

Target	<i>Specific</i>	Measurable <i>What</i>	Achievable <i>How</i>	Realistic <i>Why</i>	Time-bound <i>When</i>	Professional Standard
1. Develop my knowledge on teaching strategies.	I will research and use 3 new teaching strategies: field trip, discussion and case study.	When a new strategy is used, I will gather feedback and write a personal reflection on how effective it was.	While on placement, when trusted to lead future lessons.	The more teaching strategies I am comfortable with, the better I will be at adapting to learner behaviour.	30/11/2025	Demonstrate commitment to learners, their learning, safety and well-being
2. Improve my digital literacy to enhance teaching.	Use 2 new digital tools: Padlet, and Mentimeter during a lesson I lead on placement.	- When I use a new digital tool, I will gather feedback from the students to garner its usefulness. - I will write a reflection on how well I	While on placement, when trusted to lead future lessons.	- I want to keep up with technology to ensure that I am utilising effective methods for teaching and assessment. - It's a personal goal of mine to improve	01/12/2025	Develop and implement effective policies and strategies to support the delivery of effective learning, teaching and assessment

		used the tool and evaluate future development with the digital tool.		my digital skills for employability.		
3. Develop my public speaking ability and classroom presence.	- I will watch 5 videos that discuss public speaking techniques. - I will implement at least 2 techniques that I learn for my practice.	- I will record myself at least once for reflection. - I will gather feedback where possible. - I will observe the outcomes of tasks I assign. Giving an insight to the clarity I gave.	On placement and in class.	This will support my ability to deliver effective teaching, especially for ESL learners and those with ALN.	By the next time I teach on placement (yet to be decided by placement at the time of action plan creation, which is 09/10/2025).	Critically reflect on own values, knowledge and skills to improve learning and leadership
4. Build a reflective practice for problem solving.	After any lesson I lead or a full day of placement, I will spend 10-minutes	I will have a minimum of 2 reflections per week, after 6 weeks I should have 12	On placement while observing and teaching.	This will develop my knowledge on resolving a variety of problems which will	21/11/2025	Maintain and update knowledge of policies and strategies

	writing a reflection with a focus on problems that occurred.	reflections and enough data to generate a variety of solutions to common or uncommon problems that occur during teaching.		support my professional practice.		relevant to my sector
5. Find an appropriate solution to manage my nervous fidgeting.	• Learn what the behaviours are exactly (watch a video or read a book). • Learn why I manifest the behaviours (keep a journal). • Learn how I can manage these behaviours to limit distraction	• I will focus on 1 method of managing my fidgeting behaviour at a time and keep a journal reflecting on its effectiveness for me. • After all 3 methods have been tested, review reflections and proceed	• Implement any methods or tools during any time I require them, be that during lesson, teaching, placement or in my personal life.	• Finding a healthy method for managing my nerves will ensure that I remain in control of my behaviours to avoid causing unconscious distraction to my students or others.	• By the next time I teach on placement (yet to be decided by placement at the time of action plan creation, which is 09/10/2025). • Long-term. I may require a variety of methods or fidget tools to for different circumstances which will	• Demonstrate effective strategic leadership and governance

	by finding 3 different methods of coping (watch a video or read a book). • Experiment with the 3 methods found to ascertain the effectiveness for me.	with 1 or more that were the most effective.			take time to ascertain.	
6. Develop Digital skills for employment.	• Use the free courses provided through university. • Complete 2 courses per month.	• Keep a checklist and review at the end of each month if I have completed my goal of 2 courses per month.	• Twice a month I will either come into university early before class/ placement or stay later after class/ placement to complete	• I want to improve my digital skills for employability as I have identified that my digital literacy is not something I have kept up to date, making my skill level insufficient for the level of	• Long-term.	• Maintain and update knowledge of policies and strategies relevant to my sector

			the courses.	technology that is being used in the workplace.		
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PGCE/ProfGCE/PCE (PCET)

Teaching Observation Record

Guidance on the use of form

This form is intended to be used to record feedback from formally observed teaching sessions including micro-teaching. The trainee teacher should complete Section 1 in advance of the teaching session and forward the completed form to the scheduled observer. They will then provide feedback to the trainee based on the headings indicated in Section 2 and suggested areas for feedback. However, this is not intended to be prescriptive in nature, but rather to promote dialogue on the quality of the teaching that has been observed in order to provide guidance and to inform targets for future professional development for the trainee teacher. Section 3 should be completed by students following receipt of the observation feedback as a reflection on the feedback obtained and the suggested points for development.

Section 1

Trainee teacher: Lewis Evans	Observer: Katie Gardner
Date: 22/09/2025	Time: 12:30pm
Topic: Storytelling: Narrative Structures	Group: PGCE/ PCET Microteach
Setting (classroom, workshop etc): Classroom.	Number of learners: 6

Trainee Teacher notes

Please note here any information you feel would be beneficial for your observer to be aware of prior to the start of the lesson, such as your rationale for a particular teaching approach, how this lesson fits into the wider curriculum for the learners etc.

- Ideally, this would be part of a larger lecture that would explore plots, and how they differ from narrative structure. In the interest of time, I decided to remove the section about plots. I have reworked the remaining content to ensure it still makes sense, however, if parts do not make sense, then it could be due to it needing to be part of a larger topic.
- I have opted for a lecture style approach due to the size of the content I need to teach. I have considered learner engagement, to try and maintain interest I have decided to use an interactive quiz to test engagement. I will also attempt where possible to engage in appropriate discussion to ensure information is being taken in and allowing time to address any misunderstanding.

Please note here any specific areas that you would like to request feedback on from your observer, for example delivery style, planning and preparation, teaching strategy used.

