

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 or targets these should then be reflected in section 1 of the next observation.

Section 1: Trainee Teacher Notes

Trainee teacher: Chelsea Morgan	Observer: Katie Gardner
Date: 23/09/26	Time: 3:15 - 3:45
Topic: Pottery - Clay Pendants	Group: PCET students -Microteach
Setting (classroom, workshop etc): Classrom	Number of learners: 7

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 offering a didactic way of teaching initially to clearly set aims and objectives of the lesson so that learners all start the class with the same expectation.

I have then chosen to give students a choice with how my lesson is ordered. How my lesson plays out might be a little different to how my lesson plan is structured (although I have noted in there if this happens).

I'm giving students the choice, because my lesson is the last one of the day and I'm aware that some or all of the students could be experiencing a bit of cognitive overload from learning about 7 different topics before mine.

So I want to give students the option to get straight into the practical part of my lesson if they feel like they need to move about a little to bring some energy back to them. My own preference would be to just run through the first half of my presentation first but if students are in cognitive overload, they're not going to be taking in anything I say if I do that.

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.

My pacing of the lesson, but also how slow or fast I'm talking. I'm a bit concerned that I'm either going to ramble through the information really quickly if I'm nervous, or be too slow and monotonous with my delivery, if I myself am in cognitive overload from the previous classes. It could go either way.

Targets/areas of development from previous observations to be considered (this should be informed by students reflection and feedforward obtained in previous observation – if first observation please put N/A)

N/A

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)*

You have a number of lesson aims, consider one concise aim for a 30 minute session and then explore more within the lesson outcomes. Having said that the aims which were manageable and appropriate for the session and your outcomes described how they would be achieved. All aims and outcomes were achieved.

Your anticipated difficulties and mitigating actions are excellent, you are able to identify a range of possible difficulties.

Within your lesson plan (and in the session) you asked if students wanted to swap your plan around. Although this was a nice thought be careful that you do not put yourself on the back foot by doing this. It would be a good idea to plan what you want students to do and when with some flexibility, but not the whole session. Your lesson detail is good.

Ppt has Welsh and English headings which was excellent, it is also easy to read and sized appropriately. Your ppt supported your discussions.

Excellent preparation of your resources, you had handouts and pieces to show students as well as the ppt and the pictures on the table.

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 incidental Welsh at the start of the session and throughout on your ppt.

You set out the aims well – everyone knew what to expect.

You made clear that students could do what they wanted to do in the practical sessions and that you had enough resources. You created a safe environment by letting students know there was no right or wrong way to complete the pendant making.

The smaller screens of the computer stand blocked some of the large screen which meant that not all of your ppt was visible, consider the student view of what you are teaching.

Good entry level behaviour and encouraging throughout too.

You offered choice as to if to present and then go into clay or go straight into the clay – although giving choice is good it would be good if you made this decision for students as you had a preference. Giving choice is good but not at the expense of your planning.

You used reflection in action – you mentioned you thought you were going quickly so mentioned you were going to stop a bit and take a breath. Recognising this is good, there was no need to let students know this though.

Practical part-

You used the pottery terms slide to support your demonstration and also show what each of the tools did.

Clear expectation of the activity which students took part in fully, you walk around students offering feedback which was enthusiastic and encouraging.

You offer as much choice to students as you can with the materials which was good.

You are calming in your approach which influenced the group too.

You gave a time warning to students so they were aware of how long they had left to complete their art.

For students who finished earlier than others you have them an opportunity to create more.

Good summative assessment – students were able to get students to identify their learning both practically and in naming tools, you were encouraging and enthusiastic about this.

You finished on time.

A very well planned and executed microteach Chelsea, 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)*

You demonstrated excellent knowledge throughout the session and did this with joy and enthusiasm. This meant that your enthusiasm was taken on by the students too. You were able to speak around the slides rather than use them to read from which was excellent.

You assessed students learning throughout the session both with the practical session and the chalk and talk element. You were aware from the outset what experiences students had of clay and pottery.

You outlined the professional standards within your lesson plan very well, this was then also transferred into your teaching practice too.

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

Consider in the future making the big planning decisions yourself

Consider what students can see from where they sit - Make sure everyone can see what you are showing on the screen

When managing your nerves and speed consider not telling students that you are doing this.

5. Areas of Strengths observed in this lesson

Your pace throughout the session was very good, continue to pace like this.

Continue to show enthusiasm throughout the session.

