



TCPD Community of Learning (CoL) Observation Template

Created by: TPD in Tanzania Hub-Led Research Team

Purpose: Observing what happens in CoLs, including: whether it correlates with the structure and functioning envisioned in the TCPD plans, equitable participation in “pedagogically productive talk” by teachers, and responsiveness to needs arising.

Data capture: Ensure that any artefacts or physical materials are **photographed**, including interim stages during the session if applicable.

Introduction and Consent

[researcher gives verbal introduction for informed consent]

Hello, my name is _____, and I work for an organisation called _____.

We are involved in a research study that operates within your school investigating _____. This will help us to better understand how teachers are using what they learn through _____ and Communities of Learning. First of all, thank you very much for taking part in our research; your insights will be incredibly valuable for our research. Let me give you some more details about the research and what is required of you, and then you can let me know whether or not you wish to take part. The purpose of our observation is to investigate how your school implements Communities of Learning for _____. Observing these sessions on an occasional basis will help us understand any needs that teachers have.

If you choose to take part, the information I observe will not affect your role as a teacher. Though CoL sessions are mandatory for teachers, it is your choice to take part or not in the video recording. Please participate as you normally do, as if I were not here. I will simply observe and take notes. This data will be stored securely, and we will not share it outside of the research team, which is limited to researchers at [INSTITUTIONS]. However, if I believe that you or a child might be at risk, it is my duty to report this to the project manager.

You will be identifiable from the video recordings, unless you requested on the consent form to remain anonymous in any videos that are shared beyond the research team. In this instance, the research team may take steps such as blurring your face out so that you will not be identifiable. Other personal details, such as your name, school, and other key details will remain anonymous.

Anonymised data may appear in open repositories, online educational video collections, publications, and presentations. It will only be used for research and teacher professional development purposes, including in future research or analysis. The aim will be to share examples of good practice more widely and to stimulate discussion about applying new teaching practices to other settings.

Do you have any questions before we start? Do you consent to participate in these observations? (Teachers sign the consent register form)

- a. Yes
- b. No (tell them we will not use any data pertaining to them as individuals)

Structure of observation

This observation has 7 sections:

- To be completed before the observation:
 - Section 1. Basic School Information
 - Section 2. Basic CoL information
- To be completed during the observation:
 - Section 3: CoL Facilitation
 - Section 4: Teacher engagement
 - Section 5: CoL Materials, Arrangements, and Technology
 - Section 6: Adaptations and Challenges
- To be completed just after the observation:
 - Section 7: Post-observation interview

This observation will explore: how the CoL is facilitated and adapted for this school context (RQ1); how equitable teachers' engagement is and how adequately different teachers' needs are met (RQ2); and successful adaptations or challenges in the use of materials, technology, and general inclusivity of the CoL (RQ3).

(Start recording when the CoL session itself starts)

To be completed by researcher prior to starting the observation

Note. The term 'disability' includes long-term illness.

Details to Record

Section 1. Basic School Information

1.1. Researcher name(s)

1.2. Date of observation

1.3. Region

1.4 District

1.5. Ward

1.6. School name

Section 2. Basic CoL Information

2.1. Peer Facilitator Details

If more than 2 teachers are PFs at this school, add this within comments section

1. a. Name: _____
b. Sex: M F
c. Known disability Yes_No _(If yes, please specify): _____
2. a. Name: _____
b. Sex: M F
c. Known disability Yes_No _(If yes, please specify): _____

2.2. Which peer facilitator is leading the session observed? (tick the relevant option)

- ____ 1.
____ 2.
____ Both co-leading

2.3. Numbers of participating teachers

____ male ____ female

2.4 Teachers with known disabilities (note the type and gender for each teacher; match teacher survey info to who is present)

1. _____
2. _____

2.5. Are all the teachers in the school participating in this CoL session? (tick the relevant option)

____ yes ____ no

2.6. If not, how many teachers are absent? (note down any details about absentees, e.g., sex, grade level, reasons for absence)

Number absent ____
____ male ____ female
Additional details:

