



MODULE CODE: ECPT6003

ASSESSMENT COMPONENT: A2
Professional Observation

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(Lecturer to indicate Yes or No against each element)

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Professional observation

This study reflects on my 6 hours observational experience learnt in the post 16 education sector and how this can be applied to my own professional practice and developmental needs. I will convey an awareness of best practice of the teaching I have observed and is supported by relevant research. I had the privilege of observing five experienced teachers in different subjects. Their identity is protected for confidentiality, but they will be referred to as teacher A,B,C,D,E in this study. The observations were recorded using the Teacher Observation Form and are included within the appendices.

Teacher A had one student for an hour on the topic of Psychology in Physical Education (PE). The teacher used a variety of teaching strategies by presenting, lecturing, question and answers and using past exam papers through Microsoft Word and using bullet points to highlight the key information. According to Von Korff et. al (2016), having a variety of teaching strategies are notably more likely to develop greater student learning than the conventional lecture-based instruction. Additionally, the teacher included colourful diagrams, information that was research driven and conveyed specific examples to the students' individual sport for practical application of the theory.

The lesson was planned beforehand with specific time frames to follow. It began with a 10 minute exam questions based on the previous lesson; learning which then led into another 10 minutes of question and answer between the teacher and student. This follows the Professional Standards for Further Education (FE) which demonstrates dignity, courtesy and respect towards others by allowing every individual to have an opportunity to answer and ask questions to identify and apply the task in practice (Educators Wales, 2025).

The teacher moved on to a brief lecture on the aims and objectives of the lesson, before an introduction to the new topic which was psychology. This was lectured from the back of the classroom and the teacher questioned the learners

understanding of the topic by asking the student to describe psychology and show examples. This comes under the Educators Wales (2025) professional standard for valuing and promoting diversity, equality of opportunity and inclusion by individually asking the student to identify and clarify their understanding.

Teacher A, also concentrated on key words that were essential to pass the exams and the next 20 minutes of the lesson was spent revising on past papers. The student had 5 minutes to think about the question and then write the answer on the white board, before looking at what was required to gain full marks in the exam.

The last 5 minutes had the teacher set homework and provided clear instructions on completing the past papers by the next lesson.

Teacher A has shown me the importance of overviewing and refreshing the previous lecture to test the students' engagement and knowledge, but also according to Hebb (1949) Neuropsychological Theory and Xiao et. al (2024) hippocampal repetition study recognised that feedback and repetition strengthens neural connections. Then supporting the key dates and information needed for assignments or exams. Also, breaking lectures down into different sections of learning or tasks to create a teaching system that is responsive and effective to the student learning cycle and aligned with the learning theories (Gurney, 2007).

The second and third observation was on teacher B, with a class of four students on the topic of psychology. Similarly to teacher A, the lesson was an hour long, although the lesson was not catered to sport psychology.

The teacher applied strong eye contact, patrolled the room, used hand movements when presenting, soft tone of voice in communication and conveyed a depth of knowledge on the subject, which according to Korte et. al (2012) are students' most important traits for a teacher to possess.

Teacher B was the only teacher I observed that closed the door at the exact second the lesson was meant to start, which meant anyone who wasn't there on time was locked out of the classroom. I personally will take this approach as the teacher

opened the door to the three students who were late on this occasion and asked them as they walked in “why is the door closed?” and “what does that mean?”, which highlights the authority the teacher possesses, but also sets the standards of what is expected in the classroom and in any other line of work or employment (Etherington & Boyce, 2017).

Similarly to teacher A, the lesson used a variety of teaching strategies with lecturing, question and answers, pictures, videos and case studies examples. However, the lesson delivered on powerpoint had more opportunity for class discussions, with a greater number of students. Westwood (2008) study acknowledged the importance of knowledge and information by a structured and balanced approach. Additionally, this follows the professional standards of planning and delivering effective learning, teaching and assessment (Educators Wales, 2025).

The lesson began with question and answer (Q&A) to get the students engaged and recap on the previous lesson. Almeida (2010) states that using a Q&A at the start of a lesson will promote student attention and incorporate a higher level of thinking. This was demonstrated by teacher B as each student was individually asked a question and everyone successfully identified and explained the correct answer, which comes under the professional standard of enabling learners to share responsibility for their own learning and assessment (Educators Wales, 2025).

