraints and disorganized planning were mentioned as the challenges when observing colleagues, and the participants believe that planning lesson observations for different purposes more carefully would help to make this process less stressful and more beneficial. Finally, the participants suggested organizing some events after peer observations within the departments which could help teachers to address some common problems and solve them together.

“Mathtest” platform used at school for feedback after lesson observations was stated to be effective by most participants, except Participant 2, who does not use this platform. The participants mentioned the benefits of this platform such as its convenience and availability, as well as the useful criteria which could be used for planning high-quality lessons. Despite using this platform when necessary, some participants still felt that face-to-face feedback is more effective for teacher collaboration and development. Additionally, the participants 1, 5, and 6 thought it would be better to extend the time available for filling out the platform.

All the participants stated that peer observation had a significant impact on their professional development, especially, on their teaching practices. Teachers often learn new methods in teaching and assessment during observations. Additionally, peer observations helped them feel more confident about reforms and be more flexible when being observed. Constructive feedback was stated to be the most important aspect of peer observation which had the greatest effect on the participants’ professional development. Finally, despite needing peer observations for professional development, experienced teachers at this school do not often have a chance to be observed and observe others for their own professional

development. In addition, these participants stated that they can learn from any teachers, even when their colleagues are much younger and less experienced than them.

5. Discussion

This chapter presents the interpretations of the findings discussed in the previous chapter and aims at answering the research questions exploring teachers' perceptions and experiences of peer observation as well as its effects on teachers' professional development at one school in southern Kazakhstan. In-depth semi-structured interviews were conducted to answer these research questions. The findings are discussed in relation to the literature reviewed in Chapter 2.

Chapter 5 is divided into four sections. The first section discusses teachers' perceptions of peer observation and explains some reasons for these perceptions. The following section presents teachers' experiences of peer observation through discussing how this process is organized at this school. Section three explains how peer observation impacts teachers' professional development. The fourth section presents a summary of the main points discussed in this chapter.

5.1 Teachers' Perceptions of Peer Observation

Most studies in international context define peer observation as a form of collaboration between teachers which is important for their professional development (Blackwell, 1996; Dos Santos, 2016; Engin & Priest, 2014; Hamilton, 2013). Similarly, all the participants of this study view peer observation as a valuable tool for teachers' professional development and collaboration. In particular, they believe that the constructive feedback they receive from their peers helps them improve as teachers. The similar result was revealed in the study by Kohut et al. (2010) who found out that both observees and observers believe that peer observation is significant. Their research participants also indicated that the feedback which they received in the form of peer observation reports was valuable and useful.

Overall, the participants of my study feel positive about peer observations and mentioned that their colleagues also welcome it, especially when they are asked to share their experience when being observed. This positive view of peer observation can be explained by the positive school culture that presents this process as an important tool for professional development, the use of peer observation for supporting younger teachers, and various observations by different visitors.

This school promotes a culture of continuous professional development through various practices encouraging teachers to collaborate and improve their teaching practices together. This might be the reason why teachers are more likely to view peer observation as an opportunity to learn from each other as this process is also collaborative in its nature. Likewise, some studies (Darling-Hammond and Richardson, 2009; Garet et al., 2001) revealed that teacher collaboration is important for their professional growth. As a result, they become open to receiving feedback and suggestions from their colleagues and are more willing to participate in peer observation activities.

In their study Engin and Priest (2014) found out that peer observation is less stressful for teachers when they observe others with a purpose of learning. This puts less pressure on the observed teacher and thus, they are more welcoming to being observed. The findings in this study indicated a similar positive attitude from the participants when their lessons are observed with the purpose of learning. In fact, such observations created more positive views among both observers and observees. This may be due to the fact that at this school the teachers are often observed by their peers, especially young teachers, who need some professional support and want to learn new methods and techniques when observing. Thus, for them peer observation is not a stressful process associated with evaluation but an opportunity to share their best practices.

Peer observation may also cause anxiety among some teachers. Many authors (Edgington, 2017; Gosling, 2002; O’Leary, 2014; Ridge & Lavigne, 2020) indicate the evaluative nature of peer observation is the main reason why teachers might be unwilling to participate in peer observation or fail to benefit from it. This aligns with the case mentioned by one of the participants who stated that some their colleagues avoid being observed. The participant explained it by the fact that peer observation is used to support teachers during the attestation process when fellow teachers observe their classes and recommend how lessons could be improved in order to meet the requirements of attestation. However, at the same time there are observations by the school administrators which are more evaluative in their nature. As a result, in these situations teachers may not perceive peer observation as a way to professional growth but view it more as a process of checking if they meet the standards set by attestation requirements.

One more factor that might cause this negative attitude is the fact that the school uses lesson observation too often and for various purposes, and many different observations might happen simultaneously. Thus, there is no clear organization between the different departments of the school and teachers might feel overwhelmed by many visits. This echoes with the research done by Engin and Priest (2014) who state that it is important for school administrators to organise the peer observations well so that teachers understand its importance for professional development.

Another example provided by the same participant was about their colleague who does not want to participate in any peer observation procedures, despite their rich experience and even when asked to share this experience. The participant was not sure about the reasons for this situation. One of the possible reasons could be explained by the findings of Hamilton (2013) who found out that teachers are more interested in peer observations when they perceive their colleagues as experts in teaching. Perhaps, this teacher, who was unwilling to

observe others, did not view their colleagues as experts, although this does not quite explain why they were unwilling to share their experience when being observed.

Dos Santos (2016) states that the common practice after peer observation is to provide feedback, and unfortunately, teachers are anxious to get negative comments. This is the main reason why many teachers resist peer observation and avoid it. Likewise, the participants of this study mentioned unconstructive or negative feedback as the main cause of their negative views on peer observation. This may be explained by the fact that as feedback is actually the stage of peer observation when most learning happens, it is definitely demotivating to receive comments which are unhelpful meaning that the whole process of peer observation was a waste of time. Additionally, the study by Dos Santos (2016) revealed that teachers often believe that their teaching can be fairly commented only by the fellow teachers who teach the same or closely related subjects. When feedback is given by a person who is not in the same discipline, teachers may resist this feedback as they do not view this person as an expert. Similarly, this was the case for one of the participants of this study which led to the resistance and disappointed with peer observation experience at some point of their career. This can also be explained by the fact that teachers are more likely to use the recommended or observed strategies when they know these strategies will lead to success (Watson, 2013).

5.2 Teachers' Experiences of Peer Observation

Peer observation is a part of various processes in this school, including a support for new or young teachers or assistance to teachers involved in the attestation process. Teachers are encouraged to participate in the process of peer observation during the year, and there is even a required number of lesson observations per month. The findings show that the standard procedure applied at this school is asking a permission to observe or inviting another teacher as an observer, lesson observation, and finally meeting to ask questions and provide feedback. Most studies (Dos Santos, 2016; Engin & Priest, 2014; Hamilton, 2013; O'Leary,

2014) indicate similar steps, although, the first step might also involve discussing the detail of observation, including the purposes of observation and what should be the focus of observation. Here, the crucial factor is time, as some participants stated that they often do not have time for post-observation stage to provide or get high-quality feedback. However, without proper feedback, peer observation loses its importance and impact on teachers' professional growth.

Many researchers such as Karagiorgi, (2012), Ridge and Lavigne (2020), and Visone (2019) indicate that lack of time is the main challenge when it comes to peer observation. Due to lack of time teachers avoid this process or cannot provide quality feedback. This echoes with the findings of this study, as most participants found it challenging to find the right amount of time to peer observe each other. This might be due to different tasks that teachers have to complete apart from teaching and assessment. For example, depending on departments, teachers are sometimes busy with translation, work within different school groups for International Accreditation, or extracurricular activities. Perhaps, the school needs to allocate certain period of time during the day or term, when teachers can peer observe each other without being concerned about the time and other activities.

Despite the convenience and accessibility of the “Mathtest” system, this school's online platform for providing feedback, most participants stated that they find face-to-face or written feedback more effective for improving their teaching practices. Given that most research (Darling-Hammond & Richardson, 2009; Garet et al., 2006) indicates that teachers learn when collaborating and solving the problems together, this finding also indicates professional development is more productive when teachers cooperate on their way to professional growth.

5.3 Peer Observation and Professional Development

All the participants, both novice and experienced, stated that they benefited from peer observation and have improved their teaching practice as a result of it. Unlike the believe that experienced teachers do not see the value in peer observation (Cockburn, 2005), veteran teachers at this school indicated that they find peer observation to be important. On the contrary, they often need some feedback on their teaching, however, they are rarely observed by their peers. This indicates that sometimes it is dangerous to label teachers as ‘experienced’ or ‘experts’ since it might give this wrong idea that veteran teachers do not need any professional support or growth.

Similar to the theoretical framework of this study, in particular Bandura’s social learning theory (1977), this study proves that learning happens when observing others. All the participants stated that observing their fellow teachers is a useful practice which has a positive impact on their lessons.

Regarding observing other teachers, the participants stated that they often observe their peers with the purpose of learning new strategies or remembering the effective techniques that were used in the past but were forgotten. This is similar to the findings by Dos Santos (2016), Engin and Priest (2014), Hamilton (2013), which indicated that when observing others, the purpose of these observations is mainly to learn various “actual strategies and concrete ideas” (Hamilton, 2013, p. 53) that can be later used during their own lessons. This may be due to the fact that teachers are constantly in the search of new ideas which could improve and enrich their lesson. Observing others is then the best way to see how these ideas are implement during the lessons as well as to see students’ reactions to these strategies.

In their study Hamilton (2013) found out that when observing fellow teachers, one of the participants who is a veteran teacher often learns new technological advances, including online quizzes. Similarly, the participants of this study who are experienced teachers stated

that they often observe younger teachers with the purpose of improving their knowledge in digital tools. This again indicates that experienced teachers despite their rich knowledge and expertise in the teaching field always have something to learn from their peers or younger teachers.

Karagiorgi (2013) in their study of primary school teachers learnt that when selecting colleagues to observe teachers usually choose those colleagues who they felt comfortable with. Most of the participants of this study also highlighted that they prefer their own subject department teachers as observers or observees. This may be explained by the fact that working together leads to a certain level of trust which positively affects teachers' relationships. Thus, when observing or being observed within their departments, teachers are more likely to feel less stressed or anxious, and benefit from the observation process. This finding is supported by Darling-Hammond and Richardson (2009) who state that professional development is more effective when teachers work and develop in collaboration, especially with those teachers who they feel comfortable with.