- **My delivery:** am I explaining things clearly and if not, where can I improve.
- **Time management:** I am concerned about my pacing ability during teaching. I am anxious of running out of time, which I feel will result in me rushing through my lesson content.
- **Engagement with the students:** while I plan to ask questions to my learners, I feel as though I may struggle to respond in real time to their answers/ thoughts/ questions.

Section 2

Observer Feedback:

1. Lesson planning and preparation:

For example (but not limited to)

- Lesson plan (structure, detail provided, variety of activities, appropriateness)
- Resources prepared (clarity of any slides used, handouts provided, are resources accessible)
- Learning outcomes (suitability of outcomes for learning group and subject)

Your outline of your lesson and resources required is very good.

Your lesson aim and outcomes for this microteach are clear, measurable and achievable within the timeframe.

Your assessment of the possible difficulties is good and it is excellent that you had a back up prepared in case of these issues.

Your lesson detail is good- it might be helpful in the future to split an 18 minute block up into smaller time frames, by theory for example. The detail within it however set you up for success.

Your powerpoint is clear and easy to read colour wise. Be careful of the size of lettering and font you use making sure it is accessible for all students, including those with ALN (swash at the end of letters).

Your resources were well planned and appropriate for your teaching

2. Teaching and delivery:

For example (but not limited to)

- Lesson start/conclusion (timing, sharing and reflecting on outcomes, were outcomes met?)
- Classroom presence and presentation skills (appropriateness of teaching strategies used)
- Pace of lesson and use of time (inclusiveness of lesson for all students, overall workload expectation on students and impact on well-being)

You checked with everyone that they could see the board and were comfortable with the light in the room before starting which was very good.

You outlining what students would need in the lecture from the start which was good.

You planned to ask students what their favourite film was, however this was not done – it would have been good to do this as well as ask if what they knew about the topic (entry level behaviour)

You speak well throughout the lecture, you are able to speak around the slides very well showing your knowledge throughout. Calm and knowledgeable tone and paced well.

Your quick explanation of what a structure was very good – you were able to set some knowledge with students before moving into the content – this was needed and recognised by you.

You check in with students throughout the lecture to check that they are listening and following your lecture.

There are times you face the board when explaining what is on there rather than looking at students – consider how you can engage with both but not have your back to students.

When explaining the structure of story telling you link your slides from one to another and go back (slide 9) to demonstrate this which is very good – there is a flow and purpose recognised within this.

Your use of QandA is good – students are able to show you what they know from what you have said to them – you are able to ask a question and then ask follow up questions to develop students knowledge. You also used this to assess students knowledge.

When asking questions sometimes you clicked the pen lid on and off (this might be a nerves) but this meant that, at times, it was hard to hear you and those who were answering your questions, this might also be distracting for some students with ALN.

You dealt with an IT issue really well – it did not throw you and you were able to carry on with the confidence you had before which can be hard to do, well done.

You check in with students throughout which is excellent.

There was a lot of information in the lecture, however your pace was good and students were able to follow and learn from your lecture – this was demonstrated by your use of formative assessment throughout.

Your choice of examples was excellent – you chose films that most people will have watched for your examples making it accessible for all.

You used critique within your lecture asking students to be critical in their QandA answers.

By going back to your theory slides after a description was very good as you were able to demonstrate and show your discussions.

You explained the purpose and function of the Kahoot quiz which was very good. You waited for everyone to be able to access the Kahoot quiz. There was some difficulty here, you made sure it wasn't a technical issue for your own side and waited for students to be able to access, however, as it was taking so long you offered to do the quiz in person on the printout – it was excellent you had this as a back up and that you didn't let waiting take too long.

When doing the quiz – you were able to go through the answers and, when students had the incorrect answer you were able to explore their answers and re-enforced the correct one. There was a missed opportunity to use the quiz as a game as well as an assessment tool.

You were confident in answering questions throughout.

At the end you showed the conclusion slide but were answering questions at the end so were not able to check this.

A well planned and delivered microteach Lewis, well done

3. Professional knowledge and skills

For example (but not limited to)

- *Subject or vocational knowledge (familiarity with the subject being taught, responding to questions)*
- *Clear expectations for learning and behaviour (formative and summative assessment, checking on student knowledge)*
- *Identification of and engagement with professional standards (which standards are evidenced and where)*

Your outline of the professional standards within your lesson plan is good and you met these within your planning and teaching, there are others that you would have been able to outline here too.

Your outline of intent with entry level behaviour is good, however this was done very quickly so this was not fully assessed, your use of QandA throughout your lesson and your use of Kahoot enabled you to gauge students learning throughout – students demonstrated they had learnt. You demonstrated excellent knowledge throughout your microteach from your presentation to being able to answer student questions fluently.

4. Points for future development (no more than 3 or 4). Where possible these should be identified in negotiation with the trainee teacher.

Continue to speak clearly and confidently in your teaching

Consider different ways to fiddle which are not distracting.

Consider your use of entry level assessment and doing this more purposefully, especially when it is planned.

Continue to assess learning throughout the lecture building upon student responses and giving a different option (critique) for them.

Section 3

Student teacher reflections:

Note here your reflections on the lesson itself, the feedback obtained and any plans you have to address the development points notes.

Overall, my microteach I feel went very well, and I am happy with the feedback received here and from my peers. There are aspects that I am disappointed did not go to plan such as the technical difficulties, but I learnt more from that experience than had the lesson gone to plan perfectly. I am looking forward to creating an action plan for development.

