

.Mt Albert Grammar School PCT Observation and Reflection

Teacher: TMR	Room: C2	Time: 1.33
Subject: Maths	Yr / Level: 9NAL	Date: 29/6
Lesson Sequence	Observations for reflection	Observer: PPE
- Fractions to % - Working from a worksheet - Each group working on a separate worksheet so differentiated by group and as the individuals at the front	- LO on the board? - Interesting desk configuration - groups and a row. Any reason for this set up? Are the groups differentiated by task? - Student working out the context of the question on the Win ratio of the 1st XV but the question cannot be answered in the real world only in a Maths problem - Good to see you differentiating the work of the students. Even within the groups the kids are at varying levels	<u>Quality of teaching and learning</u> - Purpose of lesson is clear. - Students are highly / motivated to achieve. - Students receive good written and/or oral feedback and feedforward. - Learning activities are differentiated for students of various abilities. - The use of literacy and/or numeracy strategies support learning. - 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. <u>Student engagement with learning</u> - 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.
Reflection: (What were the students doing to learn?) The main purpose of this lesson was to get students to develop understanding around simplifying fractions and changing fractions into percentages. I have tried differentiation today and tried to do that through group work. There were three groups; Group A worked independently, Group B had some support from me and most of the time I was with Group C. This would be related to PTC 2 which promotes individual needs of students. This can also be related to PTC 7 which promoted collaborative learning environment for the students. Students were supported by me as the teacher and also by the group members.		PTC 1 establish and maintain effective professional relationships and demonstrate commitment to professional values PTC 2 demonstrate commitment to promote the well-being of all ākonga PTC3 demonstrate commitment to bicultural partnership in Aotearoa New Zealand

The setup of the class allowed me to create more space for movement and limit unnecessary student interaction which at times distracts the class. Students in Group B and C were facing a whiteboard and it allowed me to use those boards to show working. This lesson could also be related to PTC 9 as it was aimed at individual interests of students. The tasks were designed to suit the needs and interests of students that were in respective groups.	PTC4 demonstrate commitment to ongoing professional learning and development of personal professional practice PTC5 show leadership that contributes to effective teaching and learning PTC 6 conceptualise, plan and implement an appropriate learning programme PTC 7 promote a collaborative, inclusive and supportive learning environment PTC8 demonstrate in practice their knowledge and understanding of how ākonga learn PTC9 respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga PTC10 work effectively within the bicultural context of Aotearoa New Zealand PTC11 analyse and appropriately use information which has been gathered formally and informally PTC12 use critical inquiry and problem-solving effectively in their professional practice
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Agreed on focus: