

Action No.	Target / Goal	Action Steps	Linked Professional Standards	Resources	Target Date	Progress / Comments
1	Improve time management and slide pacing to deliver content within the allocated timeframe while maintaining a seamless lesson flow.	• Rehearse each session section with a timer to build pacing awareness and maintain a steady, confident flow when delivering my PowerPoint Presentation (PPP). • Adjust slide content to ensure clarity and avoid verbose overload to match the realistic and achievable delivery time – apply a 'must-should-could' content structure (less is more). • Practise seamless transitions between slides, linking visuals with spoken delivery. • Learn how to embed timers within PP slides to manage discussion and activity phases more effectively.	➔ Plan and deliver effective learning, teaching and assessment. ➔ Critically reflect on one own values, knowledge and skills to improve learning.	Laptop, Microsoft Office, Lesson plan (Word docx), Timer, Slide notes or PP lecture script in Word docx format, time and effort.	(wk 40 - wk 44) 31/10/2025	Practice with a timer weekly until I am confident, starting from week 40 – confidence will serve as an indicator of progress. Review/reset the target date after the completion, depending on the progress.
2	Develop confident, fluent, and expressive public speaking skills to enhance professional delivery, classroom presence, and the use of appropriate language in teaching contexts.	• Record myself while practising teaching (voice or video) at home. • Practise delivering teaching topics to peers or family and seek their feedback. • Watch and analyse at least 3 public speaking tutorials on YouTube.	➔ Demonstrate dignity, courtesy and respect towards others. ➔ Build positive and collaborative relationships.	Phone, Laptop, TED Talks (YouTube), Peer/mentor/lecturer /students' feedback (verbal, post-teaching).	(wk 40 - wk 45) 15/11/2025	Start from week 40 onwards, practising with voice and video recordings. This remains an ongoing area of development – review the target date based on progress.
3	Improve lesson planning by incorporating measurable learning outcomes.	• Revise the use of Bloom's taxonomy in learning aims & objectives. • Practise writing Specific, Measurable, Achievable, Relevant, and Time-bound objectives using Bloom's Taxonomy. • Incorporate strategies for anticipated learner needs/difficulties.	➔ Plan and deliver effective learning, teaching and assessment. ➔ Maintain and update knowledge of my subject(s) and how best to teach and assess them.	Laptop, provided Bloom's verbs guide, Google Scholar, UWTSD templates, and tutor/mentor feedback.	(wk 40 - wk 44) 31/10/2025	Apply the tutor's feedback to the next lesson plan. Ask the tutor for feedback to assess my progress in developing lesson planning skills. This is a continuous self-development area – review the target date depending on my progress.
4	Develop accessible slide designs that align with inclusive teaching principles and accommodate learners with Additional Learning Needs (ALN).	• Avoid white text on black background. • Use a minimum 24pt font size for the PPP text. • Include visuals/icons/transitions to support interactive learning. • Apply the 6x6 slide rule. • Follow guidelines from credible sources (Jisc, UCL's Inclusive Curriculum Framework, CAST's Universal Design for Learning).	➔ Value and promote diversity, equality of opportunity and inclusion. ➔ Plan and deliver effective learning, teaching and assessment.	Laptop, Microsoft PowerPoint's built-in Accessibility Checker, PowerPoint Slide Design, Canva for Education, and YouTube tutorials.	(wk 40 - wk 43) 25/10/2025	I need to be able to confidently utilise PowerPoint's built-in slide design tools, as well as Canva and other digital tools. Create a slide checklist for future lessons – develop a universal template.
5	Establish a consistent habit of testing all technology-dependent activities within my PPPs in advance, and preparing appropriate backup options to ensure lesson continuity.	• Check and re-test QR codes/other digital tools before each session to ensure accessibility. • Use Adobe Express for permanent and stable code generation. • Create at least two alternative options as a backup plan if tech fails. • Save copies of digital content locally to ensure offline access (USB/hard drive).	➔ Maintain and update knowledge of my subject(s) and how best to teach and assess them ➔ Enable learners to share responsibility for their own learning and assessment	Laptop, USB stick, Google, Sites with free quizzes, Adobe Express, Microsoft PowerPoint, and Word.	(wk 40 - wk 41) 08/10/2025	I must be able to maintain the routine of testing integrated digital tools and media content the day before teaching sessions. Use the developed contingency plan to overcome technical issues.
6	Build digital confidence by using interactive tools to assess learners' ability to explain, apply, and evaluate key concepts.	• Explore free-of-charge interactive tools like Padlet, Kahoot, Vevox, and Mentimeter. • Create a table linking tools with specific cognitive activity or task. • Attend at least two digital pedagogy webinars, workshops, or CPD sessions. • Practice embedding digital tools into presentations. • Seek feedback from learners and peers after the use of digital tools. • Reflect on each session and adjust.	➔ Plan and deliver effective learning, teaching and assessment ➔ Maintain and update knowledge of my subject(s) and how best to teach and assess them.	Laptop, UWTSD CPD courses (elearning.uwtsd.ac.uk), LinkedIn Learning, Kahoot, Vevox, Padlet, Mentimeter, and YouTube tutorials.	(wk 40 - wk 46) 15/11/2025	The confidence should be clearly demonstrated in the practical application of digital tools in my teaching. This is a continuous improvement area – the target date can be adjusted based on progress.
7	Project a professional classroom presence by avoiding unnecessary disclosures and maintaining confident delivery, even during minor setbacks.	• Reflect on the impact of personal comments or disclosures on student perception during teaching sessions. • Practise reframing internal challenges without voicing them to learners. • Develop neutral, confident classroom language. • Seek feedback from peers or mentors to build a consistent professional tone. • Observe experienced teachers to note how they manage unexpected issues without revealing unhelpful personal detail. • Continue to record and reflect on each session's introduction to monitor improvement.	➔ Critically reflect on own values, knowledge and skills to improve learning. ➔ Build positive and collaborative relationships. ➔ Demonstrate commitment to learners, their learning, safety and well-being	Observation feedback from mentor/supervisor/peers (verbal or written). Reading resources on classroom communication, teacher presence, etc. Personal reflection journal, so I can note what I said, why, and how I could phrase things differently.	(wk 40 - wk 41) 08/10/2025	The progress will be reflected in better self-control – specifically, a greater recognition of the intention to overshare. Additionally, a noticeable increase in confidence in my teaching presence can also signify my progress. The target date can be reviewed depending on progress, as it is a continuous process of monitoring and self-reflection.

