

Mt Albert Grammar School

Teacher: Mohammad Tashmeer	Room: A1	Time: Period 4
Subject: LIFT	Yr / Level: 11/1	Date: Friday, July 31st
The quality of teaching and learning		Observer: Simone Connell
Lesson sequence 1:12 You indicated that you would outline the work for today once Blessing had handed 3 things to get through <ol style="list-style-type: none"> 1. Worksheet as evidence for one standard. 2. First half of the class recapping learning for next week. 3. Finishing off work in groups. Start with key concepts so you can see what they know about next topic – budgeting. You started to review the terms on the A4 sheets. 1:16 You gave the class 5 minutes to work on the key concept in groups . You handed out the key concepts to each group . You walked around the class helping each group. A couple of the groups worked well together but there were a couple of groups not working. 1:24 You gave them a couple more minutes. 1:28 You asked for feedback from each group . You wrote the answers they gave on the board. You had to remind the class to be quiet. You asked another group for a further definition and examples of “priorities”.		Observations for reflection / Things to consider Order of instructions – you changed the order of instructions half way through from the worksheet to recapping learning. This wasn’t clearly signalled for students. You need to make sure that the instructions are really easily to follow. I would suggest you have this on the board. Transitions is an area that I would make sure are clearer for the students. Your outline of the lesson in terms of its three parts merged into your instructions for the recapping exercise. You need to keep the eye on the time when you give them a defined time to get a task done. They do need to learn to work to time limits and not to waste time. Learning to think quickly is an important skill. You had to do quite a bit explaining to groups. If this activity was to recap or find out what students know, then I would suggest you shouldn’t have to do too much explaining. I wouldn’t use red pen on the board. It’s too difficult to see on this coloured board. What is good to see is that most students are willing to give answers and don’t fear being mocked. Very few of them try to wriggle out of giving a response. How much do you keep the teacher aide informed about what you want them to do in the lesson?

Reflection – The emphasis for this class was to reflect on the topics been introduced earlier in the week. The purpose of dividing the class into three parts; getting feedback on the key concepts to be covered in the next topic, dividing students into groups and allowing collaborative learning and the last third of the class was to allow students to complete an activity sheet on an article which was read in class.

The purpose of introducing the key concepts was to get a feedback regarding prior knowledge of students on the topic of discussion that would be regarding, ‘Personal Financial Management’. Students were able to discuss on the topic but required prompting questions on the different concepts. I had to move around the class to explain about how to expand the discussions. However, I could have written some prompting questions on the board relating to different concepts so students can work on them in groups.

I suppose as students needed assistance in generating further discussions, it took them more time to do further discussions. When the class discussions started, I tried to involve students by asking prompting questions. It encouraged students to contribute to discussions in class and encouraged participation.

I did change the dynamics of the class from the last observation as I am trying to engage students by encouraging them to work collaboratively with others in class. I do inform the Teacher Aide about the activities that would be carried in the class. It would be better if she could be engaged with a group that needs more assistance than the other. That is what I plan to do as she can make notes and create discussions on the concepts that students fail to understand.

In order to get a better outcome, I have to give clear instructions to students so that we can achieve our collective goals. Therefore, writing instructions and prompting questions on board would be quite helpful.

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?	