

# TEACHING MENTOR GUIDANCE

2024-25

“AdvanceHE

Member

23-24

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## Glossary/Abbreviations

<b>ATLAS</b>	Advancing Teaching: Lancaster Accreditation Scheme
<b>ATP</b>	Associate Teacher Programme
<b>Authentication of practice</b>	Endorsement that a mentees practice is effective and inclusive.
<b>CEDA</b>	Curriculum and Education Development Academy
<b>CPD</b>	Continuing Professional Development
<b>Descriptor</b>	PSF 2023 Descriptors define the key characteristics of broad categories of practice.
<b>Descriptor 1 (D1)</b>	D1 is suitable for individuals whose practice enable them to evidence some of the Dimensions. D1 aligns with recognition as Associate Fellow.
<b>Descriptor 2 (D2)</b>	D2 is suitable for individuals whose practice with learners has sufficient breadth and depth to cover all the dimensions. D2 aligns with recognition as Fellow.
<b>Descriptor 3 (D3)</b>	D3 is suitable for individuals whose practice provides a basis from which they lead or influence those who teach or support learning. D3 aligns with recognition as Senior Fellow.
<b>Dimensions</b>	PSF 2023 Dimensions are a set of 15 statements which inform and describe practice. They cover Professional Values, Core Knowledge and Areas of Activity.
<b>ITPs</b>	International Teaching Partners. Lancaster has four strategic overseas teaching partnerships offering validated Lancaster degrees.
<b>HE</b>	Higher Education
<b>LOs</b>	Learning Outcomes
<b>LU</b>	Lancaster University
<b>Observation of professional practice</b>	Peer observation which should be carried out in a supportive, collegiate manner to encourage reflection and encourage development opportunities.
<b>PGCEP</b>	Postgraduate Certificate in Educational Practice
<b>PSF 2023</b>	Professional Standards Framework for Teaching and Supporting Learning in Higher Education (2023)
<b>Supporting statement</b>	Written review of a mentees educational practice and verification of their claim for recognition.

# 1 Introduction and background

Thank you for agreeing to mentor a colleague as part of their learning experience whilst undertaking a **Curriculum and Education Development Academy (CEDA)** programme. CEDA provide a range of programmes to support colleagues to develop their teaching and learning support practice and provide recognition for effective and inclusive practice. These are suitable for a range of colleagues who teach and/or support learning depending on their prior experience and current role. Programmes are designed to sit alongside colleagues teaching practice and encourage drawing on insights and understanding from colleagues, students and research into teaching and learning in order to critically reflect on and improve practice.

Programmes are accredited against the Professional Standards Framework (PSF) 2023 for Teaching and Supporting Learning in Higher Education and are aligned to the Descriptors, meaning they lead to formal professional recognition by Advance HE for teaching. See section 2 for details of the PSF 2023.

This provision includes:

- Associate Teacher Programme (ATP) - a development framework for those with responsibility for supporting the development/delivery of learning opportunities. It is aligned to Descriptor 1 of the PSF 2023 and Advance HE recognition as Associate Fellow.
- Postgraduate Certificate in Educational Development (PGCEP) – a taught programme for those with responsibility for designing and delivering a wide range of teaching and learning support, who are likely to be fairly new to teaching in Higher Education (HE). It is aligned to Descriptor 2 of the PSF 2023 and Advance HE recognition as Fellow.
- Advancing Teaching: Lancaster Accreditation Scheme (ATLAS) – an experiential route for those with experience of designing and delivering HE teaching and learning support to give recognition for experience and to provide continued professional development. It is aligned to Descriptor 1, 2 and 3 of the PSF 2023.

Please see the [CEDA website](#) and the associated programme handbooks for details of all CEDA programmes. This mentor guidance should be read in conjunction with the relevant programme handbook(s) to ensure you are clear of the requirements of the mentoring role for the programme you are supporting.

The mentor is an essential role in all CEDA programmes to help participants draw on their own experience to reflect on and consider the development of their practice. Mentors will also need to authenticate the practice of the participant to verify the participant's practice is effective and appropriate to the relevant Descriptor (see section 6).

We hope that your experience as a mentor is a positive and rewarding one. Please contact us should you have any queries or require any additional information.

