

Action Plan

Action No.	Target / Goal	Action steps	Professional standards	Resources	Target Date	Comments/ Progression
1	Making sure everything on the presentation is working before delivery.	- Have a second backup option in the lesson plan if videos or links don't work. - Double check all videos / links beforehand. - Have someone neutral (father / mother / friend) check videos and links. - Allow enough time in setting up to check each slide in the classroom before anyone enters.	In my practice and with others I demonstrate commitment to learners, their learning, safety and well-being by applying and presenting a professional lesson. Build positive and collaborative relationships by being committed and professional to each lesson by arriving at least 15 minutes before the lesson starts and checking that everything is working before delivery.	- Wifi - Signal - Projector screen - Computer / Laptop - Sound / Speakers	7/10/25 (Next teaching date)	(Every lesson from this day forward) Monitor after each teaching session
2	Make sure font size and images can be seen at the back of classroom	- Make the font size at least (Arial) 20. - Each image must cover a single powerpoint / google slide for everyone to see. - Have light background coloured slides and dark writing.	In my practice and with others I demonstrate commitment to learners, their learning, safety and well-being by presenting a professional lesson with easy reading materials. Demonstrate dignity,	- Powerpoint / Google slides - Images from reliable and well respected websites.	7/10/25 (Next teaching date)	Every lesson from this day forward should be done as this row suggests. Have someone check for readability.

		- Images must be of high quality (no blurring).	courtesy and respect towards others by creating a lesson which everyone has the equal opportunities to learn and develop.			
3	Tasks must incorporate more students engagement	- Set tasks that break up the lesson and I am not always lecturing - Set appropriate tasks for the topic. e.g. Group work / Discussion looking at positives and negatives. - Have at least 1 or 2 tasks every 30 minutes of teaching. - Less of myself lecturing and creating a safe environment where discussions / debates / Q&A are encouraged. - Setting research tasks / problem solving / Quiz / Games to encourage enjoyment and engagement.	Plan and deliver effective learning, teaching and assessment by creating and planning learning environments where learners are active participants as individuals and as members of collaborative groups.	- The lesson plan has at least 1 or 2 interactive tasks per 30 minutes:- e.g. Group work, Research Individual or group, Discussion, Debates, Workshops, Quiz (Kahoot). - Encourage interactions through Q&A.	7/10/25 (Next teaching date)	(Every lesson from this day forward)
	Movement around the room /	- At least 100 hours of teaching across the next academic year	Critically reflect on your own values, knowledge and skills to improve	- Llandovery College - Lampeter RFC	8 months 20/05/26	Challenge and push myself to experience different scenarios

4	Confidence	- Lecture / teach in different environments - Have different experiences (different ages, gender, ability, knowledge, group size, room size) - Present the lesson from the back of the classroom, front, middle and challenge moving in different areas.	learning by creating and taking opportunities to discuss and peer assess your own work with other colleagues and lecturers.	- Students (BTEC / A-Lecels) - Pitches, astroturfs, classrooms, lecturing halls. - Pushing myself out of the comfort zone e.g. Walk around the classroom every 10 minutes to begin, then build up until I do it naturally without thinking.		and gain the confidence to feel free to present and teach anywhere. Aim to walk more around the classroom each lesson. Build the confidence of presenting on my own.
5	Full Time Employment in Lecturing / Teaching	- Qualifications - Develop CV, Covering letter, Linkedin - Relevant experience - Find a job application. Look for jobs in the relevant field. (Teaching vacancies) - Apply for the job, construct a good job application. - Research relevant skills needed	Maintain and update knowledge of my subject and how best to teach and assess them by committing to Llandovery College and Lampeter RFC youth team. Also applying the feedback from colleagues and experienced experts in the field into my own performance.	- CV - Covering Letter - Qualifications (PGCE / PCET)	10 months 20/07/26	

		for the role, practice the skills. - Prepare and practice for an interview.				
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HYROX

