



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE CODE: ECPT6014

ASSESSMENT COMPONENT: A1
Microteach Session

STUDENT NAME: Chloe Howell

STUDENT NUMBER: 2316517

I acknowledge the use of Microsoft co-pilot on 26.09.26 to use for the structure of my assignment. I used the prompts:

1. How to structure a reflection piece using the Gibbs cycle into 1500 words.
2. Give me sentence starters for reflective writing

I confirm that I have not presented any AI generated text as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used before and after the use of AI tools which I may be asked to provide in evidence.

Introduction

This assignment provides a critical reflection on a 30 minute microteach session I delivered to a group of seven adults learners within a PCET setting. For the purpose of this assignment, I have chosen to use Gibbs Reflective Cycle (1988) as it provides a structured framework for reflecting back on my session and the model helps me review my experience, identify strengths and areas for development and plan how I can improve my future teaching practise. The model also encourages self awareness of my teaching and makes improvements for future sessions (R and Sahoo, 2026).

Description

As part of my first teaching practice, I planned and delivered a 30 minute microteach session on budgeting. I delivered the session to a group of adult learners on the same PCET programme. The main aim of the session was to develop learners awareness of budgeting and to introduce strategies to create a simple budget plan. The session began with a POLL activity in which learners selected the definition they felt best defined the term which allowed me to assess their prior knowledge and understanding. I then introduced a definition of budgeting, and we looked at some common student expenses and how income and expenses influence spending decisions. The main activity consisted of grouping the learners in two pairs with one group of three due to the class size and the learners were given a £50 budget and asked to discuss and order their spending choices together before sharing their decisions with the wider group. This activity sparked discussion and compared learner's different priorities. After the activity we looked at hidden costs that students may encounter and shared examples from their own experiences. The session ended with budgeting strategies and a reflection task where learners identified one strategy that they would use in the future and why.

Feelings

This was my first time delivering a teaching session to a group and I felt extremely nervous throughout the planning and preparation stages. I put a lot of pressure on myself to make the session 'perfect' and was particularly concerned about managing the 30-minute time frame we were given. One of my biggest concerns was ensuring all learners had the opportunity to contribute to the discussions and to keep them engaged. During my preparation stage I had some personal issues happen at home which caused additional stress and made me worry that I would not finish preparing what I needed to but after discussing my concerns with my lecturer, I was then able to regain my focus and complete the preparation which helped strongly build my confidence before the session. Once the session had begun, I was very surprised by how quickly my confidence increased and by the positive engagement from the group, the contributions they added which allowed me to feel more comfortable in my role. Although I felt I rushed the final slides and the reflection question due to the time pressure I felt I did leave feeling proud of my first teaching session and it helped increase my confidence and highlighted areas for future improvement for my placement.

Evaluation

One key strength of my session was the planning and preparation I completed beforehand. I spent time researching budgeting and strengthening my subject knowledge which increased

my confidence when delivering the session. This was demonstrated in the session as I used the PowerPoint slides as a visual rather than relying on them to deliver the content. My observer feedforward (Appendix 1) recognised this strength by commenting that my planning and preparation was excellent and that I demonstrated strong subject knowledge by confidently discussing the topic without reading directly from the slides. Peer feedforward (Appendix 2) also supported this with learners commenting that the session was well planned and easy to follow and had clear aims and learning outcomes. Another strength was my confidence during my delivery as to begin with I felt nervous, but I quickly became more confidence and relaxed as soon as I started. Both my observer and peers noted my calm and approachable manner.

Looking back, I do feel there were some areas that could have been improved. At the end of my last slides I do feel I rushed this due to time pressures which limited learner's opportunities to fully engage with the reflective question. I also feel I could have provided more positive praise and recognition when learners contributed to the discussions. My observer recognised that the computer monitors partially blocked the presentation screen for some learners which meant some could not fully see all the PowerPoint slides. My observer also highlighted that the lesson aim was difficult to measure because it focused on the learners understanding rather than specific and measurable outcomes and suggested using blooms taxonomy to support this. Peer feedback also suggested that some slides contained too much information and that the session could have benefited from more practical examples and digital tools for further support learners engagement and understanding.

