



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Professional Graduate Certificate in Education (PGCE) (PCET)

Module: PROFESSIONAL TEACHING EXPERIENCE [ECPT 6002 & 7002]

PROGRAMME DIRECTOR: MR MARK FLAGG

Portfolio contents - Formative elements

- 1) CV (Nominal 500 words)
- 2) DBS -Registry
- 3) Description of the Professional Teaching Experience placement including location, the learner group(s) and any particular educational issues. (1000 words)
- 4) Completed lesson self-assessment forms
- 5) Headed Letter signed off by Mentor/Head of School

Ashraf Shehata
P138575

Ashraf N Shehata

MA, BSc, PCc, EC, Esl



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SUMMARY

Lecturer in Arabic and Egyptology, Interpreter and Translator Interpreters to public services.

- ***My interest in Egyptology and history has been a constant in my educational life. My interest in Egyptian history, life, geography, religion and customs began at the age of thirteen before graduation from intermediate school. After graduation from secondary school, I studied Ancient Egyptian in AUC University in Cairo, graduating in 1989. I began a career in Mausam Cairo, which built on my skills gained at University.***
- ***After a few years, I joined the College of History in Sao Paulo in Brazil as a lecturer. Here I gained MA . My ongoing experience came from many years of teaching, from sharing with colleagues in that specialty and from using new technologies to search for information accessible from online sources.***
- ***Later, I joined projects and programmes in the UK involved with safeguarding intangible cultural heritage. These were implemented in cooperation with UNESCO in Belfast. This again extended my knowledge and experience.***
- ***When I came to live in Swansea, I joined South Wales Tourism Ltd as a consultant, involved in services that included sales workshop and mentoring. After six years I became Head of Department for comprehensive advisory, management and recruitment solutions for the Hospitality and Leisure sector, involved in sales and marketing strategy and planning .***
- ***This year I joined PCET Postgraduate Certificate in Education. I regularly lecture to Egyptology and Archaeology Societies throughout schools, colleges and community centres in Wales. I am also a Translator and Interpreter to public services using Multi- Languages skills: English, Arabic, Portuguese and Spanish.***

EXPERIENCE

09/2016 – Present

- *Lecture in Egyptology and Archaeology Societies throughout the schools, colleges and community centres in England and Wales .*
- *Interpreters and translators to public services including Immigration sector, hospitals and solicitors - South- Wales, United Kingdom*

04/2011 to 03/2016

- *Deputy Manager,
South Wales Tourism Ltd – Wales, UK - South-Wales, United Kingdom.*

08/2009 to 03/2011

- *Documentation Assistant Vol,
Egypt Centre Museum Swansea University's South-Wales, United Kingdom*

09/2007 to 05/2009

- *Assistant- projects Manager
Projects and programmes in the Belfast UK involved with safeguarding intangible cultural heritage. These were implemented in cooperation with UNESCO*

06/1996 to 05/2007

- *Egyptologist,
AGA Organisation Govern do Brazil, USP - Universidad de São Paulo
Organisation - Sao Paulo, Brazil.*

02/1994 to 05/1995

- *Lecturer in Arabic and Egypt history Studies
School of Alexandria modern Languages ,Egypt.*

01/1989 to 10/1993

- *Documentation Assistant
Museum of Cairo, in Cairo, Egypt,*

Membership of Societies and Archaeological Organisations

- *Arabic Translation and Intercultural Dialogue Association.*
- *Association of Translators and Interpreters of UK.*
- *The Friends of the Petrie Museum.*
- *The Egypt Exploration Society.*
- *ESAB (formerly The Egyptology School of Archaeology in Brazil).*
- *The Roman Society/UK*

INTERESTS

Travelled extensively and have visited places which include North Africa and the Middle East, Turkey, Australia, China, France, Germany, USA and Brazil.

