

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: Owen Harry	Observer: Caroline Lewis
Date: 23/09/2024	Time: 10:00am
Topic: Fashion as Communication	Group: Peer Group Micro Teach
Setting (classroom, workshop etc): Classroom	Number of learners: 6

Trainee Teacher notes

Please note here any information you feel would be beneficial for your observer to be aware of prior to the start of the lesson, such as your rationale for a particular teaching approach, how this lesson fits into the wider curriculum for the learners etc.

I am presenting this lesson under the assumption that the students have base level understanding of art and design principles. I am also approaching this particular micro-teach with a more humanist approach as I would like to create a more conversational and comfortable learning environment.

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 sometimes feel as though I talk too fast when I'm presenting, which I will try to be mindful of. I also feel as though my slides may be too text heavy- in particular where I have included quotations- which may effect some people's engagement. I would also like feedback on my particular presentation style as I feel more comfortable presenting information more conversationally, but worry about it coming across as more informal.

Section 2

Observer Feedback:

1. Lesson planning and preparation:

For example (but not limited to)

- *Lesson plan (structure, detail provided, variety of activities, appropriateness)*
- *Resources prepared (clarity of any slides used, handouts provided, are resources accessible)*
- *Learning outcomes (suitability of outcomes for learning group and subject)*

Your lesson plan is suitably detailed and contains mainly appropriate aims and outcomes. Think about your use of the word effective in your outcomes, how measurable is that and is that subjective?

PowerPoint is very visual with good use of imagery. Remember to give page numbers for direct citations also.

Videos were also included as part of the planning to good effect to illustrate the points that you make.

2. Teaching and delivery:

For example (but not limited to)

- *Lesson start/conclusion (timing, sharing and reflecting on outcomes, were outcomes met?)*
- *Classroom presence and presentation skills (appropriateness of teaching strategies used)*
- *Pace of lesson and use of time (inclusiveness of lesson for all students, overall workload expectation on students and impact on well-being)*

You began the session appropriately with a quick introduction to the topic. It would have been helpful to have given more information on your background and your expertise in this area as that may have helped learners to contextualise the session a little further.

You have very good presentation skills and articulate yourself well within the teaching environment. You use humour to appropriate effect to put students at their ease and the overall

pace of the lesson was good but you did seem to run out of time towards the end. This meant that the conclusion was a little rushed and would have benefitted from a more structured approach with a recap of the learning outcomes also to ascertain whether these had been met by the students.

The learners responded well to you and you invited conversation and discussion at relevant intervals within the session.

3. Professional knowledge and skills

For example (but not limited to)

- *Subject or vocational knowledge (familiarity with the subject being taught, responding to questions)*
- *Clear expectations for learning and behaviour (formative and summative assessment, checking on student knowledge)*
- *Identification of and engagement with professional standards (which standards are evidenced and where)*

You have a clear enthusiasm for the subject and this comes across in your teaching. You have a good level of knowledge and share this well. You deal appropriately with questions and are able to expand upon any answers you give with further information and guidance.

You do engage with professional standards within your teaching as noted in your lesson plan but be mindful of including your personal opinion too much in your narrative. For example you made a comment about the Ku Klux Klan as 'stupid'. It is better to stick to the facts and allow students to make their own judgements on a particular topic.

There were appropriate opportunities for informal student assessment included and think about how you can build on that and develop this further in future teaching opportunities.

Overall a very interesting session Owen, thank you and well done.

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

Be mindful of positioning in the classroom so as not to obscure the screen
Be aware of sharing personal values within a formal teaching setting so as not to overly influence learners.
Think about ways in which you can encourage learners to extend and challenge their thinking within your classes if they are already familiar with the subject.

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.

I definitely agree that I had issues with my timings, as I didn't quite get to the conclusion in enough time to assess knowledge gained. In the future, I will ensure that any student discussions are at an appropriate length.

I'm glad my enthusiasm for the subject came through in my teaching, as it is something I hope to teach while on placement.

In the future I will also be mindful of not including too many personal opinions in my teaching, as to not influence the views of students.