Teaching practice observation pro forma - Tutor/mentor feedback

Tutor	Russell Squires	**Observer**	Christian Allen-Kotze		
Group	Graphic Design L3 Year 1	**Location**	BG14		
Date	23/05/2018	**Start time**	10:20	**Finish time**	11:35

Session Preparation and Planning – Appropriate Session Plan Evidence

Aims/Learning Outcomes, timings and organisation of content	Individual targets and aims were set at the start of the lesson. Individual short tutorials were carried out at the start of the lesson offering guidance on how to progress project outcomes. FMP stage – each project outcome was led by the learner.
Appropriate teaching/learning methods for skills/knowledge	It was clear that all learners had been given the advice and skills to effectively analyse progress and set specific targets to aid progression. The majority of learners were able to independently set realistic targets based on areas for development and were able to utilise the skills gained throughout the academic year to discuss ideas & concepts that meet the intended target audience.
Variety of teaching approaches and learning styles/needs	A range of teaching methods were utilised based on student profiles and project focus. Lesson encouraged learners to work independently, as well as utilise peer feedback to develop final designs.
Planning for resources and materials including ICT	ICT used effectively in the lesson and it was evident that all learners were confident in using the Adobe programmes.
Opportunities for assessment/feedback to support learning	1:1 support offered to all learners throughout the lesson. Learners were confident to feedback and discuss their ideas with others. At this stage of the FMP, learners were encouraged to reflect on progress throughout the project to inform the evaluative process. (Learners were able to discuss this process with the observer).
Identified opportunities for core curriculum/functional or key skills	Communication through design was discussed and evident in project planning. Measurement and scale were discussed during 1:1 discussions. Evidence of embedding Maths and English was clearly highlighted in planning.

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

Room and resources made ready for the start of the session	Very organised, welcomed the students into the classroom. The environment was clean and ready before the lesson started. Environment is well maintained and learners on the whole respect the equipment.
Appropriate attitude towards learners and awareness of needs	Very supporting during the lesson and learners felt confident to ask for support when needed. Individual 1:1 discussions were clearly valued by all learners.
Variety and pacing to suit skills and knowledge of specialist area	Group profile and individual needs were clearly highlighted with a range of teaching techniques used to support each learner.
Communications to suit learners – voice, gesture and use of language	Excellent skills and knowledge shared during the lesson enabling learners to develop individual ideas and concepts.
Variety of activities to allow for differentiation, engagement and motivation	Lesson aims targets were clearly communicated at the start of the lesson with varied short activities to break up the lesson – good for sharing ideas between peers.
Specialist subject knowledge and skills current and sound	Lecturer has excellent subject knowledge and industry experience to support learners.

Techniques, Resources and Teaching Aids

Appropriate use of writing board/flip chart /active-board	Effective use of technology to communicate aims of the session. Resources were appropriate with all learners able to access the resources.
Resources appropriate to stimulate, engage and empower learners	Learners were engaged and motivated throughout most the lesson. Further support and guidance was offered to learners who were not on target.
Strategies appropriate to manage the learning environment	Effective management of the learning environment – further discussions or activities could be planned if learners are losing focus.
Visual resources clear, appropriate level/ language/ quality	Further group work and student led activities could be planned to encourage learners to discuss ideas with all learners. Not just peers sitting next to them.
Environment/learners used as resources e.g. simulation / group work	
Appropriate use of new technologies in teaching / learning to motivate	
Awareness of health and safety issues/risk assessment	

Assessment of Learning/Learning Checks

Learners provided with appropriate guidance on assessment	
Tutor assessment of learning appropriate to subject/learners	**Overall feedback on assessment and feedback**:
Learners are involved in appropriate level of self/peer assessment	1:1 support offered to all learners throughout the lesson. Learners were encouraged to set individualised targets that met the aims of the project brief. Learners were able to discuss their ideas and concepts however struggled to justify the outcomes (Based on project proposal)
Learning checks to allow for inclusion and differentiation	Ideas and concepts should be challenged in order to justify the academic reasoning behind the outcomes. Learning checks should be carried out to ensure all learners have met the aims set at the start of the lesson. Although positive discussions were carried out, I would question whether all learners met their intended targets.
Assessment appropriate to assessment performance criteria	
Learners provided with appropriate feedback identifying goals	
Assessment fair, un-biased & subject-specific	

Possible Areas for Development/Strategies to Think About

- Learning checks should be carried out to ensure targets have been met during the lesson. Although learners had clear ideas about their FMP idea, no learning checks were carried out to see if learners actually achieved what they set out to achieve.
- Varied student focused activities planned during lessons to encourage idea sharing and gaining opinions from peers on how to develop project concepts.
- Challenge the academic reasoning behind final concepts to ensure the intended target audience has been met. This should be clearly evidenced based on research, discussions with peers and lecturer.

Learner Response, Engagement and Motivation

Positive rapport to encourage respect and trust in learning	
Appropriate level of challenge to suit learners/specialism	**Overall feedback on response, engagement and motivation**:
Appropriate level of participation, attention and interest	Lecturer has Excellent rapport with the learners and aware of the varied learning needs within the group.
Appropriate attitude towards learners to empower	A positive classroom environment and support offered to all learners throughout the lesson.
Opportunities for differentiated learning	Learners were engaged the majority of the lesson and were confident to ask for support when needed.
Awareness of needs for inclusion and addressing disabilities	Low level disruption at times however this was well managed by the lecturer. Learners were generally engaged and had a clear understanding of what was expected of them during the lesson.
Positive class atmosphere/attitude to subject/learning	

Observee's Personal Evaluation and Identified Areas for Development

Need to challenge the learners targets and develop their contextual reasoning for their primary project.

Observer: Christian Allen-Kotze

Signature: CAllenKotze

Tutor: Russell Squires

Signature: