



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

MODULE CODE: ECPT6014

ASSESSMENT COMPONENT: A1
Microteach Session

STUDENT NAME: Chelsea Morgan

STUDENT NUMBER: 1502810

Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
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NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

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

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Introduction

This reflection critically evaluates my 30 minute microteach on making clay pendants, delivered to seven peers on the PCET programme on the 23 of September 2026. I have chosen Driscoll's (1994) reflective model, because the three question structure will help me to prioritise the most significant parts of my microteach. It can also help to encourage learning through reflection and then applying that learning which emphasises the significance of synthesis (Ryder and Downs, 2022). However, I recognise that its simplicity may encourage too much description over analysis. To help me evaluate, I will be drawing on relevant literature, my tutor observation (Appendix 4) and peer feedback (Appendix 5).

What?

My microteach was the last session of the day. After a few slides, I gave the learners a choice of continuing with my presentation, or going into the practical. During my presentation I noticed that I was speaking at a rushed pace, and verbally expressed that I needed to take a breath. My tutor noted this in her feedback, and mentioned that I did not need to say this out loud (Appendix 4). During the practical section, I circulated the group quietly, offering encouragement to learners, and observing their work.

So what?

Planning decisions

Although my decision to let learners choose the session order was rooted in care for their wellbeing, this weakened my planning. I was anticipating cognitive overload (Appendix 1) from a full day of microteaches. My tutor advised that I should make big planning decisions like this myself (Appendix 4). Cognitive load theory claims that when too much information is presented to a learner at once, they can become overwhelmed by the information (Sweller, 1988), and learners can become less able to transfer knowledge from working memory to long term memory (Busch et al., 2023). Deciding the order myself but integrating movement into the lesson could have addressed this concern I had while allowing the lesson to remain more structured.

Teaching strategies

I used a short didactic approach to teaching in the first half of my lesson, to give learners the information that they would need to finish their clay pendants at home, before using a guided demonstration to assist learners with their experimentation in the practical part of my lesson. I thought these strategies worked best for what I wanted the learners to know and be able to do during and after my lesson. The presentation part of my lesson, would fall under the cognitive domain, and then to learn how to work with clay, which would fall under the psychomotor domain (Reece and Walker, 2009). Through creating a tangible object in my lesson, learners were able to learn something from the act of doing. This idea of learning through doing is supported by Race and Pickford (2008), where they explain that not a lot of learning happens from sitting and looking.

Assessment approaches

To check prior knowledge, I asked if anyone had worked with clay before, then I made the comparison of working with playdough. However, I could have asked if they had experience of using any tools. Due to the time constraints of the lesson, I was happy to move on.

To check progress without interrupting, I gave informal formative feedback during the practical session, and asked learners why and how they were choosing to use certain tools or objects. My tutor noted in her feedback in section 3 (Appendix 4) that I had assessed learning throughout and that all aims and outcomes were achieved.

Gregson et al. (2015), says learning is enhanced by focusing on the learning as it occurs. I delivered a brief quiz while learners were still experimenting. One learner stated in their feedback that “it didn’t really feel like a quiz” (Appendix 5, Peer 5). And this is further supported by Wiliam (2007) who characterises assessment during an activity, as maintaining educational momentum.

Learner engagement

Learner engagement was high throughout the lesson, my tutor noted that learners fully took part (Appendix 4). During the practical, learners were immersed in the task but still focused and Peer 5 noted this in their feedback (Appendix 5, Peer 5). Peer 2 mentioned that learners did not want to stop experimenting even after my session was finished (Appendix 5, Peer 2). This strongly suggests that learners were highly engaged.

My tutor notes that I demonstrated excellent knowledge, and that my enthusiasm for my subject was taken on by the learners (Appendix 4). It's been argued that one of the most important elements of teaching is expertise in a given discipline (McArthur, 2013). However, Ashwin (2025) challenges this notion and says that it's not the expertise that's the most significant element but how a facilitator shares the knowledge and makes it accessible. Although my expertise was important it was how I made that knowledge accessible that was more valuable. Peer 1 noted that I covered the topic in a way that having prior knowledge or not, did not affect the learner's comprehension of the task (Appendix 5, Peer 1).

Inclusivity

Having additional learning needs myself I know first hand what it can feel like as a learner, to feel excluded or feel behind on learning. Avis, Fisher and Thompson (2010) emphasise the importance of making accommodations, without highlighting any differences of any one individual. Peers 2 and 7 noted that I provided gloves, make-shift aprons and wipes afterwards, as well as not forcing anyone to take part if they did not wish to (Appendix 5, Peer 2 and Peer 7). I provided handouts for the table, and Peers 2 and 5 noted how I had laminated the handouts, so that they could still be handled while working with clay (Appendix 5, Peer 2 and 5).

Feedback received

I showed an example of Schon's (1983) Reflection-in-action, my tutor's response was that I could have been more discreet in my approach, in that I did not need to tell learners that I was taking a breath (Appendix 4) as it was drawing attention to my nerves.

There was some conflicting feedback from learners with some peers stating they found the tools hard to access and the table layout felt cramped (Appendix 5, Peers 1 and 3), while other peers mentioned that the layout worked for the task (Appendix 5, Peers 4 and 5). These opposing views suggest that the same learning environment can be perceived differently depending on the learner. In a study by Yang et al. (2013), it was established that the perceptions of a classroom can influence a learner's satisfaction and their experience of learning.

Now what?

