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**ASSESSMENT COMPONENT: A2 Written
Assignment**

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AI Acknowledgement

I acknowledge the use of Microsoft copilot on 08.10.26 for the structure and development of my assignment. I used the prompt(s):

1. Give me more sentence starters and paragraph openings
2. Another word for...

I confirm that I have not presented any AI generated text as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used before and after the use of AI tools which I may be asked to provide in evidence.

Introduction

Observation is a very important part of teaching practice and professional development especially within the PCET sector as it allows trainee teachers to see how teaching theories are used in real life learning environments to help them develop their own teaching skills (Donnelly, 2007). This assignment will evaluate three peer microteach sessions I have observed and will focus on the teaching strategies, learner engagement, assessment methods and inclusive practices. It will also focus on how the observed sessions align with different learning theories, the professional standards for FE Wales and will include my own reflection on how their observed session has made an impact on my own development as a trainee teacher.

Observation 1 (See Appendix 1)

Observation 1 microteach session focused on how to use Canva as a digital tool. The session consisted of exploring canvas features and tools by building learners' confidence and understanding through creating their own posters. The session was well structured, learners were engaged throughout which encouraged participation, independence and confidence in using Canva especially for those learners who weren't as confident at the beginning of the session.

The session observed delivered a humanistic and learner centred approach as the trainee teacher acted as a facilitator and guided the learners through the activity by allowing learners to explore Canva independently. This is supported by theorist Carl Rogers who argued that learning should be learner centred and the teacher should act as the facilitator by creating a supportive environment in which promotes learners confidence, independence and personal growth. This was displayed in this session as learners were encouraged to explore Canva independently whilst receiving the guidance and support from the trainee teacher when needed (Du, 2012). This session also aligns well with the Professional Standard to establish and maintain strategic processes and approaches which enabled learners to share responsibility for their own learning and assessment as it also encourages independent learning and within the session learners worked independently to explore Canva's features themselves and were able to take ownership of creating their own posters (Educators Wales, n.d.). The main practical activity used formative assessment as the completed posters done by the learners showed immediate evidence of learners understanding of the task and allowed the trainee teacher to monitor learners progress throughout the activity. Van et al. (2023) explains that formative assessment allows teachers to understand learner progress and to be able to identify what support they need. This was demonstrated in this session by the trainee teacher by moving around the room and checking our progress and by helping those who needed it by guiding extra support. However, the session could have benefited a small group task which could allow learners to share ideas together and learn from

each other. Imel (1991) tells us that collaborative learning allows adult learners to share experiences, contribute their ideas and develop their independence which aligns well with Roger's theory of learner centred approach as both of these focus on learner participation and independence but collaborative learning adds the opportunity for learners to learn more from one another.

After observing this session, I have recognised the importance of creating a supportive and learner centred environment that encourages confidence and independence by delivering a humanistic approach. In my own teaching practise, I would adopt formative assessment to check learners understanding when planning practical activities as this would allow me to help support the learners who may need it as I really liked the way this benefited this session. I would use choose to use more collaborative learning activities as I believe learners benefit more from sharing ideas and checking their understanding with others as well as independently which links well to Vgotskys theory of social constructivist which explains the importance of social interaction and collaboration in learning (Powell and Kalina, 2009). As a learner myself I find working with others very useful when finding the gaps in my understanding and is another reason why I would implement this in my teaching style. Therefore, I would try to use both independent tasks as well as collaborative tasks to support all different learning needs.

Observation 2 (See Appendix 2)

This observed microteach session focused on the benefits and barriers of higher education. The session was discussion heavy and included a well-structured PowerPoint with the main activity involving real life quotes from adult learners that had been interviewed by the trainee teacher. This worked well for this session as it allowed learners to discuss their own experiences and opinions which made the topic more interesting. Although initially nervous to start the trainee's confidence improved throughout the session and brought humour and personality into the delivery.