Lesson Plan Template



Lesson Plan

Topic: Film – Narrative Structures		Class: Level 4	
Date: 22.09.2025	Length of lesson: 30-Minutes		Number of students: 6
Resources required: • PowerPoint • Whiteboard • Whiteboard markers • Kahoot • Access to the internet • Physical copies of quiz and PowerPoint in case of technical difficulties. Learners will require: • Smart Phone, or Tablet, or Laptop (to access Kahoot).			
Aim of Lesson: • To identify and define 3 narrative structures commonly used in film.			
Learning Outcomes – The Learners Should Be Able To: 1. Identify key elements within 3 narrative structures. 2. Demonstrate the ability to apply narrative structures to story/ film examples.			
Previous student knowledge required for the session: • N/A.			

Anticipated difficulties (if applicable):

- Technical difficulties (PowerPoint). Keep a printout of slides to hand to still deliver the lesson without my total visual aids.
- Technical difficulties (Kahoot quiz). Keep a physical copy of the quiz to ensure guaranteed delivery of learning assessment method.

Professional Standards (where are these being met within the session): In my practice and with others, I...

- Demonstrate commitment to learners, their learning, safety and well-being by creating a safe environment for learning and asking questions.
- Demonstrate leadership, integrity, courtesy and respect towards others by role modelling good and positive behaviour.
- Develop and implement effective policies and strategies to support the delivery of effective learning, teaching and assessment by developing my knowledge and skill on digital tools by experimenting with Kahoot, which is a new software to me that I have no prior knowledge or experience with.
- Know how to use evidence and research to improve my leadership by supporting my learning content, points or arguments with reliable sources of information.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Prepare materials Prior to starting (opening PowerPoint, get the Kahoot quiz QR ready).		Prior to start time.
	1. Introduce the topic of narrative structures and what the aims and objectives for the lesson are.	1. Open the PowerPoint and go through slides 1-6.	1. 3- minutes
Development	2. Gain entry level behavior.	2. Q&A: Ask the class if they have prior knowledge on the topic. (slide 5).	2. 1- minute
	3. Go through the three narrative structures.	3. Lecture: Go through slides 7-24. Case studies have been provided, however, if more comfortable, and relevant, use your own film examples to contextualise the structure being discussed. The slides follow the format of; what the structure is, relevant knowledge, the key points/ steps of the	3. 18- minutes

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Assessment Strategies: when and how are they included within the lesson?

- Entry level knowledge will be assessed at the start of the session within my icebreaker. Through a simple question to my students on whether anyone has any prior knowledge of the subject.
- Kahoot quiz: I plan to use the results and engagement from my learners to determine the level of learning that has taken place, and if I as the educator have achieved my aims and objectives.
- Q&A: throughout to gauge learning taking place during the lecture.

Informal reflection (to be completed after the session)

- I was nervous and for the most part I kept it under control, but it did manifest in me fidgeting with the whiteboard pen. I wasn't aware I was doing it, but it was brought to my attention from me peers and lecturer that I occasionally would repetitively click the pen lid on and off. While it caused minimal disruption to my delivery or the lesson, going forward, I need to be mindful of this behaviour and in the meantime investigate less disruptive means to handle my nerves.
- I pushed myself out of my comfort zone and offered to present first. Often in these circumstances of presenting I prefer to watch one or two people go first. Usually, to observe any issues that arise for them, that could happen to me and therefore I can be mindful of. But I decided to push myself and I feel a lot more confident for it. I did have a technical issue during my presentation. There was an error pop up appearing on my monitor but not on the display monitor, so only I could see it. I handled it well, fixed the issue and maintained pace and confidence.
- The major technical issue that did happen was people struggling to log onto Kahoot due to WIFI or mobile data issues. I luckily had a paper print out of the Kahoot quiz, so if after a certain people still couldn't log on then I could have proceeded with the quiz being a more open discussion format. I ultimately made the decision to proceed with the online version with 2 students not being able to participate digitally, with their consent. I made efforts to include them in answer discussions. However, when I finished and started logging off/ packing away, it occurred to me that I could have paired people up with those who had logged on, avoiding people missing out or feeling like they were missing out. A good solution to have in mind for future reference. I made this idea available to everyone else who may have Kahoot's in their microteach and they seemed grateful for the idea, so at least it did not go to waste.
- While on the topic of Kahoot's, I have concluded that I do not like them for formal learning, both mine and others. I think they are best suited for fun games or competitions, rather than an assessment of learning, which was the purpose of it for me in my microteach. Prior to Monday 22/09/25, I had never used or participated in a Kahoot and after both hosting and participating in them, I don't like them. In terms of participating, I did not find it particularly engaging and while I was engaged during the lesson, my score reflected otherwise which made me feel self-conscious at times. And then in terms of hosting, I found it difficult to what felt like juggling the Kahoot, reading the results of the question, and providing context to the correct and incorrect answer. While I see myself using Kahoot in a less formal setting, I cannot see me using it as an assessment for learning unless the class specify that they like them, in which case I will accommodate.

- Acting on making decisions to save time.



STORYTELLING: NARRATIVE STRUCTURES

Lewis Evans



What you'll need for today's session

- Smart Phone, Tablet or Laptop for Kahoot quiz later.
- Connection to hotspot or WIFI.

Aim

- To identify and define 3 narrative structures commonly used in film.

Learning objectives

1. Identify key elements within 3 narrative structures.
2. Demonstrate the ability to apply narrative structures to story/ film examples.

Introduction

- What we are doing today.
- What do we know about the topic currently?
- What's your favourite film.

What is Narrative Structuring?

- Narrative Structure = how it happens (how you're telling your audience, the order in which you're giving them information)
- Christopher Nolan – Memento (2000).



