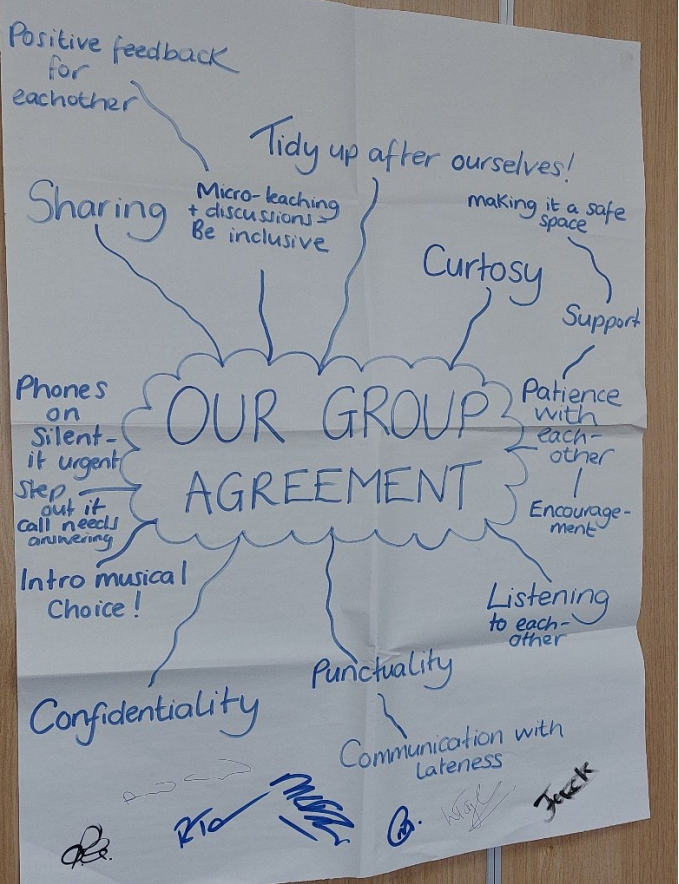


Observation of Pearson L3 AET

Name of Observer	
Date	19/10/2022
Name of person being observed	Lynne Taylerson
Session content description & group size	Day 2, 6 learners, no notice observation
Supporting Individual learning/differentiation – Good practice	Areas for development
Nice support given to individuals in the observation. Including where Clive said that “I can’t think how to write it.” So you supported him and used a learning exercise by them doing ‘Think, pair, share’ and explaining that he could describe.	
Planning for session and resources used – Good practice	Areas for development
Good evidence on the walls of use of flipchart and also the use of IT. Well thought out slides. I liked the use of a glossary flipchart sheet on the wall that you were adding to. Feedback sheets ready for learners to fill out.	It was identified by a learner that the form needs updating for the scoring
Teaching methods and communication skills – Good practice	Areas for development
Good evidence of a range of skills, which is so important in AET as you are almost a role model for them showing them. “How long do you feel that was?” for the microteach practice. Getting them to think about how well they have planned and times for 10mins. So 13 minutes for Mark, explaining how in the microteach we are looking at 20 mins, with +/- 1 min.	
Effectiveness of assessment and learning – Good practice	Areas for development
Within the practice micro-teach could observe Lynne assessing the session by Mark and completing his feedback sheet with scoring. Positive comments and very good constructive feedback about areas for development that he has. Good constructive feedback comments written on his lesson plan as well. “Please complete the written feedback for Mark and then we can do verbal feedback.” Saw Lynne and other learners give their written feedback to Mark, but I didn’t see verbal feedback given. Only short things like well done, timing and “Well done, on the length of the Top Gun song” as it fitted the practical session of paper aeroplane throwing. The next person getting ready did say that it was a hard act to follow.	Going around the room to explore and open out things that were positive and areas to develop could aid learning. Whether you were doing that later to not make others more nervous.

Delegate involvement and engagement – Good practice	Areas for development
<p>Nice work on the individual work of thinking about their individual experience of feedback in the 'Think, pair, share'.</p> <p>Good level of involvement of Lynne in the conversation that they were having.</p> <p>All learners were actively involved. Micro-teaches taking part and encouraging each other in a warm atmosphere. Positive asking for a round of applause after the practice micro-teach.</p>	
Learning environment – Good practice	Areas for development
 <p>Great example pf a group agreement, which each learner has individually signed up to.</p> <p>Tables are a long way back in room 4, so when Mark was doing his slides with small font we were far back. Set up was from a different associate last week, but used as a learning experience to explain how we set up the room can make a difference.</p> <p>Learners were able to set up for their own micro-teaches to suit how they were going to use the environment.</p>	<p><i>Not for you but for us - better speakers needed for training, the speaker in the projector is low quality. Clicker also to help learners with their microteach. Both now on order by us.</i></p>
Classroom management including E & D – Good practice	Areas for development
<p>Adjusted the way the day was working to suit the learners.</p> <p>They opted to do microteaches earlier rather than later in the day. Covered learning on 'Giving effective, constructive feedback' before the microteach to ensure that they knew this for when giving peer feedback.</p>	

Some nice ongoing feedback given to learners to motivate them.	
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Questions for Delegates - Observer will ask SOME or ALL of the questions :

Delegates aware of the course and what they need to do to achieve the award.
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Summary of observation

Did effective learning take place for every delegate?	Yes	No
Did the trainer stretch and challenge their delegates?	Yes	No
Was assessment effective?	Yes	No

Key Strengths observed at this session

Engaged the learners well in tasks with nice prompting
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Listening when Clive found writing it down hard, looking at how to help him and help others learn how to help others in a similar situation

Fact that you adjusted the day to assist your learners nerves about getting up for the microteach

Areas for Development observed at this session

I liked the engagement that you had and how the group were working together. You had said about getting them to give verbal feedback to Mark, but I didn't witness the verbal peer feedback. One positive and one thing to work on from each observer for example. I knew you said it was going to happen.
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I did like the way that you said to Mark that it is probably best for him to look at the written feedback later so that he can reflect and review with a clearer mind.
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Comments/Actions for Manager/Operation

Have ordered speaker and clicker for use in WFD.
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Recent IQA activity has shown we need to review paperwork for L3 AET.

Observer General Comments

Lynne you were fantastic and are showing them the skills that they are looking to develop in themselves. Nicely flowed through with the activities and learning. Very constructive written feedback that will help Mark when going on to do his micro-teach.
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Trainer Comments

Thanks so much for this detailed and positive feedback, Andrew.

You're quite right I did elicit verbal comments on delegates' impressions of the microteach after all sessions were completed. I've found that interrupting the sessions with both written feedback (which delegates need to complete) and then a verbal discussion does rather interrupt the flow of the sessions. Delegates seemed to appreciate time for refreshments and to relax before a discussion of what they valued and noted as development points.

Trainer Signature:



Observer Signature:

