

# Further Education and Training Lesson Observation Form

Name of Trainee			
Subject Specialism			
Subject of Lesson			
Setting Name			
Date	Enter date		
Time (start and end)			
Group and Level			
Professional Practice Phase (please check box)	Introductory <input type="checkbox"/>	Developmental <input type="checkbox"/>	Consolidation <input type="checkbox"/>

Name of mentor	Name	Signature
Name of link tutor	Name	Signature

Key points emerging from the session	ETF Professional Standards (2022) provided for reference
<i>Evidence of what the trainee knows, understands and can do. Pedagogical knowledge. Use of assessment.</i>	ETF Professional Standards (2022) (1 - 20)
	<p><b>PROFESSIONAL VALUES AND ATTRIBUTES</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.</li> <li>2. Promote and embed education for sustainable development (ESD) across learning and working practices.</li> <li>3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.</li> <li>4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.</li> <li>5. Value and champion diversity, equality of opportunity, inclusion and social equity.</li> <li>6. Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.</li> <li>7. Engage with and promote a culture of continuous learning and quality improvement.</li> </ol> <p><b>PROFESSIONAL KNOWLEDGE &amp; UNDERSTANDING</b></p> <ol style="list-style-type: none"> <li>8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.</li> <li>9. Critically review and apply your knowledge of educational research,</li> </ol>

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	<p>pedagogy, and assessment to develop evidence-informed practice.</p> <p>10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.</p> <p>11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.</p> <p>12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.</p> <p><b>PROFESSIONAL SKILLS</b></p> <p>13. Promote and support positive learner behaviour, attitudes and wellbeing.</p> <p>14. Apply motivational, coaching and skill development strategies to help learners progress and achieve.</p> <p>15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.</p> <p>16. Select and use digital technologies safely and effectively to promote learning.</p> <p>17. Develop learners' mathematics, English, digital and wider employability skills.</p> <p>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.</p> <p>19. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.</p> <p>20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.</p>
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### Subject and curriculum knowledge *(including use of pertinent research)*

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**Further Education and Training Lesson Observation Form****Key strengths of lesson/session** *(one must be subject related)*

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| <input type="checkbox"/> High Expectations and Managing Behaviour<br><input type="checkbox"/> How Pupils Learn, Classroom Practice & Adaptive Teaching<br><input type="checkbox"/> Subject Knowledge and Curriculum<br><input type="checkbox"/> Assessment<br><input type="checkbox"/> Professional Behaviours |  |
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**Opportunities for further development**

*Observing expert teachers/discussions with expert colleagues -i.e., subject coordinators.*  
*Discussing/engaging with diversity and inclusion matters.*  
*Observing/teaching learners with EAL and SEND.*