NARRATIVE STRUCTURES

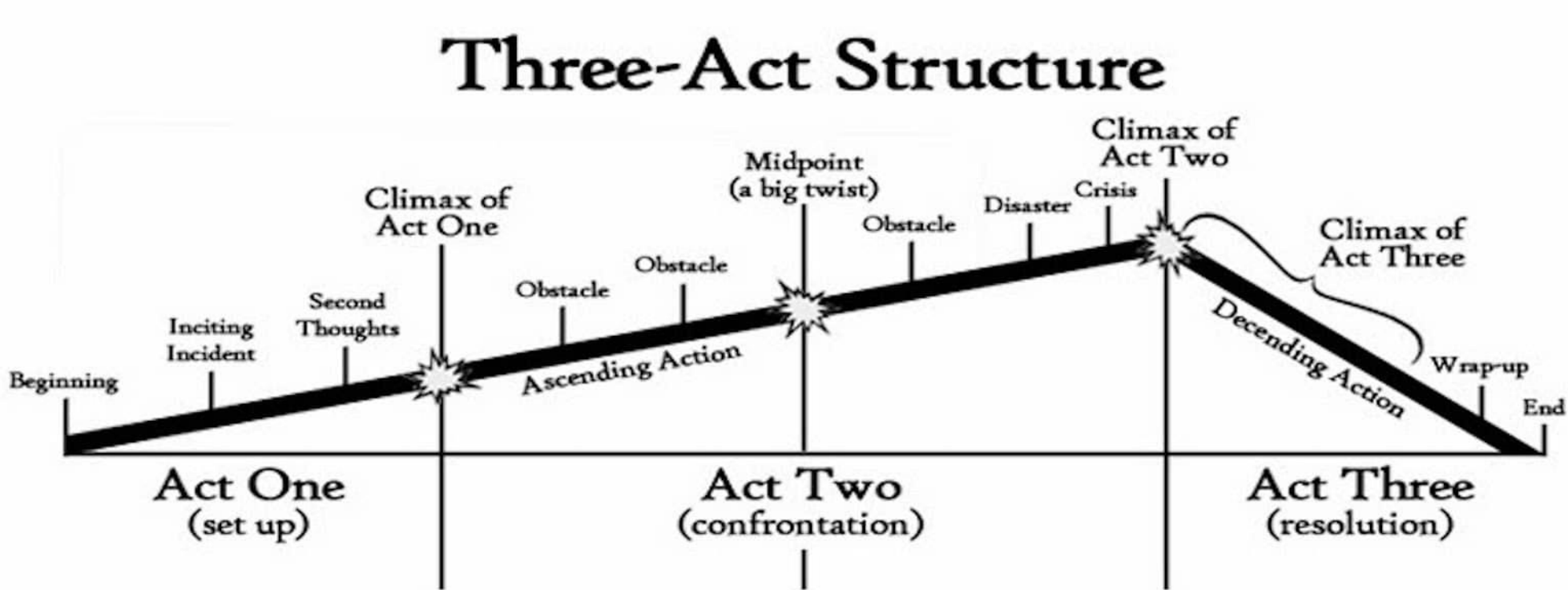
Structure 1:

The 3-Act Structure

- The most commonly used narrative structure.
- Beginning, middle, end, and in that order. Simple.
- Arguably the oldest narrative structure.
- Aristotle's theory on Greek Tragedies – Poetics (4th century)
- Writer Syd Field then refined Aristotle's work into the now familiar 3-act structure in his book - The Foundations of Screen Writing (1979).

Structure 1 – Steps

The 3-Act Structure (Maio, A. Studiobinder. 2024)





JURASSIC PARK (1993)

3-Act Structure: Jurassic Park (1993)

Act 1 – Setup:

- **Beginning** – A park worker is killed by a dinosaur, raising issues regarding the safety of the park.
- **Inciting incident** – John Hammond invites experts to the island to calm investors.
- **Climax of Act 1** – the guests witness living dinosaurs and become concerned.

Act 2 – Confrontation:

- **Obstacle** – Disgruntled staff disable the security systems, causing the dinosaurs to escape.
- **Midpoint** – The T-Rex escapes and attacks the guests, characters are separated.
- **Disaster** – The only person capable of restoring the systems is killed, leaving the park in chaos.
- **Climax of Act 2** – Velociraptors begin hunting the survivors as power is restored and escape plans form.