Same as teacher A, homework was thoroughly explained and clear guidelines were provided. Nevertheless, teacher B used the white board and pen for explanation and gave everyone the opportunity to ask questions or stay behind if they needed support or guidance. According to Perlman (2013) a supportive teacher has students achieve positive results and are motivated and driven to succeed.

Teacher B had every student write down everything they had remembered from the last 50 / 55 minutes. Then, the students had to write an example and explain what it is. The students could check and question if the information they wrote was correct and interestingly the teacher didn't know the answer to a question asked, but reacted and found a reliable and valid case study done on that specific topic to reinforce the correct answer. I found this reassuring that not all answers will be known or

remembered instantly, but with calmness the teacher took charge and was able to provide excellent support for the students. I valued this skill and highlighted it for my own personal and professional development as the students valued, respected and trusted the teacher.

Teacher B has shown me the importance of continuously questioning the group throughout the lesson to encourage engagement, class interactions and gauge the level of understanding from each student. This reinforces their understanding (McTighe & Wiggins, 2013). Not being afraid of not knowing everything, but being ready to find out the answer through reliable and valid sources is definitely something I will try and incorporate into my own teaching. This clearly demonstrated the teachers proficiency, experience and wealth of knowledge.

On reflection of teacher C, I have gained valuable and professional development. The need to remove distractions such as mobile phones was simple but effective at creating positive and collaborative relationships, and promoted discussion, debates and problem solving (Educators Wales, 2025). Also, having confidence to display a clear and powerful voice demonstrated authority and control of the lesson. Similarly to previous teachers, asking questions throughout the lecture will also keep every student focused and listening at all times as they might have to answer a question.

Then I looked at teacher D, who is a Biology teacher and for the observed session had four students. Similar to the other teachers, the first requirement of students was to hand in their phones. As there were only four students, they had to sit at least two seats apart from the closest person to encourage individual work and learning.

Similarly, the lesson was conducted through Microsoft Powerpoint and the teacher displayed a clear and loud voice which immediately drew the attention, focus and respect of each individual. However, I immediately noticed the enthusiasm, positive body language, arm gestures and the use of phrases like “Well done” and “Thank you” for every answer. According to Kucuk (2023) and Abdulrahman et. al (2022) conveys the information to students more efficiently and it can also build positive and collaborative relationships by continuously praising any feedback or answers as it

promotes more Q&A, class discussions, debates and creates a safe environment for trial and error (Educators Wales, 2025).

The lesson was split into sections, starting with a 10 minute warm up task of naming the different bones and muscles in the body. This section was largely focused on discussions and Q&A, to promote students' engagement and interactions to learn from each other. Additionally, the teacher then seamlessly transitioned into the lesson and explained how the warm up links into the lesson. Similarly, teacher D continuously walked around the class, when lecturing with personal experience to identify what would and could happen in each situation. This was also backed by diagrams, paper handouts and also a few tasks along the way. Each powerpoint slide was fully loaded with information, but the teacher only used it for prompts.

Then each student had to clarify each graph provided. Teacher D explained that previous exam failings were relatable to lack of knowledge and interpretation of graphs. Therefore, this is a great example of applying the use of evidence and research to improve practice by having the lesson format on the students needs and weaknesses (Educators Wales, 2025). Also, recognises that exam results can guide lesson plan and subjects focus.

The main findings from teacher D is the importance of being enthusiastic and passionate about the topic which provided a positive learning environment. Continuously praising and respecting any feedback as it promoted more answers and class discussions. On reflection, using exam or assignment results as guidance for the way the subject is taught, and comparing them to other colleges and universities which can then be used as a suggestion for changing the way the subject is taught.

The final observation was on teacher E, an English teacher on the topic of Othello by William Shakespeare. Similar pattern to other teachers, with only four students present at the observed session.

The lesson commenced with a 15 minute Kahoot quiz on previous lessons topics from the play. It immediately created a fun and interactive competition between the

students. According to Nguyen and McDaniel (2014) and Cook and Babon (2016), quizzes are ideal for increasing active learning, time efficient learning and also vital for the teacher to evaluate each individual's depth of knowledge and understanding of the topic.

There was no difference again between the teachers' presentation skills and tools of walking around the class, applying a calming, authoritative and confident tone of voice while presenting through Microsoft Powerpoint. However, teacher E used books and films to show the play, which highlights inclusivity and respecting that not everyone learns the same. This demonstrates commitment to learners, their learning, safety and well-being by using a range of techniques and methods like having the lights off when teaching, videos and books which gives everyone the equal opportunity to learn and encourages student engagement and enjoyment (Educators Wales, 2025).