Another important aspect of peer observation is feedback. Studies (Dos Santos, 2016; Engin & Priest, 2014; Kohut et al., 2010; Ridge & Lavigne, 2020) indicate that it is crucial for observers to give constructive feedback which not only highlights the areas for improvement but demonstrate the strategies to address these areas. The participant of this study also stated that feedback is the part of peer observation which helped them improve the most. Additionally, apart from getting recommendations, teachers often have an opportunity to reflect on their practice during the feedback stage (Engin & Priest, 2014).

5.4 Summary

This chapter provided the interpretations of the findings trying to explain possible reasons for participants' views and experiences of peer observation, as well as how it affects

their professional development. Additionally, it tried to align the findings of this study with the results found by some previous research.

Overall, the results of this study are similar to many studies conducted on peer observation process. Thus, similarly to other research, this study indicated that teachers view peer observation as way to improve their teaching practices. In particular, they value the constructive feedback which is given after observations. The school teachers are positive about peer observations and willing to participate in it, however, it is important that the school culture encourages teachers to develop through peer observation and organizes this process effectively. This aligns with the earlier studies which also emphasize on the importance of school culture in peer observation and its proper organization. Additionally, this study confirms that teachers are more welcoming toward peer observation when they are observed with the purpose to share their best practices. Regarding some negative views on peer observation, this study also found out that teachers might resist peer observation if observations are only evaluative in their nature, the organization of this process is poor, or when teachers do not benefit from the feedback they get after being observed.

The school actively uses peer observation as a tool for professional development and employs some common procedures mentioned in other studies, namely, pre-observation meetings, observation, and feedback. In addition, likewise the previous studies, the findings indicate that finding time is the most challenging aspect of peer observation, which leads to a low number of observations or lack of time for providing proper feedback. The study also found that the online system “Mathtest” is convenient and effectively used by the participants, however, they still prefer face-to-face feedback and collaboration with teachers.

Finally, all the participants benefited from peer observation and believe it improved their teaching practices. Particularly, they observe other teachers to learn some new strategies and ideas that they can implement in their classrooms. Unlike some studies, the experienced

teachers who participated in this study stated they are interested in being observed and observing for their professional development purposes. When observing younger teachers, they often learn some advances in new technology, which aligns with some findings in previous research. In addition, teachers feel are more willing to participate in peer observation processes when they work with people who work in their departments. Similar findings were revealed by some research which shows that teachers select people who they find comfortable to work with.

This study also supports Bandura's social learning theory (1977) that people learn when observing others and in collaboration. Thus, the teachers at this school often observe their peers to learn some new strategies which they can use in their classrooms. Additionally, this practice supports the idea of professional learning communities (Darling-Hammond & Richardson, 2009) which insists on ongoing and consistent professional development that happens when teachers collaborate and grow professionally together. Peer observation at this school is an ongoing practice in which teachers participate during the academic year. This could be one of the reasons why all the participants stated that peer observation had a positive impact on their teaching practices.

6. Conclusions

This final chapter presents the conclusions of this study and provides some implications, limitations, and recommendations for future research. The purpose of this study was to explore teachers' perceptions and experiences of peer observation as well as how this process affects their professional growth.

This chapter is organized into five sections. Section one briefly highlights the findings to the research questions and discusses to what degree this study contributes to the understanding of the research problem. The second section presents the implications of this study, while section three addresses its limitations and the strengths. The fourth section provides recommendations for future research. Section five presents a concluding statement summarizing the most important findings and implications.

6.1 Revisiting Research Questions

The research questions of this study aimed at exploring teachers' views on peer observation, some common practices that they have experienced in their careers as well as how peer observation affected their professional development. The findings from this study allow to answer these research questions.

RQ1: What are the school teachers' perceptions of peer observation?

The findings of this study demonstrate teachers at this school perceive peer observation as an integral part of teaching profession. They welcome both observing and being observed as they understand the positive impacts of peer observation on their professional growth. As lesson observations are a common practice at this school and teachers can be observed for various purposes and by different observers, teachers often use lesson observation and peer observation interchangeably. However, it is important to differentiate between these two terms as the former might also imply the use for evaluation while the latter is mainly used for professional development purposes. Overall, teachers at

this school are positive about peer observation since the school supports teachers' professional development and encourages teachers to observe each other. However, one of the participants revealed that there are some teachers who resist this process for various reasons for example, because of being overwhelmed by multiple observations. The participants linked the only time when they feel negative about peer observation to unconstructive or fully negative feedback, which they believe does not benefit their professional growth. A conclusion to be drawn from these findings is that for schools to effectively use peer observation for professional purposes it is important to promote this practice as a way of improvement and support teachers' professional development. This can be done by providing enough time for to meet for peer observation and properly organizing this process. It can also be concluded that as feedback is the most useful part of peer observation and has a potential to negatively affect teachers' views, it is important to train teachers how to properly organise and provide their feedback.

RQ2: What are their experiences in peer observation?

Peer observation at this school is mainly used when aiding new and inexperienced teachers or when assisting teachers during their attestation process. The common procedure of peer observation is pre-observation meetings, when teachers invite or ask a permission about observation, lesson observation, and feedback. The common practice for feedback is highlighting positive aspects and area for improvement as well as providing recommendations. Those teachers who often provide feedback do it through asking questions so that an observee has an opportunity to reflect on their teaching practice. Lack of time and of clear organization were noted as the main challenges when observing colleagues, and participants suggested that more careful planning for different observation purposes could ease the process and make it more useful. Some participants stated that having a department meeting after peer observations and discussing some common issues without naming teachers

would also improve the process of peer observation within the departments. Another important tool used at school is an online system for providing feedback, “Mathtest”. All the participants, except one, use this system to provide feedback. However, some participants stated that the online system is not as effective as having a face-to-face conversation with a colleague which provides more opportunities for a professional dialogue and reflection. Additionally, one of the participants mentioned that sometimes “Mathtest” is just a formality and teachers feel it out because the administrators require it. The conclusion from these findings is that peer observation practices require enough time and proper organization. For example, some common problems could be addressed during department meetings without naming the teachers who face these problems. Additionally, workshops or seminars could be organized to address the common areas for improvement. One more conclusion to be drawn is that despite the effectiveness of “Mathtest”, teachers need more flexibility in its use, for example, when choosing the area of focus when observing a certain lesson, instead of focusing on all the descriptors noted there.

RQ3: How does peer observation affect teachers’ professional development?

An important finding of this study is that all participants value peer observation for its positive effects on their teaching practices and professional development. Thus, teachers often observe their peers in order to learn about some new methods of teaching and see how these methods are used in class. Most of them stated that they later use these methods in their classes and see the positive effects on their students. In particular, young teachers often observe their more experienced teachers to learn about the new strategies or to see how a certain topic can be explained to students. Nevertheless, experienced teachers also benefit from observing others and often learn some new online tools, like quizzes which make their lessons more interactive. However, experienced teachers are rarely observed by their peers who could provide feedback on their teaching, although these participants stated that

sometimes they need peer observations for their professional development. A conclusion emerging from these findings is that the significance of peer observation, and in general, of professional development, should not be underestimated. Teachers need continuous learning despite their teaching experience and degree or level. If teachers are always judged for their experience, there is a risk that a teacher in need may not get the necessary support.

6.2 Implications for Theory, Practice and Policy

The findings from this study strongly support Bandura's social learning theory (1977), who stated that people better learn by collaborating and observing others. Additionally, it aligns with the idea of professional learning communities (Darling-Hammond & Richardson, 2009) which claims that for teachers' professional development it is important to create consistent and time-efficient conditions that allow them to work on their teaching practice together as a community. The study indicated that the elements of peer observation, such as feedback and reflection stage, are indeed effective for teacher collaboration, and many teachers learn during this stage. The study also demonstrated that the observation stage is another useful aspect of peer observation contributing to teachers' professional growth by showing how to implement certain methods or explain different topics. Finally, peer observation meets the requirements of professional learning communities, as when well-organized and supported by school administrators, it can provide enough time and consistency for teachers to collaborate and develop together.

The present study provides some interesting insights into teachers' perceptions and experiences of peer observation and has a potential to demonstrate how this process should be organized in order to encourage teachers to participate in it. Thus, the study revealed some factors which cause more positive views on peer observation, as well as challenges and suggestions associated with this practice that can help school administrators create the necessary conditions for its effective implementation. To illustrate, schools should provide

support and resources to teachers to ensure they have the time and capacity to engage in peer observation. Additionally, the success of peer observation is highly dependent on the culture and context in which it is implemented. Schools must create a culture of trust and openness, where teachers feel comfortable sharing their practices and receiving feedback. Third, peer observation should be approached as a collaborative process rather than an evaluative one. The focus should be on improving teaching practice and student outcomes, which means that teachers should be trained how to observe each other's lessons and effectively provide constructive feedback. This approach helps to reduce any potential anxieties or tensions that may arise during the process as well as shows the benefits of peer observation. Another possible implication is organizing some post-observation events, such as department meetings, where teachers can share some interesting approaches, they learnt from each other or address some common problems. The latter should be done with teachers' consent and anonymity.

In terms of policy implications, the findings of this study can be used by school principals to prepare a school policy on peer observation or to revise the existing one. Thus, some possible aspects which should be addressed are:

1. Allocating special time for peer observation in order to make this practice more consistent and systemic. This could be done by indicating certain dates for departments when they should observe each other and ensuring that teachers of these departments are not overloaded with extra work during this period.

2. Ensuring confidentiality. Schools should ensure that observations are conducted confidentially and that any feedback is provided in a constructive and respectful manner.

3. Having some workshops on peer observation and feedback or templates with feedback structure and questions which would ensure a meaningful and respectful dialogue between observer and observee.

4. Organizing some meetings within departments and with heads of departments to ensure that peer observations are not just a formality. During such meetings it is important to share some best practices and areas of improvement in order to ensure that quality of lessons is improved.

Overall, as peer observation is an effective tool for teachers' professional growth, it is important for mainstream schools to make sure that their teachers use this valuable tool for their professional development. Thus, school principals should ensure that teachers can differentiate between lesson observation used for evaluation and peer observation used for improvement. In addition, the experience of NIS schools can be adapted to promote professional development through peer observation, as NIS schools are known for their strong support of ongoing professional learning. To illustrate, teachers at mainstream schools should be trained how to organise peer observation and provide feedback as well as see the benefits of peer observation for their teaching practice, the way teachers at NIS do.

