



**LEVEL 3
TEACHING ASSISTANT DIPLOMA
SYLLABUS**

Version 1 September 2022

INTRODUCTION

A warm welcome to the candidate handbook for our

LEVEL 3 TEACHING ASSISTANT DIPLOMA

We hope that you will find all the information and help you need in this document to achieve your goal of becoming a well - trained and Level 3 qualified Teaching Assistant at your school/centre. If not, please don't hesitate to get in touch; we are here to support you and your teacher/mentor every step of the way.

What follows includes information about the registration, qualification and examination process; guidance on completing and submitting your work; what to expect in the examination and the criteria for assessment.

This course is perfect for anyone wishing to take their first steps to becoming a qualified teacher in any performing arts subject; dance; acting; musical theatre. It is suitable for those just starting out as TA's or equally for those already established in a TA role.

This course is open to all, regardless of age (minimum 14 years; no maximum); the organisation you are affiliated to or have taken examinations with.

The certificate is delivered through a blended approach of guided learning (via your teacher/mentor) and independent study. There is no limit to how long it takes you; that is something to be agreed between yourself and your teacher/mentor. We believe that this enables you and them to have control over the time, pace, and style of your learning.

AIMS & OBJECTIVES

The aims and objectives of the course are to support you in developing knowledge and understanding of specific syllabus requirements, safe dance practice and teaching.

There is focus upon:

- Safe practice (dance, acting or musical theatre); health and safety in the studio; roles and responsibilities of TA's.
- Observation and supervised teaching practice
- Basic theoretical and applied knowledge of the chosen genre and its syllabi

As a teaching assistant you will be expected to help and assist teachers in class situations, help with teaching small groups of learners for a specified period under the supervision of a qualified teacher.

Please note that this qualification does not confirm status as a qualified dance, drama or musical theatre teacher.

This syllabus aims to develop the skills, knowledge and understanding required for you to assist in classes in your chosen genre. Its' focus is primarily on the teaching of children and adults in the context of the relevant syllabus and examination system of NPAA Ltd. **However**, if your teacher/mentor wishes to focus upon a syllabus from a different organisation this can be arranged by contacting alison@npaa.co.uk

On successful completion of the Level 3 you will be able to:

- Demonstrate practical skills, knowledge and understanding of your chosen genre.
- Demonstrate the ability to devise and deliver safe and appropriate activities for learners.
- Have basic knowledge and understanding of safe and legal dance/performing arts practice
- Know how to identify situations where help and support is required and where to find it.
- Demonstrate basic understanding of learning needs

HOW TO APPLY/REGISTER

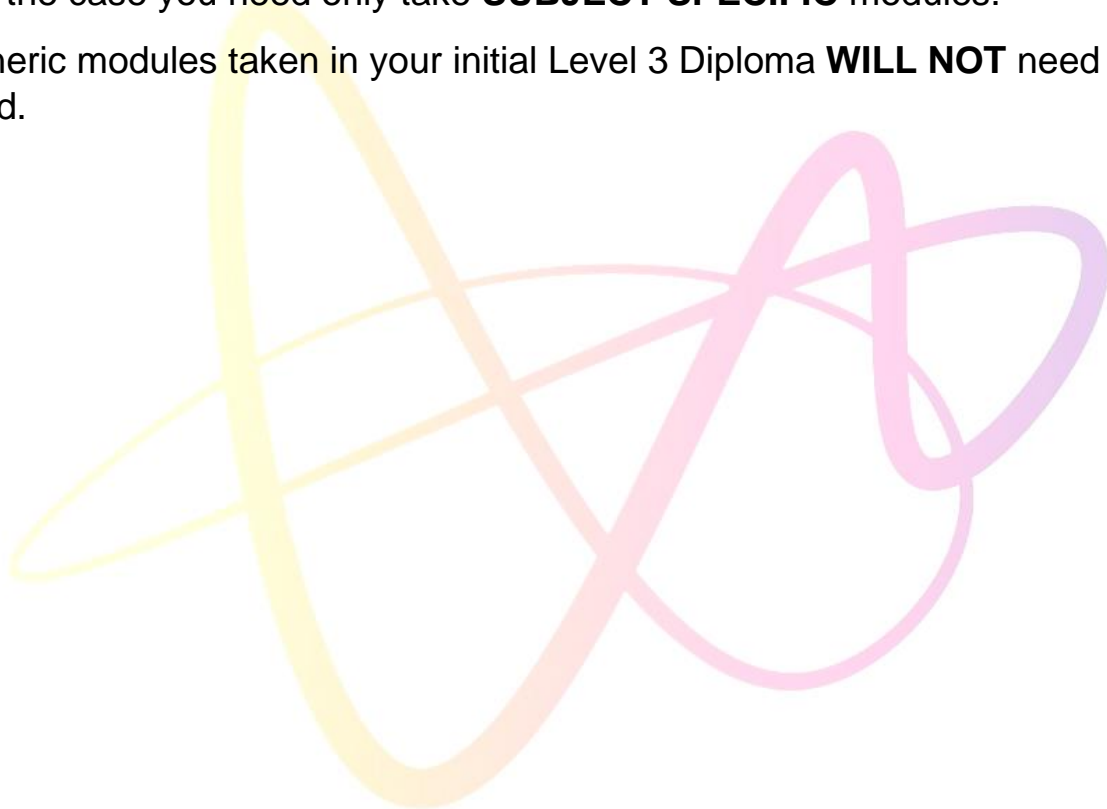
- Complete the Level 3 Teaching Assistant Diploma application form.
- Complete and return to Head Office via email info@npaa.co.uk or post to Tanglewood House, Haverbreaks Rd Lancaster LA1 5BJ
- Submit a £30 non - refundable deposit.
- We will be in touch within 3 working days of your application via email to confirm receipt.