2.7. Name of CoL unit observed *If no official CoL unit or LMS materials are used for the session, please note the topic or focus of the CoL session here and NOTE WHY official units aren't being used:	■ Enabling Pupils to Communicate Orally and Through Writing ■ Strategies for teaching measurement and geometry ■ Reading and listening comprehension ■ phonics ■ Foundations of writing/Basic writing skills ■ Play-based learning for early years ■ Number recognition ■ Assessment and feedback for students ■ Inclusive Education ■ Competence-based teaching and learning ■ Teaching large classes ■ Kiswahili for primary schools ■ Other: (if no COL module was covered, please specify the topic here)
2.8. Chapter/section within the CoL unit for today's session (if applicable)	
2.9. How many weeks have they spent on this CoL unit up to now?	____ weeks
2.10. What are the expected learning outcomes? <i>(Find this out prior to the session)</i>	
2.11. Did the CoL start on time? <i>Base this on the planned time according to either teacher report or school timetable</i>	■ Yes ■ No ■ Don't know
2.12: Did the CoL end on time? (relative to its planned length on that day)	■ Yes ■ No ■ Don't know
2.13 Start time (not including room setup)	
2.14 End time	
2.15 Total time in CoL (not including room setup)	____ minutes

Observation pro forma

Section 3: CoL Facilitation						
		NA	Low	Medium	High	Additional notes
3.1	The peer facilitator(s) ensures all teachers participate equally, (e.g. inviting teachers who haven't yet contributed to do so). If both sexes are present, this item includes a gender balance in contributions.	☐	☐	☐	☐	
3.2	The peer facilitator(s) does not exhibit bias of any kind in their language, examples and materials (<i>no bias = High rating</i>)	☐	☐	☐	☐	
3.3	The peer facilitator(s) uses interactive activities and generally avoids lecturing or dominating the discussion. (<i>If teachers are invited to lecture / do microteaching, note this in the Additional observations space below and tally the contributions in 4.6.1</i>)	☐	☐	☐	☐	
3.4	The peer facilitator(s) promotes teachers' collaboration through peer interaction, e.g. encouraging teachers to share their own ideas and practices with peers, small group work, etc.	☐	☐	☐	☐	
3.5	The peer facilitator poses open questions and waits for teachers to respond (allowing them to contribute at length if relevant).	☐	☐	☐	☐	
3.6	The peer facilitator invites teachers to share their ideas, views, challenges, or feelings.	☐	☐	☐	☐	
3.7	The peer facilitator allows discussion to veer into non-instructional issues, e.g. housekeeping, scheduling or issues not related to teaching and learning. NA should not be an option. High = discussion veers off-topic, low = discussion stays on topic		☐	☐	☐	

Section 3: CoL Facilitation						
		NA	Low	Medium	High	Additional notes
3.8	The peer facilitator makes time — or indicates a future time — to address a teacher's need or challenge. <i>(Select Not Applicable if no teacher raises a need or challenge for the peer facilitator to respond to)</i>	☐	☐	☐	☐	
3.9	The peer facilitator creates an atmosphere of trust. <i>(i.e. the PF ensures teachers feel comfortable enough to take risks, ask for help, try something new, share ideas freely, or voice alternative views)</i>	☐	☐	☐	☐	
3.10	The peer facilitator invites teachers to reflect or feedback on the quality and success of the strategies or ideas that were shared in this or a previous CoL session.	☐	☐	☐	☐	
Additional observations or comments on the CoL facilitation: 						

Section 4. Teacher engagement						
	(tick one box per row)	Not applicable (no potential opportunity)	Low	Medium	High	Additional notes
4.1.1	During the CoL session most teachers participate/contribute actively to the activities/discussions	☐	☐	☐	☐	
4.1.2	A genuine problem of practice. The CoL is applicable to teachers' practice and teacher talk shows connections between the CoL and their classrooms or students [high = a high proportion of talk during the CoL shows this connection]	☐	☐	☐	☐	
4.1.3	Pedagogical reasoning: Discussion in the CoL focuses on pedagogy, and evaluating why different teaching and learning strategies or experiences may be more or less successful.	☐	☐	☐	☐	
4.1.4	Use of evidence: Discussions in the CoL are informed by classroom experience and outputs. Teachers share specific, concrete examples or physical evidence from their classroom in the discussions (e.g. case study, successful strategy (including demonstration / microteaching), use of visual aids, student work or video).	☐	☐	☐	☐	
4.1.5	Multivoiced: Teachers listen carefully to peers and respond by explicitly engaging with others' ideas	☐	☐	☐	☐	

Section 4. Teacher engagement						
	(tick one box per row)	Not applicable (no potential opportunity)	Low	Medium	High	Additional notes
	— building on them, commenting on them, evaluating them, agreeing and disagreeing, or voicing alternative views. Differing perspectives are welcomed.					

