

Mt Albert Grammar School PCT Observation and Reflection

Teacher: TMR	Room: L1	Time: Period 4 1.15
Subject: NAL	Yr / Level: 10NAL	Date: 15/9/16
Lesson Sequence	Observations for reflection	Observer: PPE
<ul style="list-style-type: none"> LO We are learning how to make connections with text (Not the text) 3 different ways Have we looked at making predictions The other one is?? Inference Write your name on the paper Make predictions first Write do you think the article is about? Larry. People running but disadvantaged People with disability What else did we learn? Skim and Scan 'Highlight the first sentence in each paragraph' Topic sentence' What do you call the first sentence of a paragraph Read only the first lines that you have highlighted About a kid who lost a limb and is learning how to use a prosthetic limb Larryb answered really well Whole thing now Richard (reading out loud) Continuing to read aloud. Boys responded well to the task 	<ul style="list-style-type: none"> The boy who answered with inference is making progress. What is his name? I am 100% in favour of this technique I will send you and email that I sent to my University trainees today that is on this technique You are helping the boys well around the class They are practising their skills which is great and the Trauma is really any accident- major <i>trauma</i> is injury or damage to a biological organism caused by physical harm from an external source. The boys need the next stage of unacknowledging the text so that they do it themselves and that there will be no need to read aloud. I don't think they had enough time to write their answers but they seemed to cope 	<p><u>Quality of teaching and learning</u></p> <ul style="list-style-type: none"> 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. <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>The main objective of the lesson was to focus on making predictions and connections with the text.</p> <p>At the beginning of the lesson, a brief recap was done on skim/scan and students response was checked. Students made predictions about the text and noted their answers.</p> <p>Students responded verbally so that we could get a feedback of how each person related to the text. It was good to see that students were sharing their own experiences in relation to the text.</p> <p>This lesson could be related to PTC 2 as there were pictures and the topic was on Sports which appealed to boys.</p> <p>PTC 6 could be related to this lesson as the planning was based on the e-asttle results which showed that students had difficulty in identifying main ideas and making connections with the text.</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>It related to PTC 8 as the topic was aimed at a boys class. Most of the boys play sports so it allowed them to make connection with the text.</p> <p>I could have allowed students to unpack the passage on their own.</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:

Allowing students the opportunity to unpack the text on their own.