ADDITIONAL QUALIFICATIONS

You may wish to gain an additional Level 3 Diploma in another subject.

If this is the case you need only take **SUBJECT SPECIFIC** modules.

Any generic modules taken in your initial Level 3 Diploma **WILL NOT** need to be repeated.



REQUIREMENTS FOR APPLICATION

Applicants should:

- You should be **14 years of age or above** at the time of application.

It is recommended but **NOT** essential that you:

- Have technical and performance skills up to Grade 5 or, if studying on the Medal Test system up to Gold Star 1, in the chosen genre from NPAA or any other UK awarding organisation.

MENTORING/TRAINING

We recommend that your teacher/mentor at your school guides you through your learning.

It is important that you have a good understanding of how your school operates, what your teacher/principal expects of their students and teachers.

HOW LONG DOES IT TAKE?

Recommended TQT (total qualification time) is 150 hours. It is entirely up to you and your teacher/mentor how long it takes you to achieve this. For example if you spent 5 hours per week on your observation module you would have completed that in 10 weeks. NPAA do not impose timelines; you may start and finish the qualification at any time during the year.

PROFESSIONAL CODE OF CONDUCT

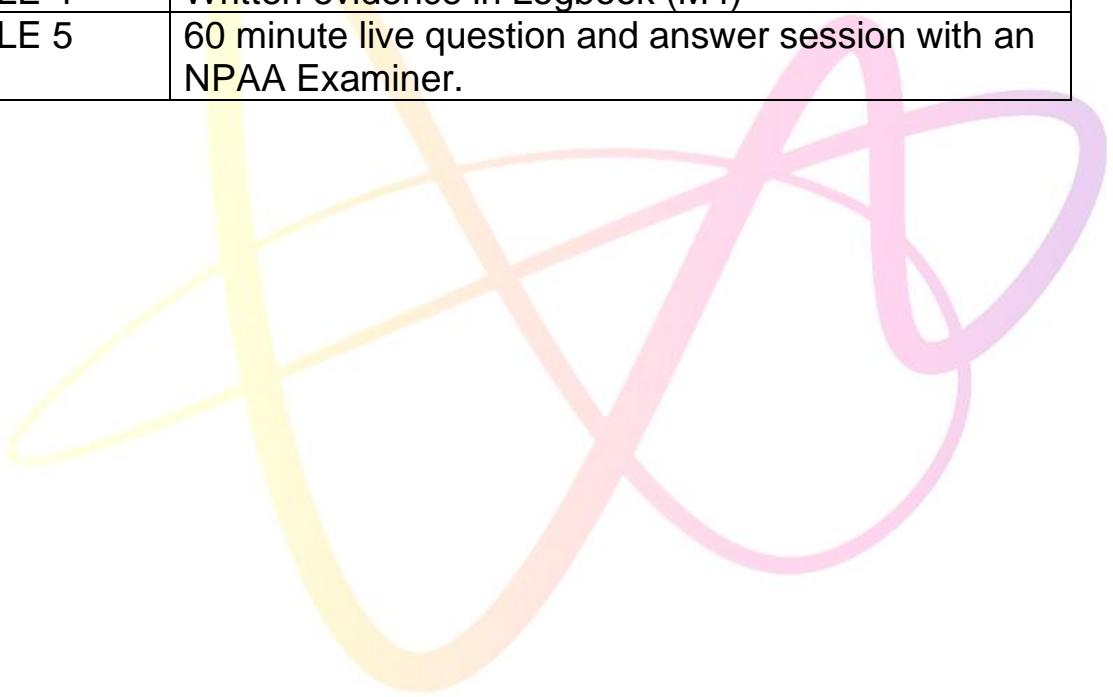
Anyone studying for an NPAA Qualification, Level 3 or above, are expected to adhere to the Council for Dance Drama and Musical Theatre Trainings' (CDMT) Code of Professional Conduct & Practice included in the Appendix section in this syllabus.

STRUCTURE

MODULE	THEME/TOPIC
MODULE 1	Safe Practice
MODULE 2	Teaching Observations and Assisting
MODULE 3	Syllabus
MODULE 4	Logbook
MODULE 5	Practical & Theory Examination

ASSESSMENT

MODULE	ASSESSMENT
MODULE 1	Written evidence in Logbook (M4)
MODULE 2	Written evidence in Logbook (M4)
MODULE 3	Written evidence in Logbook (M4) AND discussion in Q&A (M5)
MODULE 4	Written evidence in Logbook (M4)
MODULE 5	60 minute live question and answer session with an NPAA Examiner.



