

Mt Albert Grammar School PCT Observation and Reflection

Teacher: Mohammed Tashmeer	Room: C2	Time: Period 1
Subject: LF4	Yr / Level: 12 (7 boys, 3 girls)	Date: Wed 24Aug16
Lesson Sequence	Observations for reflection	Observer: CNL
<p>9:01 You were in and out of the room getting work as students sat in C2.</p> <p>9:02 You moved the boys forward a row.</p> <p>9:03 Girls arrived. You spoke quietly to them.</p> <p>9:04 Schedule for rest of term reviewed. You reviewed what should already have been done for the research.</p> <p>You indicated that your review of the material has indicated there are particular areas that they need to focus on. The girls were concentrating but not all of the boys were.</p> <p>9:15 You indicated you wanted the changes to the log to be finished off today.</p> <p>Some of the boys were talking while you continued to review what was happening in the coming lessons.</p> <p>9:17 You went to get some iPads for students to use.</p>	<p>Student input suggested that, at least in theory, they understood the process of research.</p> <p>The red pen was very difficult to read.</p> <p>Directing questions individually to all students is better than just getting the responses from the same people each time.</p> <p>The boy right at the front of the room was texting.</p> <p>How could you have sped up the set-up phase of this lesson?</p> <p>You will need to work on writing your WALTs and this will be covered in upcoming PLG sessions.</p>	<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>This main objective of the lesson was to get students to catch up with their work. The class has been doing a topic on 'Research for Learning' which requires students to understand different components of research and submit a research.</p> <p>This lesson began with a recap of the previous lesson which gave me a chance to check the understanding of students. I tried focusing on the Research Proposal, Log and research methods which are important components of the assessment.</p> <p>The lesson was divided into different part:</p> <ol style="list-style-type: none"> 1. Recap on previous lesson 2. Discussion on schedule 3. Students worked on their tasks 4. Discussion and feedback <p>This lesson relates to PTC 2 which demonstrates that I provided opportunity for students to work in pairs. Students in the class were at different levels so I provided them with opportunity to discuss with other classmates and get feedback.</p> <p>It also relates to PTC 6 which involved sharing of my planning with the students. I prepared a schedule which relates to my planning. The aim was to help students get an understanding about the expectations and deadlines for the tasks.</p> <p>The schedule can also be related to PTC 8 which ensured that students were provided with the opportunity to take ownership of their own learning.</p> <p>I should have organised the ipads prior to the lesson. I went to get ipads when I found some students were doing next half of the tasks.</p>		<p>PTC 2 demonstrate commitment to promote the well-being of all ākonga</p> <p>PTC 6 conceptualise, plan and implement an appropriate learning programme</p> <p>PTC8 demonstrate in practice their knowledge and understanding of how ākonga learn</p>

Agreed on focus / next steps:

WALT- the learning intentions to listed more clearly