6.3 Limitations of the Study

The present study has some limitations. The major limitation of this study is the sample size insufficient for generalizability of the data as the study only six teachers participated in this study. Secondly, diversity of participants in terms of job positions. In order to get better insight into the process of peer observation and triangulate the collected data, the study could also include the voices of school administrators. Another important limitation is that the study was conducted in one of the NIS schools. As schools in NIS system usually have different work and professional conditions some of the findings might be irrelevant to mainstream schools.

Nevertheless, this study employs basic qualitative research based conducting in-depth semi-structured interviews which allowed to collect rich data. The analysis of the obtained data produced a description and understandings of how to effectively organise a peer

observation process that has a potential to increase teachers' interest in this practice. Thus, the findings of this study might be useful to administrators and teachers planning to use peer observation for professional development purposes.

6.4 Future Research

Based on the findings of the present study and its limitations, there are some recommendations for future research. Firstly, future studies could include the voices of school administrators in order to get a deeper insight of peer observation implementation at schools. Additionally, observation could be used as data collection instrument to understand how teachers organise and participate in peer observation process. This will allow a comparison between the data collected during the interviews and from the observations. Both recommendations for future studies can help to triangulate the obtained data.

This study highlights the importance of peer observation for teachers' professional development. Overall, the present study suggests that school culture which encourages professional development and using peer observation as a support for teaching practice can create positive views of peer observation among teachers. Additionally, teachers value and need peer observation for professional growth despite their teaching experiences. Those findings are consisted with the previous research conducted on peer observation.

References

- Bandura, A. (1977) *Social learning theory*. New Jersey: Prentice Hall
- Blackwell, R. (1996). Peer observation of Teaching & Staff Development. *Higher Education Quarterly*, 50(2), 156–171. <https://doi.org/10.1111/j.1468-2273.1996.tb01697.x>
- Brimblecombe, N., Ormston, M., & Shaw, M. (1995). Teachers' perceptions of school inspection: A stressful experience. *Cambridge Journal of Education*, 25(1), 53–61. <https://doi.org/10.1080/0305764950250106>
- Cockburn, J. (2005). Perspectives and politics of Classroom Observation. *Research in Post-Compulsory Education*, 10(3), 373–388. <https://doi.org/10.1080/13596740500200211>
- Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and Qualitative Research + video-enhanced Pearson Etext Access Card*. Pearson College Div.
- Darling-Hammond, L., & Richardson, N. (2009). Research review/teacher learning: What matters. *Educational leadership*, 66(5), 46-53.
- Dos Santos, L. M. (2016). How do teachers make sense of peer observation professional development in an Urban School. *International Education Studies*, 10(1), 255. <https://doi.org/10.5539/ies.v10n1p255>
- Doyle, M. J. (2012). *Using Peer-To-Peer Observation To Improve Teacher Collaboration* (dissertation). ProQuest LLC.
- Edgington, U. (2017). Lesson Observation: Policies and Contexts. In *Emotional labour and lesson observation a study of England's further education* (pp. 17–46). essay, Springer Singapore.

- Engin, M. (2014). Observing teaching: A lens for self-reflection. *Journal of Perspectives in Applied Academic Practice*, 2(2). <https://doi.org/10.14297/jpaap.v2i2.90>
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915–945. <https://doi.org/10.3102/00028312038004915>
- Government of the Republic of Kazakhstan (2019). National project "Quality Education "Educated Nation". <https://adilet.zan.kz/rus/docs/P2100000726#z14>
- Gosling, D. (2002). Models of peer observation of teaching.
- Guskey, T.R. (2000). Evaluating professional development. Thousand Oaks, CA: Corwin Press
- Hamilton, E. R. (2013). His ideas are in my head: Peer-to-peer teacher observations as professional development. *Professional Development in Education*, 39(1), 42–64. <https://doi.org/10.1080/19415257.2012.726202>
- Hord, S. M. (1997). Introduction. In *Professional learning communities: Communities of Continuous Inquiry and improvement* (pp. 6–8). essay, Southwest Educational Development Laboratory.
- Kamarudin, D. (2015). Comparing online and traditional interview techniques: A qualitative study of the experiences of researchers and participants in the Malaysian context (dissertation).
- Karagiorgi, Y. (2012). Peer observation of teaching: Perceptions and experiences of teachers in a primary school in cyprus. *Teacher Development*, 16(4), 443–461. <https://doi.org/10.1080/13664530.2012.717210>

- Kohut, G. F., Burnap, C., & Yon, M. G. (2007). Peer observation of teaching: Perceptions of the observer and the observed. *College Teaching*, 55(1), 19–25.
<https://doi.org/10.3200/ctch.55.1.19-25>
- Lawson, T. (2011). Sustained classroom observation: what does it reveal about changing teaching practices?. *Journal of Further and Higher Education*, 35(3), 317-337.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- O'Leary, M. (2014). *Classroom observation: A guide to the effective observation of teaching and learning*. Routledge.
- O'Leary, M. (2013). Developing a national framework for the effective use of lesson observation in further education. Welcome to BCU Open Access Repository.
<http://www.open-access.bcu.ac.uk/6900/>.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Ridge, B. L., & Lavigne, A. L. (2020). Improving instructional practice through peer observation and feedback: A review of the literature. *Education Policy Analysis Archives*, 28, 61-61.
- Rock, T. C., & Wilson, C. (2005). Improving Teaching through Lesson Study. *Teacher Education Quarterly*, 32(1), 77–92.
- Shaffer, D. R., & Kipp, K. (2010). Chapter 2 Theories of Human Development. In *Developmental psychology childhood and adolescence* (pp. 41–75). essay, Brooks/Cole.

- Shortland, S. (2004). Peer observation: A tool for staff development or compliance? *Journal of Further and Higher Education*, 28(2), 219–228.
<https://doi.org/10.1080/0309877042000206778>
- Tenjoh-Okwen, T. (2003). Lesson Observation The Key to Teacher Development. *Forum English Teaching*, 41(4), 30–13.
- Tosriadi, T., Asib, A., Marmanto, S., & Arifatul Azizah, U. (2018). Peer observation as a means to develop teachers' professionalism. *International Journal of Multicultural and Multireligious Understanding*, 5(3), 151. <https://doi.org/10.18415/ijmmu.v5i3.140>
- Visone, J. D. (2019). What teachers never have time to do: Peer observation as professional learning. *Professional Development in Education*, 48(2), 203–217.
<https://doi.org/10.1080/19415257.2019.1694054>
- Watson, S. (2013). Understanding professional development from the perspective of social learning theory. Centre for research in mathematics education university of Nottingham.
- Wragg, E. C. (2002). An introduction to classroom observation. Taylor & Francis e-Library.

Appendices

Appendix A

Interview Protocols in English, Kazakh, Russian

Interview Protocol

Research topic: Teachers' Perceptions and Experiences of Peer Observation and its Influence on their Professional Development in Nazarbayev Intellectual School, south Kazakhstan

Date:

Interviewee:

Position of Interviewee:

The purpose of this is to find out about teachers' perceptions and experiences of peer observation at your school as well as how it affects their professional development. The interview will last around 60 minutes. As mentioned in the informed consent form and discussed earlier, the interview will be recorded using an audio device and all recordings will be destroyed once they have been transcribed and anonymized. Can I record the interview? It is for my analysis purposes only. The information gathered will be used in a way that will not allow you to be identified individually. You have the opportunity to withdraw at any stage of this interview.

Part 1: teacher as an observee:

1. How long have you been teaching (in general)?
2. How long have you been working at this school?
3. How often are your lessons observed per term?
4. Who are your lessons usually observed by?

5. What do you know about peer observation? (Specify, if necessary, peer observation or peer-to-peer observation is when teachers observe each other's lessons for professional development purposes)
6. Do you have any special procedures or models of peer observation at your school? Please, describe them.
7. What would make these procedures more effective?
8. Do you think peer observation procedures at your school be changed? Why/Why not?
9. How do you feel while being observed by your peer during the lesson? Please, describe your feelings and thoughts.
10. How do you feel when getting feedback on your lesson after peer observation? Please, describe your feelings and thoughts.
11. Have you ever received any useful feedback on your lesson after being observed by your peers? What made it useful? Can you give examples?
12. And in which case the feedback you received was not ineffective? Why?
13. How did peer observation affect your teaching? Please, give some examples.
14. How did peer observation affect your professional development? Please, give some examples.
15. Has your perception of peer observation changed over the years? Why/why not?
16. Do you have any questions or anything to add?

Part 2: teacher as an observer:

1. How often do you observe your colleagues per term?
2. What is the purpose of such observations?
3. Can you describe the process of observing your colleague? How is it planned and organized at your school?

4. How are decisions made about whose lessons should be observed and when?
5. How do your colleagues react to being observed? Can you give some examples of their reactions?
6. What kind of feedback did you provide to your colleague?
7. In your opinion, what do your colleagues learn from being observed?
8. What would make this observation more effective for professional development?
9. How about you? What did you learn after observing the lesson of your colleague? What was this experience like?
10. What would make peer observation at your school more effective for an observing teacher?
11. Do you think peer observation is important for teachers' professional development?
Why/Why not?
12. How has peer observation affected your professional development?
13. Your school has an online system 'Math Test' which is used for lesson observations. Do you use this online system when observing the lessons of your colleagues? Why/Why not?
14. Do you find it effective in providing feedback after observing a lesson? Why/Why not?
15. How does this online system make peer observation more productive?
16. In your opinion, do the points indicated in the online system affect the improvement of lessons quality? How about the effects on teaching and teacher professional development?
17. Do you have any questions or anything to add?

Сүхбат хаттамасы

Зерттеу тақырыбы: Оңтүстік Қазақстандағы Назарбаев Зияткерлік мектебі мұғалімдерінің сабаққа өзара қатысудағы көзқарастары мен тәжірибелері және осы процестің олардың кәсіби дамуына әсері.

Әңгімелесу күні:

Сұхбат беруші:

Сұхбат берушінің лауазымы:

Бұл сұхбаттың мақсаты мұғалімдерінің сабаққа өзара қатысудағы көзқарастары мен тәжірибелері және осы процестің олардың кәсіби дамуына қалай әсер ететіндігін білу.

