

Annexe E

Teaching practice observation pro forma

Teaching practice observation pro forma Tutor/mentor feedback					
Learner name	Russell Squires .	Observer name	Beverley Woolford .		
Learning group	Level 3 Graphic Design .	Number of learners	14/15	Date	8.5.2018.
Location	BG14.	Session ..... of .....	Start time	9am.	Finish time
Specific Issues for differentiation	1:1 Tutorials and individual workshop.				

Session Preparation and Planning – Appropriate Session Plan Evidence	
Objectives/Learning Outcomes, timings and organisation of content	<p>Overall feedback on planning:</p> <p>① Individual target skills workshop and tutorial lesson.</p>
Appropriate teaching/learning methods for skills/knowledge	<p>↓</p> <p>3</p> <p>A mix of one to one tutorials which demonstrate</p>
Variety of teaching approaches and learning styles/needs	<p>✓</p> <p>Multiple differentiated support including review/assessment of current progress and setting new targets for</p>
Planning for resources and materials including ICT	<p>✓</p> <p>tutorial development .</p> <p>with individual / small group work via</p>
Opportunities for assessment/feedback to support learning	<p>✓</p> <p>workshop . - Mini tutorials effectively carried out .</p>
Identified opportunities for core curriculum/functional or key skills	<p>✓</p> <p>③ use to provide timely support to greater productive pace &amp; development opportunity.</p>

## 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:</p> <p>learners benefit from 1:1 expertise in assessing progress, discussing and demonstrating their ideas and products at work.</p> <p>An example of this developing learners skills is demonstrating specialist techniques and functions of camera, ideas to improve graphic designs.</p>
Appropriate attitude towards learners and awareness of needs	1 ↓ 3	
Variety and pacing to suit skills and knowledge of specialist area	1 ↓ 3	
Communications to suit learners – voice, gesture and use of language	1 3	
Variety of activities to allow differentiation, engagement and motivation	1 ↓ 3	
Skilled tutors, Specialist subject knowledge and skills current and sound	✓	

- Individual SMART target workshop and tutorials

Highly detailed and informative professional discussions / tutorials and pair demonstrations create productive learning and assessment opportunities to make improvements and experiment with different techniques

## Techniques, Resources and Teaching Aids

Appropriate use of writing board/flip chart /active-board	✓	Objectives displayed throughout the session.
Resources appropriate to stimulate, engage and empower learners	✓	Background music creates an ideal atmosphere for individual work.
Strategies appropriate to manage the learning environment	1 ↓ 3	Most learners engage with a range of specialist equipment for their individual targets.
Visual resources clear, appropriate level/ language/ quality	✓	Promoter is populated with thorough individualised targets and comments.
Environment/learners used as resources e.g. simulation / group work	1 ↓ 3	learners did not achieve maximum potential in session due to a lack of established work routines.
Appropriate use of new technologies in teaching / learning to motivate	✓	2-3 learners were fully focused throughout but other learners lost valuable time to non course related discussion.
Awareness of health and safety issues/risk assessment	✓	When teacher walked around each learner, in depth assessment and new techniques developed

- 1:1 individual SMART targets

During one to one observation of learners' progress, new ideas were discussed and recommended to improve learner skill and work.

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2 learners discussed and showcased their work with their peers to share ideas and top tips.

They demonstrated skill and knowledge to share and critique each others' project work.

Self and peer assessment - self during tutorials and showcasing their projects to teacher as he works around

peer - self assessment		Assessment of Learning/Learning Checks		each learner
Learners provided with appropriate guidance on assessment	Tutorial ✓	Overall feedback on assessment and feedback:  Learners did not agree SMART targets or set their individual work when they arrived. Instead one learner set down next to her peer and chatted about non course topics for 10 mins without being challenged. This learner left without checks with teacher at 9.30 hours achieved nothing. This disrupted the focus of her peer and created low level noise to establish.	Tutorials are supported to units and criteria. Individual learner progress is assessed in detail to	Measure their current achievements. Sophisticated P.D.s demonstrate employment relevant language. Tutorials are well planned, inclusive and productive for learners to discuss their progress and negotiate new targets. All learners who have tutorial discussions readily discuss
Tutor assessment of learning appropriate to subject/learners	Tutorial ✓ General x			
Learners are involved in appropriate level of self/peer assessment	4 learners ✓			
Learning checks to allow for inclusion and differentiation	Tutorial ✓ General workshop x			
Assessment appropriate to assessment/performance criteria objectives	Tutorial ✓ General ✓			
Learners provided with appropriate feedback identifying goals	Tutorial ✓	and showcase their projects. May be conversant with units and their own targets.		
Assessment fair, un-biased and subject-specific	②			

### Possible Areas for Development/Strategies to Think About

- ④ Consider ways to document individual targets during workshop times - log / target sheet which can be used to measure progress.
- To focus learners from the onset (12h comes) establish a clear routine for them to "check-in" and agree their SMART Targets.
    - This will prepare learners to the rigour of work
    - Ensure productive achievement of individual targets.
    - Avoid distraction of other learners.
  - Create a routine of time management - reality checks for productivity in the workplace
  - In between individual tutorials assess learner participation in own targets and complete progress check to encourage pace and improve time management.

### Summary

Detailed, inclusive tutorial meetings which assess learner progress, strengths and areas for development. Learners benefit from being able to discuss all aspects of their current progress, asking appropriate questions. Professional discussions accurately identify support needs and next targets as well as progress

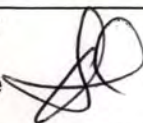
## Learner Response, Engagement and Motivation

Positive rapport to encourage respect and trust in learning	① ④	<p>Noise created about 9.15 - 9.30 was disruptive for overall feedback on response, engagement and motivation: <sup>tutors taking place not</sup> not conducive to <sup>workers</sup> workers.</p> <p>see overall.</p> <p>workshops not challenged. A routine of learners coming into session without "checking in" / registering disrupted their peers and created scattering noise rather than quiet study time. -</p> <p>- Much improved during teacher walkaround.</p> <p>Lesson objectives are displayed throughout session and individual targets are discussed via 1:1s observed and discussion of individual work once tutorials have been completed. Learners at this point make productive use of time and develop improved skills. They are able to explain, analyse and <sup>evaluate their</sup> works.</p> <p style="text-align: center;">(except 2)</p> <p>By 9.17 all learners were engaged in non course related conversations. Non productive and</p> <p style="text-align: right;">difficult to concentrate for those who want to work.</p>
Appropriate level of challenge to suit learners/specialism	① ④	
Appropriate level of participation, attention and interest	① ④	
Appropriate attitude towards learners to empower	① ④	
Opportunities for differentiated learning	① ④	
Awareness of needs for inclusion and addressing disabilities	✓	
Positive class atmosphere/attitude to subject/learning	① ④	

Improved during teacher

walkaround.

## Observee's Personal Evaluation and Identified Areas for Development

Tutor/observer <b>Bronwyn Woolford</b>	Learner/candidate
Name/responsibilities healthcare level 5 Diploma in Education and Training	Name/role:
Observer 	Learner
Signature	Signature