



Professional Graduate Certificate in Education (PCET)

Module:
ECPT6003
The Teaching Toolkit 1

Title Of Study:
Professional Observation

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Assignment 2

In this assignment, I was required to undertake 6 hours of observation work of experienced lecturers or teaching professionals within the post-16 sector and reflect upon the learning gained from the experience and how this experience can be applied to my own professional practice and development needs. The teaching observation forms will be found within the appendices.

The reflective cycle process I will follow for this reflection essay is Gibbs' Reflective Cycle (1988). It was developed by Graham Gibbs in 1988 to give structure to learning from experiences. It offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or didn't go well. The study's conclusions showed that students can write insightful reflections on the literary works they are studying by using Gibbs' reflective cycle as a useful framework. Because the reflective cycle encompasses significant elements that the students might examine from the literary work, the well-organized framework for writing reflection enabled the students to conduct a thorough analysis of the work (Ikin Syamsudin Adeani, et al., 2020).

Observations

I used both a (FE Teacher) and a (HE Teacher) setting to observe six hours of work experience teaching within the post-sixteen sector in order to gain expertise to then apply my own professional practise demands for growth. The first observation in FE was a strength and conditioning first year class located in Carmarthen. The class included 16 students of mixed class of boys and girls. The second observation in HE was a health and social level 3 and level 1 class predominantly girls' class and 2 boys located in Llanelli.

Practitioners' daily work should be heavily reliant on observation. They will learn more about the requirements, abilities, and development of both individual and group learners as a result of it. The current needs of the learners should always be the centre of observation, and practitioners should avoid the urge to skip over experiences, knowledge, or skills because this can hinder learning (Welsh Gov, 2023).

The FE teacher used different strategies within practice such as Videos (Visual learning), quiz and games, Google classroom for resources. Also, a very student-centred approach to teaching. Adding video instruction into regular classroom instruction is a smart idea. While it may occasionally take away from your intended educational goal, in general, it's a fantastic method to support students' growth and maintain their interest when teaching challenging subjects. When children are visual learners and require visual aids rather than simply turning pages in a textbook, this is extremely helpful. It is not necessary to use instructional films in the classroom daily, but it is still very advantageous for teachers to include them

while planning their lessons for the day. The benefits of using videos in lessons include strengthening learning and serving as a terrific visual aid to support information found in textbooks (Studentbrands, 2022). Is it appropriate for your classroom to use game-based learning? To put it briefly, yes! Still, learning via play activates our natural tendencies, so learning through games can be an effective learning strategy (Harding 2023). The best part about Google Classroom is that all its features, like managing assignments and online content organisation, offering a secure environment for online facilitators and learners to interact, etc., are completely free (Pappas, 2023). The teaching approach known as student-centred learning (SCL) aims to make links between what students learn in the classroom and their interests. The ultimate objective is to increase students' sense of purpose in the educational process (Renton Prep, 2022). Games and quiz, Kahoot serves as a direct tool substitute for formative assessments, and it has functional improvements like the ability to incorporate images and video into quizzes to reach a variety of learning styles and maximise student knowledge. Quiz and games are typically done at the end of lessons as a recap to enhance or develop cognitive skill. Cognitive skills are the mental capabilities we need to successfully learn academic subjects. Underlying cognitive skills must function well for us to efficiently and easily read, think, prioritize, understand, plan, remember, and solve problems (Professional Learning Board, 2023). Technological tools are used directly to replace conventional tools or processes at the substitution stage of the SAMR model, with little to no functional alteration. For instance, rather than using paper and pencil for a writing assignment, students may type their answers using a word processing programme (Nearpod, 2023). Ground rules, by setting an example of the rules in their own interactions with the students, teachers should set the

example. When time permits, ground rules that have been discussed and decided upon by the students work better than those that have been imposed by the instructor (Ingrid, 2020).