The teaching approach used in this session demonstrated elements of constructivist learning as learners were encouraged to share their experiences and opinions about the barriers and benefits in higher education. Steve Olusegun (2015) supports this by saying that constructivism involves learners developing their understanding by connecting new information with existing knowledge which was shown in this session by using quotes from real life interviews which allowed learners to relate the topic to their own experiences and listen to different perspectives. This also aligns with Knowles theory of adult learning which emphasises the importance of learner's previous experiences in developing new understanding (Jarvis, 2010). Two professional standards were demonstrated by the trainee teacher throughout the observed session, which was to demonstrated dignity, courtesy and respect towards others by encouraging participation, listening to all learners' experiences and responding positively to all their contributions. The second standard was building positive and collaborative relationships as learners

were encouraged to share opinions within a supportive and respectful environment where the trainee teacher made sure all contributions were valued (Educators Wales, n.d.). A key strength demonstrated by the trainee teacher in this session was the use of humour in which I noticed helped create a more relaxed learning environment which also increased learners' engagement as they felt more comfortable to participate in discussions and share their own experiences. This is supported by Johnston (2022) who states that humour can increase learner engagement and support active learning. However, there were some areas for development noted from this session which was the trainee's confidence and the impact this had on the delivery of the session. This was shown through the trainee relying on notes, staying behind the monitor and occasionally facing the PowerPoint rather than the learners when speaking. Duhl Glicken (2004) expands on this by explaining the importance of effective teacher communication and how this can positively influence learner engagement and participation by stating that maintaining eye contact and facing learners when speaking can improve communication and help ensure all learners remained engaged with the content.

From observing this microteach session, it has highlighted the importance of creating a positive learning environment that encourages participation. In my own teaching practise, I would use more positive praise when responding to learner's contributions as I could see the positive impact this had on learner participation and confidence. Cenek Jirsak and Kamila Skalecká (2010) argues that praise is an important motivational factor which can increase confidence, self-esteem and learner engagement. I would also consider using more real-life examples within my teaching as I found these made the content more relatable and engaging for learners. However, the session has also highlighted practices I would avoid such as relying too heavily on notes during the delivery as it made me recognise the importance of body language, eye contact and interaction with the learners which I feel is important for learner engagement and creating that comfortable environment.

Observation 3 (See Appendix 3)

During observation 3 the session focused on creating clay pendants using a range of clay tools and decorative equipment to design and create individual clay ornaments. The session was well planned and organised with learners being given opportunities to experiment with the tools before creating their final designs. A clear PowerPoint and effective room layout supported the activity. Before beginning the practical activity, the trainee teacher demonstrated how to use the tools and guided learners whilst they were exploring which helped build their confidence and kept learners engaged throughout.

The learning approach observed in this session links to Kolb's experiential learning theory as learners were given the opportunity experiment on a test slab of clay and explore the different tools before creating their final piece. Silberman (2007) mentions Kolb's theory stating that learners develop deeper knowledge through experience and active

participation in activities which was shown during this session as learners built confidence whilst exploring the tools and techniques before completing their final design. A key strength highlighted from this session was the planning and consideration on the seating arrangement in the classroom. The chosen room layout supported the practical activity well as all learners were able to view the demonstrations clearly as well as interact with each other while accessing the resources safely. This is supported by Hondzel (2013) who highlighted that the physical environment and effective seating arrangements can influence learner engagement and participation which was demonstrated in this session as the layout contributed to the success of the practical activity and supported high levels of learner engagement. The planning and preparation by the trainee for this session were clear and well organised as the trainee teacher had prepared appropriate resources and it was evident that the session had been carefully planned around this. Hayes (2006) highlight the importance of effective planning and preparation in meeting the learners needs and supporting the success in learning activities which had been demonstrated in this session as the learner's engagement was high and each learner had completed the practical activity successfully. Both the planning and preparation of the session and the room layout also links well to the professional standard to plan and deliver effective learning, teaching and assessment as the trainee teacher carefully choose the appropriate resources, activities, learning environment and clear PowerPoint to support the practical task. The standard to create and maintain safe, inclusive and supportive learning environments was demonstrated by the trainee teacher enabling the learner to access the resources safely while engaging and participating in the activity fully (Educators Wales, n.d.). With the session being successful overall, an area that could have been improved was providing learners with visual prompts of completed design examples. Some learners can find creative tasks challenging as they may struggle to generate ideas independently which can also take up time on starting an activity or finishing the full task in the set time. Grimm (2013) suggests that visual resources can improve learner engagement and help learners visualise and come up with ideas and build their confidence, this would benefit the learners being able to start the task quicker.