Analysis

After reviewing the feedforward given, I believe my preparation was a key factor in the success of the session as Reece and Walker (2007) says that effective planning gives structure and direction to both the teacher and the learners. This may explain the feedforward from both my observer and peers who noted the session being well organised and easy to follow. The time spent during my preparation stage researching budgeting and strengthening my subject knowledge also contributed to my confidence during my delivery. Shulman (1986) supports this by arguing that effective teachers require strong subject knowledge to explain concepts clearly and respond effectively to learner's questions. This then suggests that my preparation played an important role in the success in my delivery of the session as it enabled me to deliver the content confidently. This also reflects on the professional standard to plan and deliver effective learning, teaching and assessment as planning and strong subject knowledge can both create an organised and engaging learning experience (Educators Wales., 2026). The high level of learner engagement observed throughout the session can be explained by Knowles (1984) theory of andragogy which suggests that adult learners are more motivated when learning is relevant to their lives and experiences, which relates back to budgeting being a very relatable topic to many learners and explains the contributions the learners gave on their own experiences during discussions (Knowles, Holton III and Swanson, 2005). This also aligns with the professional standards to enable learners to share responsibility for their own learning and assessment as learners were able to actively engage in discussion and shared their own experiences (Education Training Foundation, 2022). I was

surprised with how quickly my confidence grew throughout the session, I believe with the active engagement from the learners and their participation in the activities and discussions helped develop this. This can link to Banduras (1997) theory of self-efficacy which tells us that successful experiences help individual's build confidence which may explain the feedforward my observer and peers noted on my calm and approachable delivery style (Wiggins, 2018).

The feedforward I received did highlight some areas of improvement, with which I agree with. My observer noted that my lesson aim was not measurable. By looking at Blooms taxonomy who states that learning outcomes should use clear action verbs such as identify, explain and evaluate so that learner achievement can be measured more effectively (Forehand, 2005). Due to time pressures, I was unable to allow enough time for learners to reflect on the activity. As the session ended, I was unable to discuss their learning with them in enough time in which according to Kolb (1984), reflection is an important part of the learning process as it helps learners to make sense of their experiences and strengthens their understanding. Lastly, I agree with my observer's feedback that the monitor blocked part of the presentation slides which is something I did not pick up myself which meant that some learners were not able to see the full slide. This could have affected their understanding as they may have missed important information. Mayer (2002) emphasises that the way information is presented visually can affect learners understanding. Therefore, learners need clear access to visual information, so they do not miss important content or misunderstand the session.

Conclusion

To conclude, the microteach session was a positive and successful first teaching experience that has increased my confidence for future teaching practise and my placement. Although, I initially felt nervous and placed a lot of pressure on myself to deliver a successful session, I learned that careful planning and preparation is important to both learners and teachers confidence. Feedback received by both my observer and peers highlighted some key strengths of the session including my strong subject knowledge, planning and preparation, my calm and approachable delivery and the ability to create a supportive learning environment where learners felt comfortable contributing in discussions. However, the reflection also identified areas of improvement, including developing more measurable learning outcomes, improving time to reflect at the end of the session, providing more positive reinforcement and ensuring all learners can clearly access the learning content. Overall, the experience has helped me recognise both my strengths and areas of improvement to support me in my role as well as personal growth.

Action Plan

Moving forward, I will focus on developing more specific and measurable learning outcomes as during my session my observer highlighted that the lesson aim focused on the learners understanding rather than measurable achievement. To address this, I will in future use Blooms Taxonomy when planning future sessions and ensure that my learning aim and outcomes include measurable verbs such as identify, explain and evaluate instead of

understands. Anderson and Krathwohl (2001) suggest that measurable learning outcomes provide clearer evidence of learning and support effective assessment (Wilson, 2016).

Before delivering future sessions, I will ensure more consideration is given to the learning environment before my session begins as my observer noted that some learners were not able to clearly see the full presentation screen due to a computer monitor covering a corner of the screen. In future, I will arrive early to check the classroom layout and ensure to check learners seating positions and ensure that all learners have a clear view to the visual content provided. Mayer (2002) argues that effective learning is enhanced when learners can clearly access and process visual information.

Finally, throughout future lessons I will make a conscious effort to provide more positive reinforcement throughout lessons. Although learners actively participated in discussions, I realised that I could have acknowledged contributions more consistently. According to Skinner's theory of reinforcement says that behaviours that are positively reinforced are more likely to be repeated. Therefore, I will use praise and constructive feedback more frequently to recognise learner participation, increase confidence and promote engagement (Gordan and Amutan Krishanan, 2014). By implementing these actions, I aim to create a more inclusive, effective and engaging learning environment in future teaching practise.

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Appendices

Appendix 1 – Observer feedforward form

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: Chloe Howell	Observer: Katie Gardner
Date: 23.09.26	Time: 10.15am - 10.45am
Topic: How to budget as a student	Group: PCET microteach
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.

The session will be teaching students how to budget. The session is kept simple and clear to fit within the time frame by using small interactive activities , pair work and short discussions to keep learners engaged. This session fits into the wider curriculum as it supports learners personal development and feeling more confident managing money.

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 like feedback on :

- ✍ Planning and preparation
- ✍ My engagement with the learners
- ✍ My delivery style
- ✍ How I supported different learning styles

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 outcomes are linked to the learning aim and are measurable and were achieved within the session. You use 'understand' in your lesson aim, consider using Blooms Taxonomy to support you in making your aim measurable.

