# Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: Introduction to Creative Direction Workshop, with Haringey Sixth Form Students (Activities Week)

Size of student group: 16 Students

Observer: Annie Mackinnon

Observee: Lorraine Brobby

Part One

Observee to complete in brief and send to observer prior to the observation or review:

**What is the context of this session/artefact within the curriculum?**

As part of the outreach team, I engage a lot with college students that are interested in pursuing degrees in creative disciples such as Creative Direction and similar fashion communication pathways. I usually support within the practical side of the workshops; I thought this session would be great to receive feedback for when I am facilitating discussions and provide insights to deepen students' understanding of the creative decision making.

Using Magazine publications as a framework, the aim is for students to experience being ‘on set’, collaborating and widening their knowledge of creative careers they can begin to research and explore.

The workshop will involve mixed group discussions of publication analysis, general discussions and smaller group styling and photography activities.

**How long have you been working with this group and in what capacity?**

I have not worked with this group before.

**What are the intended or expected learning outcomes?**

* Helping students gain a better understanding of the roles in the creative industry.
* Empowering students to understand and leverage their strengths in collaboration.

**What are the anticipated outputs (anything students will make/do)?**

* Post stick note activity: Naming creative job roles associated with magazine production.
* Variations of digital editorial shots inspired through an allocated publication client.

**Are there potential difficulties or specific areas of concern?**

As I have not met the students, I am unaware of what understanding they already have of fashion communication, and this might seem repetitive and could impact their engagement.

Separately, I’ve been made aware that one of the students may have health difficulties and have not shared if the student needs any extra support. However, their sixth form teacher will be accompanying the session.

**How will students be informed of the observation/review?**

I will explain to the students at the start of the workshop.

**What would you particularly like feedback on?**

* If I am delivering a well-received Introduction to Creative Direction session
* Feedback on my creative references, measuring relevance and amount of information.
* If I am communicating learning objectives clearly
* Better ways to encourage student participation.

**How will feedback be exchanged?**

Written Notes

## Part Two

### Observer to note down observations, suggestions and questions:

You communicated in a way that connected with young people well. Bringing in personal stories about your experiences both starting out at university, and your current roles made you relatable and approachable. Linking the multi-faceted nature of creative direction to their A-level studies was a useful comparison.

In your introduction you managed to cover broad areas, and broad job positions within the field of creative direction in a short time without overloading them with information. The examples of creative direction you gave were well aligned to young peoples’ interests and were all very contemporary, e.g. Kelela, Emma Chamberlain, Travis Scott x Dior. Your examples showcased diversity within the fashion industry, and it’s important for students to see people like themselves represented (not just the predominantly white and/or male ‘creative directors’ of large fashion conglomerates e.g. Kering).

You handled gaps of silence well when students sometimes didn't volunteer to answer questions at the beginning. The students were engaged throughout the session and asked a lot of questions as the activities started. You way you responded back to students felt natural, and you and made helpful observations when students presented their ideas on magazine covers.

The use of music whilst students were doing activities created a positive and energetic atmosphere, and it was clear that the students enjoyed this as some were dancing and singing along. Showing the short videos of being on set on a Vogue shoot and a Dazed shoot was also useful to create multiple ways of engaging with the subject matter.

The students seemed to be participating well and responded to all the activities. Allowing for a mix of smaller group discussion as well as whole class discussion allowed for the quieter students to also voice their opinions.

Suggestions:

When working with a group you’ve never worked with before, it is good practice to start the session by circulating and getting everyone to say their name.

Some of the text on the slides could have been in a slightly larger font. On the slides of creative directors (Virgil Abloh, Pharrell, Martine Rose) it would have been nice to see some examples of their work alongside their portraits.

When doing the magazine and post-its activity, you asked the students to think about

multiple questions. You repeated these to make it clear, but it could also be helpful to write these down on the slide, with the expected time frame given to complete them. It is useful for students to have the text to refer to when working within a higher education with more complex tasks, and especially if working with students who have different English language levels or accessibility requirements.

Perhaps the question about what job roles are required to produce a fashion cover could have been saved just for the second activity with the Rihanna cover, since it seemed slightly repetitive when you had already briefly mentioned this in the first activity.

This might have come later on in the session when they were styling which I didn’t observe, but some explanation of the sorts of projects they could expect to undertake at a BA level could be helpful, as the first half of the session focused a lot on professional industry scenarios.

## Part Three

### Observee to reflect on the observer’s comments and describe how they will act on the feedback exchanged:

Thank you for sharing detailed feedback on my recent Introduction to Creative Direction session. It’s incredibly encouraging to hear that the approach resonated well with the young students and that they were able to maintain engagement and also find elements to relate back to themselves.

Highlighting diverse voices and contemporary examples was intentional; representation matters and I wanted to ensure that I’m offering students material where they can all see themselves reflected in a field that lacks diversity and inclusion. It’s important for me to use my experiences from when I was a student and showcase the breadth of talent and perspectives within the industry through the references.

I appreciate the suggestion to start sessions by having everyone introduce themselves. While I attempted to implement this approach by encouraging students to introduce themselves before responding to questions, I recognise that it may not have been as inclusive as I had hoped. I understand now that there may be gaps in this method that need to be addressed for a more inclusive experience for all participants.

However, I agree that it's a great way to build rapport and create a welcoming atmosphere within the group. Moving forward, I'll be sure to incorporate this practice into my sessions to help foster a sense of community and connection among all the students.

Additionally, I'll definitely take these points into consideration of larger font size and additional context for future presentations to enhance the visual clarity of the content discussed. I strive to provide students with relatable references but I understand that not everyone may be familiar with the faces of brands. Therefore, some individuals might find logos or work examples more recognisable.

Furthermore, including prompts to help guide students while they are discussing amongst their peers and offers clarity.

I will organise all questions related to one aspect of the lesson into a single activity. I understand that it was unintentionally confusing to have them scattered.

On a brighter note, I believe that reinforcing the activity in a different format could have enhanced understanding, especially by allowing them to move around the classroom and interact with the question in an alternative way, especially for that age group.

Regarding your suggestion about providing insight into the types of projects students could expect at a BA level, I understand the importance of balancing industry scenarios with academic expectations. Moving forward, I'll make sure to include explanations about the projects they could undertake at this level to provide a more comprehensive understanding of the subject matter.