Disclosure Number 00134802556

Date of Issue: 20 DECEMBER 201

Applicant Personal Details

Surname: SHEHATA

Forename(s): ASHRAF NABIL

Other Names: NONE DECLARED

Date of Birth: 27 SEPTEMBER 1965

Place of Birth: CAIRO EGYPT

Gender: MALE

Employment Details

Position applied for:
VOLUNTEER FRONT OF HOUSE GALLE

Name of Employer:
EGYPT CENTRE SWANSEA UNI

Countersignatory Details

Registered Person/Body:
SWANSEA UNIVERSITY

Countersignatory:
PATRICK COX

Police Records of Convictions, Cautions, Reprimands and Warnings

NONE RECORDED

Information from the list held under Section 142 of the Education Act 2002

NONE RECORDED

ISA Children's Barred List information

NONE RECORDED

ISA Vulnerable Adults' Barred List information

NONE RECORDED

Other relevant information disclosed at the Chief Police Officer(s) discretion

NONE RECORDED

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Contact us

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Web:	www.crb.gov.uk		
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End of Details

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Title: A description of the Professional Teaching Experience placement including location, the learner group(s) and any educational issues.



Professional Graduate Certificate in Education (PGCE) (PCET)

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Module: PROFESSIONAL TEACHING EXPERIENCE [ECPT 6002 & 7002]

PROGRAMME DIRECTOR : MR MARK FLAGG

Ashraf Shehata P138575
20/05/2019

A description of the Professional Teaching Experience placement including location, the learner group(s) and any particular educational issues.

This year I joined Postgraduate Certificate in Education (University of Wales Trinity Saint David). I wanted to follow this PCET course to help me improve in my work, especially how I should tackle students, problems that may arise from time to time and to understand better student's needs and behaviour. This will help me to be of better service to students and at the same time enjoy my work more, going home relaxed with less tension due to problems at work. Working as a lecturer in college fulfilled my dream, which was to teach, although not as I originally wished, but I can say that I am very happy with my job. Continued learning will enable me to gain the kind of skills that assist me in connecting to the world that my students inhabit. Introducing new experiences will help me to grow as a professional.

Work Placement Description

1.UWTSD Swansea Business School

Address: Powell St, Off High Street, 200M From Train Station, Swansea SA1 1NE

Courses and Study :International Hotel Management (BA) Level: 4

Modules :

- Hospitality and Guest Services
- Marketing Essentials
- Business Skills for the International Hotel Industry
- Entrepreneurship
- Organisational Consultancy

2.Ancient History and Egyptology Community Centre

Address: Cardiff Wales CF10 3AT UK

Courses and Study : World History, Social Studies, Communication Arts

Modules :

- Introduction to Ancient Egypt
- Ancient Egyptian Written Culture
- Ancient Egyptian Material Culture
- Death in Ancient Egypt: Image, Text and Archaeology

Personal Aims and Objectives for Work Placement

My main aims and objectives during my placement in the Business School are: to develop my communication skills; to gain an insight into working in an educational environment. This will allow me to increase my self-confidence and to extend my ability to work effectively as a member of a team. I wish to develop the knowledge of how to deal with disclosure should the circumstances occur. I would like to enter fully into the teaching experience, enjoying the successes and finding solutions to problem areas. I wish to refresh my understanding of fundamental concepts and to work towards mastering essential skills.

Work Placement Supervision and any Training.

- A. The Business College in Swansea provides prospective teachers with the opportunity to implement all they have learned throughout their teacher education PCET programme, supported by the Director of the College, Programme Advisers and classroom Cooperating Teachers. The competent cooperating teachers assess the needs and interests of trainee teachers, prepare a conducive learning environment and teach in a way that engages students in learning activities that stimulate their thinking skills. These are skills that the cooperating teachers help the student teachers to acquire. Support staff, together with the extra opportunities that the University provides makes it an excellent work Placement and training as part of my PCET ; I cannot praise the education provided by this University enough .
- B. The placement provides opportunities for teachers in training to observe the application of instructional and management techniques as modelled by the cooperating teacher. It assists them in making the transition from the role of student to that of professional educator by assuming all the daily responsibilities of a classroom teacher. Teachers in training have the opportunity to demonstrate their competence with their subject matter by planning and presenting lessons. They have opportunities to assess student learning using a variety of strategies and tools, including technology. Being responsible for planning, organising, managing and evaluating the complete daily schedule of the classroom provides invaluable experience. Preparing a portfolio to demonstrate their achievement and that of their students provides an opportunity for reflection on the entire professional experience.