RESULTS AND ACHIEVEMENTS

CATEGORIES

CATEGORY	MARK RANGE
PASS	40 – 59%
MERIT	60 – 79%
DISTINCTION	80 – 100%

DESCRIPTORS

NOT YET ACHIEVED

- The candidate gave limited responses to both verbal and written assessments.
- Most learning outcomes were not met.
- The work was unorganised and the presentation standard of Logbook was unsatisfactory
- An inadequate understanding and display of knowledge was evident both in verbal and written communication

PASS

- The candidate gave sound responses to both verbal and written assessments.
- All learning outcomes were met and a good standard was evident on occasion.
- The work was organised and the presentation standard of Logbook was satisfactory
- An adequate understanding and display of knowledge was evident both in verbal and written communication

MERIT

- The candidate gave good and, on occasion very good responses to both verbal and written assessments.
- All learning outcomes were met and a good standard was maintained with some very good work evident on occasion.
- The work was well organised and the presentation standard of Logbook was good to very good on occasion.
- A sound understanding and display of knowledge was evident both in verbal and written communication

DISTINCTION

- The candidate gave excellent, high quality responses to both verbal and written assessments.
- All learning outcomes were met and an excellent standard was maintained throughout.
- The work was extremely well organised and the presentation standard of Logbook was excellent throughout.
- An in-depth understanding and display of knowledge was evident both in verbal and written communication

FEES

MODULE	FEE PAYABLE TO NPAA	
	INITIAL/FIRST APPLICATION	SUBSEQUENT APPLICATIONS FOR EXTRALEVEL 3 QUALIFICATIONS
TOTAL FEE	£125	£100

WHEN SHOULD I PAY THE FEES?

A non refundable deposit of £30 is payable on application to the course.

Remaining fees of £95 are due, in full, on submission of Module 4 Logbook. Once received Head Office will be in contact your teacher/head of centre to arrange a mutually convenient date for you and an NPAA Examiner to complete Module 5.

RESULTS AND AWARD

You will be notified of your result, by email within 10 working days of completion.

On successful completion you will be awarded a Level 3 Diploma as a Teaching Assistant with NPAA in your chosen genre. You will receive a detailed written report from the Examiner with final result Pass, Merit or Distinction.

You will receive a certificate for display/advertisement of your qualification and achievement.

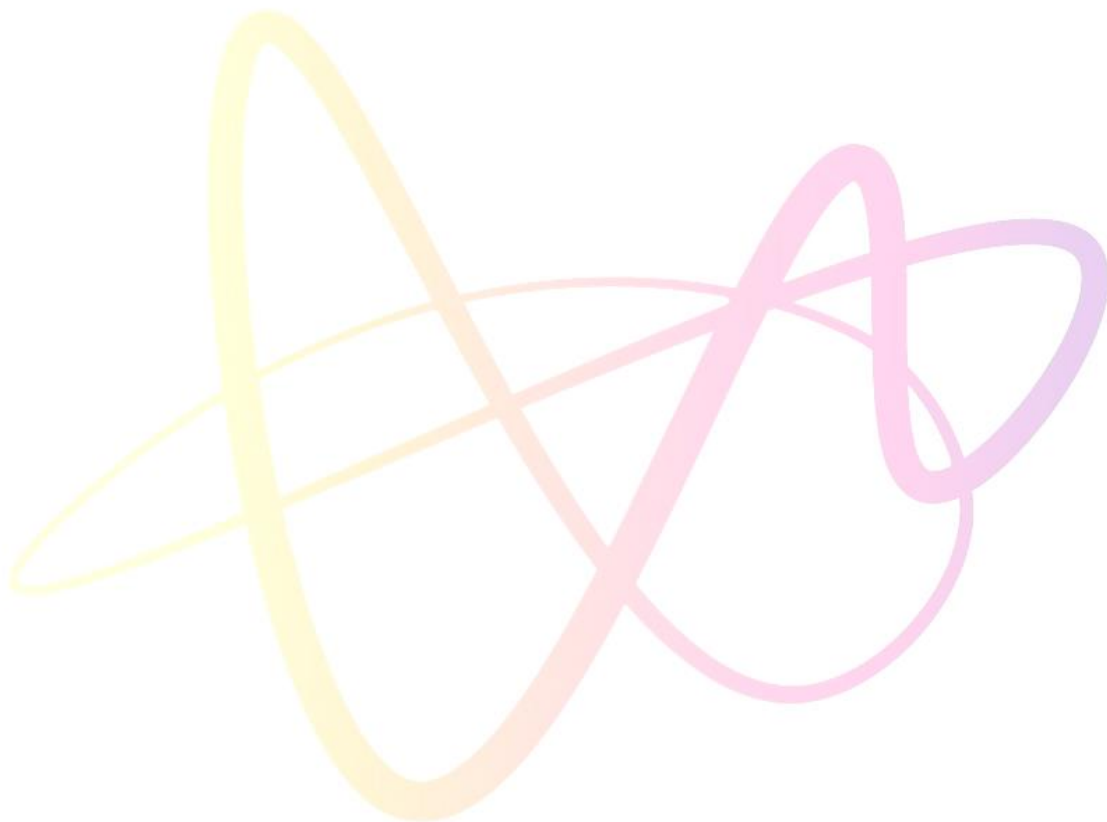
Reports and certificates will be posted to your nominated address.