Section 4. Teacher engagement						
	(tick one box per row)	Not applicable (no potential opportunity)	Low	Medium	High	Additional notes
4.2	Teacher Participation by Gender & Disability NOTES: IDEALLY, 2 RESEARCHERS ARE PRESENT, with one focusing on this section only. Tally applies only to whole group activity, but researcher continues to monitor participation in small group work for the purposes of ratings in 4.1-4.5 above and in other sections.					
	For each type of participation, add a tally mark <u>each time</u> a teacher contributes to the session <i>(Note: A longer contribution may include 2 moves, e.g. sharing (b) + asking a question (a); add 2 tally marks)</i>	Female contributions: tick, or write D if teacher has disability		Male contributions: tick, or write D if teacher has disability		
	a. Asks a question about the CoL topic/activities/material					

Section 4. Teacher engagement						
	(tick one box per row)	Not applicable	Low	Medium	High	Additional notes
	b. Shares or demonstrates an idea, strategy, method or resource from their own classroom/experience/knowledge or contributes to discussion about another's idea (spontaneously or by invitation)	(no potential opportunity)				
	c. Answers another's question <i>without</i> sharing an idea, strategy or resource or contributing to discussion about another's idea — e.g. they answer a factual or theoretical question					
	d. Presents on behalf of a group (e.g. following a group work activity)					
	e. Shares a concern or challenge for which they want advice from other teachers or contributes to discussion about another's concern or challenge					
	f. Carries out purely secretarial tasks, e.g. records others' contributions on manilla sheets or board, posts up manilla sheets for display or takes notes					
	g. Other activity or contribution _____ (specify)					
4.2.1	TOTAL contributions for Females and Males without known disabilities					
4.2.2	TOTAL contributions for Females and Males with disabilities			_____ D		_____ D

Section 4. Teacher engagement						
	(tick one box per row)	Not applicable	Low	Medium	High	Additional notes
4.2.3	TOTAL numbers of contributions from male and female teachers (sum of figures in 4.2.1 and 4.2.2)	(no potential opportunity)				
4.2.4	After the tallying, rate equitable participation within the CoL (based on numbers of contributions, but adjusting if contributions by either males or females were much longer: add a note about this) <i>(e.g. if males and females made proportionate numbers of contributions but those of one gender were much longer, rate participation as Low or Medium)</i>	N/A	Low — Participation was very disproportionate	Medium — Participation was slightly disproportionate	High — Participation was proportionate	Additional notes
	Men and women participated proportionally <i>(equally, or in proportion to the numbers of each gender present if this was not half-and-half, across all types of participation)</i>	☐ (only one sex was present)	☐	☐	☐	
	If any teachers with disabilities were present, they participated proportionally <i>(e.g. if one teacher in a group of 5 had a disability, they made roughly 20% of the contributions. If they made either more or fewer contributions than the expected proportion according to numbers present, this is 'disproportionate'.)</i>	☐ (no teacher with disability was present)	☐	☐	☐	

Additional observations or comments on teacher engagement, including disproportionate length of contributions by one group (e.g. if men or women made much longer contributions):

Section 5. CoL Materials, Arrangements and Technology

5.1	Materials: Which of the following do teachers use during the CoL session <i>(select all that apply).</i>	☐ a. Digital LMS CoL module on a technological device ☐ b. Printed or softcopy PDF of CoL module from LMS ☐ c. Handout(s) (specify source _____) ☐ d. Peer Facilitators' Manual ☐ e. Materials or teaching aids shared by teachers or peer facilitators (e.g. manilla sheets/flip charts, blackboard, visual aids, books, syllabus, etc.) ☐ f. Video(s) ☐ g. Website(s) ☐ h. Other resources (non-LMS) shared by peers via WhatsApp or social media ☐ i. Other (please specify, e.g. 'material teachers found online' _____)		
5.2 Arrangements	Yes	No	Further comments (including any adaptations made to accommodate teachers or any responses that are partly true or N/A)	
5.2.1	Room layout and seating arrangement are conducive for all teachers to participate and interact with each other. <i>(e.g., small groups / horseshoe / circle / not in rows; including meeting needs of any teachers with disabilities: no steps hindering access, enough space for mobility breaks, etc.)</i>	☐	☐	

5.2 Arrangements		Yes	No	Further comments (including any adaptations made to accommodate teachers or any responses that are partly true or N/A)
5.2.2	Any materials or technology used are visible and accessible to all teachers. <i>(e.g. videos, visuals, manilla sheets, texts)</i>	☐	☐	
5.2.3	Technical difficulties arise in accessing or displaying materials.	☐	☐	
5.2.4	Refreshments and/or snacks are provided (specify source).	☐	☐	
5.3	Technology used in the CoL session:	Yes	No	Further comments <i>(including any adaptations made to accommodate teachers or any responses that are partly true or N/A)</i>
a. A basic mobile phone is used		☐	☐	
b. A smartphone is used		☐	☐	
c. A tablet is used		☐	☐	
d. A laptop computer is used		☐	☐	
e. Other technology is used (e.g. projector, desktop computer, camera, etc.)		☐ (specify type of technology): _____		
Additional Comments on the materials or arrangements of the CoL: <i>(include any instances where you observed technology being used as a tool in the moment, e.g. a teacher spontaneously deciding to search online for information that is not available within the group or materials)</i>				