Teacher E used plenty of open ended questions to stir up a discussion and debates. The teacher would show a video clip of the play, then read the book and then ask the students what they thought and what was their understanding. Not everyone agreed, students learn differently as some found the video clips showing emotion and feeling while others could envision the emotion through the books. Then to finish the teacher thanked everyone for their contribution, like teacher D, but elaborated and incorporated the comments alongside the correct answer expected in the exam. Additionally, the teacher made sure the discussion kept to the topic, but when it went off topic, the teacher brilliantly brought it back to context by linking a question or a statement to get everyone back on to the subject.

On reflection teacher E reduced the long presentations, and replaced a few slides with video clips as prompts to expand and explain a point further. Similarly to teacher D, both gained mutual respect by valuing the students' attribution in class. Also, making sure questions are open ended to encourage discussions, active learning and debates that allows views, values and beliefs of the students to contribute to learning.

Lastly, Kahoot quiz or a game to start the lesson encourages student engagement, enjoyment and friendly competition. Also, a learning tool and a way of evaluating any weak areas of knowledge that needs further reinforcement.

The observational experience identified that all the teachers recognised the importance of overviewing and refreshing the previous lecture to test the students' engagement and knowledge through Q&A's, open ended questions, discussion, debates or quizzes. Additionally, the teachers provided a variety of learning methods and teaching strategies to create a teaching system that is responsive and effective to the student learning cycle and aligned with the learning theories (Gurney, 2007). Therefore, the lessons were interesting and the students weren't bored from just power point presentations. Also, a vital learning was understanding the importance of not being afraid of not knowing everything, but being aware of all the search methods to get reliable and valid information.

All teachers were noted to have authority and discipline within the class, therefore there was no chaos. They confidently removed all distractions and developed a mutually respected environment for learning. I also now value the importance of being enthusiastic, passionate and respectful to the students' contributions in class which creates a safe environment for debates, discussion, but most importantly learning.

Action Plan

<i>Action No.</i>	<i>Target / Goal</i>	<i>Action steps</i>	<i>Professional standards</i>	<i>Resources</i>	<i>Target Date</i>	<i>Comments/ Progression</i>
1	Structure lesson (Lesson Plan)	- Overview / Recap previous lesson - Have a second backup option in the lesson plan if videos or links don't work. - Double check all videos / links beforehand. - Allow enough time in setting up to check each slide in the classroom before anyone enters. - Practice the lesson delivery - Check timings are realistic	In my practice and with others I demonstrate commitment to learners, their learning, safety and well-being by applying and presenting a professional lesson.	- Wifi - Signal - Projector screen - Computer / Laptop - Sound / Speakers	10/11/25	(Every lesson from this day forward) Monitor after each teaching session Change timings / structure / tasks.
2	Remove all distractions	- Take everyone's phone before the lesson starts. - Only allow laptops on for research tasks or work. - Only allow phone for hotspot if wifi is poor / to make an emergency phone call.	Demonstrate dignity, courtesy and respect towards others by creating a lesson in which everyone has the equal opportunities to learn and develop without distractions.	- wifi - Powerpoint / Google slides - Drawer / folder to keep phones	10/11/25 (Next teaching date)	Every lesson from this day forward.

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 (open ended questions) 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).	10/11/25	(Every lesson from this day forward)
4	Movement around the room / Confidence	- At least 100 hours of teaching across the next academic year - 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.	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.	- Llandovery College - Lampeter RFC - Students (BTEC / A-Lecels) - Pitches, astroturfs, classrooms, lecturing halls.	7 months 20/05/26	Challenge and push myself to experience different scenarios 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.
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Word count: 2747

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Appendices

Teacher Observations



Teacher	A
Date	29/09/25
Group	1 student
Topic/Context	Physical Education (Psychology)
Notes on the lesson:	
1 to 1 session - 1 hour - lecture and q & a, - Presenting through word - Bullet points, diagrams, colours, references / definitions, highlighting key words, specific examples to the subject (the individuals' sport) - 10 minute task to start - Questions and Answer then mark own work with different pen - Long answer (5 minutes task) - Past paper / Exam papers - Highlight the plan for the lesson - Introduce the new topic (psychology) - Presenting from the back - Asking questions to the learner to gain their knowledge and asking them to identify and give an example. - Highlighting key words for them to use in the exam - Task - then come up too front to write answers on board	