Anyone receiving a Not Yet Achieved (NYA) result will have the opportunity to resit at a cost of £75.

PROGRAMMES OF STUDY

This qualification is currently available in the following subjects:

Acrodance, Acting, Ballet, Ballroom, Cheerdance,
Classical Sequence, Contemporary, Freestyle, Modern Jazz,
Modern Sequence, Latin, Musical Theatre, Streetdance and Tap



MODULE 1

SAFE TEACHING PRACTICE

This module is designed to provide the basic information you require to become a well - trained and effective Teaching Assistant within your school/centre.

It is expected that you should spend **40 hours** on this module.

ASSESSMENT is via Logbook (M4) evidence. It is expected that you will document, **in your own words where applicable, ALL** of the topics listed below in your Logbook (M4).

You be expected to provide examples/evidence for each section. This may be in any format; short written examples/explanations, photographs; copies of documents / policies / procedures.

SECTION 1 HEALTH & SAFETY / RISK ASSESSMENT

SUITABLE WORKING SPACE AND ENVIRONMENT:

- Size of space/dimensions/ceiling height – what's appropriate?
- Ease of use for all learners; accessibility; stairs etc. – describe this.
- Structure and condition of floor – is it sprung; is it wood/concrete/carpet?
- Changing and toilet areas – are these clean and suitable for all?
- Temperature and ventilation – what is acceptable/expected?
- Lighting and noise levels – what is acceptable/expected?
- Fire doors and exits – give evidence of your school/centre policy and how you would implement it.

TEACHING EFFECTIVELY & SAFELY:

- Visible hazards that could potentially cause accident – bottles, bags, coats, shoes, chairs, cables/leads. What should you do?
- Cleanliness of the floor is clean. How do you address this if another preceding activity has affected the condition of the floor?
- Check all equipment is safe and appropriate for use and in good condition – barres, mirrors, props, sound system – when should this be done?
- Ensure additional equipment – mats, props, chairs, barres etc. are stored in a safe and secure way when not in use. What procedures are in place for this?
- Security – who can access the space whilst in use. What policies are in place for this.

KNOWLEDGE OF POTENTIAL EMERGENCY SCENARIOS, REQUIREMENTS AND RESPONSIBILITIES

Give evidence of your knowledge of and written evidence of your school/centre policies for:

- Fire
- Flood
- Power cut
- External emergency that requires evacuation/lockdown
- Locate nearest exits and understand how to guide
- Designated meeting points
- Knowledge of venue Health and Safety procedures

POLICIES AND PROCEDURES

Provide documentary evidence of your school/centre policies & procedures for:

- Equal Opportunities
 - Discrimination
 - Health and Safety
 - Photography; filming
 - Safeguarding
 - Social Media
- 

MODULE 1 : SECTION 2 – YOUR ROLE

Your role as a Teaching Assistant will be exciting and varied. You will be jointly responsible for groups of learners including their safety and wellbeing before, during and after class. **GIVE SHORT WRITTEN OR DOCUMENTARY EVIDENCE OF:**

PART 1

- how students are supervised before and after class.
- how you ensure appropriate clothing and footwear is worn (laces tied etc)
- who to inform/what to do if an injury occurs
- how to communicate with parents/guardians/carers if appropriate
- be aware of requests for particular learners both on a one off or more regular basis. Do they have a medical/physical/mental condition that could affect/impede their learning. How are you informed of sensitivities 'on the day'.
- awareness of your profile on Social Media. Is it appropriate? What is not?
- understanding of social media policies with regard to being 'friends' with parents/guardians/carers and your learners. What is appropriate? What is not?

PART 2

- how you explain the importance of appropriate practice / footwear. What do you wear to class? Are you setting a good example? What uniform rules does your school/centre request?
- what hair 'rules' does your school/centre request?
- understand the basic stages of physiological preparation for and recovery from physical / vocal activity
- why warm up; what is included. Be specific to your genre.
- why cool down; what is included. Be specific to your genre.
- understanding the basic effects of good nutrition and hydration for learners:
- when and what to eat before during and after class
- importance of regular snacks to sustain energy
- importance of seeing food as fuel - healthy balance of carbs, fats and proteins

PART 3

Identify the different needs that can be found amongst learners:

Physical ability/disability;

Learning ability/disability – dyslexia, dyspraxia ADHD, Downs etc.

Age; gender; culture

MODULE 2

OBSERVING AND ASSISTING

This unit is designed to you with the essential skills and confidence to begin your journey towards a teaching career in the performing arts sector. Through the process of lesson observation, assisting and supervised teaching, you will begin to develop a range of teaching and learning techniques and strategies.

It is expected that you will spend 50 hours on this module. These hours will include both practical and active participation in observation and assisting; planning/preparation; evaluation/feedback/writing up.

SECTION 1 OBSERVATION

Observe EITHER 10 lessons of 30 minutes OR 5 lessons of 60 minutes for the same group of students. Choose from 1 of the following groups in your chosen genre:

CHOOSE A GROUP

- First Sounds
- Foundation Level 1 and 2
- Grade 1
- Grade 2
- Grade 3

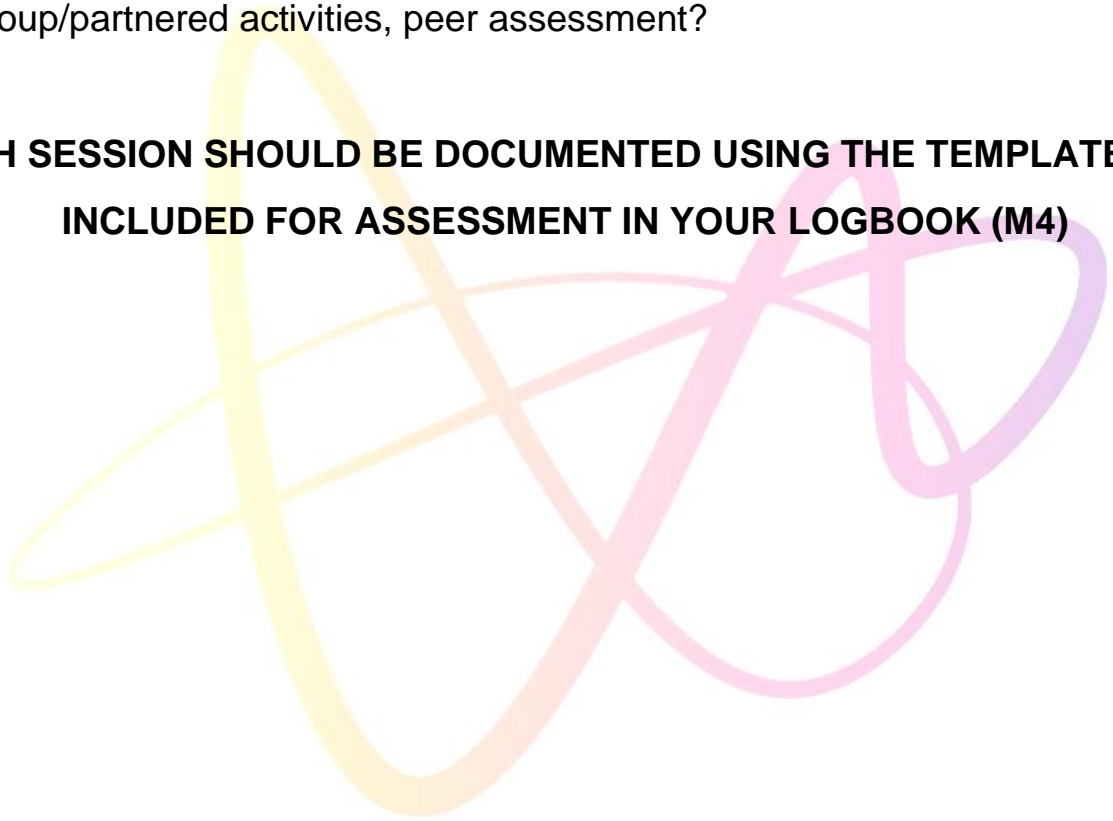
OR

- Starter Stars
- Bronze
- Silver
- Gold

During these sessions you will be expected to recognize and evaluate, by using the OBSERVATION template provided in the Appendix section, the following:

- The content of each session
- The aims and objectives of each session
- If the content achieved the aims and objectives. If not, why not?
- How did the teacher communicate effectively? What did they use? Demonstration, explanation, visual aids, imagery etc.
- What motivational techniques were used? i.e. challenge, enthusiasm, expectations, goal setting.
- What type of teaching methods were used? Instruction, recapping, student demonstration, problem solving, etc
- What methods of assessment were used? Observation, questioning, small group/partnered activities, peer assessment?

EACH SESSION SHOULD BE DOCUMENTED USING THE TEMPLATE AND INCLUDED FOR ASSESSMENT IN YOUR LOGBOOK (M4)



SECTION 2 - ASSISTING UNDER QUALIFIED TEACHER SUPERVISION

Actively assist in EITHER 30 lessons of 30 minutes OR 15 lessons of 60 minutes per lesson for the same group of learners. This group could be the same as in Section 1 or different.

Using a lesson plan created by your teacher / mentor:

- Teach a part of the lesson plan to the group. Where possible aim to vary this each time to give you maximum experience.
- Assist individuals where appropriate
- Give positive verbal feedback
-

During these sessions you will be expected to recognize and evaluate your teaching, by using the SUPERVISED TEACHING template provided in the Appendix section.

EACH SESSION SHOULD BE DOCUMENTED USING THE TEMPLATE AND INCLUDED FOR ASSESSMENT IN YOUR LOGBOOK (M4)



MODULE 3

SUBJECT & SYLLABUS KNOWLEDGE

This Module 3 may be taken multiple times for those who wish to qualify as an Teaching Assistant in more than one genre. This module focusses upon basic knowledge and understanding of your chosen genre, its fundamental principles / technique and its associated syllabus/awards.

It is expected that you will spend 50 hours on this module. These hours will include study of syllabus; build ups and progressions; faults and corrections; teaching strategies for learners.

Assessment will be in the form a 60 minute question and answer session (M5).

