

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: Awel Mari	Observer: Katie Gardner
Date: 24/11/2025	Time: 30 mins
Topic: Wool & needle felting	Group: Katie Gardner
Setting (classroom, workshop etc): Classroom	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.

I will be introducing a simple workshop to ease learners into the subject. I am hoping for the students to outline a very brief process of needle felting. Therefore, the subject of the workshop is going to be creating a very simple sheep design that they can add to or continue working on outside of the workshop. I will be introducing a brief discussion of the history of wool and needle felting to keep within the time frame of the session.

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 the planning and pace of my lesson and keeping to the time frame of the class. Additionally, I would also like feedback about my engagement with the students and developing their interest in the workshop, with reference to whether if it was challenging enough.

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 plan is very good – your list of resources is comprehensive and sets you up for success.

Your lesson aim and outcomes are measurable and appropriate for the level and the time you have to teach.

A good summary of the anticipated difficulties and how you will mitigate them if needed.

Your lesson detail is good. Consider in the future separating the 20 minutes into different parts of your demonstration and practical activities.

The pictures on your ppt link well to the content – some of the writing is a little small, consider visibility from the back of a classroom and those with visual impairments when looking at colour of writing.

Your resources were excellent.

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 use of Welsh and getting students to say Welsh words.

You set out the aims and objectives well, good use of entry level behaviour and when no one knew anything about wool you were able to put students at ease saying you didn't expect them to – a safe learning environment was established.

The link to Welsh culture was excellent.

Your presentation style is excited, enthusiastic and authentic to you.

A few times you mentioned that you were stumbling over your words – you weren't, don't put yourself down.

Your link between your ppt and what you asked students to make was excellent.

When a student didn't have all the equipment you made sure that you had spare – you were excellently prepared for this.

Demonstration –

You explained that students might not finish their sheep but that this would be ok – this was good

You warned students about the sharpness of needles and offered finger guards to all.

You offered for students to work along with you or wait until they were comfortable. You explained what they needed to do very well.

You were able to answer questions and queries well and solve problems when they arose.

Students were achieving well, you checked at each new sheep leg before adding making sure that everyone was at the same stage – all students were able to achieve and were proud of what they did.

You mentioned to students that they could continue at their own speed once confident.

You are encouraging of everyone.

To move on when you needed to you asked students to leave what they had done so far to move onto making the head – this was very good.

Your pace is good and appropriate for this level of leaning.

Your humour is appropriate and good throughout.

You compare felting to cooking in relation to there's a recipe but students can go their own way, this is very good as everyone was able to relate to this.

Your plenary was good – you brought students back to your presentation well – the group could have easily carried on felting rather than listening to you.

Your summative assessment was good students were able to show their learning

You had a little time left at the end (2 and a half minutes) maybe this time could have been used to ask if students had any questions.

An excellent first teaching session – Well done Awel.

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)*

You demonstrate excellent knowledge throughout the lecture and are able to talk at length with a number of examples on felting.

Your expectations of behaviour was excellent – you warned students about not stabbing themselves and offered protection – if doing this session with a less compliant group you might need to consider being more direct with this.

Your assessment throughout was good, you gained entry level behaviour and assessed learning at the end – all students achieved and were happy about what they had produced.

Excellent identification of the professional standards and adherence to these in your teaching.

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

Consider not mentioning the times you think you're stumbling over words.

Continue to be enthusiastic about your teaching

Consider a mop up final slide or assessing the learning aims at the end

Continue to plan to the level you have – this set you up 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 plan on developing my time management skills and my confidence to deliver a more effective learning experience in my future sessions.

Lesson Plan Template



Lesson Plan

Topic: Needle Felting		Class: Year 1 PCET course (Part time)	
Date: 24/11/2025	Length of lesson: 30 minutes		Number of students: 6
Resources required: • Washed wool (white, grey, black + various other colours for possible additional projects if there is extra time within the session). • Styrofoam blocks (10mm x 6mm) (x10) • Needle felting needle (x10) • Finger covers (x9) • Plasters (1 Box) • Four (per student) pre-felted balls (black, small x40) • One (per student) pre-felted ball (white, medium x10)			
Aim of Lesson The aim of the lesson is for students to create a small sheep design whilst using standard needle felting techniques for beginners and relate it to Welsh history and culture.			
Learning Outcomes – The Learners Should Be Able To: • Learners will be able to briefly explain what needle felting is as a practice. • Learners will be able to briefly summarize how wool relates to Welsh history. • Learners will be able to outline the process of needle felting a small design and will be able to apply their skills to their own original designs if they wish to do so.			
Previous student knowledge required for the session: ☐ N/A - Beginner session			

Anticipated difficulties (if applicable):

Students may struggle to finish the assignment within the timeframe (I am providing premade elements to help stay within the time frame. Additionally, I will provide take home kits for students so that they may continue the project at home or develop a new project outside of the session).

Students may injure their hands with the felting needles (I will be providing finger covers and plasters to protect their hands).

Students may find the task monotonous (I will attempt to prevent this by making variations to the task and help them learn more varied skills in needle felting).

Some of the materials might break/ be damaged during the workshop (I will be bringing extra kits and materials to the session).

Professional Standards (where are these being met within the session)

In my practice and with others, I will demonstrate commitment to learners, their learning, safety, and well-being by promoting a safe and positive environment. I will be providing preemptive safety precautions, including proper safety equipment and plasters. Additionally, I will be actively promoting a positive attitude whilst challenging learners in learning a new skill.

In my practice and with others, I will understand the importance of Welsh culture and language as a bilingual nation by connecting my subject to Welsh history and culture and emphasizing the importance of Welsh culture to the topic of needle felting + wool. Additionally, I will be providing elements of the resources in both Welsh and English, encouraging learners to apply Welsh to needle felting.

In my practice and with others, I will demonstrate dignity, courtesy, and respect towards others by actively listening and responding positively to the learner's engagement whilst maintaining a professional attitude. I will actively ensure that their concerns and issues on the topic are met with respect and consideration and will adapt/ apply them to my personal attitudes and teachings.

In my practice and with others, I will build a positive and collaborative relationship with learners by providing teaching strategies (such as discussion, project/ assignment etc.) that foster a healthy environment for working collaboratively whilst also taking an active role in guiding the students through the activity. Additionally, I will make an active effort to explore students' past relationships with wool and encourage engagements and contributions from learners whilst discussing it in a professional manner.

In my practice and with others, I will enable learners to share responsibility for their own learning and assessments by having them take an active role in the activity and teaching them skills to develop outside of the session.

In my practice and with others, I will demonstrate commitment to sustainability by discussing the impact of wool and its practices on climate issues.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Welcoming students Brief introduction to needle felting + a quick discussion on the historical connection to Wales	Lecture & discussion	5 mins
Development	Begin practical needle felting activity following the lecturer as an example. Apply the premade legs to the premade body. Create the head of the sheep and attach it to the premade body. Further discuss the history of needle felting and its connection to Welsh culture and other cultures.	Project/ assignment Discussion Q&A Demonstration	20 mins
Plenary/conclusion	Recap on the techniques and history discussed within the lesson. Additional task in case of extra time – Students can pick a design and create it using the extra wool with the assistance of the lecturer.	Q&A Project/ assignment	5 mins In additional time – could be further completed outside of the session

Assessment Strategies: When and how are they included in the lesson?

Lecture and discussion – introduction of the session and the subject (5 mins); used to explain needle felting and its connection to Wales.

Project/ assignment, discussion, Q&A & demonstration – development of the session/ throughout the lesson (20mins); used to create a needle felt project whilst delivering information on the subject.

Q&A – conclusion of the session (5 mins); used to recap the session and what was discussed within the lesson as a refresher.

Project/ assignment – possible use if extra time is left over; to create an additional needle felted project independently.

Informal reflection (to be completed after the session)

Overall, I felt that the session went well due to the engagement of the students in the workshop portion of the class. I felt that I was able to meet my learning outcomes and felt that the learners enjoyed the project/ assignment. On reflection, I could have prepped my introduction for my class more thoroughly as I found myself stumbling over my words. I do feel like the session became a bit muddled at the end due to the same reason. Additionally, I feel like I should have planned for a lecture on the history of wool or a needle felting workshop, as I felt a bit cramped for time. Referring to engagement, I found that the use of Q&A throughout the class was an effective strategy to maintain engagement from the learners.

Action Plan

Target	<i>Specific</i> Steps	Measurable <i>What</i>	Achievable <i>How</i>	Realistic <i>Why</i>	Time-bound <i>When</i>	Professional Standard
Developing confidence	Using positive affirmations to build constructive thinking	A confident attitude towards my lesson plan	Consistent/ repeated verbal affirmations	Able to use affirmations at any time	My next teaching session	Build positive and collaborative relationships
Improving structure	Researching different types of lesson structure to find out what best suits me	A consistent but flexible lesson plan	Researching theories on how to improve lesson structure	Available information at the university library/ online	When writing my next lesson plan	Demonstrate effective strategic leadership and governance
Time management	Creating a personal schedule/ planner to prioritise my goals	A functional timeline for my professional goals	Assessing tasks and structuring it to fit my needs	Can be done with an online planner	As soon as possible	Demonstrate dignity, courtesy and respect towards others
Reducing anxiety	Completing breathing exercises	A habitual breathing pattern to calm my nerves	Researching various breathing techniques and practicing them	Can be practiced at any time	As soon as possible	Plan and deliver effective learning, teaching and assessment
Building resilience	Focusing on constructive feedback and developing	Reflecting on how I can improve my professional	Focusing on reasonable and	Can develop overtime with	By the end of the course	Demonstrate commitment to learners and their

	professional and personal goals.	standards using constructive feedback	achievable improvements	consistent feedback		learning, safety and wellbeing
Gaining teaching experience	Using weekly reflections on my placement	Developing my teaching skills in a professional setting	Reflecting on my placement work and assessing how I can improve	Can do overtime whilst studying/ at my placement	By the end of the course	Maintain updated knowledge of my subject(s) and how best to teach them
Developing planning skills	Reflecting on my past lesson plan	A better understanding of how to effectively use a lesson plan to improve a session.	Reflecting on past lesson plans and applying feedback to future work	Can use current plans to see where I can improve	When writing my next lesson plan	Plan and deliver effective learning, teaching and assessment

Needle felting / Ffeltio nodwydd

Wales and wool / Cymru a gwlan



- Explore a brief history of wool/ needle felting and its connection to Wales.
- Construct a needle felt design within the workshop.

Learning outcomes



- Sheep have been roaming across Wales since prehistoric times. Pieces of knitted wool have been found at Bronze Age burial sites that date back to 1900 BC.
- With the establishment of Cistercian monks in the twelfth century, the wool industry became an important part of the Welsh economy. Monks were considered as industry pioneers and were given land for sheep grazing.

Wool and Wales



- A craft using a barbed wire to condense and tangle wool fibers, compressing them to make both 3D and 2D designs.

What is needle felting?



Let's get started!

Needle felting workshop +
discussion



Recap!

What is wool and needle felting?