You identify the anticipated difficulties very well, consider outlining how you might mitigate this in the future.

Your lesson detail is very good, you set yourself up for success here. It is clear what you are doing and when, this plan could be used by someone else.

Your preparation was excellent, you had everything you and students needed prepared and easily accessible to all.

On your Ppt – there are some slides which are easy to see and read, however there are some which are smaller – consider the formatting of your slides so that all pages are visible. Your referencing are also on top of each other for some of the sides, a final check of this would help.

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 set out of the aims well at the start of the session as well as the learning outcomes.

Your entry level behaviour was good – this showed students values in relation to budgeting you explored this with students well too by asking follow up questions.

You used your ppt as a basis for yourself, you did not read from the slides which is excellent, you demonstrate your knowledge from this.

You explore the concept of budgeting very well and made sure to discuss with students how each individual's financial situation is different – this was good.

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

You used question and answer at times during the session, consider when else you might be able to do this to engage with students further.

You have a calm approach which makes students able to engage with you in the session.

You set out the activity well, when there were some follow up questions you made sure that all students knew the answers and you clarified the activity well. You went around the group to check in during the activity which was good.

Students were able to feedback from your activity well, you managed the feedback session well, everyone who wanted to speak did. You were very encouraging of the group as they were talking about the activity you had set. You set a safe environment for students throughout the session.

At one point the computer turned itself off – this did not phase you at all, you remained calm in this.

Your transition from one topic to another is good, the flow of the session and ppt is clear and develops well.

You had a couple of teaching strategies that worked well for students meeting different learning styles.

Timing – had 1 minute left in the session.

Well done Chloe, this was a very well planned and delivered 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)*

Your acknowledgement and alignment of the professional standards within your lesson plan and your delivery was excellent.
Your assessment of learning was very good; you assessed from entry level behaviour throughout the session and at the end. This was very good.
You showed excellent knowledge of the topic using the ppt slides as a guide rather than relying on them.

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

Consider using blooms taxonomy to ensure your lesson aim is measurable as you are not able to measure understanding.

Consider the format of your ppt slides for accessibility

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

Consider showing the lesson outcomes at the end again to check they have been covered.

5. Areas of Strengths observed in this lesson

Continue to deliver a confident way

Continue to demonstrate your excellent knowledge demonstrated by speaking around the slides

Continue to manage the discussions as you did giving enough time for everyone but also keeping to time.

Continue to plan as you have as you have planned 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.

- I was pleased with how my first teaching experience went. I was initially very nervous before the session began, but I was also surprised by how quickly my confidence grew throughout the lesson.
- I managed to stay within the 30-minute timeframe but felt that i had rushed the final two slides during my reflection activity
- Learners were engaged throughout the session and i felt the learning outcomes were achieved.
- The main activity was successful, and learners participated well in discussion and shared their ideas effectively.
- I agree with the feedback provided regarding the computer monitor restricting some learner's view. I had not noticed this during the session, but I do recognise the potential this impact this can have on learner engagement and access of information. In future I will

consider the learning environment beforehand to ensure that all learners can clearly see the presentation content.

- I also appreciate the feedback given regarding my learning aim using the word 'understand' which is something I had missed when looking over my slides. I will in future use blooms taxonomy when writing my aims and learning outcomes to ensure they are clear, measurable and appropriate for learners.
- Overall, i was extremely happy with my first teaching experience and this increased my confidence as well as allowed me to recognise areas of improvement that I can use in my future practise.

Appendix 2 – 3 Peer Feedforward form

Peer 1 -

Peer Observation Form

Guidance on this form:

The purpose of this form is to offer feedforward on your peers microteaches outlining what went well and what could be improved from the perspective of you as a participant.

Please remember to be constructive and respectful in your feedforward.

These feedback forms should be sent to your peer no later than two days after the microteach. These forms are then used to write Assessment 2 of the module.

Section One:

Trainee Teacher Name: Chloe Feedback completed by: Samantha

Date: 23.09.26

Topic: How to make a budget as a student

Section Two:

Please comment on the below:

Planning and Preparation:

Chloe was very prepared and had printed out her resources prior to the lesson. The lesson was well-structured with clear learning aims and logical resources that supported engagement.

Teaching and delivery:

Chloe explained clearly what a budget was and related it to our own scenarios to help us understand further. Chloe communicated the instructions for the task clearly and maintained a good pace throughout the session.

Links to professional standards:

Maintain and update knowledge of my subject and how best to teach and assess them – Chloe showed a clear knowledge for budgeting with her examples and clear explanations

Plan and deliver effective learning, teaching and assessment - Chloe used both a digital PowerPoint and printed resources for us to learn about the topic and put the theory about budgeting into practice.

