# Y2 Observation: Competence 4 – Communities & Contexts

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| Student: | Date: |
| Observer:  |  (Line Manager/PT\*) \*please delete as appropriate |
| Event: |
| Context: |

The observation for Competence 4 should be focused on the **student exploring relevant social issues** with young people.

Observations are normally on a single piece of practice in a particular context, rather than on the student’s ongoing work in the agency. Occasionally it may be appropriate to comment on ongoing practice in one specific context (e.g. the student’s capacity to deal with disruptive behaviour), but more general feedback is given in the Christmas and end-of-year appraisals.

Observations provide key evidence of the student’s developing understanding and skills in practice. With this in mind, please make your feedback as specific and detailed as possible, giving clear examples of good practice and highlighting areas where the student could develop further.

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|  | **Observer Feedback**  |
| Session plan, structure & planning Structure – opening, contracting, coherence, clear aims & objectives, well-timed delivery, encouraging respect, ending of session, review & evaluation. Group contract, encouraging respect. Evidence of planning & preparation, room set up, needs assessment. |  |
| Verbal communication & presentation skills Use of appropriate language, speed, tone, pitch, loudness, clarity, awareness of developmental level of young people, quality of explanations, use of audio/visual aids, expressiveness, level of engagement and motivation from young people.  |  |
| Non-verbal communication Confidence, facial expression, eye contact, posture, proximity, dress, gestures, nods. |  |
| Questioning technique Open questions, positive response.  |  |
| Understanding demonstrated of the social issue Including awareness of other agencies that provide support & resources relating to the social issue.  |  |
| Ability to facilitate young people to theologically or biblically reflect on issue (where applicable to practice context) |  |
| Group interaction and leadership Giving feedback, use of silence, leadership style, skill of student in clarifying, focusing, elaborating, promoting contributions, summarising, relieving group tensions, supporting, affirming and encouraging group members.  |  |
| Use of creative techniques, methods and resources Engaging and motivating methods, such as role play, thought shower, games, flipchart, film clips, Powerpoint.  |  |
| Dealing with objections, conflict or disruptive behaviour. Developing positive environment, promoting appropriate behaviour, establishing ground rules.  |  |
| Inclusive facilitation and learning approaches (e.g. modelling inclusive language, practicing inclusive behaviours, understanding of individual needs in the group, providing necessary support for young people with disabilities) |  |
| Creating a safe learning environment Risk assessment, child protection, appropriate boundaries, appropriateness of self-disclosure. |  |
| General comment  |  |
| Suggestions for improvement  |  |

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| In your professional opinion is the student ON TARGET to pass at the intermediate level at the end of Year 2? YES/NO |
| Signed: | Date: |

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| Student Response  | What action will you take as a result of the feedback given in this observation?  |