This observed microteach session has enabled me to recognise the importance of effective planning and preparation as well as the careful consideration of the room layout to support my delivery and the success of activities. In my own teaching practice, if I were to deliver a creative task, I would use demonstrations and opportunities for the learners to practise and experiment first before completing the final task as this approach had shown to increase confidence and engagement in this session. To add to this, I would also consider using more visual examples to support learners who may struggle to generate ideas independently. I feel this would help inspire creativity and increase confidence allowing learners more time to begin the task more quickly. Learning from this observation and for my own practice I would avoid delivering a creative activity

without careful planning, the use of demonstrations and opportunities for learners to practise first as I feel these approaches were shown to have a positive impact on learners' confidence and engagement throughout the session.

Conclusion

To conclude, observing all three peer microteach sessions has provided me with valuable learning experiences and has helped me develop my understanding of effective teaching practise and what I can apply within my own practice. As all three sessions used different teaching approaches, they also highlighted a variety of strengths that I can apply to my own teaching practise and professional development. Observation 1 highlighted the importance of learner centred learning and independence, Observation 2 demonstrated the positive impact of praise, humour and the use of real-life examples and Observation 3 showed the value of effective planning, preparation and the use of demonstrations within practical activities. As well as identifying strengths within these observations they have also helped me identify practises, I would avoid such as relying heavily on notes during delivery and failing to plan and prepare sessions thoroughly. Overall, these observations have provided me with valuable insight into effective teaching practice and have positively influenced my personal and professional development as a trainee teacher.

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Appendices

Appendix 1 – Peer observation form 1

PGCE PCET Microteach

Peer Observation Form

Guidance on this form:

The purpose of this form is to offer feedback on your peers' microteaches outlining what went well and what could be improved from the perspective of you as a participant.

Please remember to be constructive and respectful in your feedforward.

These feedback forms should be sent to your peer no later than two days after the microteach. These forms are then used to write Assessment 2 of the module.

Section One:

Trainee Teacher Name: Samantha Feedback completed by: Chloe Howell

Date: 23.09.26 Topic: How to use Canva

Section Two:

Please comment on the below:

Planning and Preparation:

- Learning outcomes were clearly displayed and well presented at the start of the session
- Resources provided on the PowerPoint such as examples of posters created by Samantha were very useful
- The run through of Canva displayed on the board worked extremely well and allowed learners to visually access these tools

Teaching and delivery:

- Demonstrated extremely good and useful knowledge on the subject and tools
- Clear discussions on how Canva can be used in many ways and not just for educational purposes
- Created a supportive learning environment and supported learners to feel confident when using digital tools
- The practical activity worked well, and all learners were engaged and successfully designed their own posters

Links to professional standards:

Evidence - Standard

- Supported all learners confidence and development in using a digital tool by also encouraging participation - Demonstrate commitment to learners, their learning, safety and well being
- The session was well planned and thought out and delivered effectively - Plan and deliver effective learning, teaching and assessment
- Learners worked independently on the creation of their posters which allowed them to take responsibility in their learning - Enable learners to share responsibility for their own learning and assessment

What went well:

- The use of real-life examples that had been created to demonstrate what a good vs poor poster looked like allowed learners to compare the two and gain understanding on the importance each tool is
- Very strong knowledge on Canva and confidence when using the platform which was demonstrated
- The practical task was relevant and very engaging
- Learners enjoyed exploring the use of different Canva tools

Areas for development:

- Allow more time for learners to design their posters and maybe some time to present
- A small group activity may have been useful in sharing ideas and collaborating to make a design as a team
- A little more comparison to the free version and the subscription needed if some learners aren't able to access that

Appendix 2 – Peer observation form 2

PGCE PCET Microteach

Peer Observation Form

Guidance on this form:

The purpose of this form is to offer feedback on your peers' microteaches outlining what went well and what could be improved from the perspective of you as a participant.