CHOSEN GENRE	
ACRODANCE ACTING BALLET CONTEMPORARY JAZZ MUSICAL THEATRE TAP	BALLROOM CHEER DANCE CLASSICAL SEQUENCE FREESTYLE LATIN STREETDANCE
AREAS OF STUDY	
<ul style="list-style-type: none">• First Steps/Sounds/Words TO Grade 3 inclusive	<ul style="list-style-type: none">• Starter Stars TO Gold Performance Awards inclusive

WHATS ASSESSED

- Basic knowledge of the history of your chosen genre.
- EITHER - discuss the basic progression and developmental technique from First Steps/Sounds/Words up to and including Grade 3 OR Starter Star to Gold Performance Awards.
- Ability to analyse vocabulary within the chosen genre showing a basic understanding of the theory and practical application of technique
- Ability to demonstrate, where appropriate, any exercise or aspect of the syllabus
- Ability to give basic explanations of common faults and their corrections
- Ability to communicate 3 strategies to effectively teach a variety of learners including those with additional needs.
- Have basic knowledge of a learners' body/voice and its limitations; being able to basically discuss use of joints, muscles, vocal production/breathing techniques etc. in relation to your chosen genre

MODULE 4

LOGBOOK

Please note that you cannot be assessed for Module 5 Question & Answer until your Logbook has been DIGITALLY submitted to info@npaa.co.uk submitted, assessed and passed.

It is expected that you will spend 10 hours on this module.

HOW TO STRUCTURE YOUR LOGBOOK

- A front cover including your name, school (if appropriate) and the title of your qualification ie Level 3 Teaching Assistant Diploma in (your chosen genre) and the date of submission
- Contents page
- Basic history of your genre
- Module 1 evidence
- Module 2 reports and evaluations
- Module 3 a copy of the syllabus you focused upon, common faults and corrections, examples of progression and development of key exercises/actions/technique; 3 teaching strategies you have learnt.
- Any other information you regard relevant; practical experience, certificates etc.

A word on PLAGIARISM:

Although it may very extremely tempting to cut and paste from Google you are at risk of committing an act of fraud through plagiarism.

Plagiarism can be defined as stealing/passing off the ideas or words of another as your own; using someone else's work without crediting the source; presenting work as a new or original idea when derived from another source.

A simple way to avoid plagiarism is to quote the source you have used so that you are giving credit to the person/people who created the original work.

If you require further guidance on how to do this please contact Head Office info@npaa.co.uk

Alternatively you can visit www.plagiarism.org for useful information and guidance.

