



Level 3 Award in Education and Training

About the MicroTeach



What is a MicroTeach session?

- The MicroTeach is the way that you demonstrate your **skills, knowledge and understanding** as a teacher/trainer for the Level 3 Award in Education and Training.
- It is comprised of a session between **20-30 minutes in length** in which you deliver a short class in a subject of your choice.
- You will need to teach a **minimum of 3 learners**. These could be friends, family, colleagues or your current learners (if you are in-service).

What to deliver

- For the MicroTeach, you should deliver a session on something that **interests you** and **that you know a lot about**.
- We've assessed sessions on a huge range of topics – don't be afraid to pick something different!
- If you are in-service, you might want to consider delivering a session on the topic you are already teaching.
- If you are pre-service, choose something you feel confident delivering a session on.

Examples of previous MicroTeach session topics:

Healthy eating
Massage therapy
Manicures and pedicures
Aromatherapy
Coding
Making a cup of tea
Modern Foreign Languages

Animal care
Plastering
Contract law
Scaffolding
Gardening
Crystal healing
Special needs support



Planning inclusive teaching and learning

- As a teacher/trainer, you should **anticipate the needs of your learners and make arrangements for these as early as possible**, rather than simply reacting to individual learner needs as they present themselves. This is where good planning comes in handy.
- You should **prepare a range of different items before you deliver your sessions**, such as session plans and resources.
- When thinking about inclusivity, try to put yourself in the shoes of those learners with individual needs. What would need to happen for the class to be fully inclusive?

Imagine you are a learner with poor hearing. There are certain anticipatory actions which could be carried out to cater for your individual learner needs. These might include planning for:

- A venue with an induction loop installed
- Furniture arrangements suitable for lip readers
- Handouts detailing all the information in written form

Even if you never have a learner with these requirements, a venue and lesson organised in this way will be beneficial to all learners, and you will be prepared should it become necessary in the future.



Session plans

- A session plan (or *lesson plan*) is a written breakdown of the activities in an individual session. It will cover the time scheduling, teacher activities, student activities, and opportunities for assessment, as well as what resources will be used.
- Session plans allow the teacher to **prepare and deliver a beneficial lesson** to the class, and make sure that they have time for all the activities within it.

