



Mt Albert Grammar School

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| Teacher: TMR | Room: C1 | Time: 2.50 |
| Subject: NAL | Yr levels: 09NAL | Date: 22-10-15 |
| Lesson sequence | Things to think about/observations | OBSERVER: PPE ✓ x |
| <ul style="list-style-type: none"> Organising ideas using Graphic Organisers: Tree Chart, Goal Reasons web – Cluster Word web Teacher Q and A reviewing what they had done Whata are we trying to do? We are trying to get all of the ideas using a mind map. Sub headings contribute to it Half the class on the computers next door in C1A Good response to Q in class Adding to diagram by getting feedback from the students | <ul style="list-style-type: none"> You work the room well Mohammed How could they use their tablets to find ways to create summaries like these? Do they make their own notes after you have shown them how? | <p>Quality of teaching & learning</p> <ul style="list-style-type: none"> ✓ Purpose of lesson is clear ✓ Students are mostly motivated to achieve ✓ Students receive good written and oral feedback and feed forward ✓ Learning activities are differentiated for students of various abilities ✓ The use of literacy and/or numeracy strategies supports learning NA Questioning is used to stimulate student interest and engagement Activities and strategies encourage critical thinking skills ✓ Appropriate teaching resources and learning contexts NA Provision for Māori learners NA Provision for Pacific learners <p>✓ Student engagement with learning: Relationships support students' learning</p> <ul style="list-style-type: none"> ✓ Range of teaching strategies used ✓ Students work cooperatively and collaboratively ✓ Students participate actively in lessons / decision-making NA Respect for individual strengths, difference & cultural diversity ✓ Behaviour management supports learning, self esteem ✓ Culture of respect for others evident <p>Formative assessment strategies</p> <p>WHAT ARE THE STUDENTS DOING TO LEARN?</p> |

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| <p>REFLECTION</p> <p>This objective of the lesson was to enhance students' comprehension skills. This was a follow up from the previous lesson that was aimed at allowing students to develop their skills around identifying and organising ideas.</p> <p>Earlier in the week, we read a comprehension and made notes on important ideas. In the next lesson, students organised the idea under different headings and subheadings. After the discussion, students made their own notes. In this lesson, we were working on summarising ideas using graphic organisers. As a review of all the activities, students attempted questions on the comprehension.</p> <p>This lesson is related to PTC 2 (demonstrate commitment to promote the well-being of akonga) as it provided me the opportunity to give individual attention to individuals and to a group of students. As half of the class took turns to complete the computer-based programme, I was able to check the understanding of students and give them feedback on the work they had done during the week.</p> <p>As a means of engaging the learners, I had divided them into two groups that had different needs. This could be related to PTC 7 (promote a collaborative, inclusive and supportive learning environment) as it provided me opportunity to promote a collaborative and supportive learning environment. As I allowed students to work in pairs, it provided them with the opportunity to work with their peers and reflect on their understanding about the topic.</p> <p>Next week, I will be doing another reading activity with limited intervention. This will provide me with the opportunity to gauge how much students have learnt regarding identifying and organising ideas. Later in the week, I will introduce students to a different type of graphic organiser that they can use to organise ideas.</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> |
| Attendance : | |
| Sign : | Date: |

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| Student Voice: | | |
| Student 1 | What are you learning today? | |
| | What activities have helped you to learn? | |
| | What has your teacher done today to help you to learn? | |
| | | |
| Student 2 | What are you learning today? | |
| | What activities have helped you to learn? | |
| | What has your teacher done today to help you to learn? | |
| | | |
| Student 3 | What are you learning today? | |
| | What activities have helped you to learn? | |
| | What has your teacher done today to help you to learn? | |
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