



**Teaching Practice Self Evaluation Form**

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| **Student name: Jamie Evans** | **Observation No: 4** | | **Date of observation: 22/10/2018** |
| **You are required to describe how your practice reflects theory and/or models of good practice (400 words).**  **Achievements and action points recorded will inform your Personal Development Plan.** | | | |
| **My chosen topic of delivery for my observed session was experiential learning. I planned for the learners to participate in group discussion, complete collaborative activities and present their ideas to the class. It was evident that learners were willing to work in groups and it transpired that more able learners were supporting less able learners to explore new ideas and relevant theory.🗸 I observed individuals sharing their ideas with their peers and constructing knowledge between themselves. This is reflective of Vygotsky’s zone of proximal development, as discussed by McLeod (2018), 🗸 as learners were guiding their peers into unfamiliar learning territory which provoked cognitive exploration of the topic being taught. This was noted as a successful characteristic of the session on my tutor feedback. 🗸**  **Considering this, it is important to be honest when reflecting on my practice. Bolton (2014) discusses principals of reflection, suggesting “the principals which underline critical reflective practice enable practitioners and students to become meaningfully involved”. (P24) It was suggested within my tutor feedback to consider my intervention during independent tasks. At times, I was scaffolding the students more than necessary and this was obstructing learners from struggling during enquiry and research exposure. 🗸Upon reflection, it is important to consider my role within the classroom during independent activities, remembering to scaffold at appropriate times, ensuring learners have time to wrestle with concepts before teacher intervention. Respecting the theoretical ideology of scaffolding in relation to adult-directed study will ensure I provide learners with sensitive and challenging support, not dictated, directive instruction. Verenikina (2008). This is something I will continue to reflect upon and develop within my practice. 🗸**  **Throughout the session the learners were instructed to create PowerPoint presentations on relevant experiential learning theory. Noting the relevance of the task planned, it is important to reflect on the potential challenge encompassed within the activity. Considering Bloom’s taxonomy as discussed by Cruzon(1997) it was evident that learners were facilitated throughout the lower order skills of the cognitive domain, researching and regurgitating relevant theory. This was apparent during learner feedback, as many of the presentations reiterated the same information. Upon reflection, it is paramount to provide learners with activities which stretch and challenge🗸 them into the realms of application, evaluation and synthesis. Petty (2004) discusses factors of motivation for learning, highlighting the importance of learning being differentiated and open to challenge more able students. Upon reflection, I need to ensure learners are provided with a range of challenges throughout the session. For e.g. learners can apply🗸 relevant theory to a range of new situations to demonstrate their understanding of the topic.**  **References**  Bolton, G (2014), *Reflective Practice, Writing and Professional Development,* Fourth Edition, SAGE Publications Ltd, London (P24) **🗸**  Curzon, L, B (1997) *Teaching in Further Education: An Outline of Principals and Practice,*  5th Edition, Great Britain, Redwood Books**🗸**  McLeod, S (2018), *The Zone of Proximal Development and Scaffolding,* Simple Psychology [online] Available from: <https://simplypsychology.org/Zone-of-Proximal-Development.html> [Accessed on 26/10/2018 @ 21.35] **🗸**  Petty, G (2004). *Teaching Today: A Practical Guide,* 3rd Edition, Cheltenham, Nelson Thornes Ltd. **🗸**  Verenikina, I (2008), *Scaffolding and Learning: It’s Role in Nurturing New Learners,* Faculty of Social Sciences, University of Wollongong Australia [online] Availiable from: <https://ro.uow.edu.au/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1043&context>=  edupapers [Accessed on 26/10/2018 @ 19:23] **🗸** | | | |
| **2.** Progress on targets from previous observation **and impact** of progress on the teaching and learning experience must be listed below. | | | |
| Action point | | Progress to date and impact of progress on the teaching and learning experience | |
| Stand back and observe more | | This is something I am continuing to work on and develop during my intervention with students at learning checkpoints. **🗸☺ I am seeing you do this more** | |
| Avoid redundant questions | | I have worked on my use of questioning and provided space for more Socratic questioning, giving more meaning and depth to the quality of questioning  **🗸☺ I am seeing you do this more – good questioning is an underrated skill it comes form year of practice but more than that form deliberlate practice**  **What do I mean by deliberate practice ??** | |
| 3. Targets for further development based on the experience of this lesson (BULLET points only) | | | |
| * Stand back and let the learners struggle more. See comment 1 above | | | |



Professional Certificate in Education/

Professional Graduate Certificate in Education

**Post compulsory Education and Training (PcET)**

**Module:** **PROFESSIONAL PRACTICE YEAR II**

**Evaluation of Classroom Observation Form**

**Observation 4**

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| **Student Name: Jamie Evans** | **Observation 1 Year 2** |
| **Criteria:**  **Links between theory and practice**  **Written communication skills**  **Suggestions for improvement in classroom performance** | **Comments:**  Jamie once again your fourth evaluation is clear, coherent and analytical. There are some very good links between theory and practice in the evaluation. The evaluation does demonstrate commitment to improvement of practice with one appropriate target identified. Feelings are part of reflection and drive behaviours so don’t be afraid of reflecting further on how you felt in the session.  Feedback from lesson observation covers this. A very successful session. I was particularly happy that you felt comfortable taking a risk in the lesson – unless we take risks how can we develop ☺ We encourage our students to step out of their comfort zone and so we need to show that we are willing to do the same. |
| **Lecturer Name: Phil Jones** | **Lecturer Signature: PWJones** |