Croeso / Welcome

Aim / Outcomes

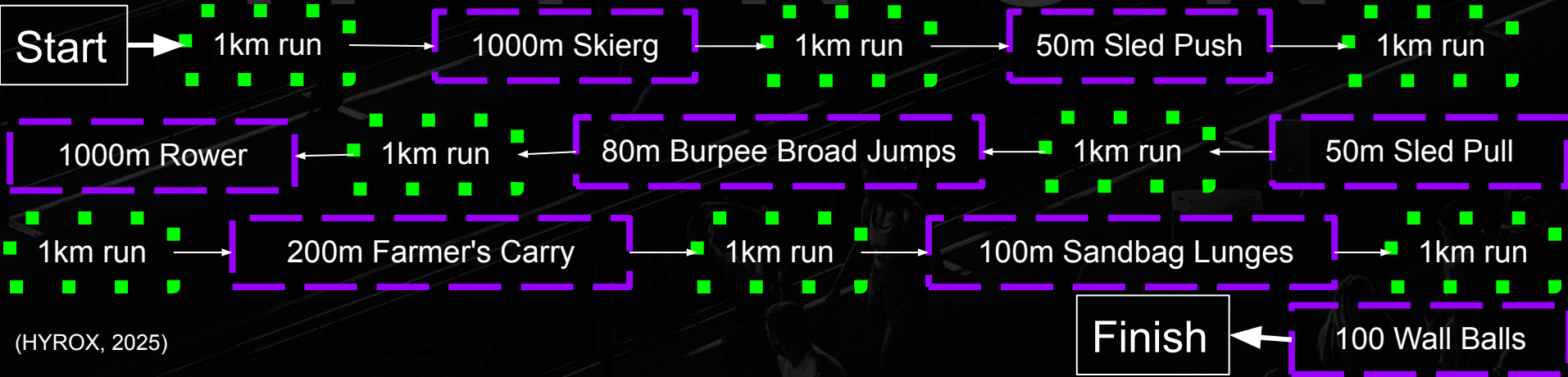
- Identifying what is Hyrox

HYROX

- Briefly showing the history
- Analysing the Positives and Negatives
 - Outlining each exercise
 - Feedback

What is Hyrox?

HYROX consists of 8 kilometer run and 8 exercise stations performed in a fixed order.



History

Invented in November 2017 by:-

- Christian Toetzke (mass race organiser).
- Moritz Fürste (three-time Olympic medalist in field hockey).

Created for:-

- Inclusive fitness race that combines running and functional fitness exercises.
- Aiming to create a globally accessible and scalable event for participants of all fitness levels.

HYROX

The name HYROX?

Combination of "hybrid" and "rockstar,"

However, originally it was "Curox" (a combination of "curr," Latin for "to run," and "rockstar") before changing it due to trademark issues.

Where?:-

- Australia
- Canada
- France
- Germany (1st ever in Hamburg, 2017)
- Hong Kong
- Ireland
- Italy
- Middle East
- Netherlands
- Nordics
- Poland
- Singapore
- South Korea
- Spain
- Taiwan
- UK
- USA

History

Why?:-

- Inclusive fitness competition for the growing number of people who see "working out" as their sport.
- Designed with simple, accessible exercises and a standardised format.
- Allows for global comparison and a shared community for both everyday exercisers and professional athletes.

What?:-

- Hyrox is a High-Intensity Functional Training (HIFT) session / competition.
- High endurance capacity
- Moderate to low requirements in terms of maximum strength, coordination, and mobility when compared to other forms of HIFT.

Why Hyrox?

All 8 stations challenge
different aspects of fitness.

HYROX

1km Run - *Cardiovascular Endurance*
SkiErg - *Muscular and cardiovascular Endurance*
Sled Push - *Muscular endurance and Power*
Sled Pull - *Muscular endurance and Power*
Burpee Broad Jumps - *Muscular endurance and Power*
Rowing - *Muscular and Cardiovascular Endurance*
Farmers Carry - *Strength, Muscular endurance and Power*
Sandbag Lunges - *Muscular endurance and Power*
Wall Balls - *Strength, Muscular endurance and Power*

Athletes are required to train for both the individual exercises, running and the mental toughness of performing them under fatigue.

Why Hyrox?

It provides a well-rounded challenge and a supportive community for individuals of all fitness levels, whether they come from a running, weightlifting, or general gym background

HYROX

Competitions:-

- Singles
- Doubles
- Relay

Currently the world's largest fitness race

Categories:-

- Pro / Elite
- Open
- Doubles (Men, Women, Mixed)
- Relay (Team of 4)

Pro / Elite

Increased strength and muscular demands.

