**OB2 Peer Observation Report**

Session to be observed: Alternative Teaching Review

Size of student group: Unknown

Type of activity: Draft Presentation for Students

Observer: Linda Aloysius Observee: Emil Collins

**Observations, suggestions and questions**

Emil, thank you for sharing your teaching plans with me. It has been a pleasure to see your teaching presentation and to discuss your ideas with you.

For reference, please refer to our recorded session and review of your ideas and thoughts about your teaching.

Some of the main points we discussed included my suggestions that you:

* Consider future leadership roles; we discussed my observation that, in our classes and as part of your teaching approach, you have a natural inclination to take a leading role.
* Consider your own class background (as working-class) as valid – we discussed a tendency on your part to regard what you describe as your non-academic ‘skills’ as not worthy, when in fact they are valid forms of knowledge to be exchanged.
* Relatedly, I encouraged you to try to remember to value yourself and your teaching /ability to teach. In our follow-up discussion in my ‘drop-in’ collaborate session, we discussed your Case Studies and how these might be re-framed to reflect higher self-value and confidence.

**Reflection on the observer’s comments and ideas to follow up:**

Thanks for the very constructive feedback Linda, it was very useful.

I found your thoughts about questioning and timing with responses was particularly useful. Constant reflection is something I have built into my practice over time but had mistakenly presented you with the wrong pre-revelation lesson and thus it didn’t contain the Q&A and discussion points that were in the updated lesson plans. Nonetheless, it was refreshing to see that the current lesson plans are a positive progression.

In terms of leadership roles, outside of UAL, I assume the role of leader in most facets of my life, I am the director of my own production company and I also run and teach courses to third sector organizations such as youth clubs and pupil referral units. Infact, my position at UAL is my most passive role. It is interesting that my leadership skills had been picked up in the place I use them the least.

Our discussion on class background also resonated with me, I feel it’s a driver in my teaching as I want the students to leave my class gaining knowledge that they didn’t have before which they can incorporate into their working lives. My aim is to arm them with as many practical skills heading to the workforce as possible, so their creative shine isn’t diminished via lack of communication or purpose. I am aware this may not come across as academic, but again, reaching to my own background, I want them as well prepared as possible to face the many challenges ahead of them.

I value my knowledge highly, and on reflection, so far, the Pgcert does not reflect that same valuation in my practical skills, which makes sense as it is an academic course created by academics for academics. This may be down to my communication skills, but I don’t feel I have an issue in my ability to teach my specialist subject, just how my practice that isn’t steeped in academia, is represented in terms of this course. This is something going forward I need to find a way to express in a way that suits the language of the course.