Work Placement duties/responsibilities and how these evolved.

A. Communication

The first month of my Work Placement Experience was a good month. I settled in and felt happy that I was in the right place. Good communication skills are an important asset which every teacher should possess. How I communicate with my students determines how much they learn, and the type of relationship maintained with them. After my second month in the PCET program , I felt that I had acquired a few of these skills from the time I have spent in the classroom.

B. Attitude in class

I recognised the importance of a positive attitude in the classroom. Greeting the students with a smile and a joke in the morning sets the mood for their whole day. I think that this helped me to create a friendly relationship with my students. Asking

questions about what they had done after college the previous day or asking them to share any problems they had regarding their assignment was useful in maintaining this relationship. Taking a few moments in the morning to create a light atmosphere with the occasional joke helped students to relax and consequently they settled down more easily when the lesson started. A friendly attitude enhances the sense of trust in the teacher.

C. Non- verbal communication

In addition to talking to students, non-verbal communication is also a very important skill to achieve. During the past week I noticed that the students paid more attention when I was explaining something from the front centre of the class in front of the board, rather than at the back corner of the class next to the monitor. Because of this I found myself constantly shifting between the two. If I needed to use the monitor during the lesson I would constantly go to the front of the class when explaining. I also noticed that when I pointed to things such as pictures or particular words, the students remembered them more. My voice was also something which I observed. The students have now grown accustomed to my voice. They can tell by my pitch and tone whether I am joking or if I am getting angry. They know the voice I use when I am explaining or when I am asking them questions. My facial expressions and eye contact are also something which they have become used to. Some students have a habit of asking questions when I know that they know the answer, having just explained it. They just feel the need to keep asking questions. When this happens, I usually do not answer them and from the look on my face they can tell that it is silly of them to ask such a thing. All these are different types of nonverbal communication, which although not as obvious as verbal communication, are just as important and effective. I have noticed that there are teachers who come to college in the morning with a very negative attitude. I think that this is what makes their day less enjoyable. From my perspective, I have found the job to be extremely tiring but also very fun and rewarding. I look forward to the fun activities which the day holds and all the laughter I will share with my class.

D. Self-Evaluation and Reflection

I identified Time management as a weakness in both of my sessions. My failure to allocate time limitations for individual tasks resulted in detrimental effects to the student learning process. On the day of my classroom session I found that students were quite able when it came to answering questions, solving problems and finishing the tasks I set them with ease. I could have made the most of the time I had left but didn't. I did try and present quiz questions to the class, but these were answered instantly and so my session finished short. I should have quickly devised some other simple activities which would have taken little time to prepare, such as: post-it questions from the class to answer to the whole group; the explaining of past exam questions; giving brief overviews of the intended learning outcomes for the next couple of lectures.

The lesson plan goes from individual silent reflection to individual open reflection to a group "project" of sorts to finally end with a full-class discussion. My thought was that this would help students "ramp up" to a discussion by letting them think of and

develop ideas alone and in small groups together before bringing them up to everyone (and potentially having to argue over them with their classmates) I got the impression that everyone was happy with the initial analysis and sharing activity. I feel I could have made it a bit more organized, either by literally having everyone in a circle and just sticking to the order that students are sitting in, or by being a bit more focused with my groupings of responses. I am glad that students got a lot out of it, but I think it needs some tweaking to make it seem more cohesive and connected to the remainder of the lesson.

Summary

At the end of the academic year, I reflected upon these communication skills. I found that I was quite happy with the way I am communicating with my class. My tutor has also highlighted some of my communication skills and praised me for these skills which made me more motivated to keep perfecting my communication skills. I believe that good communication is what will teach the students what you want them to know. It also creates a positive vibe in the class room where the students feel comfortable speaking and being themselves.

Ultimately, I am quite happy with how my teaching presentation worked out. I think that it demonstrated the effectiveness in practice of what I had intended to do in theory when I wrote the lesson plan, combining elements of different teaching approaches into a straightforward, cohesive lesson. I am pleased that the full-class discussion of a text can remain intact in combination with other kinds of analytical activities; I am pleased that students got enough out of my lesson that they felt the desire to use parts of it (e.g. the character-focused small group activity) and I appreciate what I was able to learn from people's presentations, including elements that I can adapt to my own lessons. This was a good learning experience that not only left me with new ideas, but valuable experience that I can transfer to the classroom.