	- Setting clear instructions for homework and asking for answers at the start of the next lesson. - past paper.
What I have learned:	
	- Importance of overviewing and refresh of previous lecture to test the students engagement and knowledge of previous lecture. - Highlighting key dates for assignments / exams - Breaking lectures down into different sections of learning / tasks (e.g. 10 minutes discussion / Q&A, 10 minutes of research, 10 minutes exam based questions, 10 minutes lecture) - When the student is on task, the lecturer continuously walks around and asks if they need help/support - some students are more comfortable doing it one to one instead of in front of class.
Targets to improve my own practice (mapped to professional standards):	
	- Demonstrate commitment to learners, their learning, safety and well-being by showing previous years example of the work and what is expect. - Value and promote diversity, equality of opportunity and inclusion by individually asking each person for a different answer and they must Identify and give an example to show their understanding. - Demonstrate dignity, courtesy and respect towards others by allowing every individual to have an opportunity to answer and ask questions to identify and apply the task in practice. - Know how to use evidence and research to improve my practice by researching any

knowledge or question that the lecturer is unsure.

- Plan and deliver effective learning, teaching and assessment by applying a variety of teaching methods and learning theories.
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Teacher	B (lesson 1)
Date	30/09/25
Group	4 students
Topic/Context	Psychology
Notes on the lesson:	
- 1 hour - good timings. - Year 11 / 1st Year College - Eye contact, covered the room, hand movements in presenting, soft tone of voice - Presenting through Powerpoint - Lecture, q&a, videos, pictures, case study examples - Bullet points, clicker, colours, examples, backing up the videos with real life examples and identifying what the video conveyed. - 3 Students were late, closed the door and asked them as they walked in why is the door closed, what does that mean? Setting the standards. - Question and answer to start the lesson - Past paper - Individually asking each person for a different answer - Students must Identify and give an example. - White board to show an example of what is expected - Clearly setting homework - Due next Tuesday, complete these pages - Constantly asking questions to have the students engaged but also requiring the students to test their knowledge and personal understanding of the subject.	

	- Have everyone write down at the end of the session everything they learned / remember in today's lesson and then can they give an example / explain what it is / the findings. - Didn't know the answer to a question asked, but reacted and said I will find out for you know and brought up a case study done on that specific topic to convey their answer.
What I have learned:	
	- Continuously question the group throughout the lesson. - Have a variety of examples for all students to identify the subject. - Not being afraid of not knowing everything, but being ready to find out the answer through reliable and valid sources. - Question and answer to start the lesson - Past paper / exam peppers or previous work to show examples and students can use to identify the format. - Individually asking each person for a different answer and must Identify and give an example to show their understanding. - Videos and question and answer to break up the lecture.
Targets to improve my own practice (mapped to professional standards):	
	- Demonstrate commitment to learners, their learning, safety and well-being by finding out any unanswered questions and researching any answers the teacher doesn't know. - Value and promote diversity, equality of opportunity and inclusion by individually asking each person for a different answer and they must Identify and give an example to show their understanding.

- Demonstrate dignity, courtesy and respect towards others by presenting in a soft and open tone of voice, welcoming everyone.
- Plan and deliver effective learning, teaching and assessment by presenting through Powerpoint - Lecture, q&a, videos, pictures, case study examples. Also, bullet points, clicker, colours, examples, backing up the videos with real life examples and identifying what the video conveyed.
- Enable learners to share responsibility for their own learning and assessment by continuously questioning the group throughout the lesson and setting group tasks for learning.

Teacher	B (Lesson 2)
Date	30/09/25
Group	5 students
Topic/Context	History (Behaviourist, Cognitivism)
Notes on the lesson:	
- 1 hour - good timings - Year 12 / 2nd year College - One pupil for each desk - Presenting through powerpoint on white board - different colours, bullet points, case studies, valid / reliable sources as examples / definitions. - Problem solving, individual learning - Links and references of the information in the bottom corner of the slide. - Using a clicker to present, standing, walking constantly around the room, checking in on everyone. - Starting lesson going over past paper results. - As well, title "food for thought" - with 4 questions to lead into the discussion on the topic, what they found hard, what they found easy. Identifying what everyone can explain and what needs more time on learning that topic. - Then next given:- - Handouts, paper copy of work - task set for 30 minutes. Individual exam based questions. - Practical task of cutting and glueing the correct answers onto the correct question. - White board and pen to show examples of the system, diagrams and pictures. - 10 minute lecture - 10 minute Q&A. - 5 minutes - answer the same questions which were asked at the start, but this time do it	