## 1.1 Curriculum and Education Development Academy programme principles

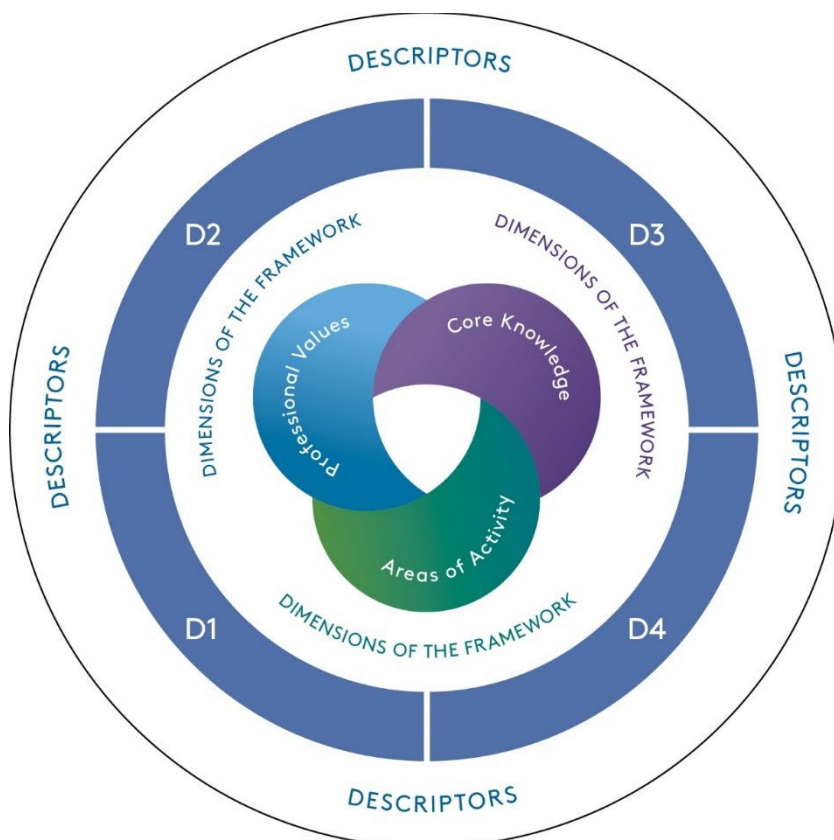
To be able to demonstrate how practice is aligned to the PSF 2023, CEDA provision employs some key principles. These support colleagues to develop as a reflective, effective and inclusive educator as well as help build evidence of practice against the dimensions of the PSF 2023. Please see the 'Becoming a critically reflective educator' handbook for details of these underpinning principles. As a teaching mentor

for an CEDA programme, an important element is authenticating your mentees practice demonstrates the relevant PSF 2023 Descriptor, it is important you have a current knowledge and understanding of the PSF 2023 and the relevant Descriptor.

## 2 Professional Standards Framework for Teaching and Supporting Learning in HE 2023 (PSF 2023)

The PSF 2023 sets out the professional standards for higher education (HE). It is a globally-recognised framework for benchmarking success within HE teaching and learning. It consists of two components: Descriptors and Dimensions.

The full PSF 2023 can be found on [the Advance HE website](#).



**Figure 1: Professional Standards Framework (PSF) 2023**

### 2.1 PSF 2023 Dimensions

The PSF 2023 identifies components of successful educational practice. These are expressed in the 15 Dimensions of the Framework and the four Descriptors. The PSF clearly outlines the Dimensions with HE teaching and learning support as:

- Professional Values that individuals performing these activities should exemplify. These underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.
- Core Knowledge needed to carry out those activities at the appropriate level. These are informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.

- Areas of Activity undertaken by teachers and those who support learning. These bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

