# Y2 Observation: Competence 5 – Leadership and Management

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

The observation for Competence 5 should be focused on the **student’s ability to demonstrate leadership & management skills** (for example: leading meeting with volunteers, giving a presentation at a board/management structure, facilitating training session with volunteers).

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, Professional and respectful approach. 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 people, quality of explanations, use of audio/visual aids, expressiveness, level of engagement and motivation from people. |  |
| Non-verbal communication  Confidence, facial expression, eye contact, posture, proximity, dress, gestures, nods. Presence and awareness in the room. |  |
| Demonstrating Leadership and Management  Demonstrating a leadership style in their approach, showing the ability to manage people and activities, working with volunteers, awareness of policies/procedures i.e. Health and Safety, knowledge of the agency and role |  |
| 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. |  |
| 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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| Comment from student |  |