

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: Dafydd Jones	Observer: Marion Phillips
Date: 22/09	Time: 12:30
Topic: HYROX	Group: PCET
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.

- Timings (might go over or under)
- Technical difficulties
- Presenting for 30 minutes (nervous / anxious)

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.

- Is the tone of delivery clear and engaging?
- Is the Lesson Plan clear enough for someone else to use?
- Improvements on presenting skills?

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)*

- Structure your learning objectives with the onus on what the learner should be able to do by the end of the session.
- Good consideration of anticipated difficulties, remember to include what your contingencies will be.
- Good consideration of professional standards in line with your session.
- Generally good range of teaching strategies considered, you may want to consider including activities that will help you to move your learners from passive to active learning.
- Good consideration of timing.
- Take care to ensure that your text is clearly visible from the rear of the classroom.

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 bilingual skills – confident bilingual opener.
- Assessed entry behaviour well – you asked a question to engage your learners.
- Clearly outlined your aims and objectives at the start.
- Excellent classroom presence, confident, clear diction, good tonation, pitch and pace to your delivery.
- You spoke confidently on your topic, you were not tied to your presentation, instead using it to help explain and support the information that you were delivering.
- Clear enthusiasm for your subject, which came across clearly in your body language and eye contact, open presentation style, continually audience facing and good use of your hands to explain new or complex information.
- Good integration of media to help to explain the topic, this did not work on the day, but this was outside of your control. You coped very well with this and it did not impact on your confidence.
- Excellent physical demonstrations included to demonstrate the particular exercises.
- You positioned yourself so that all your learners can see you and you took care to scan all learners as you spoke.
- You used questioning to assess learner knowledge at the end of your session, your learners had clearly learnt and were able to confidently answer the excellent range of questions that you asked.

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, you spoke in very good detail about your topic and took care to explain any new or unfamiliar words for your audience.
- Consistent house style to your presentation.
- You welcomed questioning and provided excellent detail to clarify learner understanding of this new topic.
- Established excellent credibility with your learners, you clearly have their respect.
- You demonstrate a comprehensive range of professional standards throughout your session, the following key examples were observed:

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

- your activities inspired, supported and stretched your learners.
- your classroom presence and interactions with your learners created a safe and inclusive learning environment

Demonstrate dignity, courtesy and respect towards others

- you welcomed, listened to and respected other peoples' views, opinions and ideas
- you are teaching a mature group of adults and you acted as a role model for fair, courteous and respectful behaviours supporting the wellbeing of learners and colleagues.

Plan and deliver effective learning, teaching and assessment

- you have identified, prepared, and delivered a lesson well pitched to your cohort's ability and understanding.
- Your session includes bespoke media, including digital products, that effectively enhances the learning process

Build positive and collaborative relationships

- you have clearly worked effectively to build and maintain professional relationships with your learners and they clearly respect and value the knowledge and skills you bring to the session.

- Good re-cap of the learning objects at the end of the session.

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

- Presentation - Just take care to ensure that your font size is large enough for learners sitting at the rear of the class – good practice to use dark writing on a light background as this is less strenuous for your audience. Ensure that your images are large enough for your learners to see clearly from the rear of the class.
- Utilising questioning helps to engage your learners actively when you are delivering a body of information, for example, you may want to start a new topic or slide with a question, for example you could have asked your learners to try and think of benefits and drawbacks to this form of exercise.
- You could increase learner activity by introducing an activity, for example, you could have split them into pairs and asked them to research a given exercise that they would then introduce to the group - you could consolidate this with additional information and experiences that you have gained.

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.

Positive

Timings

Bilingual

Stayed professional with video not working

Work on

Check videos working before presenting

Make sure font size can be seen at the back

Tasks - incorporate more student engagement and break the lesson that I am not always lecturing.