

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: Jonas Paltanavicius-Tew	Observer: Katie Gardner
Date: 23/09/2026	Time: 09:30am
Topic: Materiality in Sculpture	Group: Katie Gardner's
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 would like to assess students' baseline understanding of and interest in materiality as a form of storytelling through an initial exercise where they analyse various characteristics of ceramic and aluminium. This will give me something against which I can evaluate the success of my lesson during the summative assessment—the short presentation on the conceptual potential of students' chosen materials.

The initial exercise will also warm up the students, as my lesson will be the first of the day, and I aim to get learners activated right away. I will then deliver a short lecture, after which students will utilise what they have learned in a second thought exercise and presentation. The idea is to get learners interested and energised, supply them with information, and then allow them to test-drive it through a simple task. I initially wanted to include a formative assessment in the middle of the session but found this difficult given the 30-minute time constraint.

I want learners to feel ownership of their learning, which is why I will let them choose a material rather than assigning one to them.

I hope that, due to its participatory nature, my lesson will prime learners to remain engaged and enthusiastic during the lessons that follow.

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 love feedback on the structure of my session and the teaching strategies used.

During my placement, I will have to deliver a few didactic lectures and need to consider ways of keeping learners engaged for a whole hour while explaining art movements and concepts. I am therefore using this microteach as a testing ground for how those lectures could be delivered.

Having said that, I am eager to hear any feedback that could benefit my teaching practice.

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)*

Your lesson aim and outcomes are measurable and align to one another, there is a clear link between these aims and your teaching session. You were able to achieve these lesson outcomes within your session.

Your list of the anticipated difficulties is good, you have provided an appropriate list of what may be difficult for you in the session, it may be good in the future to add a sentence on what you will do in case the difficulty arises.

Your plan set you up for success.

Your Menitmeter word cloud worked well and had a good link to the lesson.

Your ppt is mainly visual which worked for this topic, the pictures used were big enough and appropriate for the topic.

The resources you brought into the class were very good and met the need of your teaching session very well.

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 explanation of what materials were as an introduction, this meant students were prepared for the activity that came later.

Your entry level behaviour activity went well, the word cloud gave you the opportunity to see what students knew, however you also asked follow up questions to get more out of students with the which was very good. One student couldn't access the technology so you asked them to feedback to you directly which meant they were still able to take part which was very good reflection in action (Schon).

Your entry level behavior was good in relation to students values in the materials, it might have been good to find out what students knew already in relation to sculpture too.

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

You have a confident and calm delivery style full of enthusiasm which means that all of the students were engaged throughout the microteach, your enthusiasm also passed into the students who were keen to be engaged and participate in your session.

You ask questions throughout the session – students are able to answer these as you have given them the context first.

A student arrived late which you managed really well as this could have thrown you off.

You explored the sculptures on your ppt very well, explaining what each of them were and meant, it might have been good to ask students what they thought about the sculptures before explaining them (the hearts for example).

Your practical activity was well explained well, students, who are not all artists, engaged well with this.

If you were nervous this did not come across.

Students spoke about the difference between just making something and reflecting on making something which linked to your aims.

At the end of the practical you asked students to feedback to you you made sure to let students know there is no right or wrong answers, you were encouraging of students when they feedback to you. You also expanded on what students feedback to you with your own knowledge. This was excellent. You gave students the time the needed to feedback which meant that you did not finish completely, consider what you can do to make time for student and have the chance to finish the session, or when one student speaks for a long time.

Timing was very good – your plan fit what you were doing, it was student feedback that stopped this.

A very good microteach in which students clearly learnt and tried to do something different to their 'norm'. Students felt happy and safe to do this due to your approach and safe environment you set for students.

Well done Jonas.

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 aligned your lesson plan to the professional standards very well, these were demonstrated excellently throughout your teaching session.

Your assessment of initial knowledge and values of students was good, this was then used to assess learning too – a very good link.

Clear expectations of students were made from the beginning in relation to activities and behaviour – it might be worth considering how you might ward students about sharp and heavy objects with a different group.

Excellent knowledge of the subject demonstrated throughout the session.

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

Consider showing your lesson outcomes on your ppt at the beginning and end

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

Consider defining some of the concepts/words (attrition for example) as perhaps not all students know what it means.

Consider how you can engage students further in the session when going through your ppt.

5. Areas of Strengths observed in this lesson

Continue to demonstrate your excellent knowledge of subject

Continue to teach with enthusiasm in your topic and presentation

Continue to provide a safe environment for students to engage with something that might have been hard for some students (if they don't feel creative or tapping into their feelings).

Continue to plan to the level you have as you were set up for success.

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.

Thank you so much for the encouraging feedforward, Katie—this has been very useful and made me consider aspects of my microteach I had not previously thought about.

I did consider including the learning outcomes in my presentation but felt that revealing the destination before the journey might dampen students' creativity.

Instead, I aimed to build suspense through a series of small payoffs throughout the session, allowing students to gradually discover the tasks for themselves.

I absolutely agree that I should have ensured the whiteboard was visible to every learner, particularly as a significant number of students had an obstructed view. I also recognise that not defining terms such as 'attrition' could have potentially excluded some students or diminished their enthusiasm. I will therefore ensure that I provide these definitions in future sessions.