	without researching or looking at previous work.
What I have learned:	
	- Making the students do the work, minimal lecturing, - Supply with exam based questions to challenge their knowledge of the topic, - Lecturers can use this to identify if the teaching is working and everyone is at a similar place. - Keeping to the timings as they have another lecture to attend after the session. - Constantly challenge what the students have learned and can they give an example and what they can't identify.
Targets to improve my own practice (mapped to professional standards):	
	- Demonstrate commitment to learners, their learning, safety and well-being by supporting learners to achieve their potential by setting challenging work/tasks and ensuring learners are supported and taught in a safe learning environment, taking appropriate action where required using relevant policies and guidance - Demonstrate dignity, courtesy and respect towards others by treating all learners and colleagues equally and fairly, ensuring all have an equal opportunity to be heard - 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 - Build positive and collaborative relationships by guiding learners to manage and lead their own learning.

- Enable learners to share responsibility for their own learning and assessment by continuously questioning the group throughout the lesson and setting group and individual tasks for learning.
- Demonstrate a commitment to sustainability by supplying paper and online copy of passed papers and exam based questions.

Teacher	C
Date	3/10/25
Group	15 students
Topic/Context	BTEC Sports (Governing bodies)
Notes on the lesson:	
- Everyone has to put their mobile phone in a drawer by the lecture before they can sit down in the class. - Classroom set up as table groups of 4. - Strong, powerful and clear voice - Word and Powerpoint presentation - Bullet points, important word in bold - Highlighting the grade boundaries - Wearing College kit - 10 minutes - Start with a question and answer / discussion about the assignment handed in from the previous lesson. - Lecture what they could have done to get a better grade and what they did well. - Lecture - what the next few weeks look like. Starting the new module, explaining and identifying what is needed for each grade. - Continuously moving from the front to the back of class. - Asking questions to individuals to challenge the learning, making sure everyone is listening and can identify what is needed. - 10 minute group work to identify and give examples of different governing bodies. - Each group feedback to the class	

- 10 minute individual task and feedback to the class on what could be done to improve the WRU.
- 20 minutes at the end of the lesson to start to write up what they learned in the lesson and start the assignment.
- Walking around the class every 5 minutes (3/4 times) to check that everyone is on task and if anyone needs help/support/guidance.
- However, wifi is awful, the lecture allows the students to hotspot / connect their laptops to their phone to get a signal to do their work. But, the phone must go back in the drawer immediately.
- Everyone is allowed to have headphones or ear pods / ear phones on to work for the next 20 minutes.

What I have learned:

- Taking everyone's phones at the start of the lesson will reduce distractions from learning.
- Also, having a clear and powerful voice will help control and give authority over the class and everyone is more likely to listen.
- As well, asking questions throughout the lecture will keep every student focused and listening as they might have to answer a question.
- Additionally, moving about when delivering the lecture so everyone must follow, but also students at the back can't be playing about. It also helps the lecturer to see the white board which they're presenting from and also see what the students at the back see.

- Setting clear tasks like the group research task, individual research and written assignment.

Targets to improve my own practice (mapped to professional standards):

- Demonstrate commitment to learners, their learning, safety and well-being by using a range of teaching and assessment methods, making best use of knowledge and skills to support learners.
- Value and promote diversity, equality of opportunity and inclusion by individually asking each person for a different answer and they must identify and give an example to show their understanding.
- Demonstrate dignity, courtesy and respect towards others by behaving professionally at all times and treating everyone the same (taking phones, ear phones or head phones if they want)
- Know how to use evidence and research to improve my practice by sharing best practice and research findings with colleagues to support continuous improvement
- Plan and deliver effective learning, teaching and assessment by moving about when delivering the lecture so everyone must follow, but also students at the back can't be playing about. It also helps the lecturer to see the white board which they're presenting from and also see what the students at the back see.
- Build positive and collaborative relationships by taking everyone's phones at the start of the lesson which reduces distractions from learning and promotes individual and group discussion / problem solving.
- Enable learners to share responsibility for their own learning and assessment by

continuously questioning the group throughout the lesson and setting group tasks for learning.