Section 6. Adaptations and Challenges		
6.1	Were there any adaptations made to support accessibility of materials? (e.g. closed captions used on a video for a teacher with low hearing; magnifying glass, audio media or a partner reading aloud for a teacher with vision impairment; large print, Braille or tactile materials available, etc.)	☐ A. Type of material (handout, module, website, etc.) ☐ B. Other adaptation (please specify, e.g. another teacher read materials aloud for teachers who are blind): ☐ C. Not applicable
6.2	Did the peer facilitator and teachers adapt activities to the needs of any teachers with disabilities? (e.g. positioning to facilitate lip-reading, use of sign language (state which sign language), allowing mobility breaks, discreet adaptations to ensure teachers with disabilities engage, teachers assisting each other; etc.)	☐ A. Type of activity ☐ B. Other adaptation (please specify, e.g. Teachers with disabilities were prioritised when forming groups so they did not have to move but others moved to them): ☐ C. Not applicable
6.3	Please describe any other differentiation that was made to adapt materials, activities or examples for different kinds of teachers , aside from accessibility noted in 6.1. (for example, using materials with different examples for teachers from early grades and teachers from upper grades).	☐ a. Material (e.g. choices of different texts or videos for teachers to use, etc.) ☐ Adaptation (please describe the adaptation or differentiation used): ☐ b. Activity (any adaptations made to an activity to accommodate or engage different teachers) ☐ Adaptation (please describe the adaptation or differentiation used): ☐ c. Examples (e.g. examples adapted for different grade levels or subjects based on needs of teachers in the CoL; sharing different mathematical methods, etc.) ☐ Adaptation (please describe the adaptation or differentiation used): ☐ d. No adaptation made

Section 6. Adaptations and Challenges		
6.4	Please describe any challenges with access to or use of printed materials	<i>(for example, not enough copies so not all participants can see the material, teachers have difficulty reading the material, there are no Braille / audio versions for blind teachers, font is too small, materials are not adapted to screen readers, copies are of such poor quality they are difficult to read, etc.)</i>
6.5	Please describe any challenges with access to or use of digital materials or devices	<i>(for example, not enough devices or devices too small for all participants to see well; poor connectivity, materials slow to load, users have difficulty navigating to desired content, etc.)</i>
6.6	Were there any obstacles or missed opportunities to engage female teachers or male teachers, or teachers with/without disabilities in activities ?	<i>(for example, facilitator did not ask female teachers to contribute, assigned leadership roles only to male teachers or used an activity format that excluded a teacher with a disability)</i>
6.7. Additional Comments on the adaptations or challenges in the CoL: 		

DATA CHECK: Are all boxes completed? Do all ratings match comments? Is enough detail added in comments? Are interpretations justified or evidenced?

End of Observation

Section 7. Post-CoL Interview

After the CoL, ask the peer facilitator(s) who led the observed CoL session if you can sit down and speak to them for 10–15 minutes.

7.1. CoL Observation Clarifying Questions (Qs for PF)

Begin by asking the peer facilitators any questions of your own that will help to fill in gaps in the CoL observation template. (e.g., whether devices are school-owned or teacher-owned, whether CoL guides or manuals were used in preparation for the CoL, or further information about teachers that stood out or were quiet).

7.2. CoL Observation Session feedback (Qs for PF)

7.2.1 What went well in the CoL?

7.2.2 What would you have done differently?

7.2.3 Was there anything you adapted to particular teachers' needs either when planning, or during, this CoL session? (e.g. related to the topic, activities, comments or feedback?) Please explain.

7.2.4 How was today's session similar to or different from most CoL sessions at your school?

7.2.5. How did you decide what materials to use today? (Probe: did teachers themselves, or your perception of their needs, guide this choice?)

