

Observation Nicole Watts
5/7/17 p1 Wednesday

Lesson starts with friendly chat, discussion about what is happening on the last day, we could make pancakes tomorrow as the last lesson, used as a measurement unit, great practical idea.

Gets kids to listen up, discusses task worksheet and answer sheet exercises set, good instructions given that are clear, please don't write on these. Grab a number worksheet, and I will pop some extension exercises up as well to keep you going.

Teacher checks up on student progress "how are you going with your measurement, have you done task one?" student "no I haven't yet, I will catch up"

Teacher moves around all areas of the class now making sure all students are set and know the task, "does anyone want any exercises before I look them up?"

Teacher giving specific work to student doing different stuff, have a look in this book you will find activity's to practice. Teacher has a great presence in class, moves round all area's and is frequently interacting with all students. Teacher now moves to complete 1:1's with students to catch up on their internals that they are working on currently.

Teacher at the same time addresses students in late; asks why but doesn't make a huge deal of the situation and the student gets immediately into work after some short questioning.

Teacher makes sure students have equipment, rulers etc. Then completes the role.

Teacher gives directed control instruction when some students (3) boys are unsettled.

Students "miss can I have some help please", sure, have a go to work together while I complete the role and I will be right with you.

Most students very settled in class working hard. Students are trickling in late but have late slips and apologies to teacher.

Teacher now works with the lads that needed the help, shows a stepwise process to solve, students "OHH that's how!" great teaching moment, effective 1:1 tutoring.

At 8.57 100% of the class is on task and focused well great control and management here.

"How is this table going?". Teacher is moving around room still during mid lesson. Good socio-cultural pedagogy here, the teacher knows her students and they know her.

"Lets have a look ladies, are we ready for the internal?"

"Lets have a look at the practice test 1. Page 51."

Great control, spots a student across the room “Students name – put your phone away!”
“Sorry miss.”

Teacher giving effective tutoring to small group of three girls now, gets them set and moving, then checks on solo student working alone.

Continues to move around groups, “wow you have done heaps!” teacher is using positive feedback and feed forward, classroom is a very warm friendly and safe environment.

Tasks around the room have been differentiated to suit all students’ individual needs,
“would you like to move now onto some expanding now?”
“You have to finish every worksheet today thanks” sets high expectations for students and expects them to get on with things.

Teacher: students being cheeky “Ill move you in a second!”
Teacher is multitasking marking some student work and progress, and in between giving feedback feed forward “show me your work???” ok now lets do....

“Yay my first confiscation of the day!” teacher takes a cell phone from off task student for the lesson. Places in a safe location by her desk.

Still moving around all groups @9.12, checking student answers with the answer sheet. Remember to convert units to metre’s, what unit’s doe’s hectares have? Change your semi circles and see if it’s the same answer, that’s what happens when you estimate shapes.

Teacher using a reward at the end of the term “who wants to do pancakes?” Diary free?
Takes list of what students would like to help teach measurement skills. Teaching with practical is a excellent method of teaching and learning, it gives a hands on approach and is an great technique for all learners especially Maori and Pacifica students.