The HE teacher however used similar strategies withing good practice but here are some other strategies PowerPoints, group work, discussion. Also, a very student-centred approach to teaching. Before utilising PowerPoint in your classroom, make sure you are aware of all the following points. When used improperly, PowerPoint can be confusing to students and make learning challenging, particularly when large amounts of textual or dull content are used on the slides (Julian, 2022). Additionally, studies demonstrate that group learning improves comprehension and memory recall. This is since group discussions help students retain information better than listening to the same material in an instructional setting (Inner Drive, 2023). Talking about the material in class can help students understand it better and express it in their own words. The interactive dynamic of discussion can help students learn and motivate them to complete homework and prepare for class, even though it is typically not conducive to covering large amounts of content (Teaching & Learning Transformation Centre, 2023). The advantages offered by student-centred learning are that it makes learning fun, engaging, and adapted to a student's needs and interests (Ranido, 2023). Positive with learners, one explanation for this is that when a teacher shows that they are interested in and care about them, students are more likely to be motivated to learn and participate in class. In this study, we discovered that cultivating positive relationships between teachers and students not only changes student behaviour, but also improves instruction (Consiglio, 2022). Praising all learners after answers, after each right

response, give your pupil praise. Give special attention to your student when they get the answer right the first time, without assistance. Before you reply, get a commitment from your student if they are looking for answers. Tell the student that it's okay to try even if they don't know the answer (ITCCONLINE, 2023). Lecture teaching theory, there can be a lot of information presented in lectures. Lectures can be given in front of sizable crowds (Bonwell, 1996).

I feel that both lecturers were professional when delivering to students. Professional conduct consists of. Observable behaviours such as keeping proper relationships with pupils, parents, and colleagues that show the person is acting appropriately modelling of a prompt and professional behaviour and appearance (Creasy, 2015). The strategies used by the FE teacher and HE teacher would be beneficial for me to use for my best practice to enhance my skills and knowledge, I would be much more confident in teaching when practicing. The best way to increase your confidence as a teacher is to just keep teaching—more, more, more. You'll feel more assured the more you instruct (Busy Teacher, 2018). By teaching more and doing it I will build confidence with the flow of lesson and within my knowledge.

What I will I take from the observations and targets for my own practice

What I have learnt from the observations all together, when going through a big workload with the class it is a good thing to stop halfway through and refresh the learners' brains to enhance engagement. To ensure best practice, although every educator possesses their unique teaching approach and philosophy, the industry has acknowledged common standards that are disseminated in part via official records and in part through unofficial involvement in communities of practise. To become an effective practitioner, teachers must acquire and apply a certain set of abilities, values, and knowledge in their professional practise (Essays, 2018). Looking at pedagogy development it needs to be appropriate for the intended audience and concentrate on assisting students in comprehending the material presented and making connections to real-world situations. A variety of tools and techniques can be included into the classroom to provide rich learning experiences and raise student participation and discussion levels (Indian Government, 2023). Taking multiple breaks during the day can assist students in maintaining focus a quick workout in the classroom can help students regain focus if they are becoming unruly or bored. Increase students' motivation and elevate their mood by implementing brain breaks, which are brief activities that pique their curiosity (Terada, 2018). Mind maps with the students on the different theories ready for their exams. One way to do this is to make mind maps of the topics that will be tested and then use those maps to plan out your study time. This can assist students in narrowing their attention to the most crucial details and guarantee that they have a study strategy in place (Mindmappro, 2022). Standards with the students, set high expectations which inspire, motivate and challenge pupils.

Promote good progress and outcomes by pupils. Demonstrate good subject and curriculum knowledge. Plan and teach well-structured lessons (Twinkl, 2023).

My targets to develop my own practice I will be following the SMART framework. The SMART in SMART goals stands for Specific, Measurable, Achievable, Relevant, and Time-Bound. By defining these requirements in relation to your goal, you can make sure that your targets can be reached in each amount of time given (Boogaard, et al., 2021). Specifically, to develop my teaching skills such as planning, confidence, teaching theories, cognitive skills, how to get students to learn, reflecting on lessons, PowerPoints, developing philosophy of teaching etc. We can make this measurable as when teaching within classroom students are paying attention. By doing it and growing your confidence it is very achievable, the only way to learn teaching is by doing it. Long term by enhancing these skills it will make me a strong confident knowledgeable teacher by doing this it will be realistic. As a student going into teaching, it is a long process to learn all tips and tricks, but as mentioned earlier in text by more practice the more you believe in yourself.