Lesson Plan Template



Lesson Plan

Topic: Introduction to Emotional Intelligence		Class: PCET (Level 6)	
Date: 22/09/2025	Lesson duration: 30 minutes (micro-teaching)	Number of students: 7	
<u>Resources required:</u> ➤ Adequately sized classroom to accommodate 7-10 students ➤ Access to power outlets for connecting the needed equipment ➤ Laptop, video projector, whiteboard/screen, HDMI cable (2.2 or 2.1 specification) ➤ Microsoft Office 365 (Teams, PowerPoint, Outlook)			
<u>Aim of the Lesson:</u> ➤ Develop an understanding of the concept of Emotional intelligence. Provide knowledge for its practical application to improve resilience, adaptiveness to change and interpersonal relationships.			
<u>Learning Outcomes – The Learners Should Be Able To:</u> ➤ Define and conceptualise Emotional Intelligence through theoretical and historical development. ➤ Identify the five main components of EI using Goleman's EI model. ➤ Reflect on their own EI strengths through a short activity. ➤ Discuss why EI is important in personal and professional life.			
<u>Previous student knowledge required for the session:</u> ➤ Adult learners with mixed backgrounds. No specific or previous knowledge is needed to participate in the class.			
<u>Anticipated difficulties (if applicable):</u> • Environmental: power outages, weather conditions • Attendance: low attendance, class cancellation • IT issues: equipment malfunction, software lags, no internet/student account access • Other eventualities outside of the remit of control.			