Future improvements

Due to the opposing views of the learners about the table layout and access to tools, in the future I will ask learners to walk around the table until they are back in their seats, before starting the practical. This change would better accommodate the learners, as well as replacing the choice discussed in the planning decisions section earlier. Learners may feel more confident to move around the classroom freely if I have specifically encouraged the movement. It could help with potential cognitive overload following my presentation, and help to re-engage learners. Daly-Smith et al. (2018) identified that movement breaks can help improve the time spent on a task by learners, although the review was about children, so the results about adults is less certain. To account for this, this is something I will be observing in practice.

For any learners who are unable to walk around the room however. Another option could be to get learners to pick up some of the tools and objects in front of them, and to pass them around which would be more inclusive if there were any physical disabilities that needed accommodations for without addressing any one individual as

stated earlier. By doing this brief task I would need to factor in about 5 minutes to do this. If I was to teach this same lesson again with the 30 minute time constraint, I would adjust my presentation to include just the one slide on ways to decorate their pendants at home, and provide more in depth information as hand outs

The time saved from the presentation would benefit learners, as it would mean they would get the information about further decoration, but delivering this way would eliminate some of the barriers that some learners faced about access to tools. It would also allow for more time at the end of my session for learners to share their work with the group in a show and tell set up, where learners could share what tools and objects they used to create certain textures so that the group could learn about other ways the tools and objects could achieve different mark making techniques.

Professional Development Targets

I will ensure that I make any big planning decisions in the future myself, and where I might be concerned about cognitive overload for my learners, I will make sure to break down information into smaller chunks where possible, and where appropriate, incorporate movement, this links to the standard of planning and delivering effective learning, teaching and assessment. I will know this has worked when my next observer comments on the planning of my lesson.

My tutor noted (Appendix 4) that the computer screen was blocking the view of some of the learners. As stated above, some of the tools were out of reach for some of the learners too. Before each of my sessions, I will aim to check sightlines from the learner's perspective and check the accessibility of tools and materials. This supports the standard of value and promotes diversity, equality of opportunity and inclusion and I will check in with learners for feedback.

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Appendices

Appendix 1 - Lesson plan



Lesson Plan

Topic: How to make clay pendants		Class: PCET Micro teach
Date: 23/09/26	Length of lesson: 30 minutes	Number of students: 7
Resources required: • 14 square slabs of clay for students, roughly 10cm x 10cm. 7 for experimenting and 7 for final pieces • 5 extra square slabs for demos or in case something happens to a student's slab • 7 Pottery Sponges (to smooth out their clay if needed) • 4 dishes of water, 1 between 2 students (to smooth out their clay if needed) • 8 Cardboard sheets or wooden sheets (for learners and myself to work on top of) • Handouts of the step by step instructions with images and text of the process (to support different learning styles) • Cloth and towel for cleaning up afterwards / wet wipes • Cookie cutters of various shapes and sizes • Various stamps • Wooden pottery tools (various, no specific tools needed here as it's for experimental texture and mark making, just make sure there is at least 5 per person) • Random objects to explore their textures (such as shells, rocks, leaves, found objects) • Presentation - (File name of this presentation is just called Clay Pendants, stored in folder in Pottery > Workshops > Pendants) • Gloves		
Aim of Lesson • Introduce students to various ways of mark making and making textures in clay • Demonstrate to students how they can explore mark making by showing the various ways you can use pottery tools. • Attempt to build student confidence and encourage their creativity.		

Learning Outcomes – The Learners Should Be Able To:

- **Experiment** with various different pottery tools and other various objects to create different textures in a test slab of clay.
- **Choose** their favourite textures from their test slab and utilize it in their pendant using a cookie cutter of their choosing.
- **Create** 1 - 3 clay pendant(s) using those
(which they can then later turn into a keyring, necklace, wall decoration, this to be done in their own time once the clay has dried).

Previous student knowledge required for the session:

No previous knowledge needed

Anticipated difficulties (if applicable):

- Students may not enjoy the feeling of clay on their hands (potential sensory issues) - this can be mitigated by offering students the option to wear gloves, as well as providing a wash cloth and towel to wash off the clay from their hands.
- Students may not have the confidence to be creative and this might impact their ability to absorb the information being shown and demonstrated - to limit this and to encourage confidence, offer plenty of reassurance at the beginning of the lesson, and show only beginner friendly inspiration images.
- Students may already have quite a bit of experience with pottery, this could potentially lead to a student feeling like they're not going to learn anything new. Encourage these students to try using their tools in a way that they normally wouldn't to see if they can get textures they might not have explored before. Offer plenty of found objects to experiment with as well.
- Internet access may be down/general tech issues may happen - Have back up paper options of the presentation to hand out
- As I am the last microteach-class of the day, students might start feeling a bit of cognitive overload, to help bring some energy back I can offer the students to get immediately stuck into the practical task if they feel like their energy is dipping.
- Doing the practical task sooner (but if it helps students engage more I will) means I could potentially run out of time if I get caught up in wanting to see students finish all of their pieces) meaning I might forget to go back to the presentation to run through decoration options, to still give the students the information needed, I will offer everything that's on the powerpoint as a handout if needed.

Professional Standards (where are these being met within the session)

I will **demonstrate commitment to learners, their learning, safety and well-being** by ensuring that I talk about safe use of the pottery tools used in this lesson because I want everyone to be physically safe and also feel safe. I also will make sure that everyone has the same access to the same tools by bringing multiples of the same tools.