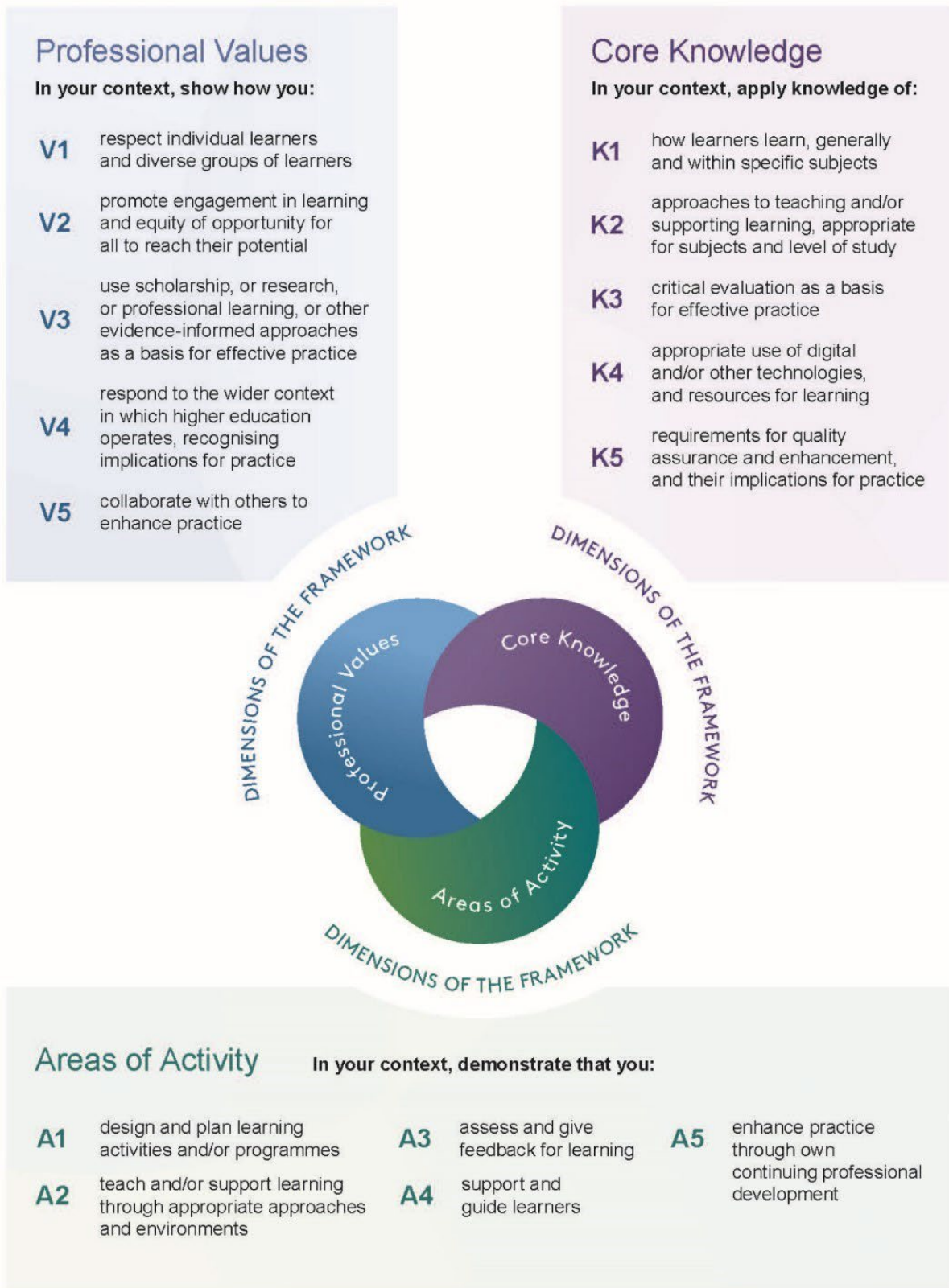


Figure 2: PSF 2023 Dimensions of the Framework

## 2.2 PSF 2023 Descriptors

The PSF Descriptors are linked to four categories of fellowship that can be achieved by staff working in different roles in higher education. These define the key characteristics of four broad categories of practice. Incorporating the Dimensions, each Descriptor identifies the extent of practice required to meet it and recognises the variety of practice and roles undertaken by professionals who teach and/or support learning.

The CEDA programmes are aligned to the first three Descriptors.

### Descriptor 1, D1

D1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

- D1.1 Use of appropriate Professional Values, including at least V1 and V3
- D1.2 Application of appropriate Core Knowledge including at least K1, K2 and K3
- D1.3 Effective and inclusive practice in at least two of the five Areas of Activity

### Descriptor 2, D2

D2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:

- D2.1 Use of all five Professional Values
- D2.2 Application of all five forms of Core Knowledge
- D2.3 Effective and inclusive practice in all five Areas of Activity

### Descriptor 3, D3

D3 is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning, Individuals are able to evidence:

- D3.1 A sustained record of leading or influencing the practice of those who teach and/or support high quality learning
- D3.2 Practice that is effective, inclusive and integrates all Dimensions
- D3.3 Practice that extends significantly beyond direct teaching and/or direct support for learning

## 2.3 PSF 2023 and CEDA provision

The CEDA programmes have been designed to allow participants to demonstrate they meet the requirements of the PSF 2023 at various Descriptors, as outlined in section 2.2. By aligning the programmes to the PSF 2023 participants are able to demonstrate their commitment to improving the quality of their teaching and supporting of learning to enhance the learning experience of students.



As a mentor you need to have a good understanding of the PSF 2023 and help participants contextualise their developing practice in light of the appropriate Descriptor.

The development offered during the CEDA programmes is designed to explore the dimensions of the PSF 2023 and help participants evidence how their own developing practice aligns to the appropriate Descriptor. The Learning Outcomes (LOs) and assessments/submissions are mapped to the PSF 2023 (see the individual programme handbooks) allowing participants to demonstrate how they meet the requirements of the PSF 2023 through successfully undertaking the programme.

### **3 Why be a teaching mentor?**

The CEDA programme mentor scheme aims to benefit mentors as well as mentees. As a teaching mentor it is expected you will:

- Engage in discussion and support the development of the learning and teaching practice of your colleague;
- Have opportunity to engage in ongoing reflection on your own practice;
- Develop your own practice by helping contextualise your mentees development and discussing shared challenges;
- Gain experience and evidence towards 'good standing' in relation to your current category of Advance HE recognition (as expected by Advance HE);
- Gather evidence for a future application for a different category of fellowship (particularly Descriptor 3), by supporting and mentoring others in relation to learning and teaching.

### **4 Eligibility: who are teaching mentors?**

Mentors are usually from the same department as the mentee. Mentors hold a variety of roles but must be involved in teaching and supporting learning. They usually hold Advance HE recognition and must have current knowledge and understanding of the requirements of the relevant Descriptor. Mentors are enthusiastic about teaching and curriculum development.

Colleagues who have previously completed an CEDA accredited programme make very good mentors, as they are already familiar with the approach. They must not be peers on the CEDA provision that the mentee is currently undertaking. Mentors need to share the mentees interests and concerns about teaching and understand the discipline context.

### **5 What does the role entail?**

Mentors provide an essential role to help participants draw on their own experience to contextualise the learning/development from the programme. The mentor role is to act as a 'critical friend'. You may wish to discuss ideas and approaches with your mentee, share and collaborate in practice and help them to gain access to alternative teaching possibilities and resources as appropriate. Your mentee may occasionally need to discuss emerging problems relating to subject specific teaching issues.

The mentor/mentee relationship will usually be quite an informal one, although both people may wish to set some parameters to establish an understanding about expectations and a sense of entitlement, as well as to safeguard limited time. The mentor is not intended to take on the role of a tutor, and many queries



and dilemmas about the delivery of the programme can be referred to the programme team. The mentors are not directly involved in assessment.

There are two main activities the mentor will undertake:

1. Provide support and guidance for professional development

Provide an essential source of support and help mentees to contextualise learning and development, both in terms of the discipline and local practice as well as in relation to the PSF 2023.

2. Authenticate practice

As the award of recognition is based on evidence of effective practice appropriate to the relevant Descriptor, participants practice needs to be authenticated by their mentor. This will be by either formal observation of professional practice or a supporting statement. Section 6 provides details of what is required for each of these. Please see the relevant programme handbook for which form of authentication is required for the programme your mentee is undertaking.

In brief, mentors should be:

- Aware of and sympathetic to the philosophy of CEDA programmes and the alignment to the PSF 2023;
- A relatively experienced member of staff who knows their way around the administration of teaching in the department and the institution, and International Teaching Partner if relevant;
- Interested in teaching issues within their own discipline;
- Able to support and motivate your mentee.

Mentors will provide:

- A listening ear on teaching issues;
- Feedback on teaching;
- Access to your own teaching (observation of teaching sessions but also access to materials and the thinking behind particular teaching approaches).

## 6 Authentication of practice

As the award of recognition is based on evidence of effective and inclusive practice appropriate to the relevant Descriptor, participants practice needs to be authenticated by their mentor. This will be either by formal observation of professional practice or a supporting statement. Please see the relevant programme handbook for which is required.

### 6.1 Supporting statement

The supporting statement serves to provide a review of the mentees educational practice and provides an endorsement that the practice is effective and inclusive within their context. As a mentor providing this statement you need to have knowledge and experience of your mentees educational practice and be in a position to provide comment on its effectiveness and inclusiveness. You also need to be familiar with your mentees claim for professional recognition. This is the assessment being submitted as part of the programme they are undertaking. See appendix 1 for a template to help guide your statement.

### 6.1.1 Guidance for writing a supporting statement

A supporting statement of this nature will be inevitably personalised. It needs to verify and endorse your mentees submission for Advance HE recognition. It is helpful to comment on your mentees recent higher education practice (usually within the last 3 years), providing examples to support your statement wherever possible.

There is no standard or required format for the supporting statement, but as a guideline, most colleagues write around 500-800 words. Remember that we are looking for evidence of commitment to effective and inclusive teaching and/or supporting learning rather than general academic achievement.

#### **For Descriptor 1 and 2**

In association with the relevant Descriptor criteria of the PSF 2023, as a guide, you should comment on the following in your Supporting Statement:

- your own personal experience of your mentees recent and effective HE practice;
- if you have been involved in observation of the applicant's teaching and/or support of learning, please draw on relevant examples from this;
- any inclusive practice and/or contribution to developments by the applicant in teaching and/or supporting learning within their context as appropriate;
- your perspective on the practical examples provided within the application/assessment to illustrate the requirements of the relevant Descriptor.

#### **For Descriptor 3**

In association with the Descriptor 3 criteria of the PSF 2023, as a guide, you should comment on the following in your Supporting Statement:

- your own personal experience and knowledge of the applicant's effective, inclusive and comprehensive HE practice;
- your perspective on the practical examples provided within the application to illustrate the requirements of Senior Fellow, focusing on the way(s) in which the applicant has effectively influenced or led on other colleagues' HE practice.

## 6.2 Observation of professional practice

The observation of professional practice serves to provide a review of your mentees educational practice and provides an endorsement that the practice is effective and inclusive within their context. It also offers an opportunity to undertake a reflective process to identify development opportunities.

The observation of professional practice process is a vehicle for a mutually beneficial dialogue between colleagues. It is not about judging teaching performance. It provides an opportunity to reflect on what the observer/observee has seen and discuss the actual outcomes of a session against the teacher's planned aims and intentions. As well as gaining invited feedback, both observer and observee can also explore the emerging issues and ideas useful for future development, drawing on additional wider sources to inform thinking, such as the responses of students, your own classroom experiences and knowledge, reading about teaching approaches and so on.

Having said this, observation does inevitably feel exposing and makes us all feel self-conscious, like having a very large mirror at the back of the room. The process needs to be treated with sensitivity, for both parties and (as importantly) for the students for whom any session is being conducted.

The following section provides guidance on how to undertake this observation.

### 6.2.1 Guidance for observation of professional practice

This observation can be part of activity to meet the university [policy for peer observation](#). A peer observation template is provided (appendix 2). If this is part of the authentication of practice, your mentee will be required to submit a completed observation template as part of the assessment for the CEDA programme.

This observation does not need to be constrained to in person teaching. The observation can be carried out on a participant's online delivery, either a live synchronous session, an asynchronous activity or another element of the virtual learning environment (VLE). Participants will be given guidance on the activities they may wish to receive mentor feedback on as part of this process.

The following process is suggested as a starting point, and can be used or adapted for observation as agreed by the parties involved:

1. Observee to plan/outline the session/activity using or adapting a planning and evaluation proforma (appendix 3). It is helpful for the observee to draft a brief outline to contextualise the session for the observer.
2. Observer and observee meet to discuss the plan/outline, make any modifications and identify any elements the observation should focus on in particular. At this meeting you should discuss ground rules, such as how and when you will engage in the chosen observation activity. If it is a synchronous activity, you should agree your role in the session and how you will be introduced. It would be worth arranging follow up meeting at this point.
3. After the session/activity, both parties should take some time to reflect on the experience and meet as soon as is feasible (immediately afterwards is not necessarily the best time) to get feedback and to share and discuss emerging ideas.
4. The observer should provide a brief written evaluation to aid the observee to reflect on the outcomes of the whole process and feed into the summative assessment.

## 7 Support for mentors

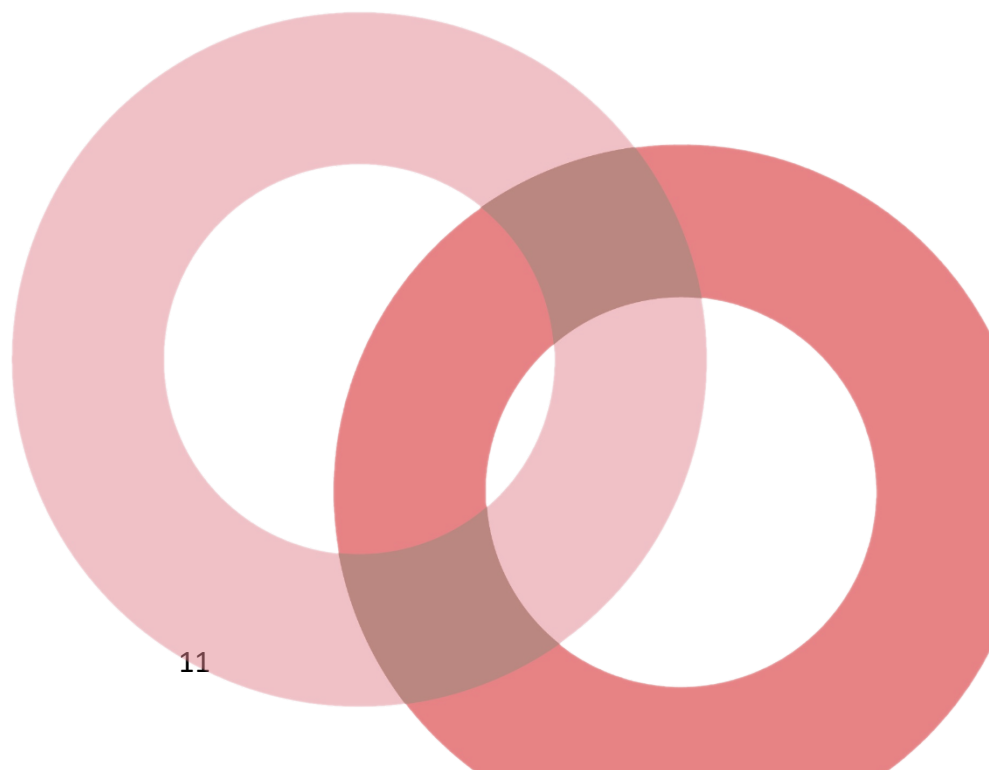
Mentors will engage in a self-directed online mentor induction course which provides an overview of the CEDA programmes, an understanding of the PSF 2023 and the requirements for recognition, and the role of a teaching mentor. There is a dedicated Mentors Moodle site.