Professional Standards (where are these being met within the session):**In my practice and with others, I:**

- Plan and deliver effective learning, teaching, and assessment by thorough lesson planning, choosing suitable teaching techniques tailored to the subject and audience, and implementing fair assessment practices. Focus on prioritising students' knowledge and skills acquisition most effectively and safely through engaging discussions and the integration of Q&A sections.
- Build positive and collaborative relationships between the lecturer and students by fostering a respectful and supportive, friendly atmosphere, developing trust by asking students opinions on the learning subject, active listening and empathy.
- Demonstrate a commitment to sustainability by avoiding printed handouts and utilising digital training materials, such as PowerPoint presentation slides.
- Critically reflect on one's own values, knowledge and skills to improve learning and teaching practices by applying reflection-in-action and reflection-on-action techniques during and after the lesson.
- Demonstrate dignity, courtesy, and respect towards others by adhering to the University's code of conduct, rules, and regulations, as well as the Equality Act 2010, while providing appropriate support and safeguarding to students throughout and beyond teaching activities.

Stage	Focus	Strategy	Time
<u>Introduction</u>	A quick self-introduction and welcome everyone to the lesson Establish entry behaviour	<u>Q&A - "Icebreaker"</u> Quick question: <i>"What makes someone emotionally intelligent?"</i> ➤ Use active listening to understand students' perspectives. Pose catalytic questions to instigate their interest in the topic. ➤ Use formative assessment to gauge conceptual grasp before introducing EI theory in the Development section. <u>PowerPoint Slides: 1 -3</u>	3 min
<u>Development</u>	Definition of EI	<u>Lecture</u> ➤ Definition of EI and a brief explanation of the concept (Salovey & Mayer, Goleman).	5 min
	The 5 Components of EI	➤ Go through the 5 Components of EI (self-awareness, self-regulation, motivation, empathy, social skills). ➤ Give real-life examples (PPS).	7 min
	In-class activity	<u>Quiz / Discussion</u> ➤ EI Test (QR code is provided in PPS). ➤ Self-Reflection on the results. ➤ Learners share the insights.	5 min
	Link it to workplace, teamwork, leadership and relationships	<u>Q&A / Discussion / Lecture</u> Question: <i>"So, why is EI important?"</i> ➤ Use PPS to justify the importance of EI in personal and professional life. <u>PowerPoint Slides: 4 -12</u>	5 min
<u>Plenary/conclusion</u>	Brief recap	<u>Lecture / Q&A / Discussion</u> ➤ Revisit learning outcomes. ➤ Ask learners to name one component of EI they will focus on improving.	4 min
	Lesson closure Ask if they have any topic-related questions Thank participants for a prolific session	<u>Lecture</u> ➤ Summary of used resources. ➤ Learning resources for further individual research. <u>PowerPoint Slides: 13 - 14</u>	1 min
Total Duration:			30 min

Lesson Detail:**Assessment Strategies: when and how are they included within the lesson?**

Assessment in this micro-teaching session will be formative and integrated throughout the 30 minutes using an Assessment as Learning approach. Learners will be actively involved in monitoring their own progress through catalytic questioning, self-reflection, and group discussion.

For instance, in the introductory section, the icebreaker activity will help learners share their perceptions of emotional intelligence. This will provide valuable insight into their prior knowledge and allow the tutor to assess the depth of their understanding of the EI concept. A short self-reflection quiz will then encourage learners to evaluate their own emotional competencies, while a group discussion will provide opportunities for peer assessment and collaborative learning.

Later in the session, as indicated in the lesson plan, a whole-group discussion on the importance of emotional intelligence will allow learners to apply key concepts to real-life contexts, demonstrating their understanding of the importance of emotional intelligence in everyday life and their mental well-being. Also, each learner will be asked to identify one EI component they intend to improve, which will act as a reflective closing assessment.