Осы сұхбат шамамен 60 минутқа созылады. Ақпараттандырлған келісімде айтылғандай, сұхбат аудио құрылғының көмегімен жазылады және барлық жазбалар зерттеу жұмысы аяқталғаннан кейін жойылады. Сіз аудио жазбаға келісесіз бе? Бұл аудио жазба тек алынған мәліметті талдау мақсатында жасалады. Зерттеу нәтижесінде алынған ақпарат сізді анықтауға болмайтындай пайдаланылады. Сізде осы сұхбаттың кез келген кезеңінде бас тарту мүмкіндігі бар.

Бірінші бөлім (мұғалімнің сабағы бақыланған кезде):

1. Мұғалім болып жұмыс істегеңізге қанша жыл болды (жалпы)?
2. Осы мектепте жұмыс істегеңізге қанша уақыт болды?
3. Бір тоқсанда сіздің сабақтарыңызға басқа мұғалімдер қаншалықты жиі қатысады?
4. Сіздің сабақтарыңызға әдетте кім қатысады?
5. Мұғалімдер сабаққа өзара қатысу туралы не білесіз? (Қажет болған жағдайда, мұғалімдердің кәсіби даму мақсатында бір-бірінің сабақтарына баруы өзара қатысуды)

6. Сіздің мектебіңізде немесе әдістемелік бірлестікте сабаққа өзара қатысудың арнайы үлгілері бар ма? Оларды сипаттаңыз.
7. Бұл процесті не тиімдірек ете алады?
8. Сіздің мектебіңізде сабаққа өзара қатысу процессін ұйымдастыру тәсілін өзгерту керек деп ойлайсыз ба? Неге, неге жоқ?
9. Сыныпқа әріптесіңіз қатысқан кездегі сезімдеріңіз бен ойларыңызды сипаттаңыз.
10. Өзара бақылаудан кейін сабағыңыз туралы кері байланыс алған кездегі сезімдеріңіз бен ойларыңызды сипаттаңыз?
11. Сабаққа қатысқаннан кейін пайдалы кері байланыс алдыңыз ба? Бұл кері байланыстың конструктивті не пайдалы болуына не себеп болды? Мысалдар келтіре аласыз ба?
12. Сіз алған кері байланыс тиімсіз болған кездер болды ма? Неліктен?
13. Мұғалімдердің өзара сабаққа қатысуы сіздің сабақ беруіңізге қалай әсер етті? Кейбір мысалдар келтіріңіз.
14. Мұғалімдердің өзара сабаққа қатысуы сіздің кәсіби дамуыңызға қалай әсер етті? Кейбір мысалдар келтіріңіз.
15. Соңғы жылдары сабаққа өзара қатысуға деген көзқарасыңыз өзгерді ме? Неге, неге жоқ?
16. Сұрақтарыңыз немесе қосатын нәрсеңіз бар ма?

Екінші бөлім (мұғалім сабаққа қатысушы ретінде):

1. Сіз әріптестеріңіздің сабақтарына қаншалықты жиі қатысасыз?
2. Мұндай бақылаудың мақсаты қандай?

3. Мұғалімдердің өзара сабаққа қатысуы процесін сипаттай аласыз ба? Сіздің мектебіңізде бұл тәжірибе қалай жоспарланған және ұйымдастырылған?
4. Сіздің әріптесіңіз сабаққа қатысуды қалай қабылдады?
5. Әріптесіңізге қандай кері байланыс бердіңіз?
6. Сіздің әріптесіңіз осы процесстен бірдене үйренді деп ойлайсыз ба?
7. Бұл тәжірибе кәсіби даму үшін не тиімдірек ете алады?
8. Ал сіз ше? Әріптесіңіздің сабағын көргеннен кейін жаңа нәрсе үйрендіңіз бе? Егер солай болса, тәжірибе қандай болды?
9. Мектепте қолданылатын онлайн сабаққа қатысу жүйесі туралы не деуге болады?
10. Сіз әріптестеріңіздің сабақтарына барғанда осы жүйені пайдаланасыз ба?
11. Сабақты бақылауда тиімді деп санайсыз ба?
12. Сабақты бақылаған соң кері байланыс беруде осы жүйесі тиімді деп санайсыз ба?
13. Сіздің ойыңызша, сабақты бақылау жүйесінде көрсетілген критерийлері сабақ сапасының артуына әсер ете ме? Мұғалімнің оқыту сапасы мен кәсіби дамуына ше?
14. Бақылайтын мұғалім үшін сабақты бақылауды тиімдірек ету үшін не істеу керек?
15. Мұғалімнің кәсіби дамуы үшін әріптестерінің сабаққа өзара қатысуы маңызды деп ойлайсыз ба? Неге?
16. Кәсіби даму үшін мұғалімдердің сабаққа өзара қатысуын қалай тиімді ете аламыз?

17. Әріптестеріңіздің сабақтарыңызға қатысуы сіздің кәсіби дамуыңызға қалай әсер етеді?

18. Сұрақтарыңыз немесе қосатын нәрсеңіз бар ма?

Протокол интервью

Тема исследования: Взгляды и опыт учителей Назарбаев Интеллектуальной школы Южного Казахстана во взаимопосещении уроков и влияние данного процесса на их профессиональное развитие Дата проведения интервью:

Место проведения интервью:

Интервьюируемый:

Должность интервьюируемого:

Цель этого интервью узнать об опыте учителей во взаимопосещении уроков и то, как они воспринимают/понимают данный процесс, а также о том, как взаимопосещение уроков влияет на их профессиональное развитие. Всего интервью будет длиться около 60 минут. Как упоминалось в форме информированного согласия и обсуждалось ранее, интервью будет записано с использованием аудиоустройства, и все записи будут уничтожены после того, как они будут расшифрованы и обезличены. Вы согласны на аудиозапись? Запись делается только в целях дальнейшего анализа данных. Собранная информация будет использоваться таким образом, чтобы вас невозможно было идентифицировать. У вас есть возможность отказаться на любом этапе этого интервью.

Вопросы для первой части (учитель в роли наблюдателя):

1. Как долго вы преподаете?
2. Как долго вы работаете в этой школе?

3. Как часто посещают ваши уроки?
4. Кто обычно посещает ваши уроки?
5. Что вы знаете о взаимопосещении уроков? (указать, если необходимо, взаимопосещении уроков – это практика, когда учителя наблюдают за уроками друг друга в целях профессионального развития)
6. Можете ли вы описать время, когда ваш урок посещали?
7. Что вы чувствуете, когда за вами наблюдают во время урока?
8. Что вы чувствуете, когда получаете обратную связь о своем уроке после посещения?
9. Получали ли вы когда-нибудь полезные обратную связь о своем уроке после того, как за ваш урок посетили? Что сделало эту обратную связь полезным?
10. Повлияло ли это на ваше профессиональное развитие? В каких случаях?
11. Есть ли в вашей школе специальные процедуры или модели взаимопосещения уроков?
12. Считаете ли вы, что процедура взаимопосещения уроков в вашей школе должна быть изменена? Почему, почему нет? В каких случаях?
13. Что может сделать эту практику более эффективной?
14. У вас есть вопросы или что добавить?

Вопросы для второго части (учитель в роли наблюдаемого):

1. Как часто вы посещаете уроки своих коллег?
2. Какова цель такого посещения?

3. Можете ли вы описать процесс наблюдения за вашим коллегой? Как он спланирован и организован в вашей школе?
4. Как ваш коллега отреагировал на посещение?
5. Какую обратную связь вы предоставили своему коллеге?
6. Как вы думаете, ваш коллега чему-то научился благодаря этому посещению?
7. Что может сделать это наблюдение более эффективным для профессионального развития?
8. Что насчет вас? Вы когда-нибудь узнавали что-то новое после наблюдения за уроком своего коллеги? Если да, то каким был этот опыт?
9. Что насчет онлайн системы взаимопосещения уроков, используемой в школе?
10. Пользуетесь ли данной системой при посещении уроков своих коллег?
11. Считаете ли вы ее эффективной при наблюдении урока?
12. Считаете ли вы ее эффективной при предоставлении обратной связи после наблюдения урока?
13. По-вашему, влияют ли пункты, указанные в системе наблюдения уроков на улучшение качества уроков? На преподавание учителя и его профессиональное развитие?
14. Как наблюдение за уроком может стать более эффективным для наблюдающего учителя?
15. Считаете ли вы, что взаимное наблюдение важно для профессионального развития учителей? Почему, почему нет?

16. Как, по вашему мнению, мы можем сделать взаимопосещение коллег более эффективным для профессионального развития?
17. Как наблюдение за уроками коллег повлияло на ваше профессиональное развитие?
18. У вас есть вопросы или что добавить?

Appendix B
Email to the principal

Dear [name of the principal],

I am Ainur Rysbayeva, currently a student of MSc in Educational Leadership at Nazarbayev University. I am conducting a study on peer observation, a process when teachers observe each other's lessons for professional development purposes. I am kindly seeking for your permission to conduct this study at this school. This study aims at understanding teachers' perceptions and experiences of peer observation as well as at exploring how peer observation affects teachers' professional development. The collected data will be used for academic purposes only.

Your assistance will be greatly appreciated.

Kind regards,

Ainur Rysbayeva

Phone number: + 7 708 761 9794

Email address: ainur.rysbayeva@nu.edu.kz

Appendix C

Email to the participants in English, Kazakh, and Russian

Recruitment email to the participants

Dear [Name/Teachers of the _____ Department],

I am Ainur Rysbayeva, currently a student of MSc in Educational Leadership at Nazarbayev University. I am conducting a study on peer observation, a process when teachers observe each other's lessons for professional development purposes. This study aims at understanding teachers' perceptions and experiences of peer observation as well as at exploring how peer observation affects teachers' professional development. This is why your experience and knowledge of this matter is valuable.

I would like to kindly invite you to participate in this research by answering some questions related to my topic. To do that, I planning to conduct an interview which will last around 60 minutes. The interview will take place between the middle of November till the middle of December. All the information you provide will be confidential.

If you are interested, please contact me using this email address or my telephone number.