Men's Singles

Sled Push: 202kg (including sled)

Sled Pull: 153kg (including sled)

Farmers Carry: 32kg per hand

Sandbag Lunges: 30kg

Wall Balls: 9kg

Women's Singles

Sled Push: 152kg (including sled)

Sled Pull: 103kg (including sled)

Farmers Carry: 24kg per hand

Sandbag Lunges: 20kg

Wall Balls: 6kg

Pro uses significantly heavier weights compared to the Open division for a more challenging, experienced racer.

Elite 15: The highest level of competition, featuring the fastest qualifying athletes from the Pro divisions.

Elite 15: This is the pinnacle of HYROX competition, reserved for the 15 fastest men and 15 fastest women globally who qualify through their performance in Pro events.

Singles / Open

Designed for a challenging but achievable experience for all fitness levels.

Men's

Sled Push: 152kg (including sled)

Sled Pull: 103kg (including sled)

Farmers Carry: 24kg per hand

Sandbag Lunges: 20kg

Wall Balls: 6kg

Women's

Sled Push: 102kg (including sled)

Sled Pull: 78kg (including sled)

Farmers Carry: 16kg per hand

Sandbag Lunges: 10kg

Wall Balls: 4kg

The Open category uses lighter weights for accessibility

HYROX

Doubles

Men's Pro

Sled Push: 202kg (including sled)

Sled Pull: 153kg (including sled)

Farmers Carry: 32kg per hand

Sandbag Lunges: 30kg

Wall Balls: 9kg

Women's Pro

Sled Push: 152kg (including sled)

Sled Pull: 103kg (including sled)

Farmers Carry: 24kg per hand

Sandbag Lunges: 20kg

Wall Balls: 6kg

Men's Open

Sled Push: 152kg (including sled)

Sled Pull: 103kg (including sled)

Farmers Carry: 24kg per hand

Sandbag Lunges: 20kg

Wall Balls: 6kg

Women's Open

Sled Push: 102kg (including sled)

Sled Pull: 78kg (including sled)

Farmers Carry: 16kg per hand

Sandbag Lunges: 10kg

Wall Balls: 4kg (75 reps)

Mixed Open

Sled Push: 152kg (including sled)

Sled Pull: 103kg (including sled)

Farmers Carry: 24kg per hand

Sandbag Lunges: 20kg

Wall Balls: 6kg

Teams of two run each running segment together and divide the workout stations as they choose.

A paired division where teammates run together and split the workout stations.

Relays

A four-person team format where each member completes a quarter of the race.

Each person completing two runs and two workout stations.

Men's Relay

Sled Push: 152 kg (including the sled)

Sled Pull: 103 kg (including the sled)

Farmers Carry: 24 kg (per hand)

Sandbag Lunges: 20 kg

Wall Balls: 6 kg

Women's Relay

Sled Push: 102 kg (including the sled)

Sled Pull: 78 kg (including the sled)

Farmers Carry: 16 kg (per hand)

Sandbag Lunges: 10 kg

Wall Balls: 4 kg

Mixed Open

Sled Push: 152kg (including sled)

Sled Pull: 103kg (including sled)

Farmers Carry: 24kg per hand

Sandbag Lunges: 20kg

Wall Balls: 6kg

Age Categories

Singles (Open / Pro)

(a) U24 (16 - 24)

(b) 25 - 29

(c) 30 - 34

(d) 35 - 39

(e) 40 - 44

(f) 45 - 49

(g) 50 - 54

(h) 55 - 59

(i) 60 - 64

(j) 65 - 69

(k) 70 - 74

(l) 75 - 79

(m) 80 - 84

(n) 85 - 89

Doubles

(a) Under 29 (16-29)

(b) 30-39

(c) 40-49

(d) 50-59

(e) 60-69

(f) 70+

Relay

(a) U40

(b) 40+

*Pro Divisions end at Age Group
(h) 55-59

Doubles

(Men, Women, Mixed)

Mixed Doubles: Alexander Roncevic & Alice Schurer –
50:58
(Cologne, April 2024)

Women's Pro Doubles: Megan Jacoby & Linda Meier –
55:02
(Cologne, April 2024)

Men's Pro Doubles: Hunter McIntyre & Michael Sandbach –
50:18
(Manchester, January 2024)

Women's Open Doubles: Jezabel Kremer & Rebecca Houard –
55:28
(Vienna, February 2025)

Men's Open Doubles: Rich Ryan & Pelayo Menendez-Fernandez –
48:36
(Dallas 2023)

Best Times

Open

Women -
Age 35-39:
Lauren Weeks –
00:55:38 (in
Washington DC
March 2025).

