



Lesson Observation

Teacher: WT Class: 9E

Date: 12/04/2016 Period: 2

Lesson Topic: Addition of large numbers

Lesson Objectives: Be able to add large numbers together

Comments

1) Professional Knowledge and Planning (relates to RTC 6 conceptualise, plan and implement an appropriate learning programme)

2)

Very organised, this is something I have noticed at all times from you, it is clear that you spend a lot of time creating/developing/finding resources to use in your lessons, and you always use a variety of these.

Your lesson content was aimed an appropriate level for the students in your class, with opportunities for extension for those who are more able. I liked how you called your tricky warm-up questions “extra for experts”, makes them feel a bit clever when they are completing it.

You have split your lesson up into three parts (warm-up, work, kahoots). I think it is a great idea to split lessons up into 3 or 4 parts for juniors so that they are not spending too long on one thing, which can often lead to bad behaviour. You also had a good variety of questions in the warm-up and sheet.

2) Teaching Techniques (relates to RTC 8 demonstrate in practice their knowledge and understanding of how ākonga learn)

Great circulation of the whole class, and you gave one on one help to everyone who needed it. You spent the whole lesson helping students who either struggled to grasp basic concepts, had little confidence or had missed class and this lead to them being behind. You were very tolerant and encouraging in this “you always say you can’t do it and when I sit here with you, you can do it”.

3) Student Classroom Management (relates to RTC 7 promote a collaborative, inclusive and supportive learning environment)

You have the students in designated seats, I have no doubt that you have spent time adjusting this seating plan based on behaviour from the students (who works well together, who doesn't etc...). You are wise to have a seating plan with these students, given the nature of the class.

You are firm, but non-confrontational in your approach with the students, quietly telling James "you need to sit down, James", and in the way you asked the students to begin work "let's open your book and get started", "Genea is that what you are meant to be doing?". You would stop them, wait for them to settle and be quiet and then speak to them. You reminded the students what was expected of them throughout the lesson. It was clear from being in the room that there were well established rules and expectations, and you used the purple slip system well.

You went and helped James immediately, even though he didn't know what he had been doing because he had been wagging your class (and everyone else's also!). This was really good, because it would have encouraged him to come back, rather than him feeling like you didn't want to help him and didn't care.

Every time you spoke to the class to deliver whole class instruction, you stopped and waited for quiet; always do this! You should never have to compete with students for the class' attention. It was great to see.

You easily could have become annoyed or angry at the fact several arrived late from PE, but you didn't mention it. This could have started the lesson on a negative note, but because you didn't, they would have arrived feeling welcomed.

4) Student Engagement (relates to RTC 7 promote a collaborative, inclusive and supportive learning environment)

A difficult and diverse class in some respects, all were engaged with the work once they were given it. Although they had been disruptive earlier, as soon as the work was out they were almost silent and working to complete it, they sought help from you and from their peers. Although there are some difficult students amongst this group, your classroom is a place where almost all want to learn and complete their work.

5) Cultural toolkit (relates to RTC's 2, 3, 9 & 10 respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga, within the bicultural context of Aotearoa New Zealand)

As always, it is certainly difficult to identify this in one lesson. However, you circulated the class ensuring everyone had the help they needed. You were tolerant and polite to the students, and it felt like a safe, inclusive environment where individual needs were being met.

One thing you could try to create a more collaborative environment is to either allow students to come up and mark, or allow students to come up and put reflection problems on the board. This could potentially be problematic with some of the behaviour in the class though!

General comments

First of all, you are doing a great job with a difficult class. You are incredibly professional and well-organised, and this shows in your lessons. You have established clear classroom expectations and routines. I realise it is a challenging class to be teaching in your first year, but you are managing well and you will certainly learn a lot from this year! And try to focus on the positives, there are plenty of keen, really nice kids in that class.

I wanted to be able to give you some feed-forward in order to hopefully help you to continue to develop your practice, so I have a few ideas that you could consider (they are very much minor things, more like tweaks than ideas!):

- With the warm-up, I would have some really, REALLY easy ones to begin with (e.g. 2×8 or $8 - 6$) this way every person in the class will feel like they can get started on it. With students like Faga, Faiva and James, they will look at some and decide they can't do it, and decide to be a problem instead.
- Also with the warm-up, have a few tricky (I always finish with one that isn't really that difficult, but is time consuming, so that the students have no excuse for not attempting it, and it gives those with lower ability time to complete the basic warm-up. An example would be two very large numbers added together, or several large numbers added together.)
- Malachi was sent out, which was a good corrective strategy as you quickly stamped down on his poor behaviour, but he was sent out for a very long time and missed most of the lesson. If you are going to send a student out, I would send them out, and immediately get the students moved on to something so that you can go out and speak to him. (Otherwise, blue or purple slip him to the office if you believe his behaviour warranted that, given that he was being inappropriate).

- From my perspective, there were four who were continually off-task and looking to be sneaky or naughty, Faga, Dheemus, Jahmain and James. I would aim to have these four moved around the room separated from each other. I would also consider implementing a naughty seat (it could be the table facing the wall at the back) where someone is sent if you have spoken to them more than once. If you have to speak to them from there, it is a purple slip (so you could do a verbal warning, then a name on the board and that student moved, then a purple slip).
- Lastly, when waiting for quiet, I like to say “waiting for quiet 9E” or “when you are all listening 9E”, I think it is a good way to settle the class politely.

Signature of observer

Signature of observed teacher

Copies to observed teacher and observer.