Demonstrate commitment to learners, their learning, safety and wellbeing - Chloe actively listened to us when we spoke and encouraged us to share our ideas.

What went well:

Chloe created a supportive environment that encouraged participation. The task Chloe set us really got us thinking about different lifestyles and people's wants vs needs for budgeting. She demonstrates a strong relationship with myself and other learners which encouraged our participation. She had a clear structure for the lesson which kept me engaged.

Areas for development:

I would like to have explored more digital tools or interactive resources throughout the session. Chloe could have allowed a few minutes at the end for learners to reflect or ask questions about their own budgeting challenges.

Peer 2 -

PGCE PCET Microteach

Peer Observation Form

Guidance on this form:

The purpose of this form is to offer feedforward on your peers microteaches outlining what went well and what could be improved from the perspective of you as a participant.

Please remember to be constructive and respectful in your feedforward.

These feedback forms should be sent to your peer no later than two days after the microteach. These forms are then used to write Assessment 2 of the module.

Section One:

Trainee Teacher Name: Chloe Howell Feedback completed by: Carrie Thomas

Date:

23/09/26 Topic: How to budget as a student

Section Two:

Please comment on the below:

Planning and Preparation:

- Clear Aim could have possibly had more than one
- Context was informative with excellent knowledge.

Teaching and delivery:

- There was a lot of information but could be a bit repetitive.
- Confident communication skills
- Ability to convey knowledge at any level

Links to professional standards:

Enable learners to share responsibility for their own learning and assessment

Plan and deliver effective learning, teaching and assessment

What went well:

- It was enjoyed by everyone
- Very interactive
- Good planning
- A lot of information in a short amount of time.

Areas for development

- Maybe try and reduce the theory and include a simple spreadsheet
- Reduce the amount of information on slides.

Peer 3 -

PGCE PCET Microteach

Peer Observation Form

Guidance on this form:

The purpose of this form is to offer feedforward on your peers microteaches outlining what went well and what could be improved from the perspective of you as a participant.

Please remember to be constructive and respectful in your feedforward.

These feedback forms should be sent to your peer no later than two days after the microteach. These forms are then used to write Assessment 2 of the module.

Section One:

Trainee Teacher Name: Chloe Howell Feedback completed by: Chelsea Morgan

Date: 23/09/26

Topic: How to budget as a student

Section Two:

Please comment on the below:

Planning and Preparation:

- Chloe's presentation was very easy to follow and had plenty of information about her topic without it being overwhelming to someone new to budgeting.
- The activity that was prepared was well thought out, and got the learners to talk quite a bit about the differences that one student would have over another when it comes to budgeting.

Teaching and delivery:

- The aims and learning outcomes were made clear from the beginning of the lesson, showing she had thought about how the learners' needs.
- The activity was really interesting and quite eye opening, because the activity was kept somewhat vague on purpose in terms of the price list that was given,

this gave the learners plenty of things to consider and discuss, which then led to further group discussions which Chloe facilitated really well. She gave everyone the opportunity to speak and share what they had discussed and gave plenty of positive feedback.

- The delivery of the lesson was really calm and quite relaxed, and it made the topic of budgeting, which can be quite daunting to a lot of people, seem really approachable and easy to understand because of Chloe's delivery.

- Budgeting strategies were broken down to simple and easy to understand language which made the lesson really accessible.

Links to professional standards:

- Chloe was able to Value and promote diversity, equality of opportunity and inclusion by bringing awareness of the challenges some students may face when it comes to their finances. Chloe was able to convey that everyone's financial situation may be different even if they all start off with the same amount of money to spend, everyone has different needs.
- Chloe was able to demonstrate dignity, courtesy and respect towards others by listening and respecting each of the learners during the lesson, and gave everyone plenty of time to share their ideas. Chloe was able to act as a role model to show courteous and respectful behaviour while speaking to each learner as well as to the group.

What went well:

- Chloe gave learners plenty of time to discuss their ideas in pairs or threes first before sharing with the wider group, which allowed for the more introverted time to work out their ideas in a lower risk way before sharing with the wider class.
- All of the learners were able to fully engage with the task that was given, which sparked a lot of discussion amongst the learners during the pair work as well as the wider class discussion which Chloe facilitated really well, and was able to acknowledge everyone's answers and also gave feedback on.
- The lesson about something that is quite complex for a lot of people was made really accessible due to how Chloe presented the topic and I left the lesson feeling more confident in managing my own budgeting.

Areas for development:

- To elevate the lesson further, perhaps a section on how to actually handle unexpected expenses or maybe how to handle peer pressure when it comes to budgeting, so for example exploring scenarios and what to do when your classmates are really pushing you to come out on a night out or going on a group trip when you're already stretched thin with your budget. You could get the class to discuss solutions in groups or present some of your own ideas.