



## TEACHING DELIVERY – []

DATE : \_\_\_\_\_

LOCATION : \_\_\_\_\_

STUDENT NAME : \_\_\_\_\_

INSTRUCTOR NAME : \_\_\_\_\_

INSTRUCTION: This TEACHING DELIVERY checklist seeks to guide the trainee trainer to deliver knowledge to large-groups necessary for the practice of core skills.

PERFORMANCE STEPS	Achieved?		Comments
	Y	N	
Setting the Scene: Create a safe context for learning			
Create psychosocial security, ensure comfort and ease. Ensure all learners are seated comfortably, ready and comfortable to commence			
Efficient and professional preparation, checking technology is functioning			
Introduction of trainer if necessary			
Ground rules:			
• all contributions welcome			
• phones switched off and other distractions managed			
• questions at any point			
State the goal and structure of teaching			
• Articulate the overall objective / mission			

• Explains location of skill within overall curriculum			
• List the content to be delivered in order to facilitate the skill(s) to be trained			
• Additional learning resources or curriculum sources			
• Timeframe explained			
Appropriate and succinct assessment of existing knowledge			
<b>Lecture delivery (dialogue)</b>			
Delivery of educational material			
• Clear, succinct, professional delivery			
• Avoiding inappropriate humour or slang			
• No prominent visual or speech tics (hand gestures, 'you know' etc...)			
• Checks for learner understanding and responds to queries			
• Effective use of handouts			
• Effective use of technology, in particular well-constructed and visually engaging slides (not too many words) and avoiding reading out slides mechanically			
Effective use of visual aids			
• Well-designed visual aids, without excessive wording or simple reading of slides			
• Cycling through visual aids (slides in particular) at appropriate pace			
• Appropriately used videos or images to explain theory			
<b>Communication, tone and presence</b>			
Successful and professional management of communication with learners			
• Effective and empathic interaction with learners			
• Questions directed to audience in sensitive, non-intimidating manner			
• Avoiding over familiarisation or lack of interaction			

<ul style="list-style-type: none"> <li>• Sensitive, polite handling of responses to questioning, with necessary correction of content</li> </ul>			
Sensible positioning in room and physical presence			
<ul style="list-style-type: none"> <li>• Correct place, neither too close nor distant from learners</li> </ul>			
<ul style="list-style-type: none"> <li>• Good use of non-verbal communication, body language</li> </ul>			
<ul style="list-style-type: none"> <li>• Animated manner and dynamic posture</li> </ul>			
<ul style="list-style-type: none"> <li>• Appropriate amount of movement and changing of position</li> </ul>			
<b>Group discussion</b>			
Use of small and large group discussion			
<ul style="list-style-type: none"> <li>• Appropriate level of control of discussion to allow freedom but not distraction from topic</li> </ul>			
<ul style="list-style-type: none"> <li>• Suitably framed terms of reference for discussion</li> </ul>			
<ul style="list-style-type: none"> <li>• Allows adequate time for learners to participate or feedback point raised</li> </ul>			
<ul style="list-style-type: none"> <li>• Successful ending of discussion and conclusion drawing</li> </ul>			
<b>Closure of session</b>			
Basic assessment of learner understanding through directed questioning			
Summary of learning objectives			
Opportunity for learners to ask questions			
Directing learners to additional resources to consolidate learning			
Explanation of next stages in session and curriculum			
Well-paced session, hitting timings and delivering all material in allotted time			
<b>DEMONSTRATED BASIC PROFICIENCY:</b>	<b>YES / NO</b>		

NOTES: