

# Mt Albert Grammar School

<b>Teacher: Mohammad Tashmeer</b>	<b>Room: A1</b>	<b>Time: Period 4</b>
<b>Subject:</b>	<b>Yr / Level: 11</b>	<b>Date: Friday, June 5<sup>th</sup> 2015</b>
<b>The quality of teaching and learning</b>		<b>Observer: Simone Connell</b>
<b>Lesson sequence</b>  <p>Students were working on a letter, the outline of which was written on the board. The class had split themselves pretty much down gender lines with the boys in one corner at the front and back and the girls on the other side of the room.</p> <p>Several students were in the adjacent computer room with the door open.</p> <p>1:42 You were helping students who were working quietly by themselves. You circulated around looking at what students had written and giving them pointers.</p> <p>You spoke to Kieran about getting on with his work.</p> <p>1:46 You indicated that you would be collecting the work at the end of the lesson to check.</p> <p>1:49 You went into the computer lab to check on the students in there.</p> <p>You have a calm and firm demeanour that conveys itself to the class and contributes to the class remaining calm as they wait for your attention.</p> <p>1:59 You gave some additional advice about what to include in a conclusion. Some girls asked about forensic policing and you responded they could include this is they really wanted to.</p>		<b>Observations for reflection / Things to consider</b>  <p>This looks like quite a large class of students who need a lot of extra help on an individual basis. What strategies are you trying to be able to deal with so many individual needs? It seems like quite a daunting prospect to me. I had both Kieran and Kanoa last year so have some idea of the special help they need. Do you get any assistance with this class?</p> <p>How have you differentiated and scaffolded the learning to account for the different levels of skill in the class? How are you coping with students working at different stages of the task? They strike me as a class that need a lot of direction and so can't really do a lot of self-management.</p> <p>A couple of times there was some pretty coarse language. Perhaps a general discussion about what is appropriate language might be needed.</p>

**Reflection** – The introduction included discussion on the different components of the letter. I explained about the different paragraphs and the ideas that could be included in each paragraph. Students were involved in the discussion of the layout, which helped me to engage the students. It was quite helpful writing the layout of the letter on the board as it helped students to refer to it when they needed to.

However, some of the students had difficulty in putting those ideas into sentences. I had to move around the class to help those students. I could not spend enough time in helping all the students. In a similar situation, I will try to divide the class into groups; one group of students that will be assisted by the Teacher Aide, I will work with another group, which needed help, and the third group that would need less assistance will work independently.

I use scaffolding and differentiated learning by designing task sheets for students to summarise the information read in the class. I do give individual attention to students that are behind on certain tasks. There are a small group of students that see me during breaks to complete their assessments

I am monitoring the progress of students individually, and give them time to complete tasks for homework while we are doing other tasks in class. (Refer to the 11LF4 Student- Progress chart).

With all the limitations that I had, I was able to make achieve my lesson objectives. However, I will place emphasis on grouping students so that they are able to help each other. The feedback provided has been helpful as it allows me to look at alternative ways to assist the students.

**Student Voice:**

<b>Student 1</b>	What are you learning today?	
	What activities have helped you to learn?	
	What has your teacher done today to help you to learn?	
<b>Student 2</b>	What are you learning today?	
	What activities have helped you to learn?	
	What has your teacher done today to help you to learn?	
<b>Student 3</b>	What are you learning today?	
	What activities have helped you to learn?	
	What has your teacher done today to help you to learn?	