

PGCE PCET Microteach

Peer Observation Form- from Mia Kelleher to Katie Morrin.

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: Katie Morrin	Feedback completed by: Mia Kelleher
Date: 23 rd September	Topic: sowing seeds indoors

Section Two:

Please comment on the below:

Planning and Preparation: really good, Katie brought all materials in for the session and had a good presentation that followed along with the practical steps. Resources were carefully thought out and perfect for the lesson. You could tell a lot of preparation had gone into today's microteach.

Teaching and delivery: good mix of teaching styles (whiteboard, knowledge check, practical work, exit cards, presentation) lesson did not quite last the full half hour but other than that there was an amazing variation of teaching styles that I felt kept me engaged throughout. Katie was confident and seemed she knew lots about the topic. The environment in the classroom was good as we all were able to ask questions and answer any questions Katie put forward. She also made sure we were all engaging and answering questions

Links to professional standards:

- Demonstrate commitment to learners their learning safety and wellbeing (assessed knowledge level at the start and at the end, different learning styles throughout)
- Understand importance of welsh culture (included Welsh language on the slides and spoke welsh phrases)
- Demonstrate dignity, courtesy and respect towards others (listen and respected others ideas and views, led by example drawing on her own gardening information)
- Know how to use evidence and research to improve practice (drew on her experiences of learning to garden in college)
- Plan and deliver effective learning, teaching and assessment (lesson plan, brought in resources, used various learning styles so everyone was engaged)
- Build positive and collaborative relationships (2 way feedback with exit cards)
- Critically reflect on own values, knowledge and skills to improve learning (created opportunities to discuss and used our feedback to look back on what went well and what we learnt)
- Demonstrate commitment to sustainability (newspaper plant pots)

What went well: confidence, knowledge, variety of teaching styles, all learners were engaged throughout. Knowledge check at the end made us realise how much we had learnt. Very enjoyable lesson to be a part of.

Areas for development: time so making sure that the lesson lasts 30 mins. I was interested in knowing how to make the plant pots so I could make them myself in future. More information around the seeds sowed. What these seeds can be used for and what seeds are good for different times of year. (Could have bulked the rest of the time out with more information around seeds for example). More information on what to do with our plants after the lesson.