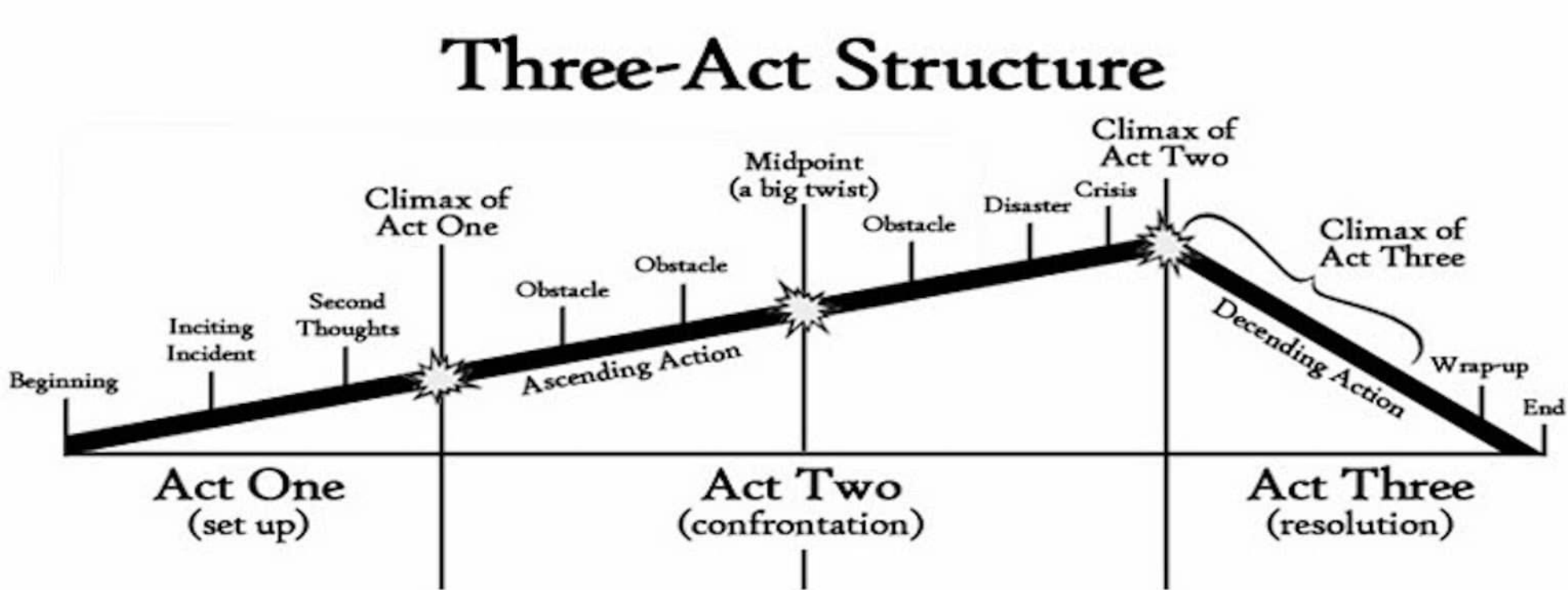
3-Act Structure: Jurassic Park (1993)

Act 3 – Resolution:

- **Climax of act 3** – The T-Rex unexpectedly saves the group by attacking the raptors in the visitor centre.
- **Wrap- up** - Hammond concedes that the park is a failure and shuts it down.
- **End** – The survivors escape by helicopter, leaving the island behind

Structure 1 – Steps

The 3-Act Structure (Maio, A. Studiobinder. 2024)



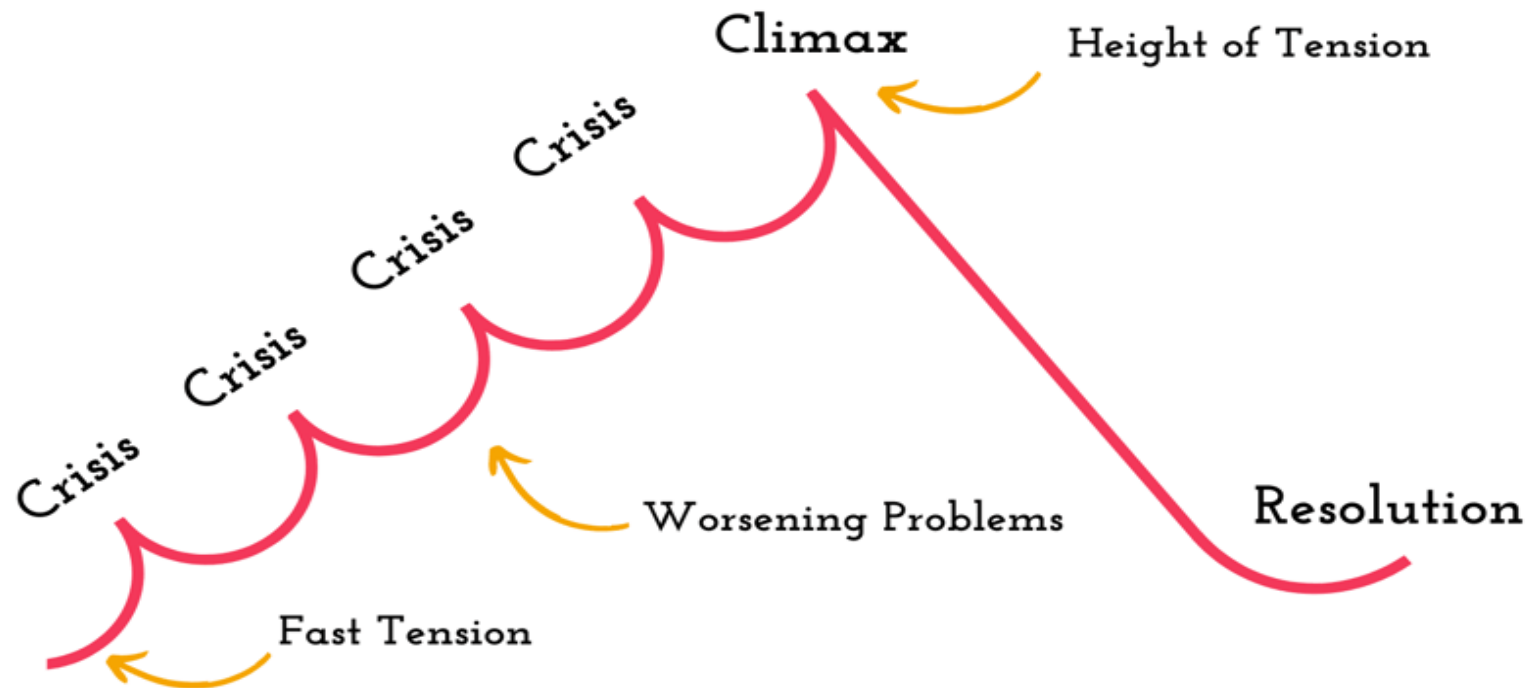
Structure 2: The Fichtean Curve

- Like the 3-act structure (Beginning, Middle, End). The focus is the difference.
- The Fichtean Curve throws audiences into the deep end, and we learn on the go.
- It was developed by author John Gardner (The Art of Fiction, 1983), to...
- Grip audiences' attention immediately and avoid wasting story time.
- Strong contender for modern audiences?