Teacher	D
Date	3/10/25
Group	4 students
Topic/Context	Biology
Notes on the lesson:	
- Effects of smoking on the lungs - Presenting through Powerpoint - Clear and loud voice, authority, respect - Positive body language, arm gestures. - Uses “well done”, “thank you” for every answer (encourages more answers, make the students feel welcomed and safe environment) - Very engaging, enthusiastic on topic, making it interesting / realistic - real life examples - Everyone must hand in their phone prior to lesson start - Gap between every student to encourage individual work / learning. - Continuously walking around the class - The classroom is covered in colourful pictures, examples and diagrams of the topics covered. - Warm up task - 10 minutes - A-G, name the different parts of the body. - Discussion / Question and Answer - explaining and identifying- the different parts of the body. - Links the warm up task to the lesson. - Lecture	

- Giving examples of personal experience and identifying what would and could happen in each situation.
- Diagrams for examples.
- Handouts to the students to follow the presentation and also a few tasks along the way.
- A lot of text on screen but not once looks at the screen or reads off the slides. Encourage the students to read if they want additional information or if that is the way they learn best.
- Important information / words highlighted and in bold.
- Table of results for the students to check their work and fill in any blanks they had.

- 10 minutes group task of looking at graphs and the students must identify what the graph shows / suggests. Feedback to the class what each graph states.
- (The lecture told me that after looking at previous years exam results compared to the national exam board averages the College was on par, however their graph knowledge and interpretation was well below average. This is why the lecturer has opted to incorporate more graphs tasks across the next academic year to hopefully see improvements.)

- Checking in on each individual during the task to give guidance and support if required.

- Individual/group feedback / Discussion / Q&A
- Challenging each individual to give further detail and examples of why is it that answer.
- NHS (2025) - reliable and valid references for the graphs.

- 10 minutes - Individual task
- Exam based questions

- Write as much as they can - then feedback to the class if they understood everything, anything they weren't sure on.
What I have learned:
- Lecturers can look at exam or assignment results and compare them to other colleges and universities which could highlight what the students are doing well and what they might be struggling with. This can then be used as a guidance or a suggestion for the lecture to change the way they taught the subjects that students struggled with and maybe keep what they're doing well the same. - Continuously praise any feedback or answering questions as it promotes more answers and class discussions. -
Targets to improve my own practice (mapped to professional standards):
- Demonstrate commitment to learners, their learning, safety and well-being by promoting positive attitudes to learning the subject and supporting learners to identify their learner needs and aims. - Demonstrate dignity, courtesy and respect towards others by continuously praising any feedback or answering questions as it promotes more answers and class discussions. - Know how to use evidence and research to improve my practice by looking at exam or assignment results and comparing them to other colleges and universities which could highlight what the students are doing well and what they might be struggling with. This can then be used as a guidance or a suggestion for the lecture to change the way they taught the subjects that students struggled with and maybe keep what they're doing well the same.

- Plan and deliver effective learning, teaching and assessment by presenting through powerpoint, showing videos, diagrams and paper copy of work with reliable and valid resources as examples of how it works.
- Build positive and collaborative relationships by continuously praising any feedback or answers as it promotes more Q&A, class discussions and problem solving.
- Enable learners to share responsibility for their own learning and assessment by continuously questioning the group throughout the lesson and setting group tasks for learning.

Teacher	E
Date	3/10/25
Group	4 students
Topic/Context	English
Notes on the lesson:	
- Othello - William Shakespeare - Walking around the room - Calming and authoritative tone of voice - Powerpoint, youtube, books, Kahoot - Extremely knowledgeable on the topic - Comfortable and confident on delivery - Start - Kahoot (quiz) 15 minutes - Fun - engaging - easy warm up - reward for winner - lecture puts on paper who he thinks will win - good healthy competition - interactive - Lights off to present the lecture - Discussion / Q&A - Lecture reads the book and asks the class what does this section mean... - Video / Clips from the play to show and highlight the feelings. Different learning techniques from just reading the book. - Shows a 30 second clip and highlights and explains the meaning behind the section. - 30 minutes of asking for everyone's opinions and could they explain what each section shows. - Discussion 20 minutes	

- Unpicking the clips, asking individually for their opinion of what's happened and the reasons for that.
- Thanks everyone for all their opinions but concludes everyone's answers and gives the correct.
- Making sure the discussion keeps to the topic, but if it does go off topic, the lecturer tries to bring it back by linking a question or a statement to get back on track.
- Continuous open ended questions to encourage discussions

What I have learned:

- Don't need any long presentations, using video clips as prompts to expand and explain the point further.
- Thanking everyone for the answers and opinions, and using/ concluding these answers to get to the correct answer.
- Asking open ended questions to encourage discussion and debates in the classroom.
- Kahoot quiz / game to start the lesson encourages student engagement, enjoyment / fun and friendly competition. Also, for the lecture to identify what each learner knows and maybe what topics some learners struggle at and maybe topics that need more attention for the students to identify.
- Being open to discussion for the learners to learn off each other, incorporate different views and opinions.

