Observation is one of the best ways to learn how to teach. Since college, those teachers who took up the course Education already experienced classroom observations through the course subject Field Study wherein they were deployed to different cooperative schools to have an idea on how educational theories and principles work in a real-life classroom setting. Classroom observation is not just a part of the requirements in their chosen undergraduate program but also one of the practices once they are already in the field of teaching in able to continue learning and improve the quality of their teaching.

According to Andrea Helaine, classroom observation is a tool that aids to help evaluate the teaching-learning process. This allows to have a chance for feedback about the activities that need to be improved or enhanced. Through the feedbacks given by their co-teachers, the quality of their teaching will improve as they apply the suggested improvements in able to achieve desirable learning outcomes.

Classroom observation also raises awareness among teachers as they were told what are the things they need to improve, what teaching practices can be applied in particular classroom situations, how to deal with struggles while teaching, and acquiring new teaching strategies. This is also a way to share insights and ideas which gives teachers an opportunity to learn from each other through their own experiences, observing each other and giving useful feedbacks that could help them to gain some necessary techniques and approaches in teaching.
According to Olenka Bilash (2009), every teacher has the chance to learn from each other through observation. Then applying the best practices to improve the quality of teaching methods. This practice is like a collaboration among teachers to help each other improve and be quality teachers which eventually contributes to the school as a whole.

This practice could also be one of the best alternatives to other professional development seminars and symposiums for teachers because they can still learn a lot through direct observations rather than sitting and listening to the lecturers. Through classroom observations, teachers could improve better because the teaching strategies and the practices that need improvement are more localized since the feedbacks and suggestions are coming from their co-teachers who directly observed the learning environment, handling the same classes and can relate more because they are teaching in the same school.

Further, if the teachers are willing to consider feedbacks and suggestions and are willing to accept constructive criticisms from their peers, then without much doubt, they are the ones who will become great teachers who can provide quality education for their students. Not because they are already teachers and surpassed examinations and requirements for them to be considered as professionals, still, they must not stop learning because it is a lifetime process. Teachers must improve their practices not only for themselves but for the sake of the students as well.

We continue to learn and improve ourselves to adapt with different situations and as teachers we must be open minded enough to embrace criticisms and feedbacks given by other people. There are some setbacks that we do not see and sometimes, we need others to see these for us. There is nothing wrong in considering feedbacks coming from our peers. What is wrong is when we inculcated in our minds that we are already great because that would be the time that we already closed our minds from the criticisms that are supposed to make ourselves better.
References: