

PGCE/ProfGCE/PCE (PCET)

Teaching Observation Record

Section 1

Trainee teacher: Snizhana Oliinichenko	Observer: Caroline Lewis
Date: 23/09/2024	Time: 10 am
Topic: Precious Stones of Organogenic Origin: Amber and Pearls	Group: FE group microteaching
Setting (classroom): FF005	Number of learners: 6

Trainee Teacher notes

<i>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.</i>
This is not my specialism but I have a passion in the organogenic origin precious stones.

<i>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>
Can you give me some feedback on my delivery style, planning and preparation lesson, teaching strategy used and understanding ?

Section 2

Observer Feedback:

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 plan is detailed although you have a large number of aims for your class. I would suggest reducing your aims to one or possibly two with two or three learning outcomes to then indicate how you intend to meet your aim. Your PowerPoint would also benefit from some revision to ensure that the text can be read by everyone in the room as it is quite small in places.

• 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 began the session well and introduced yourself to the group and why you chose the session. You position yourself well in the classroom and articulate yourself well although you do speak a little fast on occasion. It can be helpful to just build in some pauses for discussion or reflection for the students to just make sure they are able to digest everything you are communicating to them. The pace of the lesson was generally good and you covered everything you set out to and there was appropriate use of relevant teaching skills to engage the learners. Make sure you have the attention of all learners when explaining to them. There was one occasion where you resumed an explanation but some learners were still discussing amongst themselves which means they were not fully engaged with you at that time.

• 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)
You were able to share your knowledge effectively about the subject you were delivering and you dealt with questions well. There were practical demonstrations included in the class but at times it was a little difficult for everyone to see what you were doing so try to think about ways you can manage that for future sessions. You built in regular checks on student understanding which was good and your assessment techniques were appropriate for the topic and the learners. A more structured conclusion as well as sharing the learning outcomes at the end to ensure learners have met them would have been helpful. Try to ensure you are engaging fully with professional standards both in your teaching and in the lesson plan to show exactly which ones you are meeting within your session. Overall an interesting session, well done.

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

Try to avoid reading directly from slides and ensure you are presenting your PowerPoint correctly so all can see.

When asking questions, pause for time to allow responses as learners often need some thinking time to process.

Try to show more explicitly how you are engaging with professional standards in your work

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.

After my micro-teaching, I understood how the mechanism works from the inside, now I can now more clearly see the application of teaching strategies and teaching standards. In general, the impressions are incredible, it fills you from the inside, the feeling that you are teaching and, the same time, you yourself are growing every time you answer the students' questions, because you have to 'dig deeper' to investigate the presented material, and at the same time learn something new.

Afterwards my peers commented my lesson as interesting and well-presented except for the Power Point look, it really looked small.

I need to improve my skills in using PowerPoint, I need to make sure that everything looks good before presenting my lesson next time. I should think about my lesson pacing, try to be more relaxing and do not rush anywhere. To concentrate my attention of all learners, to be sure they all are engaged.

Despite my shortcomings in microteaching, I enjoyed the process.