Kind regards,

Ainur Rysbayeva

Phone number: + 7 708 761 9794

Email address: ainur.rysbayeva@nu.edu.kz

Қатысушыларға шақыру хаты

Құрметті [аты],

Мен Айнур Рысбаева, қазіргі уақытта мен Назарбаев Университетіндегі Жоғары білім беру мектебінде Білім беруді басқару саласының ғылым магистрі бағдарламасының 2 курс магистрантымын. Мен мұғалімдердің өзара сабаққа қатысу бойынша зерттеу жүргізіп жатырмын. Осы процесс кезінде мұғалімдер кәсіби даму мақсатында бір-бірінің сабақтарына қатысады. Бұл зерттеу мұғалімдердің ойларын және сабаққа қатысу тәжірибесін түсінуге және осы процесстың олардың кәсіби дамуына қалай әсер ететінін зерттеуге бағытталған. Сондықтан бұл мәселеде сіздің тәжірибеңіз бен біліміңіз маңызды.

Менің тақырыбыма қатысты кейбір сұрақтарға жауап беру арқылы сізді осы зерттеуге қатысуға шақырғым келеді. Ол үшін 60 минуттан тұратын сұхбат өткізуді жоспарлап отырмын. Сұхбат қарашаның ортасынан желтоқсанның ортасына дейін жүргізіледі. Сіз берген барлық ақпарат құпия сақталады.

Егер сізді қызықтырса, осы электрондық пошта мекенжайын немесе менің телефон нөмірімді пайдаланып маған хабарласыңыз.

Құрметпен,

Айнур Рысбаева

+ 7 708 761 9794

ainur.rysbayeva@nu.edu.kz

Письмо приглашение участникам

Уважаемый (ая) [Имя/ учителя Методического объединения],

Я Айнур Рысбаева, в настоящее время являюсь студенткой магистратуры по Программе Магистр наук в области управления образованием Назарбаев Университета. Я провожу исследование по взаимопосещению уроков — процессу, когда учителя наблюдают за уроками друг друга в целях профессионального развития. Это исследование направлено на понимание восприятий учителей и их опыта во взаимопосещении, а также на изучение того, как взаимопосещение влияет на профессиональное развитие учителей. Вот почему Ваш опыт и знания в этом вопросе очень важны.

Я хотела бы пригласить Вас принять участие в этом исследовании, ответив на некоторые вопросы, связанные с моей темой. Для этого я планирую провести интервью продолжительностью 60 минут. Интервью будет проводиться с середины ноября до середины декабря. Вся предоставленная Вами информация будет конфиденциальной.

Если Вы заинтересованы, пожалуйста, свяжитесь со мной, используя этот адрес электронной почты или мой номер телефона.

С уважением,

Айнур Рысбаева

+ 7 708 761 9794

ainur.rysbayeva@nu.edu.kz

Appendix D
Informed consent in English, Kazakh, Russian

INFORMED CONSENT FORM

Dear _____

My name is Ainur Rysbayeva and I am an MSc student in Educational Leadership Program at the Nazarbayev University, Graduate School of Education. I am conducting research on teachers' perceptions and experiences of peer observation and its effects on teacher professional development.

I would like to kindly invite you to participate in this research which will include an individual interview which will take approximately 60 minutes. The interview will be held between the middle of November to the middle of December 2022.

Your participation in this research is completely voluntary. If at any point you wish to no longer take part in the research, you have the right to withdraw at any time and there will be no pressure to stay. If you feel the interview question is sensitive or personal and do not want to answer it, you can skip the question or withdraw at any time during the interview.

All the information you give will be confidential and only used for the purposes of this research and will only be accessible to me and my advisor. No third parties will have access to any of the information you provide.

The interview will be recorded with your consent using an audio device, and all recordings will be destroyed once they have been transcribed and anonymized.

The information will be used in a way that will not allow you to be identified individually.

You will have the opportunity to discuss your participation and be debriefed on the research once it has been conducted and analysed.

If you are not sure about anything mentioned above, please do not hesitate to ask me.

For any questions, concerns or complaints about this research, its procedures, risks and benefits, contact me or my advisor:

a researcher: a MSc Education Leadership program student, Ainur Rysbayeva, +7 7087619794,

a research advisor: Dr. Duishon Shamatov, Associate Professor at Graduate School of Education, +7 7172 709 364, duishonkul.shamatov@nu.edu.kz

If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- I agree to be audio recorded during the interviews;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

Ақпараттық келісім

Құрметті _____,

Менің атым Айнур Рысбаева. Мен Назарбаев Университетіндегі Жоғары білім беру мектебінде Білім беруді басқару саласының ғылым магистрі бағдарламасының 2 курс магистрантымын. Мен мұғалімдердің сабаққа қатысуы туралы пікірлері мен тәжірибесін және бұл әрекеттің олардың кәсіби дамуына әсерін табу үшін зерттеу жүргізу демін.

Мен сізден осы зерттеуге байланысты жеке сұхбатқа қатысуыңызды сұраймын, ол шамамен 60 минутты алады. Сұхбат 2022 жылдың қараша айының ортасынан желтоқсан айының ортасына дейін өткізілу жоспарлануда.

Сіздің осы зерттеуге қатысуыңыз ерікті. Егер сіз осы зерттеуге қатысуды тоқтатқыңыз келсе, сізде одан кез келген уақытта бас тартуға құқығыңыз бар және сіз қалуға мәжбүр болмайсыз.

Сіз берген барлық ақпарат құпия болады және тек осы зерттеудің мақсаттары үшін пайдаланып тек маған және менің жетекшімге қолжетімді болады. Ешбір үшінші тарап сіз берген ақпаратқа қол жеткізе алмайды.

Сұхбат аудио құрылғының көмегімен жазылады және барлық жазбалар транскрипцияланып, кейін жойылады.

Алынған ақпаратты одан әрі пайдаланған кезде де құпиялылық сақталынады және үшінші тұлғаларға сіздің жеке басыңызды білуге мүмкіндік берілмейді.

Сізде өз қатысуыңызды талқылауға және зерттеу жүргізіліп, қаралып болғаннан кейін ол туралы ақпарат алуға мүмкіндігіңіз болады.

Жоғарыда айтылған нәрсеге сенімді болмасаңыз, маған қосымша сұрақтар қойыңыз.

Осы зерттеуге, оның процедураларына, тәуекелдеріне және артықшылықтарына қатысты сұрақтар, алаңдаушылықтар немесе шағымдар бойынша маған немесе жетекшіме хабарласыңыз:

ғылыми қызметкер: Айнур Рысбаева, Білім беруді басқару саласы бағдарламасының магистранты, +7 7087619794, ainur.rysbayeva@nu.edu.kz

Ғылыми жетекшісі: д-р Дуйшон Шаматов, Назарбаев Университеті Жоғары білім мектебінің қауымдастырылған профессор, +7 7172 709 364, duishonkul.shamatov@nu.edu.kz

Осы зерттеудің жүргізілу тәсілі сізді қанағаттандырмаса немесе зерттеу және сіздің қатысушы ретіндегі құқықтарыңызға қатысты қандай да бір алаңдаушылық, шағымдар немесе жалпы сұрақтарыңыз болса, НУ Жоғары білім беру мектебінің зерттеу комитетіне мына электрондік мекенжай бойынша хабарласыңыз: gse_researchcommittee@nu.edu.kz.

Осы зерттеуге қатысуға келіссеңіз, осы келісімге қол қойыңыз.

- берілген ақпаратты мұқият оқып шықтым;
- маған зерттеудің мақсаттары мен процедуралары туралы толық ақпарат берілді;
- жиналған деректер қалай пайдаланылатынын және кез келген құпия ақпарат тек зерттеушілерге көрінетінін және басқа ешкімге ашылмайтынын түсінемін;
- мен кез келген уақытта себепсіз оқудан бас тарта алатынымды түсінемін;
- мен берген сұхбаттар аудио құрылғының көмегімен жазылуна келісемін;
- жоғарыда аталғандардың барлығын біле отырып, мен осы зерттеуге қатысуға өз еркіммен келісемін.

Қолы: _____

Күні: _____

Қол қойылған және күні қойылған келісім формасының қосымша көшірмесі сізде қалады.

Информированное согласие на участие в исследовании

Уважаемый(ая) _____,

Меня зовут Айнур Рысбаева, и я являюсь студенткой 2 курса магистратуры по Программе Магистр наук в области управления образованием Высшей школы образования в Назарбаев Университете. Я провожу исследование по изучению взглядов и опыта учителей в взаимопосещении уроков и влиянии данной деятельности на их профессиональное развитие.

Прошу Вас принять участие в данном исследовании, которое включает в себя индивидуальное интервью, что займет приблизительно 60 минут Вашего времени. Интервью будет проводиться с середины ноября до середины декабря 2022 года.

Ваше участие в данном исследовании является добровольным. Если в какой-то момент Вы пожелаете прекратить участие в данном исследовании, Вы имеете право отказаться от него в любое время.

Вся предоставленная Вами информация будет конфиденциальной и будет использоваться только для целей данного исследования и будет доступна только мне и моему научному руководителю. Никакие третьи лица не будут иметь доступа к какой-либо информации, которую Вы предоставляете.

Интервью будет записано с использованием аудиоустройства, и все записи будут уничтожены, как только они будут расшифрованы и обезличены.

Дальнейшее использование полученной информации будет поддерживать конфиденциальность и не позволит третьим лицам узнать Вашу личность.

У Вас будет возможность обсудить свое участие и получить информацию об исследовании после того, как оно будет проведено и проанализировано.

Если Вы не уверены в чем-либо, упомянутом выше, пожалуйста, не стесняйтесь задавать мне дополнительные вопросы.

По любым вопросам, опасениям или жалобам по поводу этого исследования, его процедур, рисков и преимуществ обращайтесь ко мне или моему научному руководителю:

исследователь: Айнур Рысбаева, магистрант программы Лидерство в Образовании, +7 7087619794, ainur.rysbayeva@nu.edu.kz

научный руководитель: Д-р Дуйшон Шаматов, ассоциированный профессор Высшей школы образования Назарбаев Университета, +7 7172 709 364, duishonkul.shamatov@nu.edu.kz

Если Вы не удовлетворены тем, как проводится это исследование, или у Вас есть какие-либо опасения, жалобы или общие вопросы об исследовании или Ваших правах в качестве участника, пожалуйста, свяжитесь с Исследовательским комитетом Высшей школы образования НУ по адресу gse_researchcommittee@nu.edu.kz.

Пожалуйста, подпишите это согласие, если Вы согласны участвовать в этом исследовании.