I will **value and promote diversity, equality of opportunity and inclusion** by making sure that I have handouts available for those who need it, and having imagery as well as text descriptions of each step to ensure everyone has the chance to absorb the information being shared at their own pace, for example for anyone with dyslexia or ADHD, they may need more time to take in the information, or having imagery to break up the text to help them absorb the information.

I **understand the importance of the Welsh culture and language as a bilingual nation** and I will promote the use of the Welsh language by including Welsh translations of any hand outs and have Welsh translations of titles in my presentation. I will also attempt to use incidental spoken Welsh where I'm able to.

I will **demonstrate dignity, courtesy, and respect towards others** by giving everyone a chance to speak, by pausing often and checking in frequently to see if anyone has a question about each step.

I will **plan and deliver effective learning, teaching and assessment** by preparing my resources in advance, this includes the presentation and handouts, as well as creating the example pottery pieces needed.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Introducing students to clay pendants	Using a short didactic way of teaching showing the presentation, to explain the aims and learning outcomes to the students.	All times are rough and over estimates but could change depending on learners needs
	Gauging student experience of pottery	Quick initial self-assessment of knowledge here: “Has anyone done any pottery or worked with clay before?” “What tools did you try?” “Have you used any of these tools before?” “For those who haven’t worked with clay before, have you worked with playdough before?” (reassure students here that clay isn’t that much different to playdough)	2 minutes
		As I am the last class of the day: Ask students here if they’d prefer to start experimenting with the clay now (As it’s a psychomotor task, could bring some energy back if students appear low energy) OR If they’re happy for me to run through some of the ways they can decorate their pendants at home (More of a cognitive task)	1 minute
	What to do after class with their pendants. As well as informing of safety issues of each option.	<u>Cognitive task (memorising the information)</u> Run through what they can do with their pendants when they take them home, after they’re dry. PVA glue, Acrylic paint, UV resin, Glaze and kiln firing Talk about the pros and cons of using each one. (If students choose to do this at the end and we run out of time for this section, all of this information that is on the presentation, will be on the handout and reassure students they can message me after class)	4 minutes

Development	How students can use the tools	<u>Practical task</u> Using a guided demonstration style of teaching. Show students how to use pottery tools in different ways: -Drawing into clay -pushing tools into clay -push tools into clay from different angles to create different textures using the same tool. -making multiple imprints of the same tool to create patterned textures. - Show students a few ways of imprinting various objects into clay	3 minutes
	Student led work	Students to spend some time experimenting with tools and objects into their test slab - students to make at least 4 different textures / mark making	4 minutes
	Introduce students to shaping the pendant.	Brief demonstration on how they can choose a cookie cutter to create their pendant. - Show how to make the hole for their pendant - Show how to tidy it - Briefly show a quick example of a finished piece to assist learners that need a full demonstration before they work.	3 minutes
	Student led work	Students can continue to experiment but also make their pendant. Depending on skill level, confidence level, or time students to make 1 to 3 pendants	10 minutes
	What to do after class with their pendants.	If students chose to go straight into experimenting with clay, make sure to go back to the cognitive task here (decoration options)	See above
Plenary/conclusion	Assess student's experience and knowledge	Brief Q&A to see if the students can remember the steps involved in how they made their pendant - How to add textures and name some of the ways (Tools, stamps, found objects) - What tool was used to create the hole for their pendant (Needle tool) - How to clean up the hole? Name the tool (ribbon tool) (All questions on the presentation)	3 minutes

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

Diagnostic assessment (Start of lesson) - Quick verbal questions about experience of pottery or pottery tools, used to gauge prior experience and skill level.

Formative assessment (throughout the student-led sections of the class) - Verbal feedback given where possible, asking students what they did to create certain textures, acknowledging when they've created a range of textures, and suggesting other ways to use the tools if needed.

Skill test observation - (throughout the student-led sections of the class) - Checking that students are using tools safely, and following demonstrations given, give feedback where possible

Question and answer (at the end of lesson) - Checking to see if students remember the steps involved in how they made their pendant and how they customised it.

Informal reflection (to be completed after the session)

I was so nervous all day about this lesson, I felt really prepared at the start of the day and I intentionally went last because my thought process was basically thinking about how playing with clay is such a grounding activity, it would be a good way to end the day, but the longer I had to wait for my turn the more nervous I was feeling because I was seeing how fantastic everyone else did with their lessons. I was building myself up. And also at lunch time I thought I'd start prepping my stuff a little, and I'm soo glad I did because some of my clay slabs fused together I think either cause these ones were a little too damp compared to the other ones I had rolled out, I also used a slab roller to create The other ones to so they had the texture of the canvas so martine that helped them to not stick together compared to the ones I hand rolled. So because of this I spent my lunch re rolling out the test slabs of clay which made me feel more nervous, but I managed to get it done on time. I'm glad I double checked my stuff though because if that had happened during my lesson, that would have thrown me, although I did have enough clay for them to do the testing so I would have just asked them to use their favourite part of their test piece I think. I also kind of regret not having a look at everyone's pieces at the end to do a little show and tell but I could see that everyone had experimented with textures and made at least 1 pendant so I was pretty pleased with that.

Appendix 2 - Teaching resources

PowerPoint Presentation



Aim for this lesson / Nod y wers hon

- Introduce you to various ways of mark making in clay
- Demonstrate different ways you can use pottery tools to create textures.
- Attempt to build your confidence and encourage creativity.

Learning outcomes / Canlyniadau dysgu

- Experiment with various different pottery tools or other various objects to create different textures in a test slab* of clay.
- Choose your favourite textures from your test slab and utilize it in your pendant(s) using a cookie cutter of your choosing.
- Create 1 - 3 clay pendant(s) using some or all of those textures your experimented with.

