

Annexe E

Teaching practice observation pro forma

Teaching practice observation pro forma Tutor/mentor feedback						
Learner name	Rusca Squares	Observer name	Beverly Woolter			
Learning group	Level 2/3	Number of learners	15	Date	2.5.2018.	
Location		Session of	Start time	11	Finish time	11.55
Specific Issues for differentiation	A combined group of 2 levels with different experience and knowledge base.					

Session Preparation and Planning – Appropriate Session Plan Evidence

Plans/Learning Outcomes, timings and organisation of content	✓	<p>Overall feedback on planning:</p> <p>An educational visit to a local art gallery to stimulate learners to explore and analyse a range of media, approaches.</p> <p>A well planned visit at a relevant time in the course so all learners to experience it in different forms from a display angle. Team support by experienced technician who has worked at gallery in the past. Creative use of unique resource to expand opportunities.</p> <p>→ Worksheet which provided questions to provoke learners' thoughts and ideas.</p> <p>Excellent strategies to develop learners' understanding via history, current legislative and political changes. Vocabulary - key words and definitions, concepts - the map of Great Britain and the methods you used to help learners recognise messages was successful.</p>
Appropriate teaching/learning methods for skills/knowledge	1 4 2	
Variety of teaching approaches and learning styles/needs	1 4 2	
Planning for resources and materials including ICT	1 ✓ 2	
Opportunities for assessment/feedback to support learning During 1:1s./paired discussions.	✓	
Identified opportunities for core curriculum/functional or key skills	✓	

Calculating
Means - triangles in history.

Teaching and Learning Strategies – Appropriate to Specialist Area and Learners' Needs

Room and resources made ready for the start of the session	✓	<p>Overall feedback on teaching and learning strategies: Fully primed in advance to create effective interactive study sheet and to embed FRV, to develop learners awareness of political changes through it.</p> <p>Volume and tone of voice appropriate for small group work. Difficult to hear when broadcasting to whole group. Try using tone and volume, gestures to improve communication.</p> <p>Demonstrated by your use of language, questions exploration of key points - Experience and ability to analyse is shared for learners to develop</p>
Appropriate attitude towards learners and awareness of needs	✓	
Variety and pacing to suit skills and knowledge of specialist area	1 4 2	
Communications to suit learners – voice, gesture and use of language	✓	
Variety of activities to allow differentiation, engagement and motivation	1 4 2	
Specialist subject knowledge and skills current and sound	✓	

Techniques, Resources and Teaching Aids

Ideas, make

Appropriate use of writing board/flip chart /active-board		N/A.	links to their observations
Resources appropriate to stimulate, engage and empower learners	✓	Interactive study work pack. Excellent range of OS to explore learners news, assess their knowledge. See 1 & 2 for a more incremental use of this valuable resource.	
Strategies appropriate to manage the learning environment	1 4 2		
Visual resources clear, appropriate level/ language/ quality	✓		
Environment/learners used as resources e.g. simulation / group work	1 4 2		
Appropriate use of new technologies in teaching / learning to motivate	✓		
Awareness of health and safety issues/risk assessment	✓	Thorough planning of educational visit. All learners well behaved and acts responsibly.	

Assessment of Learning/Learning Checks

Learners provided with appropriate guidance on assessment	1 4 2	Overall feedback on assessment and feedback:
Tutor assessment of learning appropriate to subject/learners <i>12/18/19 session</i>		- Downs walkaround, discussions with groups / pairs, highly effective in assessing knowledge and awareness of expectations.
Learners are involved in appropriate level of self/peer assessment <i>12/18/19 session</i>	✓	Where learners where unsure you developed incremental questions based on their knowledge need
Learning checks to allow for inclusion and differentiation <i>On exam.</i>		
Assessment appropriate to assessment/performance criteria <i>On exam.</i>	✓	Discussed with UAT criteria in mind as well as for creative expression and development.
Learners provided with appropriate feedback identifying goals <i>Sharon.</i>	✓	Personal development, behaviour and welfare, together with intellect expanded - eg. Brexit, relevance ways to use it to explore.
Assessment fair, un-biased and subject-specific	✓	

Possible Areas for Development/Strategies to Think About


see overview

Learner Response, Engagement and Motivation

Positive rapport to encourage respect and trust in learning	✓	Overall feedback on response, engagement and motivation: Once learners had more guidance and identified key messages, they were able to apply focus.
Appropriate level of challenge to suit learners/specialism	① ②	
Appropriate level of participation, attention and interest	1 4 2	A brilliant opportunity for learners to develop their perception and knowledge.
Appropriate attitude towards learners to empower	✓	
Opportunities for differentiated learning	① ②	Learners were appropriately given their right to explore the exhibits. Some needed more guidance to build upon their initial observations.
Awareness of needs for inclusion and addressing disabilities	① ②	You worked evenly round each group / pair to ask Qs and enter into discussion,
Positive class atmosphere/attitude to subject/learning	✓	Demonstrated by differentiated Qs to each learner.

Observee's Personal Evaluation and Identified Areas for Development

- ① Consider creating timed intervals with clear guidance during the visit to provide learners with focus. This will help them to develop their ideas - this was the first experience of a gallery to some and they appeared overwhelmed because they were unable to voice or record their observations initially.
 - This worked really well when took place later in the session.
- ② Use groups / pairs to discuss and work together for no ①.
 - use in conjunction with the interactive study tool in stages for greater focus for some learners.

Tutor/observer Bronley Woolford	Learner/candidate
Name/responsibilities HEADS OF DET Lecturer	Name/role:
Observer	Learner
Signature 	Signature