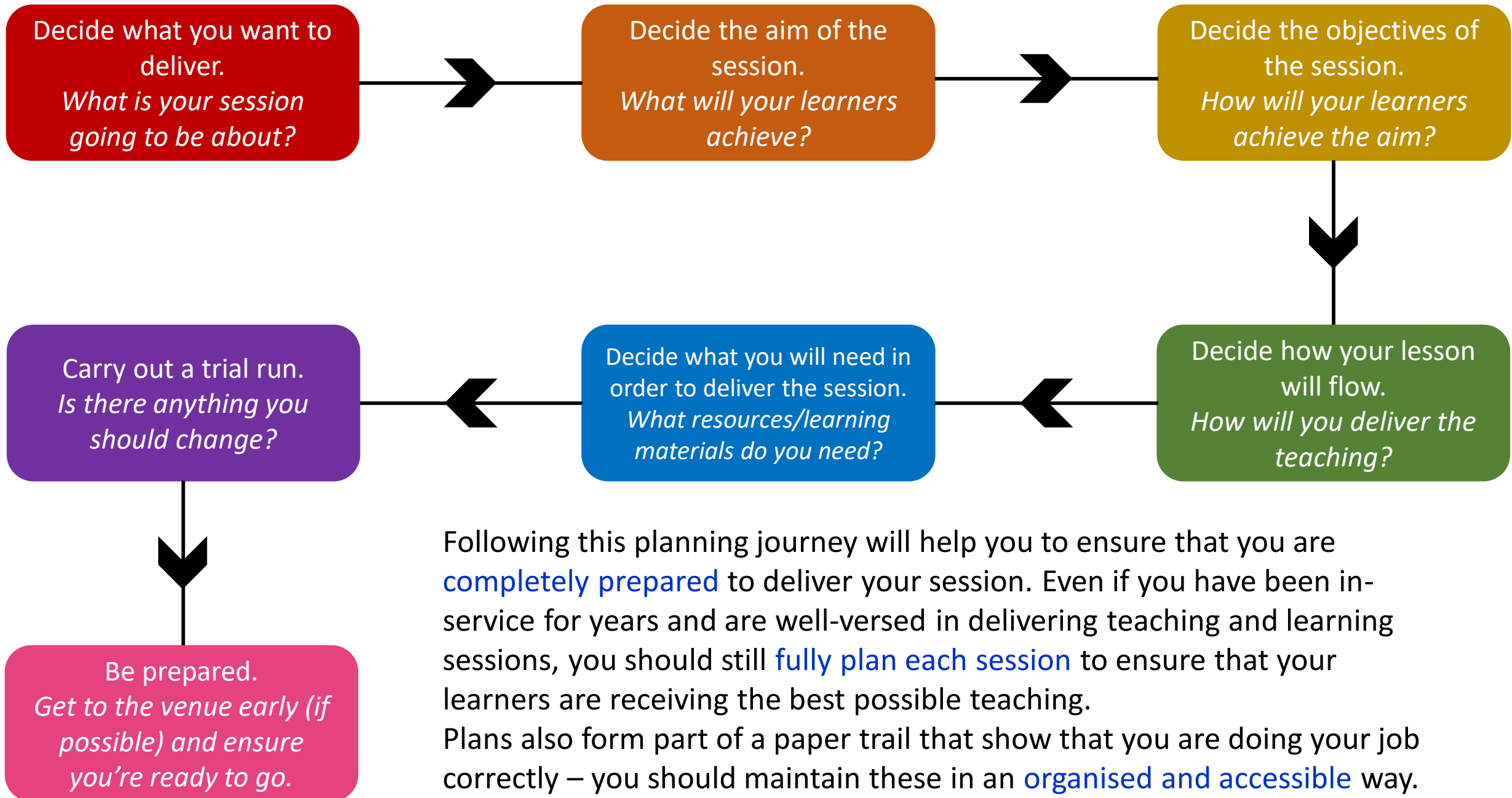
Example Session Plan			
Date: 13/10/2018	Time: 9:00 am	Duration: 30 mins	Venue: Matrix House, Leeds
Course: Level 3 Award in Education and Training		Subject: Roles and responsibilities in education and training	
Number of students: 3		Topics: Equality and diversity	
Lesson aims: To understand the importance of equality and diversity within education and training. To understand how the role of the teacher/trainer relates to the promotion of equality and diversity.			
Do the students have prior knowledge? Yes, the learners have basic prior knowledge of this subject.			
Materials and equipment: PowerPoint presentation, whiteboard, handout, pens and spare paper.			
Assessment methods: Informal verbal assessment, assignments set as homework.			

Timetable

(Scheme of Work)

- You should also include a completed timetable with your session plan.
- This ensures that you know how the lesson will run and in what order. It will also remind you of what you need to prepare beforehand.

Example Timetable				
Time/stage	Subject matter	Teacher activity	Learner activity	Notes
9:00-9:05am	Introduction	- Speaking	- Listening	Use short PowerPoint presentation to introduce topic
9:05-9:15am	Why are equality and diversity so important?	- Explaining the task - Handing out worksheet	- Discussing the topic - Completing worksheet	Equality and diversity handout (with different scenarios)
9:15-9:25am	What can we do to promote equality and diversity?	- Show short YouTube clip - Evoke discussion of topic	- Watching the video - Responding to the subject in discussion	Prepare video beforehand so it's ready to go
9:25-9:30am	Conclusion	- Speaking - Answering questions	- Listening - Asking questions	



Following this planning journey will help you to ensure that you are **completely prepared** to deliver your session. Even if you have been in-service for years and are well-versed in delivering teaching and learning sessions, you should still **fully plan each session** to ensure that your learners are receiving the best possible teaching. Plans also form part of a paper trail that show that you are doing your job correctly – you should maintain these in an **organised and accessible** way.



Delivering inclusive teaching and learning

- When you teach a group of learners, there are many different aspects of the teaching role that you must be aware of to ensure you are delivering an inclusive session.
- For the MicroTeach, you should deliver a session which includes:

The induction and ground rules.

At least two teaching and learning approaches.

A strong level of communication, good behaviour and respect.

A safe and supportive learning environment.

What should happen during the MicroTeach?

Introduction

1. Greet your learners with a smile, using eye contact.
2. Explain where the toilets are and briefly go through emergency procedures (including the location of fire exits).
3. Introduce the aim and objectives of the session, and ask the learners if they have prior knowledge of the topic.
4. If the learners do not know each other, you might want to include a brief icebreaker activity.