Any potters here? / Unrhyw ceramegydd yma?



Pottery terms / Terminoleg crochenwaith

- Slab of clay - a rolled out sheet of clay
- Knife tool - tool used for cutting clay
- Needle tool - tool used for creating holes or creating fine lines
- Blending tool - tool used for smoothing or merging clay together
- Ribbon tool - tool used to remove chunks (or ribbons) of clay

Drying your pendants / Sychu eich tiwsau



- Take them home to dry for 2 - 4 days
- They will be dry when they no longer feel cold
- Once dry you can choose how to further decorate your pieces

Ways to decorate / ffyrdd o addurno

Option A - PVA glue / Opsiwn A - Glud PVA

- | <u>Pros</u> | <u>Cons</u> |
|--------------------|--|
| • Low cost | • Not waterproof |
| • Non toxic | • Yellow with age |
| • Easy application | • Can get sticky/tacky feeling when in a humid environment |





Option B - Acrylic paint / Opsiwn B - Paent acrylig

Pros

- Low cost depending on the brand
- Easy application
- Adds colour

Cons

- Not fully waterproof
- Can chip or scratch easily



Option C - UV Resin / Opsiwn C - Resin UV

Pros

- Glossy finish
- Highly water resistant
- Durable and less prone to chipping
- Can be used to create jewellery and keyrings

Cons

- Requires special equipment
- Can be costly
- More of a learning curve with application
- Strong fumes and is toxic to the skin so PPE is needed
- More safety aspects to consider



Option D - Glaze + Kiln firing / Opsiwn D - Gwydro + Ffwrn-danio

Pros

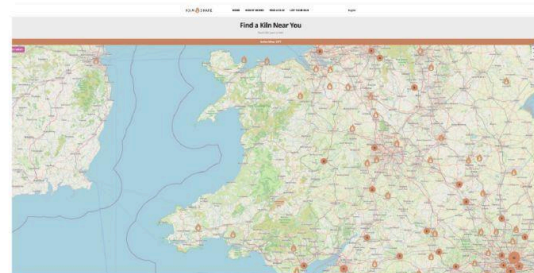
- Fully waterproof
- Colours are more stable and won't chip like paint can.
- Glossy finish
- Most durable option

Cons

- Expensive
- Risk of cracking and warping in the firing process
- Requires access to a kiln and more knowledge of glaze usage and firing temperatures



<https://www.kilnshare.com>



Pottery terms / Terminoleg crochenwaith

- Slab of clay - a rolled out sheet of clay
- Knife tool - tool used for cutting clay
- Needle tool - tool used for creating holes or creating fine lines
- Blending tool - tool used for smoothing or merging clay together
- Ribbon tool - tool used to remove chunks (or ribbons) of clay

Q&A / C&A

What's the name of the tool used to create the hole in a pendant?

Needle tool

How do you clean up the rough edges of the hole in the pendant?

Use the ribbon tool to take the rough edges away, smooth it out with your finger

What is a sheet of clay called in pottery terminology?

A slab

What are some of the ways we can add texture to clay?

Pottery tools, stamps, organic material, found objects, and more

Q&A / C&A



Q&A / C&A

- On a scale of 1-5, how confident do you feel about working with clay?
- Did anything surprise you about working with clay?
- Did the short time make you feel more focused or did it feel rushed?
- If we had 15 more minutes to work with, would you have done anything differently to your pendant(s)?

Handouts



Front

Option A - PVA glue / Opsiwn A - Glud PVA

- | Pros | Cons |
|--------------------|--|
| • Low cost | • Not waterproof |
| • Non toxic | • Yellows with age |
| • Easy application | • Can get sticky/tacky feeling when in a humid environment |



Option B - Acrylic paint / Opsiwn B - Paent acrylig

- | Pros | Cons |
|-----------------------------------|------------------------------|
| • Low cost depending on the brand | • Not fully waterproof |
| • Easy application | • Can chip or scratch easily |
| • Adds colour | |



Option C - UV Resin / Opsiwn C - Resin UV

- | Pros | Cons |
|---|--|
| • Glossy finish | • Requires special equipment |
| • Highly water resistant | • Can be costly |
| • Durable and less prone to chipping | • More of a learning curve with application |
| • Can be used to create jewellery and keyings | • Strong fumes and is toxic to the skin so PPE is needed |
| | • More safety aspects to consider |



Option D - Glaze + Kiln firing / Opsiwn D - Gwydro + Ffwrn-danio

- | Pros | Cons |
|--|---|
| • Fully waterproof | • Expensive |
| • Colours are more stable and won't chip like paint can. | • Risk of cracking and warping in the firing process |
| • Glossy finish | • Requires access to a kiln and more knowledge of glaze usage and firing temperatures |
| • Most durable option | |



Back

Appendix 3 - Assessment tools used during the session

Initial assessment of knowledge (at the beginning of the lesson)

Any potters here? / Unrhyw ceramegydd yma?



Q&A at the end of my powerpoint presentation (at the end of the lesson)

Q&A / C&A

What's the name of the tool used to create the hole in a pendant?

Needle tool

How do you clean up the rough edges of the hole in the pendant?

Use the ribbon tool to take the rough edges away, smooth it out with your finger

What is a sheet of clay called in pottery terminology?

A slab

What are some of the ways we can add texture to clay?