Due to the nature of this micro-teaching session, these strategies are deliberately designed to be formative, focusing on learning progress rather than formal assessment, such as grading. They aim instead to help the tutor monitor the achievement of teaching objectives while supporting students in grasping the emotional intelligence concept during the session.

Informal reflection (to be completed after the session)

I have just delivered my first micro-teaching session on emotional intelligence, and I want to admit that it was not as I had planned and expected. I thought that I could manage the time more effectively and stick to the lesson plan for each section. However, due to nerves and insufficient preparation (e.g. rehearsal with a timer), I failed to deliver all the slides within the allocated timeframe.

This experience is highly important for my professional development, acting as a reminder that thorough preparation is key to success and revealing a weakness in my time management skills. Additionally, I could avoid the awkward pauses between some slides and repetitive explanations of the same definitions if I had more practice before the presentation. Knowing your own slides is vital for effective navigation and time management during the presentation. As I had run out of time and also encountered some technical issues with Quize's QR code, I missed a very important part of the Q&A, where I could gauge the level of knowledge acquisition among the students through meaningful and fun engagement.

On a positive note, this experience provided a valuable learning opportunity for my professional development, enabling me to prevent the recurrence of the same problem in future teaching sessions. As a step forward, for future presentations, I will dedicate enough time to practice with the timer, ensuring an optimal delivery flow while achieving all the teaching objectives. I will also verify that the QR codes are active before each presentation to prevent the issue of expired QR codes. Additionally, to the time management improvements, I will allocate sufficient

time to review the slide's content and plan the optimal delivery time, taking into account the context and value for the students.

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 – This should have been completed prior to the microteach

Trainee teacher: <i>Pavlo Gladkyi</i>	Observer: <i>Katie Gardner</i>
Date: <i>22/09/2025</i>	Time: <i>12:30</i>
Topic: <i>Introduction to Emotional Intelligence</i>	Group: <i>1 (PCET)</i>
Setting (classroom, workshop etc): <i>Lecture, Discussion, Q&A, Quiz</i>	Number of learners: <i>7</i>

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.

Within the broader scheme of work of the PCET course, this micro-teaching lesson aligns perfectly with the curriculum, particularly with the Motivation and Resilience lecture (Cymhelliant a Gwydnwch LI/A - Motivation & resilience F/T). By building on previously learned concepts of motivation and resilience and integrating them into Daniel Goleman's emotional intelligence framework, this lesson aims to provide a comprehensive view of effective emotional regulation and its relation to best pedagogical practices, as well as educators' personal and professional development.

The nature of this session dictated the choice of teaching methods to ensure the most effective transfer of knowledge tailored to learners' needs. I have adopted a mixed teaching strategy to emphasise a learner-centred approach that promotes peer interaction and reflective practice. I believe this approach is suitable for achieving all the intended learning outcomes.

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 appreciate comprehensive and constructive feedback that identifies my skill gaps, provides guidance on how to address them, and highlights areas for further improvement.

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)*

Within your lesson plan you have considered the level and equipment you need. Your lesson aim and outcomes are, in the main, measurable and somewhat achievable – you have been very ambitious in your lesson for the time given, in the future it might be good to consider the time you have. Your lesson aim is not measurable – try not to use understand in this and use Bloom's taxonomy to find appropriate measurable verb.

It is good you have outlined the previous knowledge needed and the anticipated difficulties, it would be good to consider here how you might overcome the difficulties too.

Your lesson plan detail is good – the detail within it sets you up for success, however the time you have given yourself for each section is too little. For example each of the 5 areas of emotional intelligence only have a minute each – this is not achievable with the content you have on your slides.

Comments are made on ppt sent a day prior to the microteach (version 2) – there is a lot of information on these slides, make sure that there isn't too much writing on each slide and that the font size is big enough for those with ALN to see. Some student with ALN will find white writing on a black background hard to read.

Your quiz link was appropriate and a good supporting tool for your microteach.

