



Republic of the Philippines  
**Department of Education**  
REGION I – Ilocos Region  
Division of Vigan City

**Peer Observation Notes**

Today, I had the privilege of observing Mr. Richard R. Raqueño, the Elementary English teacher, to gain insights into his approach to teaching creative writing and storytelling. Mr. Raqueño's innovative and interactive teaching methods truly engaged the students and fostered their love for language and storytelling.

The lesson began with a warm and inviting atmosphere, as Mr. Raqueño's welcomed the students with a captivating storytelling session. He skillfully used voice modulation and expressive gestures to bring characters to life and make the narrative come alive. The students were captivated from the start, and their excitement set the tone for an enthusiastic and imaginative class.

Mr. Raqueño then introduced the concept of creative writing by encouraging the students to brainstorm ideas for their own stories. He provided various stimuli, including pictures, objects, and even music, to inspire the students' creativity. The classroom buzzed with animated discussions as students eagerly shared their ideas and unique perspectives.

In the next phase, Mr. Raqueño facilitated a group activity where students collaborated to create a story together. This collaborative approach not only encouraged teamwork but also allowed students to learn from one another's ideas and build upon them. Mr. Raqueño adeptly guided the students, ensuring that every voice was heard and integrated into the collective narrative.

For the individual writing time, Mr. Raqueño provided personalized feedback and encouragement to each student. He moved around the classroom, offering support and guidance where needed, while also respecting each student's creative autonomy. The positive and constructive feedback he provided motivated the students to refine their storytelling skills further.



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To celebrate the students' creativity and hard work, Mr. Raqueño organized a storytelling circle, where students had the opportunity to read their stories aloud to their peers. This sharing session not only boosted their self-confidence but also cultivated active listening skills among the students, as they attentively listened to one another's stories and offered kind feedback.

Mr. Raqueño effectively used technology to enhance the learning experience. He introduced an online platform where students could publish their stories in a digital format. This allowed them to share their work beyond the classroom and provided a sense of accomplishment in being published authors.

After the storytelling circle, Mr. Raqueño engaged the students in a reflective discussion. He encouraged them to share their favorite aspects of the writing process and express the challenges they faced. This reflection helped students recognize their growth and provided insights for future improvements.

In our post-observation discussion, Mr. Raqueño emphasized the importance of cultivating a nurturing and inclusive environment for creative expression. He acknowledged the uniqueness of each student's voice and highlighted the role of the teacher in encouraging their self-expression while providing constructive guidance.

The peer observation of Mr. Raqueño's English class was both inspiring and delightful. His creative and interactive approach to teaching creative writing and storytelling fostered a genuine love for language among the students. By nurturing their creativity, providing personalized feedback, and incorporating technology effectively, Mr. Raqueño exemplified the qualities of an exceptional English educator.

Prepared by:



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