Pottery tools, stamps, organic material, found objects, and more

Q&A / C&A



Appendix 4 - Teaching observation form

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 or targets these should then be reflected in section 1 of the next observation.

Section 1: Trainee Teacher Notes

Trainee teacher: Chelsea Morgan	Observer: Katie Gardner
Date: 23/09/26	Time: 3:15 - 3:45
Topic: Pottery - Clay Pendants	Group: PCET students -Microteach
Setting (classroom, workshop etc): Classroom	Number of learners: 7

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 will be offering a didactic way of teaching initially to clearly set aims and objectives of the lesson so that learners all start the class with the same expectation.

I have then chosen to give students a choice with how my lesson is ordered. How my lesson plays out might be a little different to how my lesson plan is structured (although I have noted in there if this happens).

I'm giving students the choice, because my lesson is the last one of the day and I'm aware that some or all of the students could be experiencing a bit of cognitive overload from learning about 7 different topics before mine.

So I want to give students the option to get straight into the practical part of my lesson if they feel like they need to move about a little to bring some energy back to them. My own preference would be to just run through the first half of my presentation first but if students are in cognitive overload, they're not going to be taking in anything I say if I do that.

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 pacing of the lesson, but also how slow or fast I'm talking. I'm a bit concerned that I'm either going to ramble through the information really quickly if I'm nervous, or be too slow and

monotonous with my delivery, if I myself am in cognitive overload from the previous classes. It could go either way.

Targets/areas of development from previous observations to be considered (this should be informed by students reflection and feedforward obtained in previous observation – if first observation please put N/A)

N/A

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)

You have a number of lesson aims, consider one concise aim for a 30 minute session and then explore more within the lesson outcomes. Having said that the aims which were manageable and appropriate for the session and your outcomes described how they would be achieved. All aims and outcomes were achieved.

Your anticipated difficulties and mitigating actions are excellent, you are able to identify a range of possible difficulties.

Within your lesson plan (and in the session) you asked if students wanted to swap your plan around. Although this was a nice thought be careful that you do not put yourself on the back foot by doing this. It would be a good idea to plan what you want students to do and when with some flexibility, but not the whole session. Your lesson detail is good.

Ppt has Welsh and English headings which was excellent, it is also easy to read and sized appropriately. Your ppt supported your discussions.

Excellent preparation of your resources, you had handouts and pieces to show students as well as the ppt and the pictures on the table.

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 incidental Welsh at the start of the session and throughout on your ppt.

You set out the aims well – everyone knew what to expect.

You made clear that students could do what they wanted to do in the practical sessions and that you had enough resources. You created a safe environment by letting students know there was no right or wrong way to complete the pendant making.

The smaller screens of the computer stand blocked some of the large screen which meant that not all of your ppt was visible, consider the student view of what you are teaching.

Good entry level behaviour and encouraging throughout too.

You offered choice as to if to present and then go into clay or go straight into the clay – although giving choice is good it would be good if you made this decision for students as you had a preference. Giving choice is good but not at the expense of your planning.

You used reflection in action – you mentioned you thought you were going quickly so mentioned you were going to stop a bit and take a breath. Recognising this is good, there was no need to let students know this though.

Practical part-

You used the pottery terms slide to support your demonstration and also show what each of the tools did.

Clear expectation of the activity which students took part in fully, you walk around students offering feedback which was enthusiastic and encouraging.

You offer as much choice to students as you can with the materials which was good.

You are calming in your approach which influenced the group too.

You gave a time warning to students so they were aware of how long they had left to complete their art.

For students who finished earlier than others you have them an opportunity to create more.

Good summative assessment – students were able to get students to identify their learning both practically and in naming tools, you were encouraging and enthusiastic about this.

You finished on time.

A very well planned and executed microteach Chelsea, 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)*

You demonstrated excellent knowledge throughout the session and did this with joy and enthusiasm. This meant that your enthusiasm was taken on by the students too. You were able to speak around the slides rather than use them to read from which was excellent.

You assessed students learning throughout the session both with the practical session and the chalk and talk element. You were aware from the outset what experiences students had of clay and pottery.

You outlined the professional standards within your lesson plan very well, this was then also transferred into your teaching practice too.

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

Consider in the future making the big planning decisions yourself

Consider what students can see from where they sit - Make sure everyone can see what you are showing on the screen

When managing your nerves and speed consider not telling students that you are doing this.

5. Areas of Strengths observed in this lesson

Your pace throughout the session was very good, continue to pace like this.

Continue to show enthusiasm throughout the session.

Continue to assess students throughout the teaching both as entry level and summative assessment.

Continue to demonstrate your excellent knowledge through the use of bullet point ppts.

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.

After having a few days to think about my microteach, I've realised quite a lot about myself, the way I teach and how to help learners better succeed if I was to teach this exact same lesson.

Initially I was a bit confused by Katie's comment about not needing to let students know that I needed to slow down and that I needed to take a breath. I initially thought that this observation was harmless, but after having some time to reflect on why Katie commented on this, I've realised that managing my nerves is my responsibility, and that I don't need to necessarily share that I'm going to take a breath. I can still however apologise for maybe speaking too quickly if I notice myself doing this in the future, but there's no need to let students know that I'm regulating myself by taking a breath. I think this could potentially lead to students feeling like I don't have confidence in what I'm saying, and I might be inadvertently undermining my own abilities to teach. So in future lessons, I will just apologise if I need to address that I'm talking too quickly. As I'm writing this I'm also wondering if it's worth having a visual reminder somehow to help nudge me to take a breath before I get to the point of talking too quickly. Like maybe if in my presentation's layout, I could have a symbol that reminds me, but without making it obvious to learners as to what it is, like as part of the design of my presentation? Or something I noticed myself doing a lot was reaching for my water bottle to give myself some space to calm my nerves, perhaps I could have a sticker on the top of my bottle that just says "breathe" because I know I have a habit of

reaching for my water bottle when I'm nervous, even when I'm not thirsty, I just need to focus on something to calm my nerves down a little.