A synchronous mentor induction session will be held online for all new mentors. This will supplement the self-directed online induction and give opportunity to clarify the expectations and meet other mentors. If you cannot attend this induction session, individual meetings can be arranged for you to find out more about the relevant CEDA programme. Mentors also have a valuable contribution to make in the development of the programme, and feedback from mentors is always welcomed.

All mentors will be invited to an annual mentor development event. This will provide a forum for sharing good practice and for contributing to the evaluation and development of the CEDA programmes. This will also provide any updates about the programmes, requirements for Advance HE recognition and provide opportunity to further explore the PSF 2023.

Through these development opportunities, the aim is to develop a strong community of teaching mentors and provide opportunities for peer support for mentors.

If you have any queries or suggestions, please contact the CEDA team, [ceda@lancaster.ac.uk](mailto:ceda@lancaster.ac.uk).



## Appendix 1: Supporting statement template

In the spirit of open dialogue about practice, the supportive statements should be discussed and shown to your mentee, who will then include it in their final submission.

<b>Your name</b>	
<b>Mentee name</b>	
<b>Your job title/role</b>	
<b>Your department and institution</b>	
<b>Your email address</b>	
<b>Your Fellowship status (if appropriate)</b>	
<b>Relationship to Applicant</b>	
<b>How long have you worked with the applicant (insert dates)</b>	
<b>Programme / Descriptor you are supporting</b>	

Please provide your supporting statement to verify and endorse your mentees submission/assessment for Advance HE recognition. You are required to comment on the applicant's recent higher education practice (usually within the last 3 years), providing examples to support your statement wherever possible.

There is no standard or required format for the reference, but as a guideline, most colleagues write around 500-800 words. Remember that we are looking for evidence of commitment to effective and inclusive of teaching and/or supporting learning rather than general academic achievement.