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)*

Within your introduction you told everyone that you had not had a chance to go through the slides yourself, this was not needed – students do not need to know how much preparation you have been able to put into your work.

You explained to students what they would be learning about through explaining the main theme of EI and then introducing the learning outcomes which was good.

Your assessment of entry level behaviour was good, it might be good to repeat or summarise students feedback so that everyone can hear and be aware of what they have said when using QandA.

You are encouraging throughout the lecture when students are answering your questions, this means they are more likely to continue to engage and participate in your lecture.

You are able to speak around the slides as well as read from them, you are more fluent and confident in your speaking and demonstrate your knowledge far more when you speak freely rather than from your notes or the slides.

You speak slowly and calmly throughout which is good, there were times you came across as nervous within your transitions from one slide to another, this might be because you hadn't gone through the slides enough in your preparation.

You mentioned to students that if they had any questions to simply ask which is good, and shows confidence.

You were able to tie in previous presentations from the day within your teaching which is excellent reflection in action.

When students asked questions you were able to either answer the question or mention that you were covering it later in the microteach which is good.

When going through the slides you spoke without the bullet points showing on the screen – it would be good to have this up so that students can read this while you explore the area through your notes (Self-awareness slide for example). As a result of this you repeated yourself at each definition of the components of EI and therefore you went over time. It also meant your transitions were stop start rather than flowing.

You were able to build upon students definitions within your definition which was good (self-regulation slide).

With 5 minutes to go you rushed through the remainder of your slides (from slide 8 onwards) so that you could fit in what you wanted to. This meant that your speech sped up and your explanations were less. The content was not entirely covered as a result of this, you were not able to have the discussions or the EI quiz as a result which is a shame – this is a simple timing issue and the topics taking longer than you planned for.

You asked students to scan the EI quiz and save it for later which was a good idea – this shows good reflection in action. The link did not work so you have said that you would put the link in teams which is an excellent alternative.

You were ambitious regarding the time you had and the amount you wanted to get through in this time.

Students were able to comment on your session and demonstrate that they had learnt which is good.

An ambitious and interesting microteach Pavlo, well done.

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 outline of the professional standards and how you will meet them is good- you have outlined these specifically to the lesson you are teaching. You demonstrated the professional standards throughout your teaching too.

You demonstrate excellent knowledge throughout the microteach, this is shown by your ability to answer questions and also explore the content around your slides.

Your assessment of entry level behaviour was good – you were able to find current knowledge level and then build upon it. You planned to assess learners throughout the session which was good, unfortunately you did not have time to do this.

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

Consider your planning time and giving yourself the opportunity to know what you are teaching and when – this will set you up for further success.

Continue to engage with entry level behaviour and use student engagement within your lectures.

Continue to encourage students engagement with enthusiasm and recognition of their impute.

Consider what you need to read and what you don't on the slides when you also have notes which have covered what is on the slide.

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.

Firstly, I would like to express my gratitude to Katie for her constructive and valuable feedback. There are many areas in my teaching and presenting styles I want to improve, and her feedback is definitely a starting point for my self-improvement journey as a professional teaching practitioner. Regarding my reflection on the micro-teaching lesson itself, I think it was a great opportunity to test myself in the new role – not as a student, but as a teacher. It was interesting, insightful, and absolutely necessary for self-exploration purposes – to identify knowledge gaps, skills to learn, and, most importantly, to step outside of the comfort zone to understand the industry specifics and the practitioner's professional profile for achieving success in this industry.

The reasonable sequence of actions to address the identified points will be as follows:

1. Work on my time management by repeatedly practising my PPP with a timer, and become comfortable speaking through the slides to find the optimal pace of speech for each slide.
2. Continue improving my student engagement skillset by learning and using new techniques and expanding my professional vocabulary.
3. Work on my declamation skills to build confidence when presenting in front of people and to achieve eloquent and expressive delivery. This is planned to be achieved through practice and even more practice.