Something else that I would like to make sure I make improvements on is room layout. I hope that in the future that most of my taught lessons would be in an art class, but I know that's not the case if I do decide to host workshops out in the community. Having a presentation isn't something I'd usually do in an art workshop, and I'd usually provide handouts because most of the time in an art class, or pottery workshop, there usually isn't a white board to present additional information on, however if I am delivering a class where a white board is necessary I will make sure to check the viewpoint from the learner's perspectives to see if everyone can see the board without there being anything blocking their view, because during the lesson I tried to make sure that I wasn't in front of the whiteboard at all, but I hadn't considered what else might be blocking learner's view of the full board. This is something I will be mindful of in the future, but for classes where I'm teaching and there's no whiteboard available, to still be able to share necessary information, I will make sure to have paper handouts available as well as asking learners if they'd like a copy emailed to them (or shared on whatever file sharing platform an institution uses)

Something else I want to make sure that I'm more confident about in future lessons is making sure I'm accounting for my own needs and preferences and not dismissing them. When booking the time of my session, I intentionally went last because I thought it would be a good way to end the day of microteaches. From my own personal experience and comments from others who work with clay, pottery can be a very grounding activity and I thought it would benefit my class to have my session last to help ground everyone at the end of a busy day of lessons. After reflecting, I now realise that I completely dismissed my own feelings, and didn't account for the fact that I'd be watching everyone else do their microteach lessons before mine and how that'd make me feel because as the day went on, seeing everyone do so well, I got more and more nervous because I felt like my class wasn't going to measure up to everyone else's lessons. Also, after hearing how my peers also felt nervous for their lessons, perhaps going first could have helped ease people into the day better to help calm everyone's nerves before starting could have been better for my peers, as well as myself. However knowing that in the future, I might have no choice in my time table if I'm working within an institution and I may see other teachers deliver amazing lessons, and I'm going to have to find a way to manage my nerves in those situations, so it was good practice to experience seeing my peers deliver really great lessons as way to help me realise that I might have to face, possibly feeling inadequate compared to others in the future, and how am I going to help make myself feel at ease in those situations. One thing that comes to mind is making sure I fully know what I'm teaching and how I'm going to assess learning. If I feel confident in my subject knowledge, and in how I'm going to actually assess the learning taking place, I might feel better equipped at dealing with those feelings that may arise of feeling inadequate compared to my peers or future colleagues. Also having a thorough lesson plan makes sure to anticipate any difficulties that may arise during my lesson, so that I can keep calm under pressure.

I also wish I'd factored in more time for more of a discussion at the end of the class. Although I could visually see that learners had achieved the learning objectives I would have also liked to have talked through their work. Why they chose to pick the textures they did for their final piece, if they had more time, what they would do differently. I would have liked to have gone a bit more in depth into their process, but due to the time constraints of this lesson I wanted to prioritise the actual experimenting with textures and creating a finished piece more than anything so that they could get a sense of achievement, but something I'll consider in the future if I have time.

Appendix 5 - Peer feedback forms

Peer 1

PGCE PCET Microteach Peer Observation Form

Guidance on this form:

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

Please remember to be constructive and respectful in your feedforward.

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

Section One:

Trainee Teacher Name: Chelsea Morgan	Feedback completed by: Amy Morgan
Date: 23/09/26	Topic: Clay pendants

Section Two:

Please comment on the below:

Planning and Preparation:

- Preparation was well executed.
- Clear aims and outcomes.
- Presented bi-lingually

Teaching and delivery:

- Very knowledgeable of your subject matter.
- Assessed where the learners where in their knowledge of the subject matter.

- Explained the subject in away everyone could understand whether they had prior knowledge or not.

Links to professional standards:

- Plan and deliver effective learning, teaching and assessment – knowing what you are teaching as a whole
- Understanding the importance of the Welsh culture and language – the constant use of Welsh throughout your power point was a nice touch for Welsh speakers and for students wanting to learn Welsh.

What went well:

- Even though you were nervous at the beginning of your lesson your confidence grew as the lesson progressed.
- You delivered clearly what your aims and outcomes were for the lesson.
- You came across very knowledgeable on your subject matter.
- Are you were able to relate your teaching to all students even ones with no prior knowledge of the subject matter.

Areas for development:

- Have more confidence in yourself you are very knowledgeable on your subject matter.
- Have a different layout so students can see/ access the tools needed to decorate their pendants in the activity.

Peer 2

PGCE PCET Microteach Peer Observation Form

Guidance on this form:

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

Please remember to be constructive and respectful in your feedforward.

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

Section One:

Trainee Teacher Name: Chelsea	Feedback completed by: Az
Date: 23/09/26	Topic: Pottery/Clay working

Section Two:

Please comment on the below:

Planning and Preparation:

Chelsea really proved from the beginning she understood and mostly enjoyed her subjects and the activity she would base the session around. She provided a vast range of tools and stimuli such as clay, tools, mediums both natural and man made to demonstrate mark making and experimentation. She also prepared a lovely presentation that was appropriate for her subject, her own results and work for the

class to hold and observe when she discussed finishing techniques, and laminated handouts showing inspiration and reinforcing the methods of finishing the activity should we choose to do so beyond her session.

