

- Make participants' concerns about their daily teaching the starting point for collaboration.
- Build an atmosphere of trust.
- Encourage participants to formulate goals for personal learning in relation to challenges and questions shared by colleagues.
- Engage in repeated cycles of lesson planning, classroom experimentation and collegial dialogue.
- Encourage participants to distinguish between describing, interpreting, judging and deciding.
- Focus lesson observation and video analysis on the interplay between teaching and learning.
- Use structured viewing guides to explicate viewing points.
- Engage in both other-viewing and self-viewing.
- Engage in repeated viewing, moving from exploratory to analytic.
- Focus on what teachers' actions add to or detract from pupils' learning.
- Link collegial dialogue to relevant lesson observations.
- Keep collegial dialogue focussed on a central issue, but also allow it to wander along related topics.

Box 9. 7 Collaborating to analyse lessons and change instruction

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

2. Imaging teacher learning. From analog to digital
Processes: How do teachers learn when using DV?
3. Changing instruction through Visual Teacher Learning
Processes
6. Activating learners. The impact of peer coaching with video on teaching and learning
Peer coaching and visual teacher learning
Influence of the learning environment