

Module 6 DET Teaching Observation Record 2022-23

PART 1: PLANNING: To be completed by the trainee

Table 1.1. Teaching Observation Information

A copy of the observation form with Part 1 completed must be sent to the observer <u>prior to</u> the observed lesson.			
Trainee's name		Observation date and time	
Observation no. (1-8)		No of learners expected	
Course / Subject		DET Module number	
Observer name(s)		Observer Status	Tutor / Mentor
Joint observation?	Yes / No	Consortium College	

Table 1.2. Documentation checklist (please tick to indicate all these are available for the observer)

Group profile (if appropriate)		All previous observation reports (year 1 and 2)		Class register (if appropriate)	
SoW and lesson plan		General information section (below) completed		Developmental targets (below) completed.	

Table 1.3. Planning for ETF Professional Standards to be addressed in this teaching observation.

Practice theme: Planning ETF Professional Standard: Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice (9)
[Delete when completing: For this module, think about all the research and evidence-informed practice you've learnt over the course. What would you like to demonstrate in this session?]
Practice theme: Teaching and Learning ETF Professional Standard: Develop collaborative and respectful relationships with learners, colleagues and external stakeholders (6)
[Delete when completing: How are you going to meeting the needs to external stakeholders in this lesson, for example awarding bodies, employers etc? OR How are you working collaboratively with your learners in this lesson, for example, planning a future event together or how they want to learn something?]
Practice theme: Teaching and Learning ETF Professional Standard: Promote and support positive learner behaviour, attitudes and wellbeing (13)
[Delete when completing: How are going to support positive behaviour and attitudes? How are you going to address learner wellbeing in this lesson?]
Practice theme: Teaching and Learning

ETF Professional Standard: Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements (8)
[Delete when completing: What assessment strategies work best in your specialist subject/context? Are there any new assessment practices linked to your specialism, for example, use of simulation tests in engineering or medical professions? What industry skills does the learner need, and how are you assessing these?]
Practice theme: Assessment ETF Professional Standard: Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement (19)
[Delete when completing: How are you planning to formatively and/or summatively assess learners in this session?]
Practice theme: Supporting All Learners ETF Professional Standard: Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs (15)
[Delete when completing: How are you going to include all the learners in this session, giving everyone the opportunity to improve?]

Table 1.4. Your developmental targets

Developmental targets: Please carry over all ETF Professional Standards that were <i>Not Yet On Track</i> in your previous teaching observation/s.				
To be completed by trainee			To be completed by Observer/s (delete tick as appropriate)	
Target No.	Professional Standard Not Yet Met	How will you address this in this lesson?	On Track	Not Yet On Track
1			✓	✓
2			✓	✓
3			✓	✓
4			✓	✓
5			✓	✓

PART 2: OVERALL FEEDBACK: to be completed by the lesson observer/s

Table 2.1. ETF Professional Standards to be addressed in this observation.

In addition to the verbal feedback discussion with the trainee, please indicate whether the trainee is *On Track* for each Professional Standard mapped to this module, as indicated below. Please also provide a brief comment to support your assessment.

Practice Theme: Planning ETF Professional Standard: Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice (9)	On Track 	Not Yet On Track 
Brief comment:		
Practice theme: Teaching and Learning ETF Professional Standard: Develop collaborative and respectful relationships with learners, colleagues and external stakeholders (6)	On Track 	Not Yet On Track 
Brief comment:		
Practice theme: Teaching and Learning ETF Professional Standard: Promote and support positive learner behaviour, attitudes and wellbeing (13)	On Track 	Not Yet On Track 
Brief comment:		
Practice Theme: Teaching and Learning ETF Professional Standard: Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements (8)	On Track 	Not Yet On Track 
Brief comment:		
Practice Theme: Assessment ETF Professional Standard: Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement (19)	On Track 	Not Yet On Track 
Brief comment:		
Practice Theme: Supporting all learners ETF Professional Standard: Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs (15)	On Track 	Not Yet On Track 
Brief comment:		
Summary Feedback		
Key Strengths: 1. 2. 3.		
Feed forward Development targets to be taken forward for the next observation:		

- 1.
- 2.
- 3.

Table 2.2. Overall Assessment

To be completed by Lesson Observer(s)				
I confirm that the lesson was satisfactory or better and that the student is 'on track' towards meeting the Professional Teaching Standards.	YES On track	✓	NO (Not yet on track)	✓
Signed – Mentor/Tutor	Date			
To be completed by the Trainee				
I understand how the overall assessment of 'on track'/'not yet on track' has been reached, including the areas of strength and areas for improvement observed in my teaching practice.				
Signed – Trainee	Date			

PART 3: POST-OBSERVATION EVALUATION: to be completed by the trainee

What are the key learning points you are taking away from this observation? To be completed by the trainee following the observation. Remember to include a comment on your subject specialist pedagogy. Once completed forward this form to your observer. (200- 250 words) ETF Professional Standard: Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes (1) ETF Professional Standard: Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements (8)

Appendix: Supporting information for the observer/s: please leave blank

MODULE INFORMATION

Table 4.1. Curriculum Sequence

This course has been designed on a practice-first approach, which means that you will start by covering classroom teaching skills in Module 1. Module 2 and 3 consider theories underpinning teaching, learning and assessment strategies. You will also learn about wider teaching skills in Module 3, which leads to Module 4's action research, where you will apply your learning to a subject specialist action research project. In Module 5 and Module 6, you will have an opportunity to engage in wider FE citizenship practice, by critically evaluating a curriculum document and critically evaluating policy.