Continue to assess students throughout the teaching both as entry level and summative assessment.

Continue to demonstrate your excellent knowledge through the use of bullet point ppts.

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 having a few days to think about my microteach, I've realised quite a lot about myself, the way I teach and how to help learners better succeed if I was to teach this exact same lesson.

Initially I was a bit confused by Katie's comment about not needing to let students know that I needed to slow down and that I needed to take a breath. I initially thought that this observation was harmless, but after having some time to reflect on why Katie commented on this, I've realised that managing my nerves is my responsibility, and that I don't need to necessarily share that I'm going to take a breath. I can still however apologise for maybe speaking too quickly if I notice myself doing this in the future, but there's no need to let students know that I'm regulating myself by taking a breath. I think this could potentially lead to students feeling like I don't have confidence in what I'm saying, and I might be inadvertently undermining my own abilities to teach. So in future lessons, I will just apologise if I need to address that I'm talking too quickly. As I'm writing this I'm also wondering if it's worth having a visual reminder somehow to help nudge me to take a breath before I get to the point of talking too quickly. Like maybe if in my presentation's layout, I could have a symbol that reminds me, but without making it obvious to learners as to what it is, like as part of the design of my presentation? Or something I noticed myself doing a lot was reaching for my water bottle to give myself some space to calm my nerves, perhaps I could have a sticker on the top of my bottle that just says "breathe" because I know I have a habit of reaching for my water bottle when I'm nervous, even when I'm not thirsty, I just need to focus on something to calm my nerves down a little.

Something else that I would like to make sure I make improvements on is room layout. I hope that in the future that most of my taught lessons would be in an art class, but I know that's not the case if I do decide to host workshops out in the community. Having a presentation isn't something I'd usually do in an art workshop, and I'd usually provide handouts because most of the time in an art class, or pottery workshop, there usually isn't a white board to present additional information on, however if I am delivering a class where a white board is necessary I will make sure to check the viewpoint from the learner's perspectives to see if everyone can see the board without there being anything blocking their view, because during the lesson I tried to make sure that I wasn't in front of the whiteboard at all, but I hadn't considered what else might be blocking learner's view of the full board. This is something I will be mindful of in the future, but for classes where I'm teaching and there's no whiteboard available, to still be able to share necessary information, I will make sure to have paper handouts available as well as asking learners if they'd like a copy emailed to them (or shared on whatever file sharing platform an institution uses)

Something else I want to make sure that I'm more confident about in future lessons is making sure I'm accounting for my own needs and preferences and not dismissing them. When booking the time of my session, I intentionally went last because I thought it would be a good way to end the day of microteaches. From my own personal experience and comments from others who work with clay, pottery can be a very grounding activity and I thought it would benefit my class to have my session last to help ground everyone at the end of a busy day of lessons. After reflecting, I now realise that I completely dismissed my own feelings, and didn't account for the fact that I'd be watching everyone else do their microteach lessons before mine and how that'd make me feel because as the day went on, seeing everyone do so well, I got more and more nervous because I felt like my class wasn't going to measure up to everyone else's lessons. Also, after hearing how my peers also felt nervous for their lessons, perhaps going first could have helped ease people into the day better to help calm everyone's nerves before starting could have been better for my peers, as well as myself. However knowing that in the future, I might have no choice in my time table if I'm working within an institution and I may see other teachers deliver amazing lessons, and I'm going to have to find a way to manage my nerves in those situations, so it was good practice to experience seeing my peers deliver really great lessons as way to help me realise that I might have to face, possibly feeling inadequate compared to others in the future, and how am I going to help make myself feel at ease in those situations. One thing that comes to mind is making sure I fully know what I'm teaching and how I'm going to assess learning. If I feel confident in my subject knowledge, and in how I'm going to actually assess the learning taking place, I might feel better equipped at dealing with those feelings that may arise of feeling inadequate compared to my peers or future colleagues. Also having a thorough lesson plan making sure to anticipate any difficulties that may arise during my lesson, so that I can keep calm under pressure.

I also wish I'd factored in more time for more of a discussion at the end of the class. Although I could visually see that learners had achieved the learning objectives I would have also liked to have talked through their work. Why they chose to pick the textures they did for their final piece, if they had more time what they would do differently. I would have liked to have gone a bit more in depth into their process, but due to the time constraints of this lesson I wanted to prioritise the actual experimenting with textures and creating a finished piece more than anything so that they could get a sense of achievement, but something I'll consider in the future if I have time.