Men -
Age 30-34:
Alexander
Roncevic
– 00:50:38
(in Cologne, Apr
2024)

Pro / Elite

Women -
Age 30-34:
Lauren Weeks –
58:03
(Vienna, February
2024)

Men -
Age 30-34:
Hunter McIntyre –
53:22
(Stockholm,
December 2023)

(Davis, 2025), (Williams, 2025)

Relay (Team of 4)

Mixed -
Lukas Storath, Megan Jacoby,
Linda Meier, Ryan Kent –
49:19
(Cologne, April 2024)

Women's Relay -
Lauren Weeks, Kate Davey,
Lauren Griffith, Zara Piergianni
–
53:14
(Las Vegas 2025)

Men's Relay -
George Wootten, Travis Owles,
Charlie Botterill, Ollie Russell –
47:23
(Manchester, January 2025)

Average Times

Open

Men / Women
01:29:14

Pro / Elite

Men
58:50

Women
01:06:22

What is HYROX?

WHAT IS HYROX?

THE RACE FORMAT



Positives

Suitable for health promotion and tactical population training.

Greater power-to-weight ratio

Concert atmosphere with heats every 10 minutes and DJ beats in the background.

Presents distinct physiologic, biomechanical, and technical demands

Improved bone mineral density = fewer stress fractures.

It's a disease-risk reducer and a longevity multiplier.

It trains maximal strength and aerobic capacity in the same session.

Enhanced balance & awareness = lower fall risk, better coordination and smoother mobility.

(Reserve the muscle mass you'll need to hoist luggage overhead, carry groceries, and climb stairs well into your later decades).

Every HYROX event is identical. Your time is globally ranked, so progress is clear.

Negatives

High risk of overuse injuries

Constant strain on joints and muscles

Potential for burnout from intense training

Difficult for beginners or those not properly prepared.

Underestimating Workouts and not having enough time to master the correct techniques.

Some find the repetitive

Athletes underestimate the difficulty of certain stations.

Limited spaces in competitions and tickets sells out immediately due to high demand.

High cost of participation and gym memberships



HYROX

Exercise Stations



1km Run

The goal is to pace the runs effectively, with most participants aiming to run at a pace that allows them to complete each lap with minimal rest, but still leave them out of breath at the end

Time(per run):-

Elite / Pro = under 4 minutes

Open Average = over 5 minutes

Total Elite Men - 30:46

Total Elite Woman - 34:27

Total Average Athlete - 42:26

Roxone Time

Elite Men - 02:54

Elite Woman - 03:47

Average Athlete - 06:58

The actual length of each 1km run can vary slightly depending on the venue and the gap from the run to the exercise station.

(Williams, 2025), (Wilkins, 2025)





SkiErg

The first workout station is 1000m on the Ski Erg.

Predominantly targets the arm, shoulder & core muscles.

(If done effectively also involves muscles in the lower body – making the Ski Erg a full body workout).

Rules

After completing the distance, competitors must raise their arm to signal a judge for confirmation before leaving the machine.

Violations

- Leaving the platform early
- Not completing the full distance
(Results in time penalties)

The damper is standardised at 6 for all divisions. Athletes can adjust the damper setting as many times as they want.

Time (Total)

Elite Men - 03:47

Elite Woman - 04:12

Average Athlete - 04:17





Sled Push

The second workout station is 50m of Sled Push.

This movement targets the lower body muscles, including the entire posterior chain, core & anterior thigh muscles in particular.

Rules

- Keeping both the sled and athlete behind the starting line at the beginning.
- Sled must fully cross the 12.5m mark before turning/finish.
- Maintaining position within the designated lane.

Time (Total)

Elite Men - 02:45

Elite Woman - 03:00

Average Athlete - 03:40

Violations

Not following rule will result in time or distance penalty.





Sled Pull

Workout station three is 50m of Sled Pull

This exercise predominantly includes using the glutes, back, biceps & the entire trunk.

Rules

- Remain standing and inside the athlete's box at all times.
- After the sled crosses the 12.5-meter line, you switch sides to pull it back to the start line, repeating this process.
- Managing the rope to avoid interfering with others.
- Ensuring the sled completely crosses the finish line to complete the station.

