**Observation of teaching practice: Observing a Peer**

Complete Part 1 of the Observation Record and send it to your observer in advance. This summarises the following:

**Status and history of the learning group**

The group is a made up of 13 to 14 Latin American young people ranging from the ages of 14 to 20 years. This is part of the outreach work that WCA is doing, and this is the first time we are engaging with this youth theatre.

**Content of the session and its context within the curriculum**

The students will have an introductory session to the theatre, from a back stage perspective, followed by some practical activities with video mapping. My role is to check in and warm up the students, and to assist fellow staff with the running of the workshop.

**Aims and objectives of the learning session (for my role)**

To provide a safe and effective check in to be able to quickly understand how the students are arriving.

To facilitate a warm up (body and voice) that responds to the needs of the group which takes into consideration information received in the check in. (for example, their energy levels, physical tensions, concerns etc.)

To bring the students to a state of awareness and “readiness” so that they are best placed to receive the information delivered by my peers.

To provide a safe learn environment.

Encourage the students to experiment with the technical possibilities of the space.

Inspire the students to further their knowledge of technical theatre.

**Anticipated outcomes of the learning session**

Reflect upon how their physical presence transformed throughout the session.

Learn about the different areas of technical theatre.

Understanding the fundamentals of making a life performance from a technical point of view.

Become familiar with the basics of lighting, sound and projection.

**Any potential difficulties or areas of concern**

As this is the first encounter with the students, potential difficulties may arise with regards to inclusion and access needs, since it is the first time we are meeting these individuals. For example, there maybe individuals with different physicalicalities, meaning that some exercises may need to be adapted to their range of movement, as well as being mindful of verbal instructions may need to be repeated or delivered differently.

Similarly, it is important to hold in mind that this will be the first time this group of individuals will be coming to the site, and so there maybe lateness, disorientation within the space.

**How the students will be informed of the observation**

We will verbally tell the students about the observation and ensure that they know this is an exercise where staff are observed for feedback purposes.

**Any particular aspects that you wish to receive feedback on**

My delivery, the pace, if it feels like I was including everyone, and if the information was communicated clearly for all participants to understand.

**Preferred time/place/medium for feedback**

Written feedback, email.

**Check the following:**

**Will your observer be able to find and access the teaching space?**

Observers know the space well as well as the college campus.

**Have you exchanged mobile numbers in case your observer gets lost or delayed?**

Yes

**Have you sent them the Observation Record with Part 1 completed?**

Yes

**Have you sent copies of any relevant documents (e.g. brief, slides, worksheet)?**

As it is an in-person practical session no additional material is needed.

## **Part Two**

### Observer to note down observations, suggestions and questions:

The session you led was very effective and well received. You were very mindful of the fact that it was their first time visiting the site and made an effort to wellcome them in reception and show them through to the theatre. You gave the group a clear outline of what the session was going to involve so they knew what to expect. It was really effective to have them all in a big circle for the introductions as we could all see and hear each other. You also talked in both English and Spanish and encouraged them to use the language they felt more comfortable with.

By facilitating a warm-up, you really brought the energy into the room, you were good at inviting them to have agency about the activity they were participating in, and the fact that it was presented as a game made it really fun and captivating. The activity was a great way of learning everyone's names. Which was really useful not only for the students but also for the other facilitators. This activity also created a nice rapport between participants which made the next activities and the rest of the day much more engaging.

The physical warm-up was very inclusive, and you made sure to indicate to participants to do the movements paying attention to their bodies, as well as offering alternatives so people could participate depending on their ability.

Having activities that required them to use their bodies really helped with attention as they needed to use their body and mind, and it set the tone for the rest of the session. Focusing their attention on the here and now, which made it much easier for the other facilitators to keep them engaged.

You were very present throughout the rest of the session, encouraging students to be inquisitive. I think it could be interesting to have more context of how physical activities can prepare our minds to learn, so at the beginning you could incorporate an introduction of how movement can be used to encourage focus. I also think you could incorporate another physical activity at the end of the session to wrap up the day.

My thoughts on Paula’s Feedback.

Thank you for the observation and feedback. I am in complete agreement that I could have linked more clearly and perhaps more explicitly the importance of working with movement, physical presence and embodiment, not just for work as a performer but also with regards to learning, as you mention.

I also agree that incorporating a physical (not just verbal) check out, and or physical reflection would have added a more embodied approach to thier learning. Particularly with regards to this desired outcome: “Reflect upon how their physical presence transformed throughout the session”.