ASSESSMENT is via email submission to Head Office info@npaa.co.uk

MODULE 5

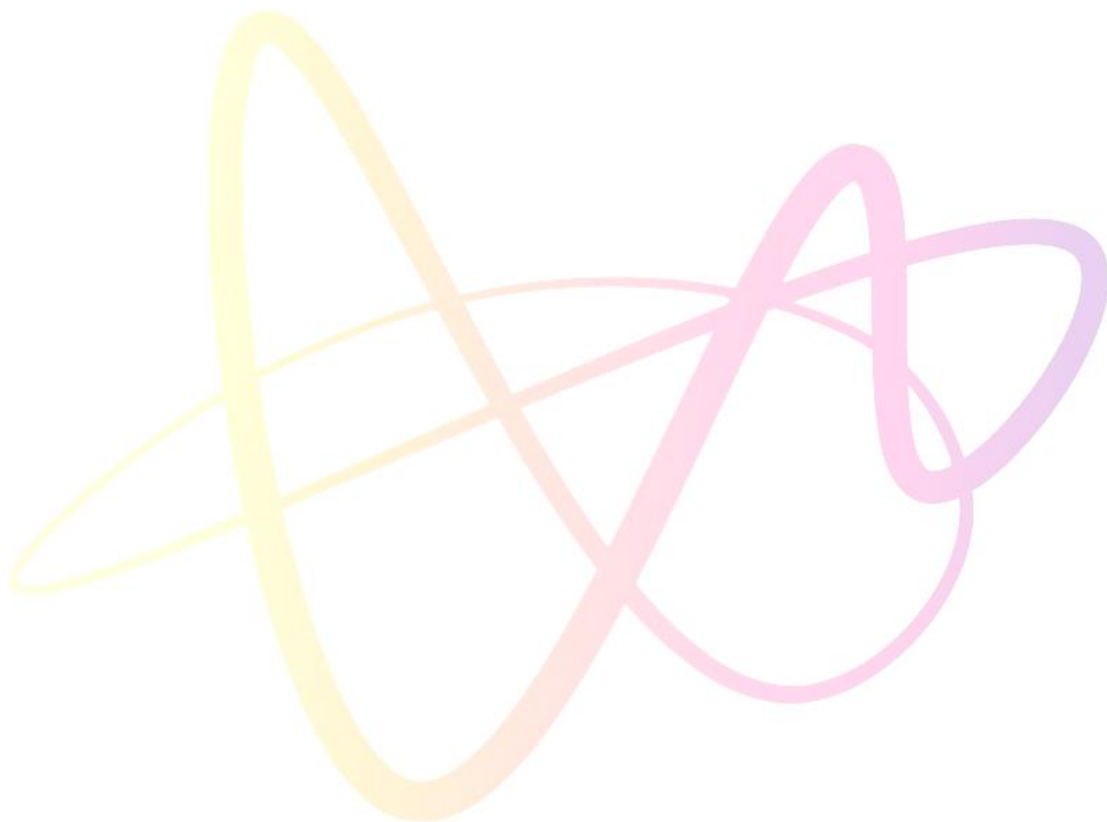
QUESTION & ANSWER

60 minutes live assessment

- Basic knowledge of the history of your chosen genre.
- EITHER - discuss the basic progression and developmental technique from First Steps/Sounds/Words up to and including Grade 3 OR Starter Star to Gold Performance Awards.
- Ability to analyse vocabulary within the chosen genre showing a basic understanding of the theory and practical application of technique
- Ability to demonstrate, where appropriate, any exercise or aspect of the syllabus
- Ability to give basic explanations of common faults and their corrections
- Ability to communicate 2 strategies to effectively teach a variety of learners including those with additional needs.
- Have basic knowledge of a learners body/voice and its limitations; being able to basically discuss use of joints, muscles, vocal production/breathing techniques etc. in relation to the genre
- Ability to recall and discuss any part of your logbook

APPENDIX

1. CDMT CODE OF PROFESSIONAL CONDUCT & PRACTICE
2. EVALUATION FORM FOR OBSERVING IN MODULE 2
3. EVALUATION TEMPLATE FOR SUPERVISED TEACHING IN MODULE 2



Code of Professional Conduct and Practice

This is the recommended **Code of Professional Conduct and Practice** prepared by the CDET to guide teachers and instructors on issues of good practice. It is endorsed by the CDET Validated awarding organisations.

Fundamental Principles

A teacher should:

- behave with integrity in all professional and business relationships. Integrity implies not merely honesty but fair dealing, courtesy and consideration
- strive for objectivity in all professional and business judgements
- not accept a teaching post or undertake work for which he or she is not competent or qualified
- carry out his or her professional work with due skill, care and proper regard for the technical and professional standards expected of him or her

Integrity

A teacher should:

- uphold and enhance the good standard and reputation of the profession
- work in a collaborative and co-operative manner with other professionals and organisations
- not attempt to influence or intimidate any examiner at any examination or a judge at a competition

Objectivity

A teacher should:

- work in an open and co-operative manner with students and families
- ensure that students are not discriminated against on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex as described in the Equalities Act 2010

Competency

A teacher should:

- acknowledge any limitations in his/her knowledge and competency and take steps to practice in a fully skilled manner
- assist professional colleagues, in the context of his or her own knowledge, experience and sphere of responsibility, to develop their professional competence
- undertake continuing professional development to ensure knowledge and practice remains current as required by his or her individual awarding body(ies) and/or employers

Due skill and diligence

A teacher should ensure that no action or omission on his or her part, or within his or her sphere of responsibility, is detrimental to the interests or safety of students.

Courtesy and consideration

A teacher should:

- always act in such a manner as to promote and safeguard the interests and well-being of students
- justify student trust and confidence

Confidentiality

A teacher should ensure that confidential information obtained in the course of his or her professional work should not be used for personal advantage or be disclosed without the consent of the pupil or parent, except where there is a legal right or duty to disclose. A teacher should be aware of and abide by current data protection legislation and any arrangements for confidential assessment materials that they have responsibility for.

Publicity

- A teacher may seek publicity for his or her own services, and advertise his or her services, achievements and school in any way consistent with the dignity of the profession
 - A teacher should, under no circumstances, promote his or her services, or the services of another teacher, in such a way, or to such an extent, that amounts to harassment of the prospective pupil or parent
 - A teacher should not publish, or cause to be published, any notice, newspaper, advertisement or any other matter likely to damage the standing of the profession or to damage or depreciate the reputation of any colleague
 - Promotional material may contain any factual statement, the truth of which a teacher is able to justify, but should not make any disparaging references to, or disparaging comparisons with, the services of others
- A teacher should use social media responsibly and in a way which is consistent with the dignity of the profession

Teaching names

- A teacher may teach under whatever name or title he or she sees fit
- A teaching name should not be misleading
- A teacher should not use any title, description or designatory letters to which he or she is not entitled

Statutory requirements

A teacher should:

- comply with all statutory requirements affecting health and safety at work
 - ensure the provision of adequate public/products liability insurance and employer liability insurance
 - comply with all the statutory requirements affecting the running of the business, including registration of names, income tax, value added tax and any other matter required by law
 - ensure that he or she is in accordance with the law with regard to copyright, recording, public performance and other matters concerning printed matter and recorded music related to their work
- be aware of and where required comply with legislation protecting children and vulnerable adults

Health and Safety

A teacher should:

- ensure that classes are of a size appropriate to the levels and techniques being taught and the space being used. Students in each class should be of compatible age and/or standard be aware of developments in Child Protection legislation and undertake DBS disclosure as required
- ensure that teaching facilities are adequately maintained and provide:
 - suitable flooring appropriate to the techniques and disciplines taught, with a clean, safe surface; to minimise the risk of injury;
 - adequate heating levels and ventilation; ◦ suitable, secure and safe area for changing
- abide by Health and Safety statutory legislation requirements, understand his or her responsibility in case of a medical emergency and keep records in an accident book
- ensure that all fire regulations are displayed and adhered to

Data Protection

A teacher should behave in accordance with sound data protection principles; currently these are the eight data protection principles of The Data Protection Act 1998. These principles are summarised in **Appendix A**.

