**Guidance for trainees on teaching practice observations**

**Before the observation**

* Provide a completed observation planning document and copies of your resources for the observer.
* Make sure there is space for the observer to sit
* If the observer is external to the organisation, make sure that your mentor/classroom teacher/course leader etc. know that someone is coming

The observation planning document will help you to show progress in your development as a teacher and will ask you to:

* Review any development points from your previous observation and what you have done to address these in the current observation.
* Give information about the context of lesson you have planned, the learners in it and any issues you think might be relevant.
* Let the observer know there is something you are trying out or want the observer to particularly comment on
* Show your knowledge of teaching and learning by the way you explain your rationale for the lesson structure content and activities, your assessments and differentiation strategies and how you will support literacy and numeracy in the lesson

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| **Questions to ask yourself before you complete the observation planning document.** * What do you know about this learner group, eg previous qualifications, age range, gender mix, learning abilities, levels of motivation, group dynamics, current behaviour?
* What knowledge/skills are the learners bringing to this session from previous sessions? How have you used information from formative assessment to plan this session?
* What challenges do this specific group and the working space present to you? How does the planned session address these challenges and support the success of the session?
* How are you going to develop a rapport and suitable learning environment? How will you communicate with the group as a whole and also individuals within it?
* How have you planned the learning intentions for this session together with the activities which you have chosen to address these? How might you adapt for different learners’ needs? Which teaching and learning principles/theories might apply to this session?
* What are the specific resources and activities you have chosen for this particular session? How might they meet the needs of your learners and reflect a diverse society (eg age, gender, cultures, ethnicity)?
* What specific key specialist language eg. words, phrases, abbreviations or acronyms might learners encounter in this session? (You might want to list specific words you want your learners to be able to use by the end of the session). How you will support your learners with these terms?
* How might you justify your assessment activities in relation to the learning intentions for the session? What information they will give you about your students’ learning? Which assessment principles/theories might apply to this session?
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**During the observation**

The observing tutor will:

* Complete an observation feedback form (there is only one form for all observers, although there is a separate section for specialist observers to comment on your subject specialist teaching).
* Give you verbal feedback as soon as reasonably possible after the observation.

NB Some tutors prefer to take the handwritten form away and type up; others may leave their notes with you to refer to immediately

**After the observation**

* Reflect on the lesson using the Reflection on Teaching Observation form which will help you to consider the feedback you have received and how you might use it to develop your practice before the next observation and to complete Review and Targets in Pebblepad.

Towards the end of Module 2 (professional teaching experience period min 75 hours and 5 observations) and again at the end of Module 3 (professional teaching experience period min 75 hours and 5 observations) ask your colleagues who have worked with you (such as heads of department, specialist mentors, tutors, observers, etc.) to:

* confirm the log of your teaching hours in your e-portfolio
* provide feedback on your performance in a range of professional standards over each module/period of teaching by completing Review and Targets with you
* complete Teaching Report Form
* agree targets for further development

The Teaching Report Form may be copied and completed individually by all staff who have worked with you, or presented as a combined report.

**Assessed Teaching Observations**

You must include at least **five** successful observations of your teaching in each practice based module, normally made up as follows:

For full time (pre-service) trainees:

* 2 from centre based/University of Huddersfield approved tutor
* 1 from subject specialist
* 2 from an appropriate and suitably qualified and experienced person in the location of teaching experience (usually someone with experience of teacher education/ staff development/observation of teachers)

For part time (in-service or pre-service) trainees:

* 4 from centre based/University of Huddersfield approved tutor
* 1 from subject specialist

Please note, an additional specialist observation can replace a non-specialist observation.