Time (Total)

Elite Men - 03:14

Elite Woman - 03:54

Average Athlete - 06:31

Violations

- Performing an invalid pull =(Restarting)
- 5-meter distance penalty or a 3-minute penalty for missing lanes.

(Varies depending on the infraction and whether it's the first or a subsequent violation).





Burpee Broad Jumps

Invented in 1939, the fourth workout station is a full body workout that is both loved and hated at the same time. 80m Burpee Broad Jump.

Rules

- Chest on the ground
- Then jump or step out, ensuring your feet do not go past your fingertips.
- Next perform a two-footed broad jump forward.
- Both feet must land simultaneously.

Violations

- Improper hand placement (too far forward or shifting hands once placed).
- Lack of chest-to-ground contact,
- Feet taking off or landing in a staggered position, both feet needing to be simultaneous and parallel.
- Athletes must start behind the line, and each jump must clear the finish line without any part of the foot touching it.
- (Repeated violations result in a warning, restart or followed by escalating time penalties).

Time (Total)

Elite Men - 02:21

Elite Woman - 03:11

Average Athlete - 05:15





Rowing

Station number five is the second ergometer in this fitness race.
1000m of rowing is the start of the second half of the race.

Rules

- Secure feet in the foot straps
- Maintain them there throughout the 1km distance.
- Keep body on the seat.
- Must raise arm for a judge to confirm completion before you can leave the rowing machine.
- Damper setting 5 for Women's Open, 6 for Women's Pro and Men's Open, and 7 for Men's Pro

Time (Total)

Elite Men - 03:58

Elite Woman - 04:29

Average Athlete - 04:35

Violations

Rules not followed will result in time a penalty.





Farmers Carry

Next, 200m of Farmers Carry.

Strikes the upper back muscles, core & grip strength is required.

Rules

- Picking up kettlebells from a marked area.
- Carry them with arms extended by your sides.
- Rest by putting the kettlebells down, but they must not move forward when placed on the ground.
- The station is complete when the kettlebells are back in the marked area with the handles upright.

Violations

(30-second time penalty)

- Moving the kettlebells when resting.
- Failing to return them to the correct area.
- Not leaving them in the upright position.

Time (Total)

Elite Men - 01:37

Elite Woman - 01:57

Average Athlete - 02:32





Sandbag Lunges

Then, 100 meters with 10, 20 or 30 kilograms on your back whilst lunging is station number seven. Primarily targets the thigh and glute muscles.

Rules

- Place the sandbag on shoulders and lunge by alternating legs.
- Back knee must touch the ground on each rep.
- Rep is complete when both knees and hips are fully extended.
- Lunge continuously or pause briefly to bring your feet parallel.
- Station is finished by lunging across the finish line and returning the sandbag to its designated spot

Time (Total)

Elite Men - 03:03

Elite Woman - 03:35

Average Athlete - 05:22

Violations

- Shuffle steps between lunges are forbidden.
- The sandbag must remain on your shoulders at all times.
- Improperly passing the sandbag between partners.

(Time penalties or disqualification)





Rules

- Full squat with your hips below your knees.
- Throw the ball to hit the center of the designated target.
- Catch the ball and initiate the next rep from the upright position

Wall Balls

The final station is Wall Balls. With the finish line in sight, the full body is required with the quadriceps, hamstrings and glutes used for the squat and power. Core for stability and power transfer, and shoulders, chest, and triceps for the explosive overhead throw.

Violation

("no rep" is called)

- The squat is not hips below knees.
- Ball fails to hit the designated target at the correct height.
- Starting the rep with an incomplete squat.
- Letting the ball drop from your hands.
- Not standing completely upright before each new rep.

Time (Total)

Elite Men - 04:25

Elite Woman - 03:50

Average Athlete - 07:38





HYROX

Question and Answer

Question and Answer

What are the 8 exercises?

Positives?

H Y R O X

Negatives?