Structure 2 – Steps

The Fichtean Curve (Smith, R. Dabble, Craft your story. 2021)

The Fichtean Curve





THE WIZARD OF OZ (1939)

The Fichtean Curve case study: The Wizard of Oz (1939)

Fast tension:

- Dorothy feels out of place in Kansas, her home.
- Tornado hits and sweeps her away to the land of OZ.

Crisis 1:

- House lands on the Wicked Witch of the East.

Crisis 2:

- The Wicked Witch of the West threatens Dorothy.

Crisis 3:

- The Journey to the Emerald City

Crisis 4:

- The Witch traps Dorothy.

Climax (Height of Tension):

- The Witch tries to kill Dorothy.

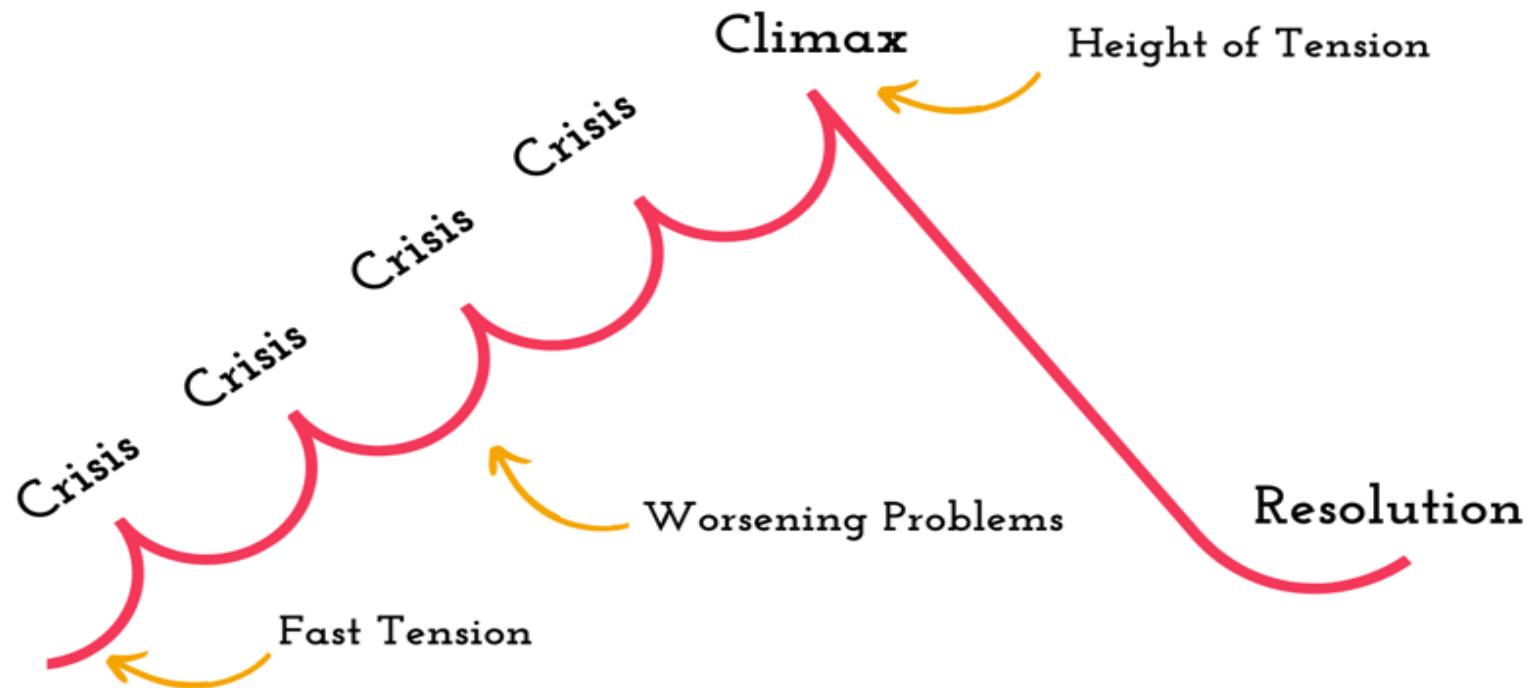
Resolution:

- The Witch is defeated.
- Dorothy realizes there's no place like home.

Structure 2 – Steps

The Fichtean Curve (Smith, R. Dabble, Craft your story. 2021)

The Fichtean Curve



Structure 3 – The Hero's Journey

- Developed by American writer Joseph Campbell in his book *The Hero with a Thousand Faces* (1949).
- Campbell studied many different myths, legends, folklores and stories.
- The story of the hero, their journey from the known, to the unknown and back to the known or a new state of known.
- More in-depth narrative Structure when compared to the previous 2 with a 17-step circular narrative.
- Later adapted to a 12-step circular narrative by Christopher Vogler in his book *The Writer's Journey* (1992).
- Campbell's theory is heavily debated.
- Inspired by Carl Jung's theories on archetypes.

Carl Jung (1959)

- Jung's archetypes =
- Persona – how we want to be perceived by others.
- Shadow – the side of ourselves we hide from others.
- Anima/ Animus – the anima represents the unconscious feminine aspects within men, and animus represents the unconscious masculine aspects within women.
- Self – the ideal balance between our persona and our shadow.
- Jung's collective unconscious = the idea that there are fundamental human traits that are inherited and shared across all humans.