Conclusion

What I can take away from observations is being professional, using different theories in lessons, always plan lessons if the plan does not go to plan you must have a backup too, always stay up to date with the Welsh government standards, cognitive skills, student centred approach to get the best out of your learners and always encouraging students. Teachers exhibit honesty and integrity, possess extensive subject knowledge, maintain current professional development, are self-critical, and cultivate positive working relationships (GOV, 2023). Mapping to professional standards, as a teacher provides more of a clear set of expectation to assess their effectiveness, making them accountable for their professional practice. What I have learnt a PCET educator is that you must be professional meaning that always maintaining your subject knowledge and always keeping updated. With also creating a culture with the students and always encouraging students to develop pedagogy. Always keeping up to date with the Welsh government standards to ensure that your pedagogy is up to date and up to the standard. Good practice is Establishing a Learning Environment That Is Student-Centred. Analyse how student expectations are impacted by the physical setup and the teacher's role. Establish connections that foster a secure and encouraging environment where students are accountable, driven, and able to assess themselves (Fairfax, 2023). To ensure best practice is included when teaching is by creating a student-centred environment to let the student learn by guidance from teachers. As a teacher you need to always be engaging to promote learning as a teacher you need to be a role model. The observations from both teachers for me was a fantastic opportunity to get a feel of the classroom, instead of teaching or being taught you get to see both sides

of the classroom which is a great experience. As a teacher you get to see what theories are being implemented and how you are affecting the classroom, through PowerPoints, different learning styles, brainstorming, games and quiz etc. The important thing is why we are using these different theories and how they help students learn. As a student in the classroom, you can really see them engaging by taking notes, listening to the teacher and asking questions. When a task has been set out by the teacher and working in groups and always engaging. But when you don't have the perfect classroom, you must try and find a way that they engage in whether it is a more practical side or rewarding students when working hard to create a reward system.

Action Plan

From observing two teachers one from college and one from university it is interesting to see the different techniques used in teaching, the same teaching skills but within different environments and being adaptive. Going forward I would use more:

- Learning Styles
- Being professional
- Making it more of a student-centred classroom

By using these three more in classroom after observing different ways of doing this it will benefit me on my own professional learning as a PCET educator. Using different learning styles is crucial for everyone in the classroom to learn e.g., if I were to show a video some of the class would take it on board whereas some students prefer a different approach such as audible, reading & writing or kinaesthetic. Being professional as a teacher would be building my knowledge to the subject and gaining skills through formal preparation and experience. By making it a student-centred classroom it is all about the students instead of me as a teacher preaching on PowerPoint all lesson, I would give them the information and they would have to find the answers themselves.

One thing I would not take away from observations is prizes to award students as sometimes students would expect a reward every time, they get something right. I would leave this for parents for when they do well in exams. So overall, to develop myself as a teacher I would need to take on these observations to reach my full potential as a teacher.

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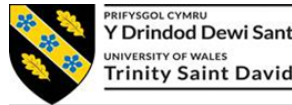
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Appendices

Teacher Observation Form



Teacher	Martyn Bowles
Date	5/10/23
Group	Level 3 H&S
Topic/Context	Humanistic Theory Psychology
Notes on the lesson:	
<u>Teaching Strategies</u> Visual Reading & Writing Audible Discovery learning Lecture Group work Discussion Brainstorming Assignments Q&A Video Gaming & Quiz Buzz groups Case study STUDENT CENTRED APPROACH Create your own presentation based on the subject. - Positive with the learners.	

- Praising learners after all answers given.
- Introduction
- Straight into Q&A working in groups (Whiteboards) Recapping on acronyms.
- Walking around to see answers.
- Going through theories.
- Democratic leadership
- Theories psychology (Maslow)
- Explain but really get the answers out of the learners.
- Q&A
- Learning notes out.
- Professional
- Case study
- Let them know that they have a break, so they work harder.
- Good knowledge.
- Thank them for the answer and guiding them through the answer.
- Getting them to write down notes. And as a class go through the bullet points.
- Going back to the model and inputting different scenarios and how to apply it to the theory.
- Telling the students if they do need help, please

put their hand up for support.