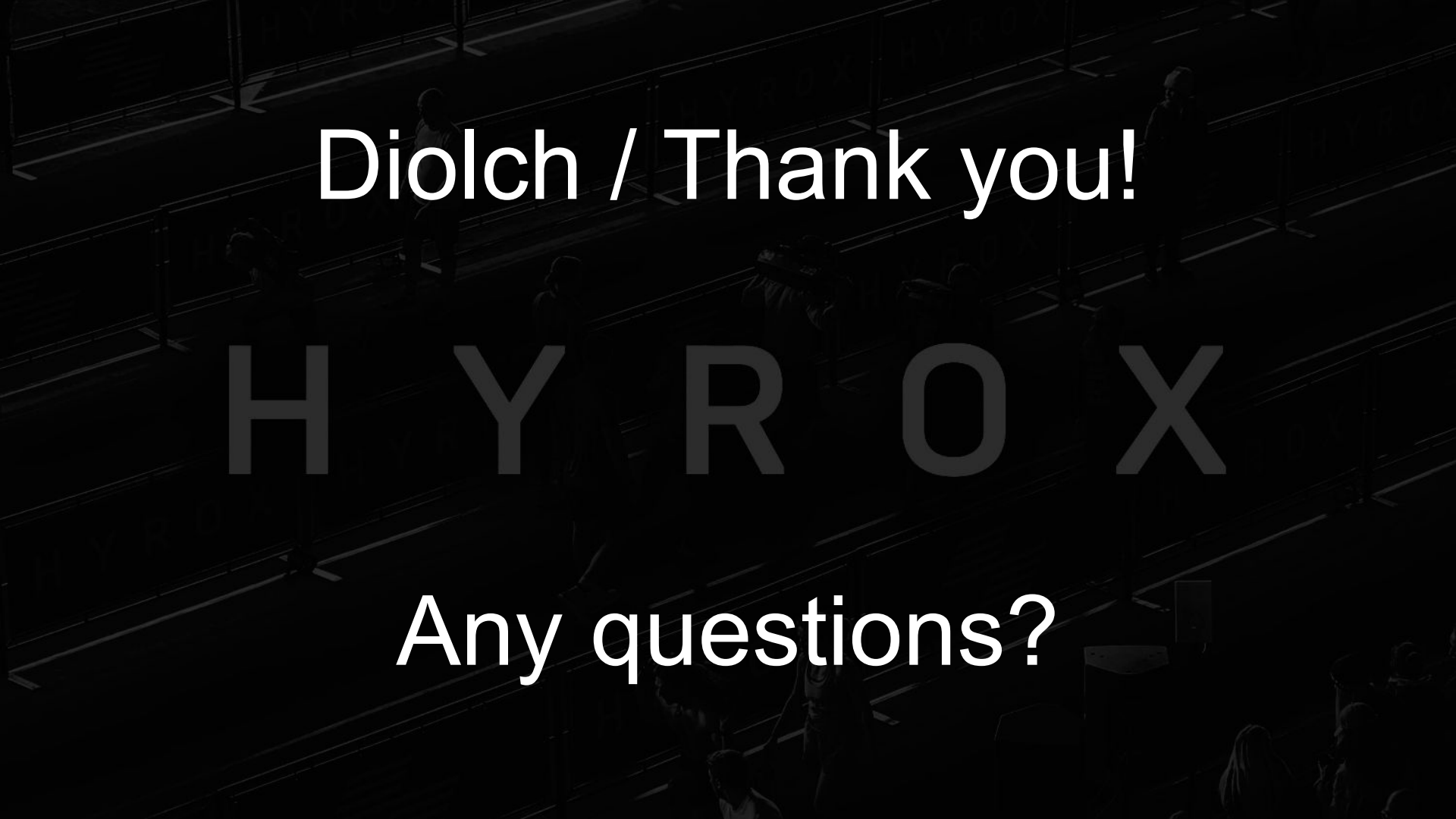
How many categories and competitions are there and can you name any?

Conclusion

Have we identified what is Hyrox?

HYROX

- Briefly showed the history
- Analysed the Positives and Negatives
 - Outlined each exercise
 - Feedback



Diolch / Thank you!

H Y R O X

Any questions?

