

- Let school management and teacher team agree about goals, organisation and procedures.
- Make participation voluntary, but do not shy away from gentle nudging.
- Facilitate participating teachers with release time.
- Make different groupings (dyads, subgroups, plenary group) and settings (offline, online, blended) possible.
- Compose teacher pairs from the same or related school subjects.
- Schedule time for teacher pairs not only to observe, but also to discuss each other's lessons.
- Organise plenary meetings for teacher teams about every six weeks.
- Make both practice-oriented and evidence-based resources accessible online.
- Provide technical support.

*Box 9. 1 Organisational conditions favouring peer coaching with video*

*Underlying chapters and sections in **Using Video to Develop Teaching**:*

2. Imaging teacher learning. From analog to digital  
Conditions: In what kinds of learning environments do teachers learn when using DV?
3. Changing instruction through Visual Teacher Learning  
Conditions
6. Activating learners. The impact of peer coaching with video on teaching and learning  
Case description  
Discussion