- я внимательно прочитал(а) предоставленную информацию;
- мне была предоставлена полная информация о целях и процедурах исследования;
- я понимаю, как будут использоваться собранные данные, и что любая конфиденциальная информация будет видна только исследователям и не будет раскрыта никому другому;
- я понимаю, что могу отказаться от участия в исследовании в любое время без объяснения причин;
- я согласен/согласна на аудиозапись во время интервью;
- зная все вышеизложенное, я добровольно соглашаюсь участвовать в этом исследовании.

Подпись: _____

Дата: _____

Дополнительный экземпляр этой подписанной и датированной формы согласия остается у вас.

Appendix E

Interview codes and themes

1. What are the school teachers' perceptions of peer observation?
2. What are their experiences in peer observation?
3. How does peer observation affect teachers' professional development?

	Themes	Subthemes	Codes
1	Perceptions of peer observation	Teachers' understanding of PO	<p>Participant 1 CODE 5: LO evaluating quality CODE 6: LO for development CODE 7: support new teachers CODE 46: observing for learning</p> <p>Participant 2 CODE 8: PO for getting experience CODE 11: PO for sharing experience</p> <p>Participant 3 CODE 80: PO – the most effective way of PD CODE 81: two teachers create plan / ideas CODE 82: learning much from PO CODE 83: no limit to learning CODE 84: learning from observing colleagues CODE 85: PO enriches lessons CODE 106: teacher level not important in PO CODE 107: teacher level no = teacher experience CODE 108: experience more important than level in PO / feedback CODE 5: PO effective form of PD CODE 6: PO to put theory into practice CODE 7: PO – opportunity for feedback CODE 10: PD happens via collaboration and observation</p> <p>Participant 4 CODE 6: observe to with the best-shared practices techniques “with the best-shared practices”</p>

		<p>CODE 7: “professional learning community”</p> <p>Participant 5 CODE 6: PO is important CODE 7: sharing experience during PO CODE 8: learning during PO CODE 13: the most effective for PD is PO CODE 14: PO is collaboration / sharing CODE 15: remembering methods during PO CODE 21: PO opportunity to reflect / analyse</p> <p>Participant 6 CODE 5: informing teachers before PO CODE 6: observation list for LO /PO CODE 7: observing teaching and learning CODE 8: feedback after observation</p>	
	<p>Positive views on PO</p>		<p>Participant 1 CODE 11: useful feedback to learn CODE 13: no stress from Biology teachers CODE 14: less stress from peer teachers CODE 20: observer notice things CODE 32: should observe more than now</p> <p>Participant 2 CODE 38: some teachers welcome PO</p> <p>Participant 3 CODE 5: PO effective form of PD CODE 6: PO to put theory into practice CODE 7: PO – opportunity for feedback CODE 34: observing other departments important CODE 35: reasons for observing other departments CODE 36: PO in place during online learning</p> <p>Participant 4 CODE 44: positive reaction CODE 59: reflecting on AFI CODE 60: e.g. if assessment AFI – improve it next lesson</p> <p>Participant 5 CODE 13: the most effective for PD is PO CODE 14: PO is collaboration / sharing</p>

		<p>CODE 15: remembering methods during PO CODE 16: planning with observer in mind CODE 17: more quality lessons for PO CODE 18: lower lesson quality without PO CODE 19: might worry during PO preparation CODE 20: thankful during feedback CODE 39: positive reaction in department CODE 40: because PO as support CODE 41: teachers ready to share</p> <p>Participant 6 CODE 19: “AIF aren’t my disadvantages but a signal for further work” CODE 46: positive reaction from department teachers CODE 47: no teachers who avoid PO CODE 48: e.g. of teachers’ reactions to PO</p>
	<p>Negative views on PO</p>	<p>Participant 1 CODE 10: stressful at the beginning CODE 15: more stress from expert-teachers CODE 27: more stressful in year 1</p> <p>Participant 2 CODE 37: some teachers avoid PO CODE 94: experienced teachers unwilling to PO CODE 96: needing support from experienced teacher CODE 97: some don’t help CODE 99: impossible to change attitude to PO? CODE 101: replacing strong teacher CODE 101: needing support – not getting one</p> <p>Participant 4 CODE 19: observation and peer teaching was scary first CODE 20: feeling nervous, scared and anxious at start CODE 57: reaction: “Forgive my English”</p> <p>Participant 5 CODE 19: might worry during PO preparation CODE 20: thankful during feedback CODE 26: negative feedback from commission</p>

			<p>CODE 27: not-subject related / irrelevant feedback CODE 28: negative attitude / disagreement CODE 42: short observation is ineffective CODE 43: important to observe lesson fully CODE 55: less formality more practical CODE 56: PO for numbers / as formality CODE 57: PO both works and doesn't</p> <p>Participant 6 CODE 15: first reaction – nervous</p>
		Reasons for positive views	<p>Participant 1 CODE 11: useful feedback to learn CODE 17: learning from expert teachers e.g. Engage all students Use effective strategies CODE 19: new teacher lacks experience/knowledge CODE 20: observer notice things CODE 21: PO useful to notice things CODE 22: useful resources CODE 23: understanding topic CODE 24: learning how to explain CODE 33: learn methods/quality teaching CODE 34: learn from experts and moderators CODE 38: to learn what's unknown CODE 39: to learn how to explain CODE 47: learning new methods from PO CODE 48: improving subject knowledge from PO CODE 50: PO useful for planning</p> <p>Participant 2 CODE 21: mutual benefit</p> <p>Participant 3 CODE 11: use: constructive peer feedback CODE 12: not similar to administrator's feedback CODE 13: indicate areas for improvement CODE 14: more positive perception by peer CODE 15: less strict than by administrators CODE 102: positive attitude - result of many LO</p>

		<p>Participant 5 CODE 40: because PO as support</p> <p>Participant 6 CODE 16: better feelings if lesson works CODE 18: feel better after positive feedback</p>
	Reasons for negative views	<p>Participant 1 CODE 28: e.g. why felt stressed</p> <p>Participant 2 CODE 50: pressure of PO many observers CODE 51: discomfort by observers CODE 56: fear/no co-planning</p> <p>Participant 3 CODE 89: Fully negative feedback in the past</p> <p>Participant 4 CODE 57: reaction: “Forgive my English”</p> <p>Participant 5 CODE 26: negative feedback from commission CODE 27: not-subject related / irrelevant feedback CODE 28: negative attitude / disagreement</p> <p>Participant 6 CODE 25: useless feedback “Everything was good”</p>
	Change in perception	<p>Participant 1 CODE 25: no big changes CODE 30: less stressed/stressful now CODE 42: asking questions not good CODE 43: now asking questions – learning CODE 44: NIS teachers welcome observations</p> <p>Participant 2 CODE 65: development/experience more systemic at NIS CODE 66: experience and communication with different teachers CODE 73: incorrect feedback during early years</p>

		<p>CODE 74: negative / threatening feedback – not perceived well CODE 75: only negative feedback – negative feelings / attitude CODE 76: many teachers experienced negative feedback CODE 77: constructive feedback important – teacher voice CODE 78: constructive feedback important – digital era CODE 79: constructive feedback – improved lessons CODE 67: evaluator position helped to reflect on feedback CODE 100: initial reaction – worried CODE 101: school culture – positive to LO/PO CODE 103: most teachers ready for unplanned LO CODE 104: observing only part of lesson CODE 105: more positive attitude than in 2011</p> <p>Participant 3 CODE 17: new experience for this teacher CODE 18: back home observed 1 a month CODE 19: observation and peer teaching was scary first CODE 20: feeling nervous, scared and anxious at start CODE 21: unapproachable teachers CODE 22: not much information given – stress CODE 23: received positive feedback – felt relieved CODE 24: stressed due to language barrier and facial expressions CODE 25: colleagues are supportive</p> <p>Participant 4 CODE 37: feeling more confident about PO / LO CODE 38: different observes changed the attitude to PO</p> <p>Participant 5 CODE 31: drastic change in attitude to LO CODE 32: in past – LO for checking / evaluation CODE 33: NIS – LO for PD / learning</p>
--	--	---

			<p>Participant 6 CODE 28: drastically different attitude to LO / PO CODE 29: used to be noticeably worried CODE 30: less worried not - hides it CODE 31: nervousness affects students</p>
		School culture in LO / PO	<p>Participant 1 CODE 43: now asking questions – learning CODE 44: NIS teachers welcome observations</p> <p>Participant 2 CODE 37: some teachers avoid PO CODE 38: some teachers welcome PO CODE 39: PO as formative assessment CODE 52: finding appropriate time for PO CODE 53: always prepared/high-quality lessons CODE 54: informal observation/feedback</p> <p>Participant 3 CODE 36: PO in place during online learning CODE 53: even informal PO is welcomed</p> <p>Participant 5 CODE 100: initial reaction – worried CODE 101: school culture – positive to LO/PO CODE 102: positive attitude - result of many LO</p> <p>Participant 6 CODE 41: teachers ready to share</p>
2	Experiences of peer observation	<p>School procedures in PO / LO</p> <ul style="list-style-type: none"> - Frequency - Documentation - How decided 	<p>How often observed? CODE 3: 5-6 teachers (how often?)</p> <p><i>CODE 3: less frequency (experienced teacher)</i> <i>CODE 5: three obs per term</i></p> <p>CODE 3: PO among same-grade teachers CODE 4: frequency - not always</p> <p>CODE 3: informally observed in team-teaching CODE 4: observation within department</p>

