

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

Trainee teacher: Ibrahim A Ibrahim	Observer: MS. Marion Phillips
Date: 24/11/2025	Time: 30 min
Topic: Screen time effects	Group: PCET group
Setting (classroom, workshop etc):	Number of learners: 6

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.

As it is our first microteach, I believe there will certainly be mistakes which we will learn and benefit. I would like to emphasise the following:

- The lesson is crucial because its focus touches on the daily lives of all learners. Therefore, I tried to simplify it as much as possible by using useful academic publications.
- English is not my first language; I do not usually think in it, I may need some time to switch my thoughts and convey ideas from Arabic to English. I hope that this does not affect the flow of the lesson.

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.

Every detail will be important to me at this stage in order to gain the experience and confidence needed to work in teaching. I would appreciate a comprehensive evaluation that covers even the tiny details.

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)*

- A very well considered Lesson Plan Ibrahim.
- Good consideration of planned for resources.
- Clear aim and well considered range of measurable objectives, just take care here to ensure that you are consistently applying action verbs to structure your learning objectives.
- Well considered range of anticipated difficulties and contingency measures planned for.
- Good consideration of a range of professional standards appropriate to your session, however I would have liked to see you highlight how these related specifically to your session here.
- Good build-up of learning evident in your lesson detail.
- Good consideration of timing.
- Good range of teaching and assessment strategies planned for.
- Just take care to ensure that you include enough detail in your lesson plan to ensure that a third person could deliver it as you intend, it would have helped to include more detail in your focus and strategy columns here, what will the teacher be doing and what will the learner be doing?

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)*

- Good to start the session, you are personable and ensure it is OK to ask for clarification on any language issues – well done.
- Excellent use of a question to kick your session off. You immediately engaged and drew a range of responses from your learners.
- Good use of learners to read the learning objectives out for you, then you applied good questioning to ascertain learner understanding of the objective posed. Good consolidation based on the feedback gathered. This worked well with this group, but just take care in case you have learners where reading may be more challenging e.g. dyslexic learners.

- You maintained excellent eye contact and maintained an open and approachable body position throughout.
- You used learner names throughout to add value.
- You dealt sensitively with incorrect responses, “a good guess”.
- Steady pace to your delivery, you were calm and relaxed and the lesson did not feel rushed at all.

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)*

- Sound knowledge of your subject matter.
- Learners clearly understood your learning objectives for the session.
- Your planned group activity stretched and challenged your learners, however the time allocated to this was a little more than they needed.
- You engaged all your learners in questioning activities and took care to use their names.
- You circulated the group well to check in on progress.
- You encouraged learner honesty in sharing how much time they spend on social media. Good sharing of themes and personal experiences between the different groups, this worked because of the trust and supportive atmosphere established by you.
- Good sharing of Arabic phrase, on time.
- You consolidated the points your learners raised with information on your slides.
- Learning pitched appropriately to your learner group.
- Good use of QR code technology to gather feedback.
- Excellent use of formula using the data the learners had provided for you to contextualise the time spent on screens across the lifespan, a really sobering statistic!

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

- Just take care to ensure that your font size is clearly readable from the rear of the class - PowerPoint
- Using your learners to read out from the screen worked well with this group, but just take care as this would be very challenging for learners with additional learning needs e.g. dyslexic learners.
- Good to let your learners know how much time you are setting aside for the task and how they will feed back for you. Possibly allocated more time that they actually needed to complete the first task.

- Good use of the white board to allow you to expand on the explanation you were giving – again just make sure that anything you write is large enough for any learners at the rear of your classroom.

Very well done Ibrahim! 😊

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.

How many hours do you think you spend on screens each day?

- 1 to 2 hours
- 2 to 4 hours
- 4 to 6 hours
- More than 6 hours

how does that affect you?