### For Descriptor 1 and 2

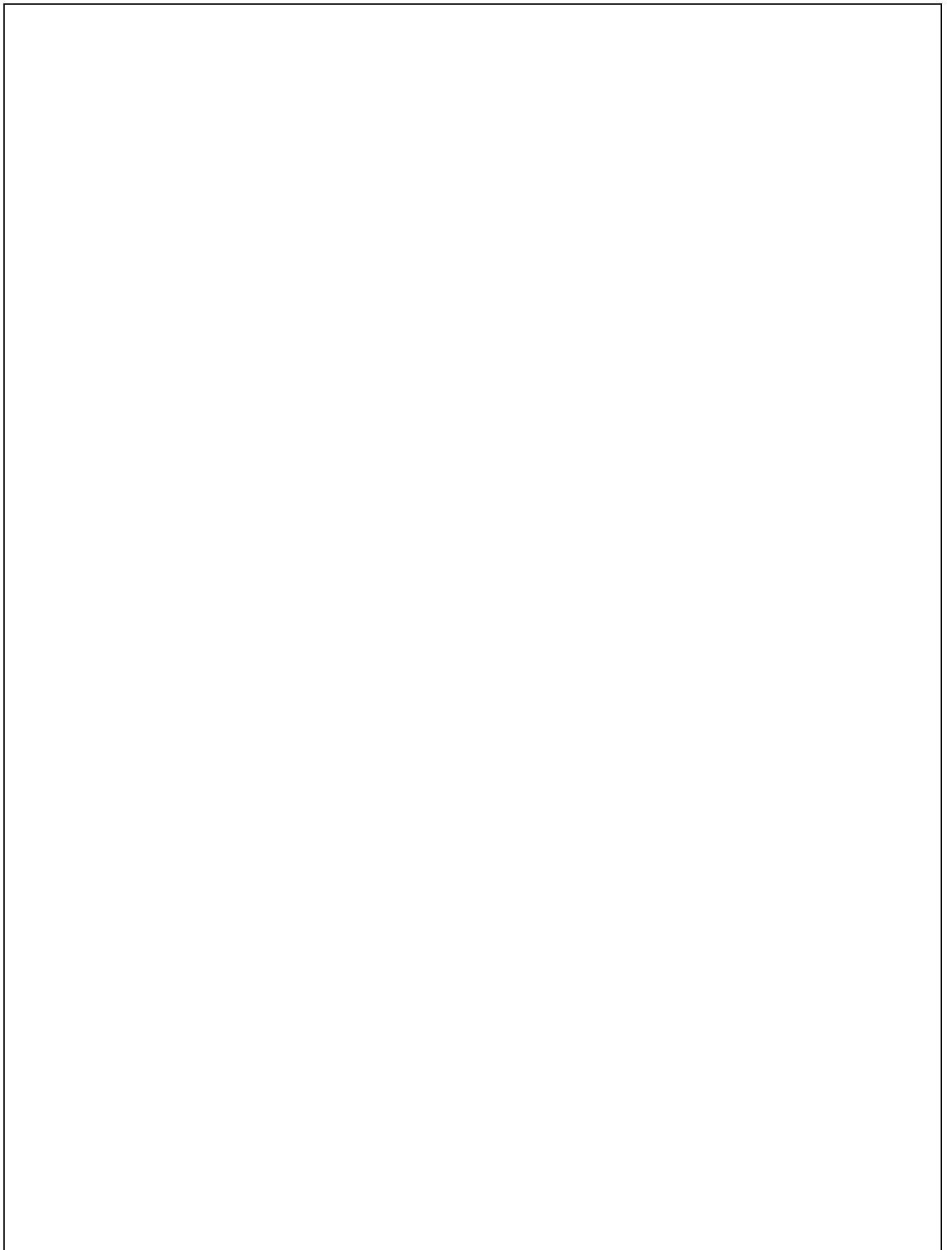
In association with the relevant Descriptor criteria of the PSF 2023, as a guide, you should comment on the following in your Supporting Statement:

- your own personal experience of your mentees recent and effective HE practice;
- if you have been involved in observation of the applicant's teaching and/or support of learning, please draw on relevant examples from this;
- any inclusive practice and/or contribution to developments by the applicant in teaching and/or supporting learning within their context as appropriate;
- your perspective on the practical examples provided within the application to illustrate the requirements of the relevant Descriptor.

### For Descriptor 3

In association with the Descriptor 3 criteria of the PSF 2023, as a guide, you should comment on the following in your Supporting Statement:

- your own personal experience and knowledge of the applicant's effective, inclusive and comprehensive HE practice;
- your perspective on the practical examples provided within the application to illustrate the requirements of Senior Fellow, focusing on the way(s) in which the applicant has effectively influenced or led on other colleagues' HE practice.



## Appendix 2: Peer observation session planning and template

This form is mapped to the PSF 2023 to help you identify how your practice aligns.

Please note, this is a substantial planning document and not all sections will be of relevance to all types of learning and teaching activities. You should utilise the form as is best for your own planning and reflections. Ensure section C is completed by your mentor, and you complete your reflections and action plan in section D which will feed into your summative assessment.

### A. Pre-observation planning

To be completed in advance of the observation and used as part of the discussion.

Pre-observation planning	
Is the session/activity face-to-face, online synchronous or asynchronous?	
Type of session/activity (Recorded lecture, synchronous MS Teams session, asynchronous activity, Moodle discussion board, face to face small group session/practical etc.)	
Day / time / term / week	
Title / topic of session	
Number of learners	

A completed copy of this form should be given to your observer in advance of the observation. Ideally, you should take time to meet the observer in advance to provide context to the session and discuss what the focus of the observation will be.

Pre-observation planning
1. <b>How does this session/activity fit into the context of the whole module? (A1)</b> As part of a larger whole, how does this session/activity link with previous and future sessions, both in terms of subject matter and teaching approach?



## Pre-observation planning

2. **Who are my learners? (V1)** What do I know about the student group and profile? (experience, prior learning, background, diversity etc.)

3. **What do I need to consider to be inclusive of the range of learners? (A1,V1,V2,K1)**

How do I integrate their existing skills and understanding into the teaching or learning support I provide? How do I promote interaction, sharing of experiences and/or mutual learning amongst learners from different backgrounds and cultures?