		<p>CODE 5: once a month/term observation by expert teachers</p> <p><i>CODE 3: one lesson per week</i></p> <p><i>CODE 3: 5-6 PO per term</i></p> <p>How often observe other teachers?</p> <p>CODE 36: 2-5 obs per term</p> <p><i>CODE 4: observation by request</i></p> <p>CODE 42: observes once a month</p> <p>CODE 34: observe others once in 2 weeks</p> <p>CODE 36: initially more than 10 POs (as observer)</p> <p>CODE 37: less POs now (as observer)</p> <p>CODE 39: 7-10 observations per term</p> <p>Who observes?</p> <p>CODE 4: Biology teachers mainly</p> <p>CODE 5: previously observed by administrators</p> <p>CODE 41: mainly co-teaches</p> <p>CODE 4: mostly young teachers observe</p> <p>CODE 5: expert teachers / administrators observe once in two weeks</p> <p>CODE 4: LO by department teachers</p> <p>CODE 38: observing both experienced and novice teachers</p>	<p>CODE 5: once a month/term observation by expert teachers</p> <p><i>CODE 3: one lesson per week</i></p> <p><i>CODE 3: 5-6 PO per term</i></p> <p>How often observe other teachers?</p> <p>CODE 36: 2-5 obs per term</p> <p><i>CODE 4: observation by request</i></p> <p>CODE 42: observes once a month</p> <p>CODE 34: observe others once in 2 weeks</p> <p>CODE 36: initially more than 10 POs (as observer)</p> <p>CODE 37: less POs now (as observer)</p> <p>CODE 39: 7-10 observations per term</p> <p>Who observes?</p> <p>CODE 4: Biology teachers mainly</p> <p>CODE 5: previously observed by administrators</p> <p>CODE 41: mainly co-teaches</p> <p>CODE 4: mostly young teachers observe</p> <p>CODE 5: expert teachers / administrators observe once in two weeks</p> <p>CODE 4: LO by department teachers</p> <p>CODE 38: observing both experienced and novice teachers</p>
	Purposes of LO / PO		<p>Participant 1</p> <p>CODE 21: PO useful to notice things</p> <p>CODE 22: useful resources</p> <p>CODE 23: understanding topic</p> <p>CODE 24: learning how to explain</p> <p>CODE 33: learn methods/quality teaching</p> <p>CODE 34: learn from experts and moderators</p> <p>CODE 38: to learn what's unknown</p>

		<p>CODE 39: to learn how to explain CODE 47: learning new methods from PO CODE 48: improving subject knowledge from PO CODE 50: PO useful for planning</p> <p>Participant 2 CODE 8: PO for getting experience CODE 9: Learning specific/exam preparation CODE 10: e.g., text analysis CODE 11: PO for sharing experience CODE 13: expert observation CODE 17: learn from expert teacher CODE 19: help other teachers CODE 20: example of help CODE 22: PO for attestation CODE 23: meeting the requirements of teacher-expert CODE 40: PO focus: lesson planning/content CODE 41: PO focus: formative assessment CODE 42: PO focus: full analysis CODE 43: indicating the purposes of PO CODE 44: extra support besides PO focus CODE 72: seeing students in other classes CODE 106: PO as a way to improve for novice teachers CODE 107: PO for mastering your profession CODE 108: PO for understanding reforms CODE 109: PO to share with other schools CODE 110: analysis and comparison skills in PO CODE 111: feedback from international teachers</p> <p>Participant 3 CODE 24: administrators observe for attestation CODE 25: attestation committees observe attested teachers CODE 26: at least 1-2 lessons by attestation committees CODE 27: purposes for attestation observation CODE 93: observing young / new teachers CODE 94: no observation during 1st month CODE 95: parents' feedback – Lesson observation</p>
--	--	---

		<p>CODE 96: judging based on LO CODE 97: LO due to signal in departments CODE 98: observing teachers with many C students CODE 99: same grade planning observation</p> <p>Participant 4 CODE 8: observation during probationary period CODE 48: observes to support English – main purpose CODE 49: observes to discuss strengths and weaknesses</p> <p>Participant 5 CODE 10: observing new / young teachers CODE 11: observing teachers chosen by administrators CODE 12: observing as support CODE 35: PO purpose – remember what’s forgotten CODE 36: PO purpose – to vary lessons CODE 37: observing younger colleagues to share CODE 38: observing experienced colleagues to learn</p> <p>Participant 6 CODE 40: learning from experienced teachers CODE 41: life-long learning teachers CODE 42: sharing with younger teachers CODE 43: observing teachers who are experts in certain areas</p>	<p>CODE 96: judging based on LO CODE 97: LO due to signal in departments CODE 98: observing teachers with many C students CODE 99: same grade planning observation</p> <p>Participant 4 CODE 8: observation during probationary period CODE 48: observes to support English – main purpose CODE 49: observes to discuss strengths and weaknesses</p> <p>Participant 5 CODE 10: observing new / young teachers CODE 11: observing teachers chosen by administrators CODE 12: observing as support CODE 35: PO purpose – remember what’s forgotten CODE 36: PO purpose – to vary lessons CODE 37: observing younger colleagues to share CODE 38: observing experienced colleagues to learn</p> <p>Participant 6 CODE 40: learning from experienced teachers CODE 41: life-long learning teachers CODE 42: sharing with younger teachers CODE 43: observing teachers who are experts in certain areas</p>
	School/Department procedures of PO	<p>Participant 1 CODE 8: Three steps of PO CODE 9: no models of PO known CODE 37: observes peers as well CODE 52: Expert teachers observe to teach knowledge CODE 53: Peer teachers observe to share methods</p> <p>Participant 2 CODE 6: Methodological guide CODE 18: ask permission CODE 24: agree schedule and focus CODE 25: focus of PO</p>	<p>Participant 1 CODE 8: Three steps of PO CODE 9: no models of PO known CODE 37: observes peers as well CODE 52: Expert teachers observe to teach knowledge CODE 53: Peer teachers observe to share methods</p> <p>Participant 2 CODE 6: Methodological guide CODE 18: ask permission CODE 24: agree schedule and focus CODE 25: focus of PO</p>

			<p>CODE 29: when there's issue, repeated PO CODE 30: Administrators schedule PO CODE 31: Group for compulsory PO CODE 32: WhatsApp group CODE 33: agree on PO CODE 34: PO for professional development aim (PDA) CODE 35: agree on PD/mutual benefit CODE 36: PO to support teachers CODE 62: Focus of PO / different from admin's CODE 75: Lesson observation descriptors</p> <p>Participant 3</p> <p>CODE 16: PO is compulsory CODE 17: teachers 12 lessons per month CODE 18: Heads and Deputies 16 lesson per month CODE 19: principle 10 lesson per month CODE 20: order is LO system CODE 22: PO informal/freer format CODE 23: asking a colleague about PO CODE 28: PO used to be more time-consuming? CODE 29: PO done online/easier format CODE 30: all teachers developed LO criteria CODE 31: simplified LO system CODE 32: easier feedback - no need to type CODE 33: LO descriptors show areas for improvement CODE 36: PO in place during online learning CODE 37: link with the best lesson – every week CODE 38: online observation – useful for PD and reflection CODE 39: all lessons were available in Outlook CODE 45: observation by HOD 15 minutes before lesson CODE 46: usual lessons for PO CODE 47: structured lessons even without PO CODE 48: unprepared - more focus on students CODE 53: even informal PO is welcomed CODE 91: teacher attestation observation</p>
--	--	--	---

		<p>CODE 92: allocating teachers / administrators and departments CODE 94: no observation during 1st month</p> <p>Participant 4 CODE 10: instruction on observation procedure CODE 11: observation form in early years CODE 12: form not used anymore CODE 51: HOD makes decisions and plans for PO CODE 52: informed before PO / LO CODE 53: no observations of other departments CODE 54: “interdisciplinary observation within the Sciences” during first years CODE 55: interdisciplinary observations weren’t successful</p> <p>Participant 5 CODE 9: no models in department</p> <p>Participant 6 CODE 9: using observation list in department CODE 10: observation list with descriptors CODE 11: observation without warning as AFI CODE 44: asking a permission to observe CODE 45: stating purpose of observation</p>	<p>CODE 92: allocating teachers / administrators and departments CODE 94: no observation during 1st month</p> <p>Participant 4 CODE 10: instruction on observation procedure CODE 11: observation form in early years CODE 12: form not used anymore CODE 51: HOD makes decisions and plans for PO CODE 52: informed before PO / LO CODE 53: no observations of other departments CODE 54: “interdisciplinary observation within the Sciences” during first years CODE 55: interdisciplinary observations weren’t successful</p> <p>Participant 5 CODE 9: no models in department</p> <p>Participant 6 CODE 9: using observation list in department CODE 10: observation list with descriptors CODE 11: observation without warning as AFI CODE 44: asking a permission to observe CODE 45: stating purpose of observation</p>
	<p>What to improve in PO/challenges</p>	<p>Participant 1 CODE 12: no need to improve PO CODE 26: less PO due to time CODE 35: no time to observe CODE 49: using active methods improves PO</p> <p>Participant 2 <i>CODE 59: clarity in PO</i> <i>CODE 60: observing one department</i> <i>CODE 61: clarify POs / separate from leader observation</i></p> <p>Participant 3 CODE 13: necessary to analyse what was done CODE 14: necessary to see what will be CODE 15: workshops in the past – not anymore</p>	<p>Participant 1 CODE 12: no need to improve PO CODE 26: less PO due to time CODE 35: no time to observe CODE 49: using active methods improves PO</p> <p>Participant 2 <i>CODE 59: clarity in PO</i> <i>CODE 60: observing one department</i> <i>CODE 61: clarify POs / separate from leader observation</i></p> <p>Participant 3 CODE 13: necessary to analyse what was done CODE 14: necessary to see what will be CODE 15: workshops in the past – not anymore</p>

			<p>CODE 16: “we have to revisit the past”</p> <p>Participant 4 CODE 56: would be good to have interdisciplinary observations CODE 61: sharing results of observation in department CODE 62: having cross science PO meetings</p> <p>Participant 5 CODE 42: short observation is ineffective CODE 43: important to observe lesson fully CODE 54: PO improvement – post observation events CODE 54: department meeting after PO CODE 55: less formality more practical CODE 58: meetings to identify common problems after PO</p> <p>Participant 6 CODE 11: observation without warning as AFI CODE 12: obstacles during teaching / observation CODE 13: unplanned situations during observations CODE 14: flexible teacher – ok to adapt</p>
	Mathtest		<p>Participant 1 CODE 55: uses mathtest CODE 56: mathtest is practical/ convenient CODE 57: one week isn’t enough CODE 58: receives feedback in mathtest</p> <p>Participant 2 59: mathtest had no effect on lessons 60: face-to-face feedback had effect on lessons 61: no recommendations to improve mathtest 62: overall mathest might improve teaching 63: teachers don’t pay attention to mathtest 64: mainly face-to-face feedback is valued 65: face-to-face feedback is more valued than mathtest</p> <p>Participant 3 CODE 127: math-test good for PO result</p>

