

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: Caitlin Williams	Observer: Caroline Lewis
Date: 23.09.2024	Time: 10:00
Topic: Feminine Hygiene - has the beauty industry gone too far?	Group: Peer Group Micro teach
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.

I am working on the assumption that the students have no prior knowledge of this topic and I am taking a humanist approach to teaching to create a comfortable and conversational environment.

I have decided to close the lesson with a discussion to open people up to converse about this subject. As it's a taboo subject I feel it is important for people to discuss them to break down these barriers.

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.

I would like feedback on the assessment strategies I have used such as discussion, Q &A and if these are apparent in my lesson.

I would like feedback on my time management of the lesson as I have inputted questions & discussions I feel that time could run away from me.

I would like feedback on my delivery as I can get nervous and speed up or get a bit flustered.

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 lesson was appropriately prepared however you have included a large number of aims and objectives for the length of lesson being delivered. I would suggest focusing on one main aim with two or three objectives to ensure you are meeting these within your class.

Your PowerPoint was generally appropriately prepared although you may wish to consider accessibility for students with additional requirements in relation to the colour palette selected. Some of the writing was a little small at times so please ensure you check that all students are able to adequately see your slides.

I'm not absolutely sure what value the video added to the class as it was extremely brief so it would be worth considering how the inclusion of videos add to the session and in what way. How else could that message have been explored with the learners?

You provided citations and a reference list to support the research presented but you only need to include page numbers for direct citations.

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 chose an interesting topic for discussion and you begin with a trigger warning which was helpful to give learners an opportunity to leave if they felt uncomfortable within the session.

It may have been helpful to give the learners an indication as to why this topic was chosen and the relevance it has to your professional practice. You did mention later in the class about your MA work and you introduced the learners to this but some discussion of this at the beginning would have helped to set the scene for the learners.

You positioned yourself well within the classroom and engaged with the learners from the outset. A quiz was used at the start to establish prior knowledge and you encouraged your learners positively during the session. The teaching strategies used were appropriate for the learners and the subject being delivered. You made appropriate use of time which is good and you ensured that you revisited the learning objectives at the end which is good practice, well done.

The pace of delivery was good and you articulated yourself confidently within the class. At times your voice was a little quiet but this was mainly at the start and as you progressed through the lesson this seemed to be less of an issue.

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)*

You have shown a good knowledge of the topic you have delivered and are able to answer questions and provide further detail to the learners when required to. Your management of the classroom environment was good and you set clear expectations for the learners within the group.

At times be careful to ensure that you focus on facts and allow for students to derive their own opinion from the information you share as sometimes your clear personal opinion was coming through and you need to be mindful of how this can influence the views of learners.

You have engaged with the professional standards as noted within your lesson plan, think about how you can now extend that engagement further to develop your practice. For example, when delivering a topic area that is traditionally very female focused, how might you ensure this has relevance to those learners who are not female in relation to the practical 'how to wash' aspects for example and how can you communicate that to them?

Overall an interesting session Caitlin, very well done.

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

Ensure you check that learning outcomes are attainable within the timeframe set.

Consider the ways in which you can stretch learner knowledge further for those who may already have a good understanding of the subject you are delivering.

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 I think the lesson went well, I was nervous to begin with and I noticed I finished the lecture with 10 mins remaining which was planned for a discussion. The discussion ended early so I ended with a recap covering the lesson objectives with a Q&A.

I agree that I used a large number of aims/objectives and this was an area I struggled with when planning the lesson. 2-3 sounds a lot more manageable and I will develop this in future.

I added the video to break up from talking and rather than direct quoting Gwyneth Paltrow I thought I would add in the original video, however I was conscious of time so I was afraid of the video being too long - but this worked out negatively in my favour.