Please remember to be constructive and respectful in your feedforward.

These feedback forms should be sent to your peer no later than two days after the microteach. These forms are then used to write Assessment 2 of the module.

Section One:

Trainee Teacher Name: Feedback completed by: Chloe Howell

Date: 23.09.26 Topic: Benefits and Barriers in higher education

Section Two:

Please comment on the below:

Planning and Preparation:

- Subject was a relevant topic for adult learners and contained a well structure powerpoint
- Good use of theory and research. Included real life examples and interview conducted with adult learners which was very useful
- Quote handouts for the activity were useful and worked well in the activity, however could have been enlarged to improve the readability for all learners

Teaching and delivery:

- Although was very nervous at the beginning the confidence increased as the session went on
- Linked theory to real life experiences effectively and was very interesting
- Encouraged discussion and listened effectively to all the input from the learners
- Added humour and personality throughout the session which created a relaxed environment

Links to professional standards:

Evidence - Standard

- Valued every learners input using positive language and patience -Build positive and collaborative relationship
- Respected all learners by listening carefully to their own experiences and input and also adding on to that - Demonstrate dignity, courtesy and respect towards others

What went well:

- Confidence came through noticeably throughout the session and the added humour made all learners feel more relaxed
- Encouraged all learners to participate in discussions
- Listened extremely well to others and responded positively to their contributions
- The use of real life examples made the session feel more personal and engaging

Areas for development:

- Face all learners when delivering and move around a little to keep engagement
- The theory was very useful and interesting, maybe breaking this up a little so it isn't too heavy for the end of the session

Appendix 3 – Peer observation form 3

PGCE PCET Microteach

Peer Observation Form

Guidance on this form:

The purpose of this form is to offer feedback on your peers' microteaches outlining what went well and what could be improved from the perspective of you as a participant.

Please remember to be constructive and respectful in your feedforward.

These feedback forms should be sent to your peer no later than two days after the microteach. These forms are then used to write Assessment 2 of the module.

Section One:

Trainee Teacher Name: Chelsea Feedback completed by: Chloe Howell

Date: 23.09.26 Topic: Clay pendants

Section Two:

Please comment on the below:

Planning and Preparation:

- The session was well thought out and prepared and the set up and lay out of the room worked extremely well to fit the sessions needs
- The presentation presented was well structured and clear which made it easy to follow
- The groups seating arrangement allowed the success of the activity

Teaching and delivery:

- To begin with Chelsea was very nervous but maintained calm and relaxed throughout the session as her confidence improved throughout
- Clear demonstrations and instructions were provided to show all learners how to use the clay tools and explaining their different purposes
- Chelsea also gave learners more tips on how to use the tools in different ways to create different patterns
- Chelsea provided a test slab of clay for learners to experiment and explore the tools and designs before creating their final designs which built confidence for most learners
- Chelsea's calm delivery allowed learners to feel relaxed and engaged in the session which suited the that last session activity

Links to professional standards:

Evidence - Standard

- Chelsea provided learners with positive feedback and encouragement while they created their pieces and showed great support to learners - Demonstrate dignity, courtesy and respect towards others
- The session was well planned and thought out, especially the room layout and consisted of appropriate resources, demonstrations and activities - Plan and deliver effective learning, teaching and assessment

What went well:

- Calm and relaxing delivery style which suited that time of day

- Well organised and clearly structured presentation
- Positive feedback and encouragement to learners
- Clear explanations of aftercare and finishing techniques

Areas for development:

- Consider providing aprons or protective clothing for learners during the practical activity
- Allow additional time for designing and completing their finish product
- Include visual handouts on sheets of examples in front of the learners who may struggle thinking of design ideas