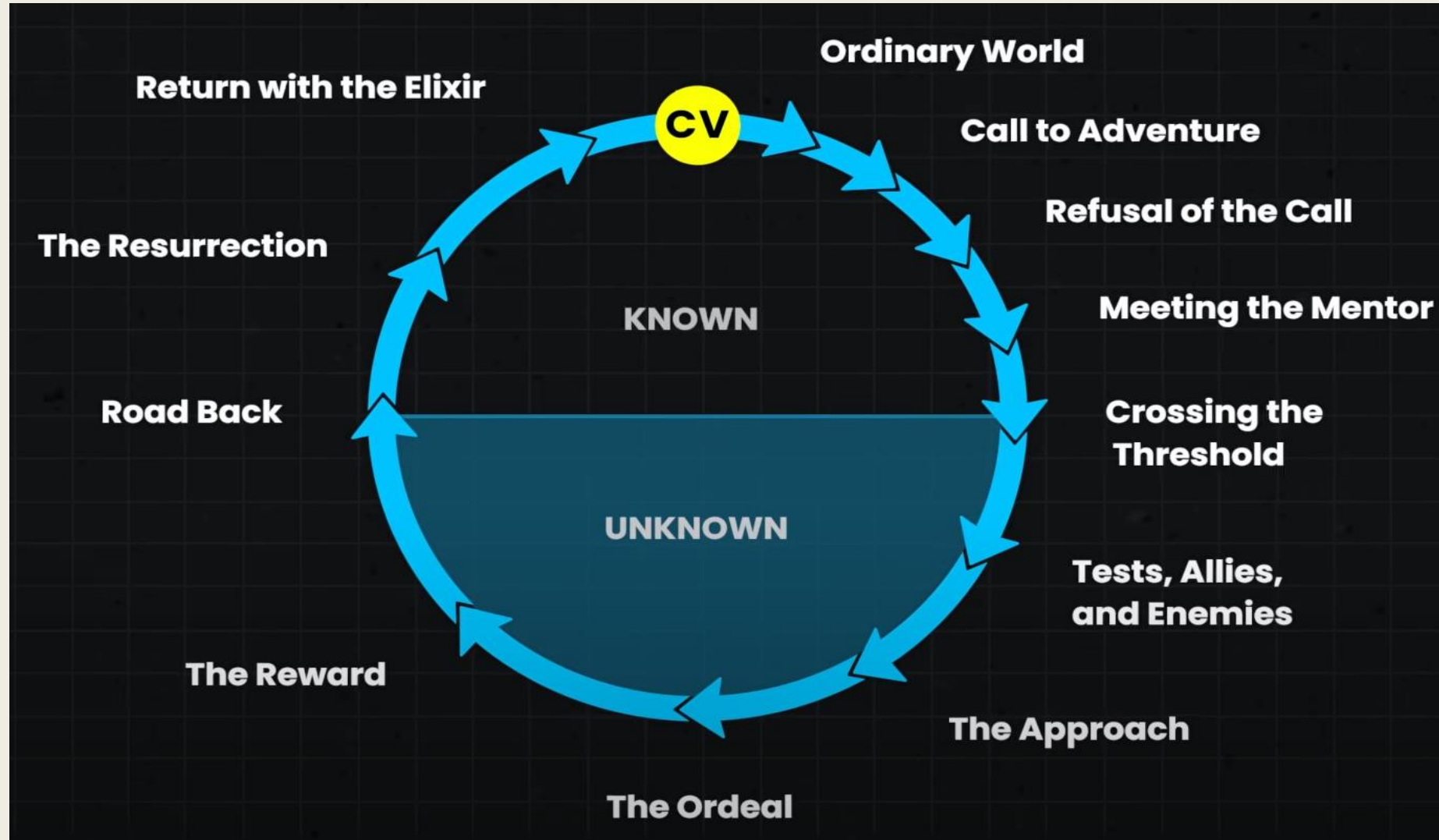
Structure 3 – Steps

The Hero's Journey 17 step cycle

- | | |
|---------------------------|-----------------------------------|
| 1. Call to Action | 9. Atonement with the Father |
| 2. Refusal of the call | 10. Apotheosis |
| 3. Supernatural aid | 11. The ultimate boon |
| 4. Crossing the threshold | 12. Refusal of return |
| 5. Belly of the whale | 13. Magic flight |
| 6. The road of trials | 14. Rescue from without |
| 7. Meeting the Goddess | 15. Crossing the return threshold |
| 8. Temptation | 16. Master of two worlds |
| | 17. Freedom to live |

Structure 3 – Steps

The Hero's Journey 12 step cycle (Rickett, M. Studiobinder. 2025)