Development

1. Use a variety of teaching and learning approaches to ensure you are meeting all learning preferences.
2. Summarise and recap briefly after each activity.
3. Use assessment methods at key points throughout the session, (e.g. asking questions to check understanding).
4. Address all the learners by name during the session.
5. Make sure to keep an eye on timings so that you are able to deliver your entire session within the time limitations.

Conclusion

1. Conclude the session in a succinct way, making sure to relate it back to the session aims and objectives.
2. If you have time, you should aim to include a brief assessment activity at the session end, such as a multiple-choice test or Q&A activity.
3. If you have time, ask your learners if they have any questions they might like to ask you.
4. Thank your learners for taking part and ask them to complete feedback forms.




Evaluating inclusive teaching and learning

- Evaluating how your session went is a crucial aspect of your own learning and development. Every time you deliver a session, you should spend some time **reflecting** on how it went, including what you did well and what you would do differently next time.
- Feedback is a great way of evaluating education and training products and services. You should be looking to gain feedback from your **learners and others**, including managers, mentors, colleagues and external inspectors/quality assurers.
- Your assessor will provide you with some feedback at the end of your MicroTeach session which will form a part of your portfolio.

Feedback

- At the end of your MicroTeach session, each of your learners need to complete a **Learner Feedback Form** where they can give their thoughts on how they felt the session went.
- Make sure that they have fully completed the form before uploading to the platform.
- Remember that these feedback forms are for your benefit. We recommend keeping a copy of these so that you can continue to **improve your practice**, as well as **remind yourself of the things you did well**.

Level 3 Award in Education and Training –Learner Feedback Form				
Date of Session: 12/4/2018		Name of Student Teacher: Ellie		
Objective	Excellent	Good	Satisfactory	Development needed
The student teacher planned effectively for the session.		✓		
The student teacher included a comprehensive and useful introduction to the session	✓			
The learners were well managed and appropriate standards of behaviour were maintained	✓			
Teaching approaches were used which enabled all learners to participate and learn	✓			
The student teacher demonstrated good subject knowledge and understanding	✓			
The student teacher made effective use of time		✓		
The student teacher made effective use of resources	✓			
The student teacher communicated effectively with learners and provided feedback	✓			
The learners achieved productive outcomes from the session	✓			

Level 3 Award in Education and Training –Learner Feedback Form	
Conclusions and feedback	
Please use this box to comment on the Student Teacher's strengths	Ellie showed a great knowledge of the subject (crystal healing) Furthermore, Ellie had excellent resources enabling us to handle the crystals.
Please use this box to comment on the Student Teacher's areas for development	Include Learning objectives.
Please use this box to make any further comments	Very enjoyable session, well done Ellie.
Name and Signature of Learner	 Date: 12/4/18

Example of a completed Learner Feedback Form



☐ WAS THE SESSION WELL-STRUCTURED?

☐ DID YOU FOLLOW YOUR SESSION PLAN TIMINGS?

☐ DID YOU ENGAGE AND MOTIVATE THE LEARNERS?

☐ DID YOU REMAIN IN CONTROL AND PROFESSIONAL THROUGHOUT?

☐ DID YOU FOLLOW ALL REGULATIONS AND CODES OF PRACTICE?

☐ WERE YOU ENTHUSIASTIC ABOUT THE SUBJECT?

☐ DID YOU SPEAK CLEARLY AND CONFIDENTLY?

☐ DID YOU MAINTAIN EYE CONTACT WITH YOUR LEARNERS?

☐ DID YOU ASK AND ANSWER QUESTIONS AS NEEDED?

☐ DID YOU RECAP KEY POINTS?

☐ DID YOU USE A VARIETY OF TEACHING, LEARNING AND ASSESSMENT APPROACHES?

☐ DID YOU USE DIFFERENTIATION, IF REQUIRED?

☐ WERE THE TOPIC AIMS AND OBJECTIVES MET?

☐ WAS THERE OPPORTUNITY FOR LEARNER FEEDBACK?



Self-evaluation

- Evaluating your own work is another really important aspect of teaching and learning, because it gives you the opportunity to decide what you think you did well and what you would like to improve on yourself.
- It's not arrogant to acknowledge your strengths, nor is it defeatist to admit you are weaker in certain areas. This is all part of your own development.
- Hopefully, the MicroTeach experience helps you to feel more confident in your abilities and role as a teacher/trainer as well as helping you identify areas for improvement.

Thank you for joining us

If you require additional support with the Microteach remember to join in on the weekly scheduled Zoom session covering the Microteach, available every Friday