Targets to improve my own practice (mapped to professional standards):

- Demonstrating commitment to learners, their learning, safety and well-being by using a range of techniques and methods like Kahoot quiz / game to start the lesson encourages student engagement, enjoyment / fun and friendly competition.
- Demonstrate dignity, courtesy and respect towards others by listening to and responding positively to others' views and behaving professionally at all times.
- Plan and deliver effective learning, teaching and assessment by short sharp presentations and using video clips as prompts to expand and explain the point further. Encouraging active and individual learning.
- Build positive and collaborative relationships by applying open ended questions to promote discussions and group debates.
- Enable learners to share responsibility for their own learning and assessment by continuously questioning the group throughout the lesson and setting group tasks for learning.

Teacher c extras

I would also like to demonstrate the same level of commitment to learners as teacher C, also their learning, safety and well-being by using a range of teaching and assessment methods, making best use of knowledge and skills to support learners and moving about when delivering the lecture so everyone must follow, but also students at the back can't be playing about. It would also help to see the presentation and also have a visual of what the students at the back see (Educators Wales, 2025).

Teacher C had 15 Business and Technology Education Council (BTEC) sport students in the classroom for a lesson on governing bodies. The first thing the students were required to do when entering the class was putting their mobile phone in a drawer by the lecture before they could find a seat. Similarly to teacher B this conveys authority and having a focus on preventing challenging behaviors before they occur (Alter and Haydon, 2017) . Additionally it comes under the professional standard for demonstrating dignity, courtesy and respect towards others by behaving professionally at all times and treating everyone the same (Educators Wales, 2025).

The classroom was set up differently to all the other teachers I observed. Tables were set as groups of four students sitting facing each other, which Gremmen et. al (2016) states will promote student collaboration and can be used as a classroom management tool. Teacher C had a very strong, powerful and clear voice which immediately drew attention and control on the class.

Similarly, to teacher A and B the lesson was conducted through Microsoft Word and Powerpoint. Also, bullet points and words in bold were used to highlight the key information. As well, all the teachers I observed were dressed professionally and appropriately to the subject which in this instance was Llandovery College sports gear, but for previous teachers it was a dress or a suit. According to Franklin (2023) students are more likely to listen and agree with teachers that are professionally dressed as they come across as more knowledgeable and qualified than an informally dressed teacher.

The lesson started with 10 minutes of a question and answer and discussion about the assignment that was due in from the previous lesson. The teacher allowed the students to express their opinions and then stepped in when applicable to state what they could have done better and also praise what they did well.

The group was starting a new module and the teacher thoroughly explained what the next few weeks looked like. Starting with an explanation and identification of what is needed for each grade. Although, at the same time, continuously moving from the front to the back of class and asking questions to individuals to challenge the learning, making sure everyone is listening and can identify what is needed. This conveys the teacher's plans and delivers effective learning, teaching and assessment by moving about when delivering the lecture so everyone must follow, but also students at the back can't be playing about. It also helps the teacher to see the white board which they're presenting from and also see what the students at the back see (Educators Wales, 2025).

The same as teacher A the lesson was split into sessions where there was a 10 minute group work to identify and give examples of different governing bodies and then each group had to give feedback to the class. Also, 10 minute individual research tasks and feedback to the class on what could be done to improve their chosen topic. Lastly, 20 minutes for the students to write up what they learned in the lesson and start the assignment. According to Mason (2008) having a variety of tasks will increase student engagement and focus.

During this the teacher was walking around the class every 5 minutes (3/4 times) to check that everyone is on task and if anyone needs help, support or guidance. Also, Fuchs et. al (1989) states that teachers who give qualitative feedback are more detailed with answers which increases the growth of their students. However, Ghose and Wijayasinghe (2024) study suggests that students have a fear of asking questions in front of a class and rather just asking the teacher alone, as they are frightened of negative response or judgement and some feel they lack the knowledge to ask a reasonable question.