References

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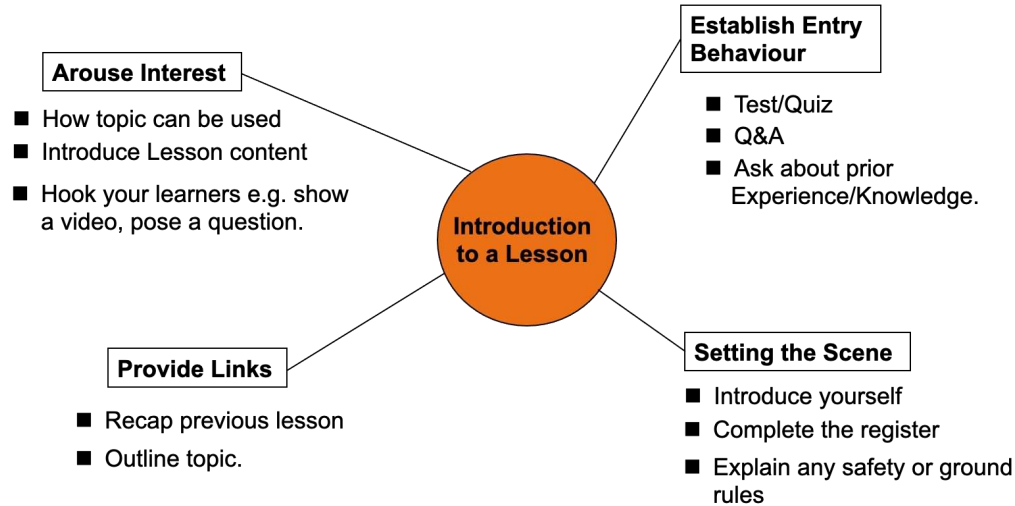
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Appendices

Introduction



Evaluating the Session

- Question Students
- Student Evaluation Form

Conclusion to a Lesson

Linking Lessons

- Introduce next topic
- Set reading or homework
- Recap main points
- Revisit Outcomes

Checking of Content

- Test or Quiz
- Q&A
- Answering student questions.

- Hyrox
- Sheep
- Farming
- Rugby basic skills

- Rugby Netball - Touch game - 5/10 min
- Passing to posts (fitness) 7 min
- 3/4 VS 2 attack, pause, 9 pass then attack full contact. 7 min
- Contact / ruck drill 10 min
- Build up to pods + Z (4 Attack either side, 4 defenders, 1 jackler). 10min
- Backs attack vs forwards. 10 min
- Split. 15 min (Backs, Footwork + moves timings / support play)
- Team Run. 20 min.

Group Task

5 minutes

- Find 5 Positives and 5 negatives
- 1 interesting fact

HYROX

Feedback!

Lesson Plan

Topic: HYROX		Class:
Date: 22/09/25	Length of lesson: 30 min	Number of students: 5
Resources required: Computer and projector to present the lecture through google slides. Students should bring an electronic device or pen and paper to make notes.		
Aim of Lesson - Identifying what is Hyrox		
Learning Outcomes – The Learners Should Be Able To: (Remember) - Identify what is Hyrox - Lecture (Apply) - Outline each exercise, Showing the history and Analysing the positives and Negatives - Lecture (Analyse) - Analyse each individual exercise (Evaluate) - Question and answer (Create) - Reflection, making an action plan for future reference		
Previous student knowledge required for the session: The students don't require any previous knowledge for this session. However, having an active background like going to the gym or competing in sports would be beneficial.		
Anticipated difficulties (if applicable): Technical difficulties IT (Tell students have 10 minute break, lecture have time to fix problem) Trigger warnings		

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 being enthusiastic and engaging through my body language and tone of voice in the delivery.

Value and promote diversity, equality of opportunity and inclusion by challenging unacceptable behaviour and creating a safe environment to learn while everyone has an equal opportunity to speak in the question and answer.

Understand the importance of the Welsh culture and language as a bilingual nation by involving an opportunity for the Welsh language to be spoken and applying a few Welsh words in the presentation / lecture.

Demonstrate dignity, courtesy and respect towards others by behaving professionally at all times and respecting and listening to everyone's opinions and views.

Plan and deliver effective learning, teaching and assessment by creating and planning learning environments where learners are active participants as individuals and as members of collaborative groups.

Critically reflect on your own values, knowledge and skills to improve learning by creating and taking opportunities to discuss and peer assess your own work with other colleagues and lecturers.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	- Introduce myself and the topic. - Introduce the aims of the session.	- Lecture - Slide 1-2	2 min
Development	- Showing the history of Hyrox. - Outlining each exercise. - Analysing the positives and negatives. - Identify what is Hyrox.	- Lecture - Discussion - Slide 3-27	25min
Plenary/conclusion	- Conclude the session. - Ask questions on the topic discussed today. - Assess the knowledge gained by students. - Recap main points.	- Question and Answer - Slide 28-31	3 min

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

Formative - Question and Answer - During the course of learning, assessing the knowledge and learning of students.