I want to thank the class and Professor Sample for a wonderful course this semester. Now I have new found knowledge and a huge number of excellent activities that I can utilize with my students .

LESSON SELF-EVALUATION FORM

Name: Ashraf Shehata **Date:** 01/04/2019 **Topic:** Ancient Egypt: geographical and other major characteristics that pertain to Egypt today

Target/s for this lesson: The students will be able to identify Ancient Egypt's major historical characteristics and geographical content. The students will be able to expand his/her vocabulary on Ancient Egypt in order to read, write, and speak for information, understanding, and effective and persuasive writing.

HOW SATISFIED AM I: Satisfied	VS	S	NVS	DS
1. that I effectively revisited work from the last lesson?	✓			
2. that I had a good introduction?	✓			
3. that I shared learning objectives?		✓		
4. that the lesson was well planned & prepared?		✓		
5. that I made good use of incidental Welsh?				✓
6. that I appropriately referenced the Skills Framework?		✓		
7. that the lesson was well resourced?	✓			
8. with my knowledge of the subject?	✓			
9. with my communication skills: voice quality, explaining, questioning?	✓			
10. with my timing and pace?		✓		
11. that I monitored pupils' understanding & progress?		✓		
12. with my control & behaviour management?	✓			
13. with the quality of learners' question/answers?		✓		
14. with the quality of learners' learning?		✓		
15. with my enthusiasm and response to learners?		✓		
16. that I matched/stretched all learners' capabilities?	✓			
17. that I had an effective ending/plenary?		✓		
18. that learning outcomes were achieved?	✓			
19. with the assessment/evaluation strategies?		✓		
VS = very satisfied S = satisfied NVS = not very satisfied DS = dissatisfied				

What aspects of the lesson were particularly good or need to be developed? Why?

- a) Before I start my teaching of ancient Egyptian history, I always prepare my lesson by planning what I will teach my students; the contents, the objectives or aims, materials or instruments, worksheets, and activities that I will use in the class. I use the varied activities in me of Egyptology class such as games and songs depend on the contents in that period.
- b) The important thing that I must do is write the aims or the objectives of learning and tell the students what they are able to do after the learning.
- c) My personal goal is to become a role model for success in teaching and training students to succeed, reaching managerial levels and starting entrepreneurship. In order for me to remain on track I must become self-aware. Self-awareness and self-analysis are important for my own career development.
- d) Part of my development plan is to use mock, practice sessions in preparation for real time presentations to increase confidence and improve time management.
- e) The study undertaken in the Postgraduate Certificate in Education (PCET) has given me good experience and increased my confidence levels. I intend to apply for further short courses, seminars and workshops on effective teaching and quality development.
- f) Ultimately, I am quite happy with how my teaching presentation worked out I also like that, as far as I can tell, the full-class discussion of a text can remains intact in combination with other kinds of analytical activities

Key targets for the next lesson (linked to Mentor / Tutor) comments:

Evaluation and Suggestions from Lesson Monitor:

- a) Good introduction, using questions to engage the interest of students.
- b) Good delivery of content.
- c) Good communication and interaction/engagement with students.
- d) Identified students who were not active in participation and encouraged input from them.
- e) Satisfactory level of confidence.

Suggested improvements: .

- a) The activity was good but took a long time to complete. It should be prepared with more emphasis on timing.
- b) The objective of the lesson must be clear.
- c) Suggested demonstration prior to asking the students do hands-on activity
- d) Time management (need to plan to complete the lesson).
- e) Give more leadership leading into practical activities.



21st April 2019

To whom this may concern

Re: Ashraf Shatata

PCET student undertaking his practice in the School of Tourism and Hospitality, UWTSD.

This statement serves as confirmation that Ashraf Shahata has undertaken in excess of 150 hours teaching practice within the School of Tourism and Hospitality at UWTSD during the 2018/19 academic year.

