

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: Ewan Coombs	Observer: Marion Philips
Date: 24/11/2025	Time: 30 Minutes
Topic: Introduction to Fine Art: Creative Drawing task	Group: PCET Part-time Microteach Group
Setting (classroom, workshop etc): Classroom	Number of learners: 6 - 7

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.

The rationale behind this session is to provide both a way for students to approach and consider the act of drawing through non-traditional forms of translating what the viewer sees to paper such as through touch. My rationale behind the usage of two tasks, is to both ease the students into the concept of translating what they are touching to what they are drawing, with the second task acting as a way for easing the learner into an increasing difficult task whilst not setting the learner up to fail in doing so. With this, through the usage of learning strategy such as 'group discussion' provides the students equality of opportunity to share their own experiences and views learned from the task, this in doing so also provides opportunity for connections to be made between students based off shared experiences and for sharing of learning between students.

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

I would like feedback on my clarity of speaking as when nervous I am aware I have the tendency to both speak too fast and in turn lose my train of thought, this is something I aim improve upon through breathing exercises and the usage of questions towards the students to take pressure

directly off myself as recommended by my mentor. Other areas I would appreciate feedback on is my teaching strategies such the usage of group discussions and whether they are successful in students being able to equally share their experiences, feelings and opinions.

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)*

- A very well considered Lesson Plan Ewan.
- Good consideration of planned for resources.
- Clear aim and well considered range of measurable objectives..
- Well considered range of anticipated difficulties and contingency measures planned for.
- Very good consideration of a range of professional standards appropriate to your session.
- Good build-up of learning evident in your lesson detail.
- Good consideration of timing.
- Good range of teaching and assessment strategies planned for.
- Good to see you highlighting your questioning opportunities on your lesson plan – good practical strategy.

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)*

- Excellent bilingual introduction to welcome everybody to the session.
- You outlined the aims and objectives for your session – just take care here to ensure that these are introduced at a pace that is comfortable for your learners, this was a little too quick which is quite understandable for your first microteach!
- Very good use of questioning to assess entry behaviour – well done.
- H&S check, to ensure no one has allergies before introducing some of the items used as props – good.
- You quickly established a very warm, friendly classroom presence, you smiled and maintained excellent eye contact with your cohort, you naturally displayed genuine interest in them which gives you credibility and adds value to your session.

- Excellent demonstration of the blind drawing method, you relaxed well through this stage of your delivery. You took care to reassure your learners and shared your personal experiences to make it relatable for them – well done Ewan.
- Your enthusiasm for the topic was clearly evident and you excelled through your interactions with your learners.
- Excellent preparation of resources to ensure equality of opportunity for your learners.
- You engaged well with your learners, you demonstrated respect and interest in their contributions and questions. A very relaxed session, nice touches of naturally occurring humour throughout – your learners are enjoying whilst learning.
- Excellent credibility with your learners, they clearly trust and respect you and your knowledge. You very quickly built rapport with your group.
- Excellent organisation of the room that was well suited to small group work, getting everyone around one table worked well to support a shared experience.

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 evidenced, you were able to clearly explain the process and to break it down into very simple steps for your learners to follow.
- You were very clear as to the expectations of each activity, providing sound context for your learners. They were able to carry out the activity as planned, demonstrating sound understanding of the process.
- You created an atmosphere that welcomed learner contributions and interactions and you dealt confidently with questions to clarify understanding.
- You consistently rewarded learner contributions, respectfully.
- Your learners clearly trust you and carry out the blind drawing activities with enthusiasm. They clearly enjoyed learning something completely new.
- Learners were stretched and challenged, and attempted more complex drawing tasks once they had familiarised themselves with the process.
- You used questioning to ascertain what your learners had learnt from the process and you encouraged them to reflect on their experience and share their ideas.
- Good group reflections and identification of how they felt they had improved from their first attempt to their last attempt.

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

- Give yourself time to relax at the start of your session, maybe throw a question out to your learners about what is to be learned, this will help to take the pressure off you and will help you to ensure that you pace your delivery is at a speed comfortable for your learners to follow comfortably. You settled very well once you got into the demonstration element of the session, adjusting your speed appropriately and thriving through your interaction with your learners.
- An opportunity missed to ask your learners to hold their drawings up and share – this would have worked well because asking them to show and tell would help to consolidate their learning and would springboard discussion and build on the supportive environment you have worked so well to build. Excellent to hear that your group feel more relaxed after the session.

Very well done Ewan! 😊

Section 3

Student teacher reflections:

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

Overall, I feel the lesson had a positive response, with students sharing that the lesson created a relaxing and calming environment, offering both an alternative way of drawing and in turn, thinking, for the students. Initially, I experienced nerves as this was my first microteach, but this eased as the session went on.

Considering aspects which I found to be successful in setting the tone of the lesson, and creating a safe, positive enthusiastic space for students to create freely within, from asking students questions to gain entry knowledge, using this for students to reflect upon their own knowledge and past learning, with this the employing of a demonstration prior to the students carrying out the task aided student learning styles such as Reflectors, Theorists and Activist; along with students who are visual learners.

Other areas which through my feedback highlighted areas which were successful was the usage of throughout the lesson positive affirmations and Rewarding contributions from all students, further, employing group reflections enabled students to share their experiences in carrying out the task, along with questions of how this technique can be employed.

To improve upon this Microteach going forward, I have reflected this in my action plan, and I will take on the feedforward by mentor to introduce strategies such as opening questions to students at the start as to take that initial pressure off myself as well as practicing breathing exercise to further help my pace of talking.

In regard to feedforward from my mentor, I will research into teaching methods and best practice as to further facilitate peer to peer discussions and enable best ways to value and promote diversity, equality of opportunity and inclusion as following Professional Standards.