Informal reflection (to be completed after the session)

Positive

- Timings
- Bilingual
- Stayed professional with video not working

Work on

- Check videos working before presenting
- Make sure font size can be seen at the back
- Tasks - incorporate more students engagement
- Tasks - break up the lesson that I am not always lecturing

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: Dafydd Jones	Observer: Marion Phillips
Date: 22/09	Time: 12:30
Topic: HYROX	Group: PCET
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.

- Timings (might go over or under)
- Technical difficulties
- Presenting for 30 minutes (nervous / anxious)

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.

- Is the tone of delivery clear and engaging?
- Is the Lesson Plan clear enough for someone else to use?
- Improvements on presenting skills?

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)*

- Structure your learning objectives with the onus on what the learner should be able to do by the end of the session.
- Good consideration of anticipated difficulties, remember to include what your contingencies will be.
- Good consideration of professional standards in line with your session.
- Generally good range of teaching strategies considered, you may want to consider including activities that will help you to move your learners from passive to active learning.
- Good consideration of timing.
- Take care to ensure that your text is clearly visible from the rear of the classroom.

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)*

- Good use of bilingual skills – confident bilingual opener.
- Assessed entry behaviour well – you asked a question to engage your learners.
- Clearly outlined your aims and objectives at the start.
- Excellent classroom presence, confident, clear diction, good tonation, pitch and pace to your delivery.
- You spoke confidently on your topic, you were not tied to your presentation, instead using it to help explain and support the information that you were delivering.
- Clear enthusiasm for your subject, which came across clearly in your body language and eye contact, open presentation style, continually audience facing and good use of your hands to explain new or complex information.
- Good integration of media to help to explain the topic, this did not work on the day, but this was outside of your control. You coped very well with this and it did not impact on your confidence.
- Excellent physical demonstrations included to demonstrate the particular exercises.
- You positioned yourself so that all your learners can see you and you took care to scan all learners as you spoke.
- You used questioning to assess learner knowledge at the end of your session, your learners had clearly learnt and were able to confidently answer the excellent range of questions that you asked.

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)*

- Excellent subject knowledge, you spoke in very good detail about your topic and took care to explain any new or unfamiliar words for your audience.
- Consistent house style to your presentation.
- You welcomed questioning and provided excellent detail to clarify learner understanding of this new topic.
- Established excellent credibility with your learners, you clearly have their respect.
- You demonstrate a comprehensive range of professional standards throughout your session, the following key examples were observed:

Demonstrate commitment to learners, their learning, safety and well-being

- your activities inspired, supported and stretched your learners.
- your classroom presence and interactions with your learners created a safe and inclusive learning environment

Demonstrate dignity, courtesy and respect towards others

- you welcomed, listened to and respected other peoples' views, opinions and ideas
- you are teaching a mature group of adults and you acted as a role model for fair, courteous and respectful behaviours supporting the wellbeing of learners and colleagues.

Plan and deliver effective learning, teaching and assessment

- you have identified, prepared, and delivered a lesson well pitched to your cohort's ability and understanding.
- Your session includes bespoke media, including digital products, that effectively enhances the learning process

Build positive and collaborative relationships

- you have clearly worked effectively to build and maintain professional relationships with your learners and they clearly respect and value the knowledge and skills you bring to the session.

- Good re-cap of the learning objects at the end of the session.

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

- Presentation - Just take care to ensure that your font size is large enough for learners sitting at the rear of the class – good practice to use dark writing on a light background as this is less strenuous for your audience. Ensure that your images are large enough for your learners to see clearly from the rear of the class.
- Utilising questioning helps to engage your learners actively when you are delivering a body of information, for example, you may want to start a new topic or slide with a question, for example you could have asked your learners to try and think of benefits and drawbacks to this form of exercise.
- You could increase learner activity by introducing an activity, for example, you could have split them into pairs and asked them to research a given exercise that they would then introduce to the group - you could consolidate this with additional information and experiences that you have gained.

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.

Positive

Timings

Bilingual

Stayed professional with video not working

Work on

Check videos working before presenting

Make sure font size can be seen at the back

Tasks - incorporate more student engagement and break the lesson that I am not always lecturing.