			<p>CODE 128: taking notes more effective for PO</p> <p>CODE 129: discussion in PO</p> <p>CODE 130: danger to forget feedback</p> <p>CODE 131: questions VS ticks</p> <p>CODE 132: no need to discuss negative if mentioned earlier</p> <p>CODE 133: flexibility of face-to-face feedback</p> <p>CODE 134: interactive face-to-face feedback</p> <p>CODE 135: for paper feedback</p> <p>CODE 136: overwhelming requirements for lessons</p> <p>CODE 137: important elements of lessons</p> <p>CODE 138: difficulty with meeting all requirements</p> <p>CODE 139: focusing on one requirement</p> <p>CODE 140: function – focus on 1 area</p> <p>CODE 141: function – observe 1 lesson stage</p> <p>CODE 142: formal data</p> <p>CODE 143: results of ‘real’ lesson observations</p> <p>CODE 144: math-test used for incentives</p> <p>CODE 145: math-test results VS students’ results</p> <p>CODE 146: unreliable results</p> <p>CODE 147: not all lessons deserve 100%</p> <p>CODE 148: 70% - unreliable/false data</p> <p>CODE 149: useful points for lesson planning</p> <p>CODE 150: negative effects on younger teachers</p> <p>CODE 151: negative effects on experienced teachers</p> <p>CODE 152: good for including AEO CIS requirements</p> <p>CODE 153: effects on real lesson</p> <p>CODE 154: opportunity to observe with one focus</p> <p>CODE 155: less than 100 is ok</p> <p>Participant 3</p> <p>CODE 116: mathtest – both effective / ineffective</p> <p>CODE 117: mathtest effective – time-efficient</p> <p>CODE 118: useful descriptors in mathtest</p> <p>CODE 119: easy in use</p>
--	--	--	--

		<p>CODE 120: useful for administrators CODE 121: face-to-face feedback more useful CODE 122: asking questions during feedback CODE 123: teacher can reflect on own teaching CODE 124: mathtest – feedback as facts CODE 125: dialogue after PO is important CODE 126: no effect – more objective teachers now CODE 127: not all but most teachers objective CODE 128: mathtest is mainly for PD CODE 129: mathtest changes are made – teachers’ comments</p> <p>Participant 4 CODE 71: checked mathtest because of CIS CODE 72: doesn’t use mathtest CODE 73: used links during online CODE 74: mathtest good for tracking planning and assessment</p> <p>Participant 5 CODE 44: mathtest – effective CODE 45: mathtest always available CODE 46: e.g. why available CODE 47: asking questions to feedback in mathtest CODE 48: positive sides of mathtest CODE 49: more time for filling mathtest CODE 50: unlikely to affect feedback CODE 51: should focus on observation not administrators CODE 52: effect is possible CODE 53: descriptors are useful</p> <p>Participant 6 CODE 52: uses mathtest CODE 53: mathtest can be used during observation CODE 54: mathtest descriptors are useful CODE 55: fill mathtest in 1 week CODE 56: overall well-structured mathtest CODE 57: giving more time to fill mathtest CODE 58: useful for planning because of descriptors</p>
--	--	--

			<p>CODE 59: feedback in mathtest good for planning</p> <p>CODE 60: feedback in mathtest honest</p> <p>CODE 61: mathtest available to administrators – good</p> <p>CODE 62: everyone uses mathtest for improvement</p>
3	PO and professional development	Effects on teaching	<p>Participant 1</p> <p>CODE 16: can predict feedback</p> <p>CODE 31: learning a new way</p> <p>Participant 2</p> <p>CODE 45: learnt a lot</p> <p>CODE 46: learned reflection connected with aims</p> <p>CODE 47: PO to learn FA forms</p> <p>CODE 48: teach and learn in PO</p> <p>CODE 49: How to teach writing</p> <p>CODE 68: e.g., effective co-planning</p> <p>CODE 69: managing different classes</p> <p>CODE 72: seeing students in other classes</p> <p>Participant 3</p> <p>CODE 114: seeing differences in delivery wehn PO</p> <p>CODE 115: teaching as a colleague after PO</p> <p>Participant 4</p> <p>CODE 39: PO helps with planning</p> <p>CODE 40: PO helps to learn assessment types</p> <p>CODE 59: learning how to deliver lessons</p> <p>CODE 60: learning group activities</p> <p>Participant 5</p> <p>CODE 16: planning with observer in mind</p> <p>CODE 17: more quality lessons for PO</p> <p>CODE 18: lower lesson quality without PO</p> <p>Participant 6</p> <p>CODE 35: feedback on how to explain problems – solutions</p>
		Effects on professional development	<p>Participant 1</p> <p>CODE 16: can predict feedback</p> <p>CODE 29: finding solutions anyway</p> <p>CODE 33: learn methods/quality teaching</p>

		<p>CODE 34: learn from experts and moderators CODE 38: to learn what's unknown CODE 39: to learn how to explain CODE 47: learning new methods from PO CODE 48: improving subject knowledge from PO CODE 50: PO useful for planning CODE 51: PO useful for reflection and exchanging experience</p> <p>2</p> <p>CODE 34: PO for professional development aim (PDA) CODE 35: agree on PD/mutual benefit CODE 63: always welcomes PO CODE 64: expecting recommendations not a praise CODE 112: learning to analyse and evaluate during PO</p> <p>Participant 3</p> <p>CODE 40: PO helped teacher assistant become a teacher CODE 42: teacher X had super lessons after PO CODE 43: observing others helped teacher X's PD</p> <p>Participant 5</p> <p>CODE 37: feeling more confident about PO / LO CODE 38: different observes changed the attitude to PO CODE 63: "pedagogy of teaching it's mirroring" CODE 64: observation shows teacher effectiveness CODE 65: observation/feedback shows missing parts CODE 66: not accepted first - accepter late – improvement CODE 67: learning from veteran teachers CODE 68: how to prepare / organise activities CODE 69: learn methods different from home country CODE 70: "I learned a lot of things" CODE 32: PO positively affected PD</p>
--	--	---

		<p>CODE 33: positive influence of PO by department teachers CODE 34: feedback on explanation / experiments</p>
	Feedback	<p>Participant 1 CODE 18: effective feedback shows problems & solutions CODE 22: no ineffective feedback received CODE 45: no experience in giving feedback</p> <p>Participant 2 CODE 26: Giving feedback after PO CODE 28: comfortable feedback CODE 27: Feedback method – questions CODE 65: importance of high-quality feedback CODE 66: getting honest feedback CODE 67: identifying areas for improvement CODE 74: reflect on their own lessons CODE 76: observees explain their lessons CODE 77: questions during feedback CODE 78: what I saw VS what I wanted to see CODE 79: critical friend CODE 80: identifying same problems is good CODE 81: adding what is missing CODE 82: observees learning from feedback CODE 83: importance of giving quality feedback CODE 84: PO/feedback isn't like/dislike CODE 85: effective feedback – on lesson content/changes CODE 113: international experience in PO CODE 114: tactful international feedback CODE 115: immediate local feedback CODE 116: delayed international feedback CODE 117: giving and getting feedback while relevant</p> <p>Participant 3 CODE 7: PO – opportunity for feedback CODE 8: immediate feedback of PO is more effective CODE 9: feedback vs seminars</p>

		<p>CODE 10: PD happens via collaboration and observation CODE 61: constructive feedback is useful CODE 62: sandwich feedback method CODE 63: constructive feedback is necessary / part of work</p> <p>Participant 4 CODE 26: feedback improves teaching CODE 27: asking for feedback on activities CODE 28: happy to receive feedback CODE 29: discussing presentations and teaching CODE 30: received useful feedback when online CODE 31: useful feedback with recommendations / resources CODE 32: offline – feedback on translation Russian - English CODE 33: useless feedback – formative assessment only on paper CODE 43: giving feedback to young and expert teachers CODE 44: giving feedback to each other CODE 45: Friday discussions and planning after observations CODE 46: verbal feedback mainly CODE 47: written feedback in a special form CODE 50: sandwich feedback</p> <p>Participant 5 CODE 22: useful feedback “What if” / recommendations CODE 23: feedback isn’t warning CODE 24: better attitude to ‘What if’ feedback CODE 25: observer is partner if constructive feedback CODE 26: negative feedback from commission CODE 27: not-subject related / irrelevant feedback CODE 28: negative attitude / disagreement CODE 29: ineffective feedback – without recommendations CODE 30: important to understand subject methodology in feedback</p> <p>Participant 6</p>
--	--	--

		<p>CODE 17: feedback is mandatory CODE 19: "AIF aren't my disadvantages but a signal for further work" CODE 20: constructive feedback – positive first CODE 21: feedback focuses on lesson CODE 22: constructive feedback: AFI + suggestions CODE 23: critical friends can give good feedback CODE 24: has received constructive feedback CODE 25: useless feedback "Everything was good" CODE 26: important to know what was good CODE 27: everything was good – incomplete feedback CODE 49: tries to give constructive feedback CODE 50: tries to focus on strengths CODE 51: kindly shows AFI + recommendations</p>	
	<p>Importance for younger teachers</p>	<p>Participant 1 CODE 31: learning a new way <i>CODE 118: experience VS focus in PO</i> <i>CODE 119: younger teachers' strengths</i> <i>CODE 119: learning from experienced teachers</i></p> <p>Participant 3 CODE 40: PO helped teacher assistant become a teacher CODE 87: young teachers festival – PO</p> <p>Participant 6 CODE 60: Learning new strategies CODE 62: Explaining new topics CODE 63: Getting feedback on teaching</p>	
	<p>Importance for experienced teachers</p>	<p>Participant 2 CODE 88: experience not perfect CODE 89: routine/daily lessons not perfect for PO? CODE 90: ineffective for PO vs effective for students CODE 91: explaining why/what was good CODE 92: providing recommendations – alternative ways</p>	

			<p>CODE 93: welcoming PO from certain colleagues</p> <p>CODE 98: importance of peer support</p> <p>CODE 101: replacing strong teacher</p> <p>CODE 101: needing support – not getting one</p> <p>CODE 120: learning from younger teachers</p> <p>CODE 121: experience is being used to certain practices</p> <p>CODE 122: generation gap in lessons</p> <p>CODE 123: new tasks – positive students' reactions</p> <p>CODE 124: learning new techniques in PO</p> <p>CODE 125: using new ideas in LP</p> <p>CODE 126: interactive learning = PO</p> <p>Participant 3</p> <p>CODE 88: learning IT from younger teachers</p> <p>CODE 89: not much in knowledge – good in methodology</p> <p>CODE 90: much to learn from younger teachers</p> <p>CODE 106: teacher level not important in PO</p> <p>CODE 113: same sources – different delivery</p>
--	--	--	---