John Howells

Senior Lecturer

Programme Director BA (Hons) International Hotel Management



21st April 2019

To whom this may concern

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John Howells

Senior Lecturer

Programme Director BA (Hons) International Hotel Management

PGCE (PCET) FULL-TIME 2018/19

TEACHING PRACTICE OBSERVATION DATES

Observation	Date	By whom (Tutor or Mentor)	Location	Time
1.	13/10/2018	JOHN HOWELLS	UWTSD Swansea Business School	60 MINS
2.	02/11/2018	JOHN HOWELLS	UWTSD Swansea Business School	60 MINS
3.	04/12/2018	JOHN HOWELLS	UWTSD Swansea Business School	60 MINS
4.	14/02/2019	DEBARAH JENKINS	UWTSD Swansea Business School	60 MINS
5.	07/03/2019	DEBARAH JENKINS	UWTSD Swansea Business School	60 MINS
6.	21/03/2019	DEBARAH JENKINS	UWTSD Swansea Business School	60 MINS

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Ashraf Shahata Establishment: International Arab Management Services Business Campus Date: 15.10.2018

GRADE DESCRIPTORS: (When compared with an experienced teacher)		Context of observation (e.g. class, ability, number of students; topic; main activities and organisation; other features)	
VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.			
G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.			
S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.			
U – Needs attention through further development and improvement			
A SUBJECT KNOWLEDGE	VG	G	S
1 accuracy of knowledge of subject matter	✓		
2 understanding of context e.g. scheme of work, programme of study	✓		
B LESSON PLANNING AND PREPARATION	VG	G	S
1 detail and structure of plan	✓		
2 clarity and suitability of learning objectives	✓		
3 consideration of SpLDs, anticipated difficulties, health and safety, etc.	✓		
4 resources selected, prepared, organised	✓		
5 consideration of professional standards	✓		
6 consideration of appropriate cross-cutting enhancement theme(s)	✓		
7 consideration of active learning, learner engagement and skills development	✓		
C TEACHING	VG	G	S
1 lesson start, e.g. outlining content, aims and objectives	✓		
2 presentation: instructing, explaining, demonstrating	✓		
3 effective questioning	✓		
4 choice and variety of tasks/activities	✓		
5 variety and suitability of teaching strategies/methods/approaches	✓		
6 use of emergent technologies	✓		
7 pace of lesson, use of time	✓		
8 lesson ending, e.g. summarising, recapping key points, etc.	✓		
D CLASS MANAGEMENT AND CONTROL	VG	G	S
1 presence and voice projection	✓		
2 transitions – smooth	✓		
3 awareness, vigilance and intervention	✓		
4 use of praise and encouragement	✓		
5 management of tasks/learners/work groups	✓		
E MONITORING AND ASSESSING STUDENTS' PROGRESS	VG	G	S
1 monitoring understanding and progress during lesson	✓		
2 suitability of assessment strategies/methods/approaches	✓		
3 assessing achievement of learning objectives	✓		
4 giving feedback and setting targets for progress	✓		
F EFFECTIVENESS	VG	G	S
1 in setting high expectations for work	✓		
2 in conveying enthusiasm and challenging students	✓		
3 of students' engagement and learning in this lesson	✓		
General Notes and Comments: Planning and Preparation Ashraf's lessons were well-planned and preparation was thorough.			
Development/Delivery Introduction was well-planned and delivered effectively. Body of material – sound preparation allowed Ashraf to present effectively.			
Plenary / Conclusion Ashraf summarised the main thrusts of the lecture and reiterated the key points.			
TARGETS FOR IMPROVEMENT • Voice projection – • Anticipating the needs of all students • Developing interactive tasks to a greater extent.			
Observer Signature: <u>John Howell</u>			

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Asiraf Satharata Establishment: Integrated Health Management Services Business Campus Date: 12.11.2018

Context of observation

(e.g. class, ability, number of students; topic; main activities and organisation; other features)

GRADE DESCRIPTORS: (When compared with an experienced teacher)

VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

U – Needs attention through further development and improvement

A SUBJECT KNOWLEDGE		VG	G	S	U	General Notes and Comments: Planning and Preparation
1	accuracy of knowledge of subject matter	✓				
2	understanding of context e.g. scheme of work, programme of study	✓				
B LESSON PLANNING AND PREPARATION						
1	detail and structure of plan	✓				
2	clarity and suitability of learning objectives	✓				A good solid introduction which stimulated the students. Well-structured lecture material / good slides and delivered as an effective pace. Good interactive materials.
3	consideration of SpLDs, anticipated difficulties, health and safety, etc.	✓				
4	resources selected, prepared, organised	✓				
5	consideration of professional standards	✓				
6	consideration of appropriate cross-cutting enhancement theme(s)	✓				Development/Delivery
7	consideration of active learning, learner engagement and skills development	✓				
C TEACHING						
1	lesson start, e.g. outlining content, aims and objectives	✓	G	S	U	
2	presentation: instructing, explaining, demonstrating	✓				Plenary / Conclusion Excellent summary.
3	effective questioning	✓				
4	choice and variety of tasks/activities	✓				
5	variety and suitability of teaching strategies/methods/approaches	✓				
6	use of emergent technologies	✓				TARGETS FOR IMPROVEMENT • Variation of voice a little more.
7	pace of lesson, use of time	✓				
8	lesson ending, e.g. summarising, recapping key points, etc.	✓				
D CLASS MANAGEMENT AND CONTROL						
1	presence and voice projection	✓				Plenary / Conclusion Excellent summary.
2	transitions – smooth	✓				
3	awareness, vigilance and intervention	✓				
4	use of praise and encouragement	✓				
5	management of tasks/learners/work groups	✓				TARGETS FOR IMPROVEMENT • Variation of voice a little more.
E MONITORING AND ASSESSING STUDENTS' PROGRESS						
1	monitoring understanding and progress during lesson	✓				
2	suitability of assessment strategies/methods/approaches	✓				
3	assessing achievement of learning objectives	✓				TARGETS FOR IMPROVEMENT • Variation of voice a little more.
4	giving feedback and setting targets for progress	✓				
F EFFECTIVENESS						
1	in setting high expectations for work	✓	G	S	U	
2	in conveying enthusiasm and challenging students	✓				Observer Signature: <u>John Hadden</u>
3	of students' engagement and learning in this lesson	✓				

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Ashraf Shahara Establishment: Latrobe School of Education Date: 4.12.2018

Context of observation

(e.g. class, ability, number of students; topic; main activities and organisation; other features)

GRADE DESCRIPTORS: (When compared with an experienced teacher)

VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

U – Needs attention through further development and improvement

A SUBJECT KNOWLEDGE		VG	G	S	U	General Notes and Comments: Planning and Preparation	
1	accuracy of knowledge of subject matter	✓					Planning and preparation was very thorough.
2	understanding of context e.g. scheme of work, programme of study	✓					
B LESSON PLANNING AND PREPARATION		VG	G	S	U	Development/Delivery	
1	detail and structure of plan	✓					Introduction was stimulating and captured the interest of the students. The lesson material was well-structured and delivered the content effectively. Improved interactive materials
2	clarity and suitability of learning objectives	✓					
3	consideration of SpLDs, anticipated difficulties, health and safety, etc.	✓					
4	resources selected, prepared, organised	✓					
5	consideration of professional standards	✓					
6	consideration of appropriate cross-cutting enhancement theme(s)	✓					
7	consideration of active learning, learner engagement and skills development	✓					
C TEACHING		VG	G	S	U	Plenary / Conclusion	
1	lesson start, e.g. outlining content, aims and objectives	✓					Used an interactive exercise to deliver the conclusion. TARGETS FOR IMPROVEMENT Again, needs to say his role but this is a very minor criticism.
2	presentation: instructing, explaining, demonstrating	✓					
3	effective questioning	✓					
4	choice and variety of tasks/activities	✓					
5	variety and suitability of teaching strategies/methods/approaches	✓					
6	use of emergent technologies	✓					
7	pace of lesson, use of time	✓					
8	lesson ending, e.g. summarising, recapping key points, etc.	✓					
D CLASS MANAGEMENT AND CONTROL		VG	G	S	U	TARGETS FOR IMPROVEMENT	
1	presence and voice projection	✓					Again, needs to say his role but this is a very minor criticism.
2	transitions – smooth	✓					
3	awareness, vigilance and intervention	✓					
4	use of praise and encouragement	✓					
5	management of tasks/learners/work groups	✓					
E MONITORING AND ASSESSING STUDENTS' PROGRESS		VG	G	S	U	TARGETS FOR IMPROVEMENT	
1	monitoring understanding and progress during lesson	✓					
2	suitability of assessment strategies/methods/approaches	✓					
3	assessing achievement of learning objectives	✓					
4	giving feedback and setting targets for progress	✓					
F EFFECTIVENESS		VG	G	S	U	TARGETS FOR IMPROVEMENT	
1	in setting high expectations for work	✓					Again, needs to say his role but this is a very minor criticism.
2	in conveying enthusiasm and challenging students	✓					
3	of students' engagement and learning in this lesson	✓					

