

Target areas for development :-

Annexe E

- Target settings - to measure learner progress and pace
- Challenge grand rule compliance to employment standards

Teaching practice observation pro forma

- Ensure student covered questions for developing autonomy and to assess learning

Teaching practice observation pro forma (group)						
Tutor/mentor feedback						
Learner name	Russell Squires	Observer name	Brookey Wootton			
Learning group		Number of learners	5.	Date	5.6.2018.	
Location	BG 114.	Session ..... of .....	Start time	11.45.	Finish time	12.20.
Specific Issues for differentiation	Workshop each learner own projects to complete unit. - Please provide relevant profile for observer to assess inclusion.					

Session Preparation and Planning – Appropriate Session Plan Evidence		
Plans/Learning Outcomes, timings and organisation of content	1	Overall feedback on planning: No lesson or workshop log. to record or measure learners' progress
Appropriate teaching/learning methods for skills/knowledge	2	
Variety of teaching approaches and learning styles/needs	2	
Planning for resources and materials including ICT	✓	to aid greater pace reflecting employment pressures / experience - Full range of resources available for learner to access for their project work.
Opportunities for assessment/feedback to support learning <u>SWAGM</u>	2 ✓	informative demonstration of new printing processes enabled learners to access facilities to progress with own project work.
Identified opportunities for core curriculum/functional or key skills	✓	1:1 feedback and self assessment opportunities are well developed. learners demonstrate their work and readily discuss their reasons for choice, techniques, contexts, etc.

clear sign to the lesson with group target setting of checklist for unit (2)

This acknowledged the experience of the unit with recommended to aid learners' skills development in reflection and presentation techniques checklist was sent to all learners for reference.

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

Room and resources made ready for the start of the session	✓	<p><b>Overall feedback on teaching and learning strategies:</b></p> <p>Room arranged for learners to work independently. They chose their working area; either on their own or next to peers.</p> <p>Most learners work productively on own projects either discussing with peers for feedback or choosing to work in isolation to suit.</p> <p>Feedback from learners indicate they appreciate this format for their preferences.</p> <p>A returns, professional style of tone, language etc. Employment related to prepare learners for the workplace.</p> <p>- ① change tone and use of language for assertiveness when challenging behaviour ③</p> <p>An inclusive learning session where learners experiment with techniques, re encouraged to explain and justify their approaches and able to receive 1:1 feedback for improvement.</p>
Appropriate attitude towards learners and awareness of needs	1 + 2 ✓	
Variety and pacing to suit skills and knowledge of specialist area	1 + 2 ✓	
Communications to suit learners – voice, gesture and use of language	✓	
Variety of activities to allow differentiation, engagement and motivation	✓	
Specialist subject knowledge and skills current and sound	✓	

## Techniques, Resources and Teaching Aids

Appropriate use of writing board/flip chart /active-board	✓	<p>① consider why a log which learners use to input their own targets and progress - like project management</p> <p>- A wide range of resources and techniques re readily available to learners to use and experiment with. This is further supported by tutorial with printer facility and teacher recommendations.</p> <p>Some learners ④ engage in meaningful peer assessment and discussion of their projects and also wider topics including world politics / FBV and mutual respect - world leaders.</p> <p>You demonstrate awareness of learners' individual needs through the specific support given during 1:1s.</p>
Resources appropriate to stimulate, engage and empower learners	✓	
Strategies appropriate to manage the learning environment	1 + 2 3	
Visual resources clear, appropriate level/ language/ quality	✓	
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	② ① ✓	<p><b>Overall feedback on assessment and feedback:</b></p> <p>Clear guidance on target setting and reflective practice for completion of unit.</p> <p>- You work round each learner individually to assess their targets and progress.</p> <p>- 1:1s are highly effective in discussing learner achievement and development.</p> <p>Learners are encouraged to describe their work and justify their approaches.</p> <p>② - consider asking - how could you improve on this? What would have greater impact?</p>
Tutor assessment of learning appropriate to subject/learners		
Learners are involved in appropriate level of self/peer assessment	②	
Learning checks to allow for inclusion and differentiation	✓	
Assessment appropriate to assessment/performance criteria	✓	
Learners provided with appropriate feedback identifying goals	✓	<p>Strength - concise goals given for learners to consider making improvements, extend their ideas for design - if you use recommendations 1 &amp; 2 this will have even better influence on learners long term.</p>
Assessment fair, un-biased and subject-specific	✓	

## Possible Areas for Development/Strategies to Think About

Autonomous learners.

- Develop a workshop log to measure progress - includes:-

① Original targets  
 progress with individual targets - achieved?  
 S+C target

- Questioning techniques - Work on developing spiral and learner centred questioning for greater strength and challenge.

② eg. Ask learners Qs rather than you including anything related to their own experiences  
 give the information individual targets, then "bounce" to spiral - same peer to other peer.

Don't miss an opportunity.

③ Keep challenging learner who is keen to outstrip their peers.  
 (overcomer).


## Learner Response, Engagement and Motivation

Positive rapport to encourage respect and trust in learning	1 ③ ✓	<p>Overall feedback on response, engagement and motivation:</p> <p>learners demonstrate a positive rapport with you and their peers (except one who is prone to disrupt others) by discussion.</p>
Appropriate level of challenge to suit learners/specialism	③ ✓	
Appropriate level of participation, attention and interest	③ ✓	
Appropriate attitude towards learners to empower	1 ↓ 2	Individual and group targets are set via instruction with checklist, learners are tasked to devise their own workshop targets. These were discussed verbally at a 1:1 but not recorded ①
Opportunities for differentiated learning	✓	Much opportunity for individuals to work independently on their own projects. All except one is making very good progress supported by peers and you, the teacher.
Awareness of needs for inclusion and addressing disabilities	✓	They are receptive to new ideas and techniques, developing new skills.
Positive class atmosphere/attitude to subject/learning	①	They readily appraise each other's work and offer their opinions constructively.

↓ to improve pace & <sup>(A)</sup>

### Employment ready approach **Observee's Personal Evaluation and Identified Areas for Development**

use time management tools / structures via a target centred approach.

Tutor/observer <i>Beverly Woolford</i>	Learner/candidate
Name/responsibilities <i>lecturer in Diploma in Education and Training</i>	Name/role:
Observer	Learner
Signature 	Signature