Teaching and delivery:

Chelsea explained the basics of working with clay remarkably; starting with establishing who had experience with the medium, exploring their opinions for the group to learn from their peers, and offering support for any areas the student had an adverse experience of engaging with the medium I.e. offering gloves, cleaning wipes. She introduced the baseline knowledge and gradually added to this, demonstrating her deep understanding and appreciation for the medium while also demonstrating patience with the group of mixed abilities. Her approach was incredibly effective, as working with clay or engaging in art-based subjects can be some of the most daunting.

Links to professional standards:

She demonstrated commitment to learners, their learning, safety, and wellbeing by creating an enthusiastic and positive atmosphere and facilitating a casual and relaxed collaborative discussion during the feedback and feedforward when each student shared their work.

Chelsea demonstrated dignity, courtesy and respect towards others by moving around as the students experimented, reinforcing positively, ensuring everyone had their space and attention to ask for assistance and picking up on where a student may benefit from using a different technique. Her attention was fully on the students' needs. She also showed this by listening and responding to everyone's views while providing feedback and positive reinforcement, creating an atmosphere of collaborative energy and always behaving professionally.

She used evidence and research to support her practice and teaching and maintained updated knowledge of her subject by providing tangible examples of her own successful outcomes and results, which I felt was inspiring and encouraging for the class.

She also provided a resource online on where the nearest kiln is to each student, showing how she is actively engaging in networking with other professionals in her

practice. This also demonstrates the principle of sustainability, as she explained this method was a way of respecting the process by sharing the resources used to fire clay.

She demonstrated her understanding of the importance of the Welsh language by greeting the class in Welsh, as well as showing examples of work that displayed the Welsh language through her artistic medium.

Chelsea planned and delivered effective learning, teaching and assessment by making wonderful use of materials and stimuli you'd brought to class for students to work from independently and also demonstrated equality and accessibility by providing the exact same set of tools for each student. She built positive and collaborative relationships by facilitating a calm and peaceful environment that still allowed for creative discussion, engaging in it with her students.

She allowed learners to take responsibility for their own learning by giving free reign to everyone; to use the incredible number of resources and mark making materials she had placed on the table in a way that was accessible for everyone.

She demonstrated a commitment to sustainability in a beautiful and artistic way that worked cohesively with their topic, by utilising mediums and objects for the assignment that to anyone other than a sculptor or artist may not think twice about.

What went well:

Chelsea rounded the session up with a quick round of quiz questions that were of varying degrees of comprehension in line with the progressive building upon students' understanding as presented to begin her session, that were challenging enough to reinforce learning and informal enough to feel fun. Students did not want to stop experimenting with the activity even after Chelsea's session was completed!

Areas for development:

If I had to absolutely pick one element, by placing myself in the perspective of a student who is not also in the pathway of art, some learners may feel overwhelmed when presented with all materials straight away. Introducing them after going over the main tools and techniques may be helpful for less confident students. But personally, I thoroughly enjoyed your micro teaching session. Thank you so much!

Peer 3

PGCE PCET Microteach Peer Observation Form

Guidance on this form:

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

Please remember to be constructive and respectful in your feedforward.

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

Section One:

Trainee Teacher Name: Chelsea Morgan	Feedback completed by: Carrie Thomas
Date: 23/09/26	Topic: Clay pendants

Section Two:

Please comment on the below:

Planning and Preparation:

- Clear Aims and Objectives

- Came prepared with examples with different finishes helped with inspiration for those of the learners who were not necessarily creative.
- It was very clear that you took the time to create bi-lingual slides.

Teaching and delivery:

- Fantastic knowledge of textures and how it is transferred onto the clay.
- Confident communication skills
- Ability to convey knowledge at any level

Links to professional standards:

Understand the importance of the Welsh culture and language as a bilingual nation

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

What went well:

- It was enjoyed by everyone
- Very interactive
- Good planning of going through the aftercare before we started creating it might have been a struggle after the practical due to time restraints.

Areas for development

- Try and overlapping pottery terms while doing the practical element to help with time constraints.
- Be aware of the surroundings I did feel a bit cramped with all the tools on the table maybe try different seating arrangements so everyone can access all tools.

Peer 4

PGCE PCET Microteach Peer Observation Form

Guidance on this form:

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

Please remember to be constructive and respectful in your feedforward.

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

Section One:

Trainee Teacher Name: Chelsea	Feedback completed by: Chloe Howell
Date: 23.09.26	Topic: Clay pendants

Section Two:

Please comment on the below:

Planning and Preparation:

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

Teaching and delivery:

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

Links to professional standards:

Evidence - **Standard**

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

What went well:

- Calm and relaxing delivery style which suited that time of day
- Well organised and clearly structured presentation
- Positive feedback and encouragement to learners
- Clear explanations of aftercare and finishing techniques

Areas for development:

- Consider providing aprons or protective clothing for learners during the practical activity

- Allow additional time for designing and completing their finish product
- Include visual handouts on sheets of examples in front of the learners who may struggle thinking of design ideas

Peer 5

PGCE PCET Microteach Peer Observation Form

Guidance on this form:

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

Please remember to be constructive and respectful in your feedforward.

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

Section One:

Trainee Teacher Name: Chelsea Morgan	Feedback completed by: Jonas Paltanavicius-Tew
Date: 23/09/26	Topic: Clay Pendants

Section Two:

Please comment on the below:

Planning and Preparation:

Chelsea's preparation was exceptional. She laid out the tables and teaching materials in a way that was very effective for this sort of workshop. The boards were just the right size for what we were making, and we had a variety of tools, water, etc. Everything had been thought through—even the information sheets were laminated so that we could handle them while working with the clay.

The presentation was incredibly clear, with well-defined objectives, definitions and helpful images. The session was planned so that each additional bit of information built upon what we had already learned.

Teaching and delivery:

Chelsea is authoritative without needing to assert authority. She was attentive but not overbearing, caring while allowing a full range of experimentation with the tools and materials.

The session felt relaxed, and I noticed that we were being taught without really realising we were being taught. For instance, Chelsea asked us for the names of each tool as we were using them. The quiz was very well-integrated into the process, so that it didn't really feel like a quiz.

Chelsea had examples of the many ways in which the pendant could be finished, which brought immediate clarity to what we were doing and got everyone animated about their projects. The session felt calm and stimulating at the same time.

Links to professional standards:

Chelsea's ability to build collaborative relationships among students is exceptional.

Chelsea's planning and preparation ensured that the session would be a success, as every single step had been carefully thought through.

Chelsea treated every learner with dignity and ensured that the session was inclusive of everyone.

What went well:

Chelsea had a plan and stuck to it. The presentation was very successful, as it was clear, accessible and visually pleasing.

I felt inspired and motivated to make the pendants—not something I would ever consider making otherwise.

I felt relaxed after the session and more connected with the other learners afterwards, even though the session wasn't collaborative in a direct sense.

Every part of the session was very well-timed—there was no stalling, and nothing felt rushed.

Areas for development:

This is a very minor observation, but providing some packaging for the pendants would have helped to prevent them from warping while being transported.

Peer 6

PGCE PCET Microteach Peer Observation Form

Guidance on this form:

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

Please remember to be constructive and respectful in your feedforward.

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

Section One:

Trainee Teacher Name: Chelsea Morgan	Feedback completed by: Laszlo Miko
Date: 23.09.2026	Topic: Clay Pendants

Section Two:

Please comment on the below:

Planning and Preparation:

In my opinion based on what I have experienced on your lesson, you were well prepared, you brought in lots of your own work, and your teaching was well structured. You set up the scene well ahead of the class and it felt welcoming and we instantly knew that this will be an interesting half an hour.

Teaching and delivery:

You started with asking us what did we know about clay in general, then briefly introduced us the clay and the tools, then allowed us to play around with them. We have experienced a lovely practical session where we have learnt to create our own pendants.

Links to professional standards:

Inclusivity and equality – you have included everyone in the practical part. Also, you have frequently asked whether everyone was up to the speed.

Subject knowledge – you have provided us with a high standard of deep knowledge of the subject.

You have promoted and supported positive learner behaviour.

What went well:

You appeared confident and knowledgeable of the topic. It was interesting to find out how easily can we use clay if we wanted to make pendants and similar items. Also thanks to your teaching my confidence has grown in making and creating.

Areas for development:

The only thing that I may be able to observe was that in my opinion theory was a bit shy of details and we started playing around with the clay almost instantly. However, I believe that could be simply because the very little we had to know about clay was pretty much imbedded in us already so we only needed a bit of refreshing.

Overall, it was a great session. Well done

Peer 7

PGCE PCET Microteach Peer Observation Form

Guidance on this form:

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

Please remember to be constructive and respectful in your feedforward.

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

Section One:

Trainee Teacher Name: Chelsea	Feedback completed by: Samantha
Date: 23.09.26	Topic: Clay Pendants

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Section Two:

Please comment on the below:

Planning and Preparation:

Chelsea planned her session extremely well, providing all the resources needed for the clay activity. Her PowerPoint and verbal explanations offered a clear structure that supported us throughout the session. The inclusion of theory alongside the practical task showed thoughtful preparation and a strong understanding of how to scaffold learning.

Teaching and delivery:

Chelsea delivered the session with a calm, nurturing and supportive manner that immediately put me at ease. Her instructions were clear and paced appropriately allowing us to follow each step confidently. Her use of incidental Welsh was seamless and encouraged us to engage with the language without pressure. She balanced the theory and hands on practice effectively, ensuring we understood the purpose behind the activity.

Links to professional standards:

Understand the importance of Welsh culture and language as a bilingual nation-

Chelsea greeted us in Welsh and said 'diolch' at the end of the session. The use of incidental language and throughout her PowerPoint promotes the use of the language within the classroom.

Demonstrate dignity, courtesy and respect towards others – Chelsea's nurturing approach and inclusive practice created a safe space for us to be creative and share ideas while respecting one another.

Demonstrate commitment to learners, their learning, safety and wellbeing – Chelsea provided all equipment for the hands-on activity including protective gloves, make-shift aprons and wipes for afterwards as well as providing us with the option that if we didn't want to take part we didn't have too.

What went well:

The session was highly engaging and Chelsea's calm and supportive presence created a safe and enjoyable learning environment. The theory was clearly linked to the practical task and she used a variety of different assessment methods to gain our understanding and recapped what we had learnt to help us understand the purpose behind the activity.

Areas for development:

Next time Chelsea could allow a few extra minutes at the end for a more focused recap or reflection once the practical task is complete as many of us were still completing the pendants so couldn't give our full attention. A visual timer might have helped me focus while completing my clay pendant so I didn't spend too much time on it.