Teaching Week	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Yr 1 L4																																			
Yr 2 L5/6																																			

Table 4.2. Mapping of ETF Professional Standards to be met in each element of the module's assessment:

	Modules Assessment	ETF Professional Standards Written Assignments	ETF Professional Standards Trainee Peer Observation	ETF Professional Standards Teaching Observation
Year 1 / Level 4	Module 1: Introduction to Teaching and Learning	Micro-teach and assignment ETF PS: 1,3,4,6,8,12,15,19	ETF PS: 1,6,8,12,	ETF PS: 1,3,4,6,8,15,19
	Module 2: Enhancing Teaching and Learning	Supported experiment and reflection ETF PS: 1,4,8,9,11,14,15	ETF PS: 1,6,8,11,13,15	ETF PS: 1,4,8,9,13,14,15
	Module 3: The Learner and Learner Progress	Essay ETF PS: 1,4,5,8,9,11,19	ETF PS: 1,8,16,17	ETF PS: 1,8,9,11,16,17,19
Year 2 / Level 5/6	Module 4: Reflecting on Practice	Action Research and presentation ETF PS: 1,5,7,8,9,10,11,15,18	ETF PS: 1,8,11,15	ETF PS: 1,5,8,11,14,13,15,18
	Module 5: Innovating the Curriculum	Curriculum document evaluation ETF PS: 1,2,5,7,8,11,12,15,20		ETF PS: 1,2,3,5,8,11,15

	Module 6: Developing Practice	Briefing Paper ETF PS: 5,6,7,8,9,10,12,13		ETF PS: 1,6,8,9,13,15,19
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Table 4.3. Module Descriptor

Each module is underpinned by the [Education and Training Foundation \(ETF\) Professional Standards](#) (ETF Professional Standards) as evidenced in the Module Learning Outcomes. Trainees are directed to focus on the elements of the Professional Standards as embedded in the module when planning for their observation.

Module 6	Developing Practice
Module Aims	The aim of the module is to provide students with the opportunity to develop their professional practice in two ways. Firstly, they will be able to extend their understanding of significant issues of relevance to their professional role. Second, they will be able to undertake and communicate a critical appraisal of these features of their role.
Module Learning Outcome (Detailing mapping against Education and Training Foundation – Professional Standards)	<i>On successful completion of this module, trainees will be able to:</i> LO1 Identify and evaluate significant themes and drivers for practice in their subject area (L5) / Critically evaluate significant themes and drivers for practice in their subject area (L6) (ETF PS 5,8,12) LO2 Analyse the limitations and possibilities in their teaching context (L5) / Systematically analyse the limitations and possibilities in their teaching context (L6) (ETF PS 8,9,13) LO3 Make informed proposals for future professional development in their context and communicate them to appropriate stakeholders (L5) / Make in-depth, informed proposals for future professional development in their context and communicate them to appropriate stakeholders (L6) (ETF PS 5,6,7,8,9,10)
Module Content	In this module, students will be supported in developing and presenting a briefing project. Students will enquire into the impact of contemporary issues in the FE and skills sector on professional development with a specific focus on their professional role. The module thus provides an opportunity to examine in some depth the development of practice and an awareness of the sector and its impact on professional practice. To support students, recent developments in the sector's aims and preoccupations will be discussed. A range of initiatives and agendas will be analysed with a view to identifying their implications for individual development in subject specialist practice and the sector as a whole.

Table 1.3. ETF Professional Standards (2022)

Professional Values and Attributes: Develop your own judgment of what works and does not work in your teaching and training.	
1	Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.

2	Promote and embed education for sustainable development (ESD) across learning and working practices.
3	Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4	Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
5	Value and champion diversity, equality of opportunity, inclusion and social equity.
6	Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
7	Engage with and promote a culture of continuous learning and quality improvement.
Professional Knowledge and Understanding: Develop deep and critically informed knowledge and understanding in theory and practice.	
8	Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
9	Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
10	Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
11	Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
12	Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.
Professional Skills: Develop your expertise and skills to ensure the best outcomes for learners.	
13	Promote and support positive learner behaviour, attitudes and wellbeing.
14	Apply motivational, coaching and skill development strategies to help learners progress and achieve.
15	Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
16	Select and use digital technologies safely and effectively to promote learning.
17	Develop learners' mathematics, English, digital and wider employability skills.
18	Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.
19	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
20	Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.