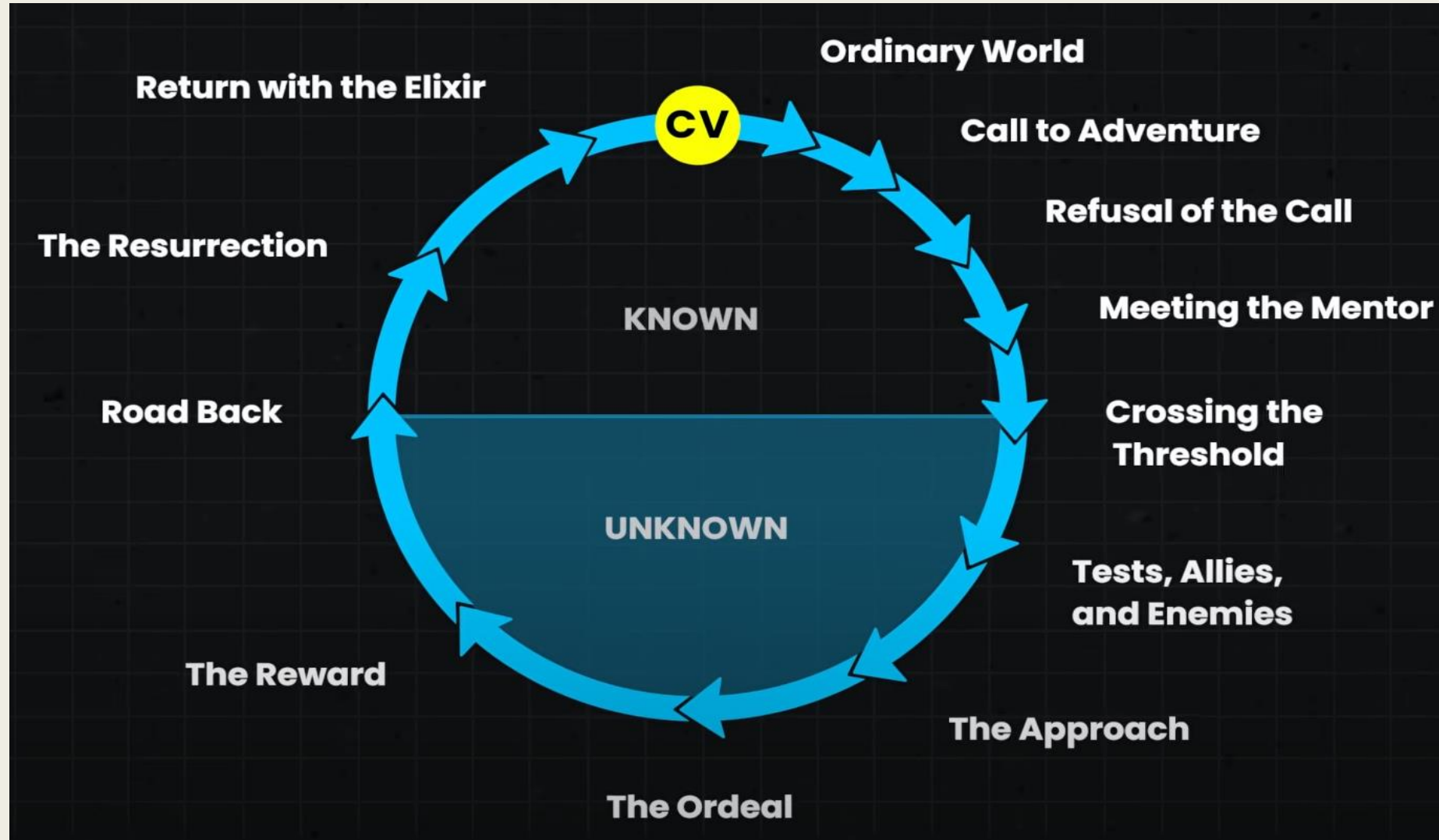




CRITICAL SUCCESS IN THE BOX OFFICE

Structure 3 – Steps

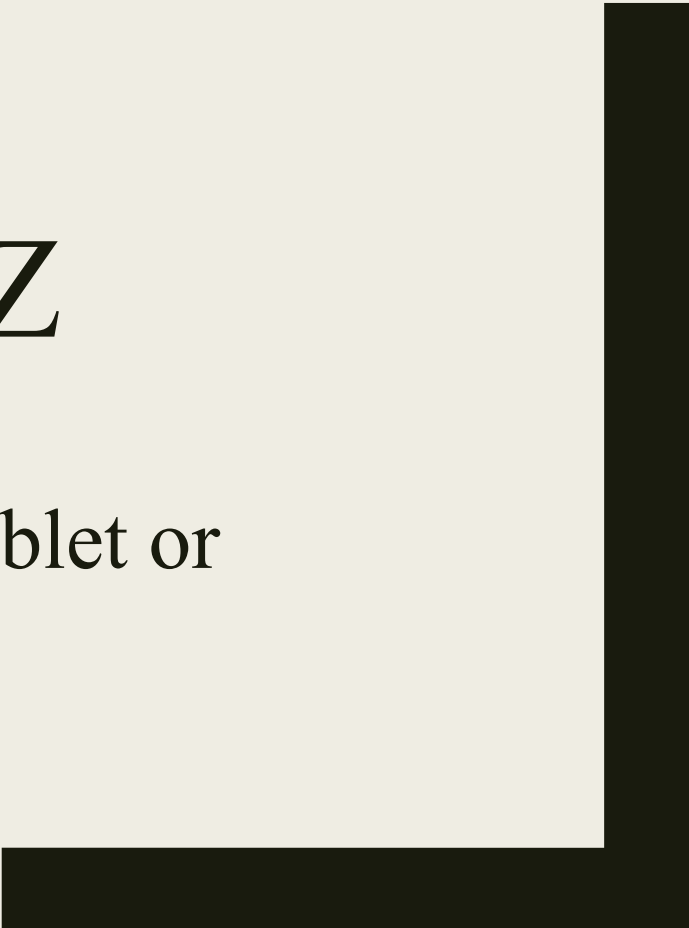
The Hero's Journey 12 step cycle (Rickett, M. Studiobinder. 2025)





ACTIVITY: KAHOOT QUIZ

You will need a smart phone, tablet or
laptop.



Conclusion

Learning outcomes

- To identify and define 3 narrative structures commonly used in film.
- Identify key elements within 3 narrative structures.
- Demonstrate the ability to apply narrative structures to story/ film examples.

Any questions?

References/ Reading and further reading list

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THANK YOU