4. **What specific issues of accessibility do I need plan for? (A1, A4, V1, V2)**

Are there accessibility issues regarding the environment or the curriculum? Are there students with specific needs? Will any students require additional support?

5. **What are my aims for this session/activity? (A1)** What exactly do I want this to achieve?

## Pre-observation planning

**6. What are the intended learning outcomes for the students from this particular session/activity? (A1)**

What do I specifically want the students to be able to do, know or understand differently as a result of this session/activity – both small, short term outcomes and contributions to bigger, longer term outcomes for the module?

**7. What teaching and learning activities am I going to use to address these outcomes? (A2, A5, K1, K2, V3)**

How will the students go about achieving these outcomes – how will it happen? What will the students be doing in this session/activity? What learning activities will be taking place, e.g. reflecting, talking, listening, reading, writing, watching? What will I as a teacher be doing during this session? Have you drawn on scholarship and research in developing this session?

**8. How will I encourage all the students to be actively engaged in their learning in this session/activity? (A2, A4, K1, K2, K4, V1, V2)**

What oral, written, practical activities will I use to try to ensure active participation by all the students? How will I make it challenging and interesting for all the students, given the diversity of the group?

**9. How will I support and guide learners? (A2, A4, K1, K2, K3, K4)**

How will I use presentation material, handouts, use of examples, questioning etc. to develop an effective learning environment?

## Pre-observation planning

### 10. What digital and/or other technologies and resources for learning will I use? (A1, A4, K4)

What will I use within the session to promote learning? What will I use to support learning before/after the session? How will I take into account the needs of diverse learners when using this technology?

### 11. How and when will I know how successful the session/activity has been in terms of achieving the intended learning outcomes? (A3, K3, K5)

What methods and approaches you will use to evaluate the effectiveness of this session/activity? How will you use this information to develop your professional practice?

### 12. How and when will the students know what they have learned from this session/activity? (A3, K3)

Will students be reflecting in the session/activity on what they have learned? What feedback will students get? From me? From each other? What can they do after this session/activity to check their learning/understanding?

### 13. What particular concerns have I got about this session/activity at this point? (A5, K5, V5)

What feedback would I like to have?

### Anticipated running plan (A1)

Design the layout of this plan however you wish – it is a narrative of the intended ‘plot’ of the actual event thinking about what both teacher and students will be doing in the session or during the activity – a loose script to help you ‘rehearse’ the detail of the session in your head.

<b>Approx. times</b>	<b>What I will be doing</b>	<b>What the students will be doing</b>
<i>e.g. first 5 minutes</i>		
<i>e.g. last 5 minutes</i>		

## B. Self-Evaluation (A5, K3, K5)

Complete this as soon as possible after the observation. This should be based on your own reflections of the observed session/activity, and to evaluate the session alongside the Pre-observation planning.

<b>Self-evaluation form</b>
<b>Self-evaluation of the session</b> Capture your immediate thoughts on the session/activity, how it met the aims and outcomes, in light of what you had planned and anticipated, including consideration of learner needs, learning environment and learner interaction and feedback.
<b>What went well in the session/activity?</b>
<b>What could have been improved?</b>
<b>Action points and development considerations.</b>

### C. Peer Observation Teaching Session/Activity Evaluation by Observer

To be completed by the observer immediately after the observation/activity.

<b>Peer Observation Teaching Session/Activity Evaluation by Observer</b>			
<b>Participants name</b>		<b>Observer name</b>	
<b>Date</b>		<b>Length/type of observation</b>	
<p>Reflect on the session/activity in the context of the planning – to what extent did the session/activity seem to match the plan in terms of any or all of the following, and where it diverged, what might be the reasons?</p> <ul style="list-style-type: none"> <li>• the aims and objectives and intending learning outcomes (A1);</li> <li>• teaching and learning activities, including student involvement (A2);</li> <li>• pace, organisation and timing (A2, V1, V2);</li> <li>• subject content (K1);</li> <li>• use of resources and tools to develop an effective learning environment (A4, K2, K4, V1);</li> <li>• assessment of learning (A3);</li> <li>• any specific concerns raised in the briefing discussion (A5).</li> </ul>			
<b>Areas of good practice</b>			
<b>Ideas for extending and enhancing practice: action planning (A5, K3, K5)</b>			
Signed:			Date:

## D. Reflective commentary

To be completed after the post-observation meeting to record the discussion, reflection and conclusions drawn for future practice. (V3, V5, K3, A5)

- What have I taken from this activity in relation to my teaching and/or student learning;
- What ideas has it given me for improving student learning in my classes;
- What ideas has it given me for my own teaching development;
- What might I explore further with colleagues/through the literature.