- a. Please describe any adaptations you made to/with the materials so that all teachers could use them. [*Note, it's fine if they reply 'none'*]
 - b. In retrospect, are there any (other) adaptations that may have allowed more teachers to engage with the materials effectively?
 - c. Did you use the Peer Facilitator Manual to prepare for this CoL Session? If yes, how, i.e. which information or aspect did you apply?
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- d. *NOTE TO RESEARCHER: Only ask this question if materials were used in the CoL Session observed; SKIP this question if other modules (e.g. from _____ or _____ programs) were used: If you used a CoL module in this session, do you have any feedback to share?*
- i. What worked well? (e.g., an activity worked well, content was easy to follow, videos were engaging, etc)
 - ii. What was challenging? (e.g. difficult to understand, too much content, unsuitable content, technical challenges, etc.)
- e. If you did not use a CoL module, why not?
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Comments — box below to be completed by observers following the interview; please note down any reflections or notes that you think are important to share with [INSTITUTIONS], or other partners.

7.2.6 Observer Comments

Observation protocol

PROTOCOL

Before, during, and after an observation, observers should follow this protocol:

	Before	During	After
Logistics	1) PREPARE: Ensure you have the CoL manual, observation booklet and a timer (watch/phone) to time the segments. Call the school to ensure that a CoL is happening and find out what section is being completed. Ensure that you are observing a CoL in the usual time slot and not one specially arranged for your visit. Download a copy of the CoL unit you will be observing and, if possible, review the session notes beforehand so that you can more easily recognise when the peer facilitator moves from Part 1 to Part 2 and Part 3 of the session. Charge camera batteries and ensure that the camera, SD card and tripod are packed.	1) SET-UP: Sit toward the back of the room to view the entire group; ensure your presence does not block the teachers' view. If visiting a session with another observer, seat yourself separately and refrain from talking with him/her at any point during the observation. Remain as unobtrusive as possible. If checklist activities happen in another part of the CoL than where they are listed, choose "Other" and describe them.	1) CONCLUSION: Thank the peer facilitator(s) and teachers for allowing you to conduct the observation. After the observation is complete, meet with the peer facilitator or other administrative staff to complete the remaining portions of the checklist, i.e. CoL details, room set-up and materials, safety and hygiene.

	Before	During	After
Data collection	2) ARRIVAL: Introduce yourself to the peer facilitator(s) and arrive at the designated CoL space at least 10 minutes before the CoL session begins. Ensure the camera is set up before the session starts (See the next section for set-up instructions). Introduce yourself to the teachers, explain the purpose of the visit, and remind the teacher of the confidential nature of the observation	2) OBSERVATION: Begin the observation when the CoL is scheduled to begin; if the session is delayed, wait until it begins (outside the room) and make note of the time on the observation sheet. In case of more than one peer facilitator co-leading the session, observe all facilitators working with all the teachers. If teachers are working in small groups and each peer facilitator is working with one group (e.g. at tables or learning centres), then observe the lead teacher's group only. You may move to be closer to the small group led by the lead teacher. Researchers should tally contributions from teachers by gender to understand levels of participation	2) DISCRETION: Avoid discussing any of your observations with the facilitator or teachers. If a participant asks how s/he performed, politely remind him/her that this is not a performance evaluation.
Ethics	3) DISSENT: If a teacher does not want to be observed, kindly remind him/her that the observation is not an evaluation, his/her identity will be kept anonymous, and no information about the observation will be shared with school authorities. Kindly note: a teacher cannot be forced to be observed; if the teacher continues to decline consent after discussion, exit the classroom and document what happened on the observation sheet.	3) NO INTERACTION: Avoid engaging with or distracting teachers or the peer facilitator(s), and do not participate in CoL activities, even if explicitly asked. Do not check teachers' notes, worksheets, or other work. Avoid positive or negative non-verbal expressions and convey a neutral attitude to avoid inadvertently distracting the participants. Redirect the peer facilitator and teachers to the activity if they ask questions or focus their attention on your presence.	3) Refrain from discussing the CoL observations with anyone. You can provide your supervisor's phone number if a teacher insists. Refrain from discussing what occurred during the observation in a joking or disrespectful way. This may affect your credibility as an observer.

Technology set-up

Camera set-up:

If using the Zoom Q2N-4k:

- Use the top left 'Video' button to choose the lowest video quality option: 720-30 Video.
- Use the bottom right 'auto gain' button to select 'Meeting' for the best surround-sound audio quality.

Environment set-up:

- Set up the tripod in a position that has the view of most teachers' faces and the peer facilitator's face. However, do not set up the tripod in a position that will be obtrusive to the session.
- Do not rearrange how teachers are sitting.
- Do not move the tripod around too much. However, if teachers split up into smaller groups, move the camera position to the group with the peer facilitator.

During the session:

- If necessary, pivot the camera to view the person speaking.
- Continually check on the camera to ensure the frame is correct, there is still battery life, and it is still recording.
- Take photographs of a board or any materials not captured clearly on video