Standards of good practice for the relationship between teacher and student for principals of performing arts schools, studio principals and individual teachers should:

- have written, clearly defined aims and objectives setting out the broad goals to be achieved by the individual or school. A similar set of objectives will be stated which outline the benefits a pupil can expect to receive through the teaching staff's conscientious implementation of them. A teacher should have a written health and injury prevention and child protection policy
- employ teaching staff with experience and qualifications appropriate to the levels and techniques to be taught. Student teachers should be trained and supervised to ensure maintenance of the school's teaching standards
- conform to sound business practice
- apply appropriate teaching aims and assessment procedures to students
- ensure that students and families have ample opportunity to communicate with their teachers
- use adequate and flexible teaching skills to create a productive learning environment

Individual teachers will:

- encourage communication between student and him/herself and other students
- communicate a love of the performing arts and encourage the art of dance, drama and musical theatre
- demonstrate professional attitudes, including punctuality, reliability and responsible care of students
- develop self-discipline and self motivation in the students
- transmit general concepts of movement in addition to those of a particular styles and disciplines
- develop in the students an appreciation of the characteristic style of each specific discipline taught
- recognise and develop each student's potential and offer appropriate guidance for further progress
- recognise physical differences and limitations and different learning styles, modifying the teaching and seeking advice where necessary. The teaching, choreography and directing must be anatomically safe, and physical corrections must be attempted in a careful and sensitive manner
- uphold the rules of their awarding organisation as applicable

Appendix A The eight principles of the Data Protection Act 1998

The eight principles of the Data Protection Act 1998 may be summarised thus. All data recorded by dance teachers concerning individuals with whom they come into contact (be they child or adult) must be:

1. fairly and lawfully processed
2. processed for limited purposes
3. adequate, relevant and not excessive
4. accurate
5. not kept longer than necessary
6. processed in accordance with the data subjects' rights
7. secure
8. not transferred to countries outside the European Economic Area (EEA) without adequate protection

Notification – In certain circumstances (but not all) teachers need to register with the Information Commission. However all teachers, must comply with the eight principles of the Data Protection Act 1998.

A teacher who holds personal data on computer or other electronic means **may** be required to register with the Information Commission depending on the data held and the purpose/s for which it is held. If, for example, personal data is only stored for the dance teacher's accounting purposes and record keeping then it might be that registration is not required. **This should always be confirmed with the Notification helpline on 0303 123 1113 or www.ico.gov.uk.**

A teacher who holds any health-related information electronically (e.g. on a computer, word processor etc) must, without exception register with the Information Commission.

Information Commissioner's Website: www.ico.gov.uk

Notification helpline: 0303 123 1113

MODULE 2 OBSERVATION OF AN EXPERIENCED TEACHER

You should complete this form for EACH session you observe then enter into your LOGBOOK (M4) for assessment.

TA TRAINEE NAME	DATE OF OBSERVATION
SUBJECT AND LEVEL	
WRITE A BRIEF DESCRIPTION OF THE LEARNER GROUP BEING TAUGHT INCLUDING ANY SEN LEARNERS	
WHAT ACTIVITIES DID YOU SEE DURING THE SESSION? WHAT WERE THE AIMS AND OBJECTIVES? WERE THEY ACHIEVED?	
WHAT RESOURCES WERE USED BY THE TEACHER? CAN YOU EXPLAIN WHY?	
EXPLAIN HOW THE TEACHER COMMUNICATED WITH THE GROUP AND WHAT TEACHING TECHNIQUES WERE USED.	
DESCRIBE THE APPROACHES AND ACTIVITIES USED BY THE TEACHER TO MOTIVATE AND ASSESS STUDENTS' LEARNING.	
IDENTIFY WHAT YOU HAVE GAINED FROM THIS TEACHING OBSERVATION.	
Signature TA trainee:	

SUPERVISED TEACHING

You should complete this form for EACH session you TEACH then enter into your LOGBOOK (M4) for assessment.

TA TRAINEE NAME	DATE OF SESSION
SUBJECT AND LEVEL	
WRITE A BRIEF DESCRIPTION OF THE LEARNER GROUP BEING TAUGHT INCLUDING ANY SEN LEARNERS	
WHAT ACTIVITIES DID YOU TEACH ? WHAT WERE THE AIMS AND OBJECTIVES? WERE THEY ACHIEVED?	
WHAT RESOURCES DID YOU USE?	
EXPLAIN HOW YOU COMMUNICATED WITH THE GROUP AND WHAT TEACHING TECHNIQUES WERE USED.	
DESCRIBE THE APPROACHES AND ACTIVITIES YOU USED TO MOTIVATE AND ASSESS STUDENTS' LEARNING.	
IDENTIFY WHAT YOU HAVE GAINED FROM THIS TEACHING SESSION	
Signature TA trainee:	