Observer Signature: John Hough

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Asmita Shrivastava Establishment: W.T.S.D. ... Date: 14.11.2020

Context of observation

(e.g. class, ability, number of students; topic; main activities and organisation; other features)

GRADE DESCRIPTORS: (When compared with an experienced teacher)

VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
U – Needs attention through further development and improvement

A SUBJECT KNOWLEDGE		VG	G	S	U	General Notes and Comments: Planning and Preparation
1	accuracy of knowledge of subject matter	✓				
2	understanding of context e.g. scheme of work, programme of study		✓			
B LESSON PLANNING AND PREPARATION		VG	G	S	U	Development/Delivery
1	detail and structure of plan		✓			
2	clarity and suitability of learning objectives			✓		
3	consideration of SpLDs, anticipated difficulties, health and safety, etc.	✓				
4	resources selected, prepared, organised		✓			
5	consideration of professional standards			✓		Slow the pace of delivery to encourage more opportunity for students to participate. Lots of practical opportunity presented for students to participate.
6	consideration of appropriate cross-cutting enhancement theme(s)		✓			
7	consideration of active learning, learner engagement and skills development			✓		
C TEACHING		VG	G	S	U	Plenary / Conclusion
1	lesson start, e.g. outlining content, aims and objectives	✓				
2	presentation: instructing, explaining, demonstrating		✓			
3	effective questioning				✓	
4	choice and variety of tasks/activities					
5	variety and suitability of teaching strategies/methods/approaches		✓			
6	use of emergent technologies			✓		
7	pace of lesson, use of time				✓	
8	lesson ending, e.g. summarising, recapping key points, etc.	✓				
D CLASS MANAGEMENT AND CONTROL		VG	G	S	U	Plenary / Conclusion
1	presence and voice projection		✓			
2	transitions – smooth			✓		
3	awareness, vigilance and intervention			✓		
4	use of praise and encouragement		✓			
5	management of tasks/learners/work groups		✓			Well structured & delivered
E MONITORING AND ASSESSING STUDENTS' PROGRESS		VG	G	S	U	TARGETS FOR IMPROVEMENT
1	monitoring understanding and progress during lesson	✓				
2	suitability of assessment strategies/methods/approaches		✓			
3	assessing achievement of learning objectives			✓		
4	giving feedback and setting targets for progress		✓			Speed of delivery of presentation can be a bit rushed at times.
F EFFECTIVENESS		VG	G	S	U	Observer Signature:
1	in setting high expectations for work		✓			
2	in conveying enthusiasm and challenging students		✓			
3	of students' engagement and learning in this lesson		✓			

Observer Signature: [Signature]

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Asad Shahid Establishment: Wardle Primary Date: 22.03.2023