- **Always question and answer.**
- **BREAK – Games to refresh the brain.**
- **Having a laugh with students**
- **Exam question within an exam environment**
- **Timed exam question then a 5-minute phone break or chat.**
- **Random prizes to award students.**
- **Whiteboard for notes.**

What I have learned:

When going through a big workload with the class it is a good thing to stop halfway through and refresh the learners' brains to enhance engagement

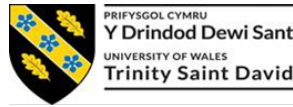
Mind maps with the students on the different theories ready for their exams.

Gain knowledge of the subject before so it will help.

Standards with the students

Targets to improve my own practice (mapped to professional standards):
When going through a big workload with the class it is a good thing to stop halfway through and refresh the learners' brains to enhance engagement Being positive with learners Understanding different theories Democratic leadership to guide the students through the question. Always get the answers from the students but always thanking them for the answer. Setting high expectations which inspire, motivate and challenge pupils. Demonstrating good subject and curriculum knowledge. Always plan lessons. Always be adaptive lessons will not always go to plan. Including Welsh In lessons.

Teacher Observation Form



Teacher	Martyn Bowles
Date	5/10/23
Group	Health & Social Care Level 1
Topic/Context	Inclusion & Disability
Notes on the lesson:	
<u>Teaching Strategies</u> Visual Reading & Writing Audible Discovery learning Group work Assignments Q&A Gaming & Quiz Buzz groups INTRODUCTION TO THE LESSON EXPLAIN EVERYTHING Digital learning on canvas Very basic lessons for level 1 Break Positive with the learners Being on the same level as the students but remembering there is a line.	

Mind maps and posters

Going around everyone to check on work seeing if they need help if pupils are struggling.

Have a great understanding and good knowledge to ensure learners are learning.

Always encouraging students

1 to 1s – working closely with individuals if they are struggling or to reinforce learning.

Lecture

Transferable skills

Adapting

Music

What I have learned:

Regardless of the certain level you teach you must be positive

to get the students to engage in the work.

Always plan lesson on what you must do so you are never stuck.

Always be organised.

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

Setting high expectations which inspire, motivate and challenge pupils.

Demonstrating good subject and curriculum knowledge.

Always plan lessons.

Always be adaptive lessons will not always go to plan.

Pedagogy, however, is learner-centred and involves coming up with teaching strategies that focus on how specific students learn in different ways.

Teacher Observation Form



Teacher	Stephen Williams
Date	12/10/2023
Group	Year 1 University
Topic/Context	Strength and conditioning 2 hours lesson
Notes on the lesson:	
<u>Teaching Strategies</u> Visual Reading & Writing Audible Discovery learning Lecture Group work Discussion Brainstorming Assignments Q&A Video Gaming & Quiz Buzz groups Student Centred Approach Lesson starter to get basic ability and knowledge. Q and A to get learners understanding and knowledge - Learner focused. (Not giving information, questioning to keep learners engaged instead)	

Admitted forgetting a point from a question and answer with a learner.

Mentioning different techniques through PowerPoint.

Lecture style – PowerPoint.

Not putting people down for wrong answers, motivating learners to participate and answer questions.

Set rule from the start phones away.

Mentioning S&C courses available for extra knowledge for students

Video – YouTube – visual learning
Pause after video to ask questions.

Gaming / quiz.

Google classroom for resources.

S&C Practical

Worksheet to keep engagement and have knowledge on the ability and knowledge of learners.

What I have learned:

By doing a presentation so all the information on technique then into practical.

Discovery learning so giving the information then when in practical in pairs go find out on your own how to do it.

Ground rules with student's phones away.

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

Positive with learners

Best practice

Engaging cognitive skills

Demonstrating good subject and curriculum knowledge.

Demonstrating good subject and curriculum knowledge