

Mt Albert Grammar School PCT Observation and Reflection

Teacher: Mohammed Tashmeer	Room: C1	Time: Period 3
Subject: Lift	Yr / Level: 12 /1 (7 students)	Date: Friday 28 Oct 16
Lesson Sequence	Observations for reflection	Observer: CNL
<p>11:26 You moved the other class into C2.</p> <p>11:28 You asked for jackets off and started to set up the ppt</p> <p>11:29 Reflecting on the presentations already completed. What areas can we improve on.</p> <p>You started to write up the feedback from students.</p> <p>You asked Javiah specifically what he would improve on. You accepted more input and then directed a question to Maia.</p> <p>11:34 Girls arrived late. Sent back for a note. They wanted to argue. You sent them on the way.</p> <p>You handed David a booklet with pink post its. He was quite cheeky to you.</p> <p>11:39 Javiah stood up to present his speech. Very quietly spoken.</p> <p>Pam came through and Javiah stopped.</p> <p>11:45 Javiah finished..</p> <p>11:46 Toafia began. He was good in his use of voice.</p> <p>11:47 Late arriving girls returned. Toafia didn't let this put him off.</p>	<p>While you were setting up, you might have asked the students. to be doing something specific.</p> <p>You have to draw the girls into the discussion. They don't volunteer. Why is this?</p> <p>Do insist on silence while other people are talking.</p> <p>The feedback indicated that they were aware of the expectations of an effective oral presentation. I might have modelled this again for students..</p> <p>You repeatedly asked for David to put his iPad away - I wouldn't ask him for than once or twice, I would then take it from him. He was clearly seeking attention.</p> <p>Good for the formative check of prior learning but it went too long.</p> <p>I wouldn't allow the students to be disrespectful. The girls were rude and David was disrespectful. I would call them on their behaviour.</p> <p>Going forward I would have the clear learning goal established and I would try to keep lessons moving quickly forward.</p> <p>The class weren't actually listening when Xavier started. I would make sure they were.</p> <p>Have you considered having students tape their presentations rather than do it in front of a live audience? This is still a legitimate way to assess oral presentation skills.</p> <p>I like the oral presentation task in principle. Did they have a sample presentation as a model? Given the largely Polynesian make up of the class, do you think you could use this for oral presentation.</p> <p>It shouldn't have taken the girls 13 minutes to return to class.</p>	<p><u>Quality of teaching and learning</u></p> <ul style="list-style-type: none"> Purpose of lesson is clear. Students receive good written and/or oral feedback and feedforward. Questioning is used to stimulate student interest and engagement. Activities and strategies encourage critical thinking. Appropriate teaching resources and learning contexts. Provision for Maori learners. <p><u>Student engagement with learning</u></p> <ul style="list-style-type: none"> Relationships support students' learning Range of teaching strategies used Students work co-operatively and collaboratively. Students participate actively in lessons / decision making Respect for individual strengths, differences and cultural diversity. Behaviour management supports learning, self-esteem. Formative assessment strategies are being used.

<p>Reflection: (What were the students doing to learn?)</p> <p>This was the final lesson of the term and the focus was on students to complete their presentations. It was a catch up session for some students who had not submitted their assessments.</p> <p>At the beginning of the lesson, while I was setting up, I could have organised a course evaluation activity for the students. Students could have filled in a short questionnaire relating to the course and the changes that could be made.</p> <p>The recap on the previous lesson was done to help students who had to present. Students were able to recall and comment on the improvements that they could make to their presentations. I tried to ask students to reflect on their presentations with the aim of having them to improve on their presentation skills.</p> <p>This could be related to PTC 2 where I tried to take into considerations the needs of some students who were not willing to present in front of a bigger audience. Therefore, I allowed students to present in front of smaller group as I had today.</p> <p>This can also be related to PTC 9 which considered interests of students. As most students prefer practical and digital learning environment, the activity was a good way to engage students. It also provided an opportunity for students to get a better understanding about creating PowerPoints.</p> <p>My future focus will be on making learning intentions clear to students.</p>	<p>PTC 1 establish and maintain effective professional relationships and demonstrate commitment to professional values</p> <p>PTC 2 demonstrate commitment to promote the well-being of all ākonga</p> <p>PTC3 demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p> <p>PTC4 demonstrate commitment to ongoing professional learning and development of personal professional practice</p> <p>PTC5 show leadership that contributes to effective teaching and learning</p> <p>PTC 6 conceptualise, plan and implement an appropriate learning programme</p> <p>PTC 7 promote a collaborative, inclusive and supportive learning environment</p> <p>PTC8 demonstrate in practice their knowledge and understanding of how ākonga learn</p> <p>PTC9 respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga</p> <p>PTC10 work effectively within the bicultural context of Aotearoa New Zealand</p> <p>PTC11 analyse and appropriately use information which has been gathered formally and informally</p> <p>PTC12 use critical inquiry and problem-solving effectively in their professional practice</p>
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Agreed on focus / next steps:

Making Learning intentions clear to students.