GRADE DESCRIPTORS: (When compared with an experienced teacher)		Context of observation (e.g. class, ability, number of students; topic; main activities and organisation; other features)	
VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. U – Needs attention through further development and improvement			
A SUBJECT KNOWLEDGE		General Notes and Comments:	
1 accuracy of knowledge of subject matter	VG	G	U
2 understanding of context e.g. scheme of work, programme of study	✓		
B LESSON PLANNING AND PREPARATION		Planning and Preparation	
1 detail and structure of plan	VG	G	U
2 clarity and suitability of learning objectives	✓		
3 consideration of SpLDs, anticipated difficulties, health and safety, etc.			
4 resources selected, prepared, organised	✓		
5 consideration of professional standards	✓		
6 consideration of appropriate cross-cutting enhancement theme(s)	✓		
7 consideration of active learning, learner engagement and skills development			
C TEACHING		Development/Delivery	
1 lesson start, e.g. outlining content, aims and objectives	VG	G	U
2 presentation: instructing, explaining, demonstrating	✓		
3 effective questioning	✓		
4 choice and variety of tasks/activities	✓		
5 variety and suitability of teaching strategies/methods/approaches	✓		
6 use of emergent technologies	✓		
7 pace of lesson, use of time	✓		
8 lesson ending, e.g. summarising, recapping key points, etc.	✓		
D CLASS MANAGEMENT AND CONTROL		Plenary / Conclusion	
1 presence and voice projection	VG	G	U
2 transitions – smooth			
3 awareness, vigilance and intervention	✓		
4 use of praise and encouragement	✓		
5 management of tasks/learners/work groups	✓		
E MONITORING AND ASSESSING STUDENTS' PROGRESS		TARGETS FOR IMPROVEMENT	
1 monitoring understanding and progress during lesson	VG	G	U
2 suitability of assessment strategies/methods/approaches	✓		
3 assessing achievement of learning objectives	✓		
4 giving feedback and setting targets for progress			
F EFFECTIVENESS			
1 in setting high expectations for work	VG	G	U
2 in conveying enthusiasm and challenging students	✓		
3 of students' engagement and learning in this lesson			
Observer Signature: <u>Asad Shahid</u>			

Good understanding of topic and clear explanation for students.

Well thought out but could slow down for more discussion at times. Confident in subject matter and delivery to the students. encouraged participation from students.

New presented & delivered

Slow down presentation to encourage more participation

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Ashraf Sheikh Establishment: N.W.T.S.D. Dunsinns School Date: 29.03.2023

GRADE DESCRIPTORS: (When compared with an experienced teacher)		Context of observation (e.g. class, ability, number of students; topic; main activities and organisation; other features)			
VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. U – Needs attention through further development and improvement					
		VG	G	S	U
A SUBJECT KNOWLEDGE					
1	accuracy of knowledge of subject matter	✓			
2	understanding of context e.g. scheme of work, programme of study	✓			
B LESSON PLANNING AND PREPARATION					
1	detail and structure of plan		✓		
2	clarity and suitability of learning objectives	✓			
3	consideration of SpLDs, anticipated difficulties, health and safety, etc.			✓	
4	resources selected, prepared, organised		✓		
5	consideration of professional standards		✓		
6	consideration of appropriate cross-cutting enhancement theme(s)		✓		
7	consideration of active learning, learner engagement and skills development		✓		
C TEACHING					
1	lesson start, e.g. outlining content, aims and objectives	VG	G	S	U
2	presentation: instructing, explaining, demonstrating		✓		
3	effective questioning	✓			
4	choice and variety of tasks/activities	✓			
5	variety and suitability of teaching strategies/methods/approaches		✓		
6	use of emergent technologies		✓		
7	pace of lesson, use of time			✓	
8	lesson ending, e.g. summarising, recapping key points, etc.		✓		
D CLASS MANAGEMENT AND CONTROL					
1	presence and voice projection	VG	G	S	U
2	transitions – smooth		✓		
3	awareness, vigilance and intervention		✓		
4	use of praise and encouragement		✓		
5	management of tasks/learners/work groups	✓			
E MONITORING AND ASSESSING STUDENTS' PROGRESS					
1	monitoring understanding and progress during lesson	VG	G	S	U
2	suitability of assessment strategies/methods/approaches	✓			
3	assessing achievement of learning objectives		✓		
4	giving feedback and setting targets for progress	✓			
F EFFECTIVENESS					
1	in setting high expectations for work	VG	G	S	U
2	in conveying enthusiasm and challenging students		✓		
3	of students' engagement and learning in this lesson	✓			
General Notes and Comments: Planning and Preparation Good effective use of knowledge.					
Development/Delivery Better use of time, slower approach & lots of practical application used. Lots of encouragement & assistance offered throughout.					
Plenary / Conclusion Very well delivered					
TARGETS FOR IMPROVEMENT					
Observer Signature: 					