



## CLASSROOM OBSERVATION

**PCT:** TMC

**Observer/Mentor:** Whaea  
Sam

**PRE-OBSERVATION CONVERSATION - To be CO-CONSTRUCTED by PCT and OBSERVER**  
PCT to attend with this "drafted".

**Date:** 10 June 2025

**Class to be observed:** 8WEK | Whānua Class | Numeracy & Literacy

**Tell me about the nature of this class:**

This is a difficult class with multiple students with significant learning difficulties as well as many larger personalities. The students relish group work and do well working together as a class. We are covering literacy and numeracy in the same lesson this morning as generally .

**Routines and Start of the Lesson** (How will I know the lesson has started?)

I will ask the students if they are ready to learn, once they say yes I then start a 5 minute quiz.

**How do you decide on the placement of students during a lesson?** (Seating plan, work stations, groupings, PBL groups etc)

Students may sit with their friends. Regularly disruptive students sit by the front. Students with learning difficulties sit at or near the teachers desk.

**What would you like me as your observer to play particular attention to and comment on?**

1. Planning around literacy and numeracy.

**Any students or dynamics I should be aware of and why?**

2. many.

**Anything else you would like me to know?**

**CLASSROOM OBSERVATION** - To be **FULLY COMPLETED** by the **OBSERVER** during the formal Observation.

**Date:** 10/6/25     **Period:** 1     **Class:** 8WEK

**Topic:**

**Main Focus decided on during pre-observation conversation:**

**Running Record of Observation** (notes with timings)

**Comments or notes for observer:**

I arrive at 9:10. Students still arriving. T greeting students by name as they arrive.  
 T explains that we will do a 5 minute maths quiz to start.  
 T writes the schedule for today on the board and then starts a 5 minute timer for the quiz. Students work quietly.

Student arrives late. T greets by name.  
 While students are working, T writes the WALT on the board:  
 Ākongā will explore how artists use visual texts to communicate ideas about identity and history.

T reminds students "1 minute to go".

Timer goes off and T asks students to check how many they had left. T encourages students to glue these into their book.

While students glue into their books, T hands out sheets for the next activity.

T: "You're going to need your pukapuka out and writing down the WALT".

T goes through the slides that were previously covered, asking lots of questions to check what the students recall. Several students can remember what they learnt in the last lesson.

T discusses a diagram that was previously taught. Emphasizing key words like "encoding" and "decoding".

Girls at the back are a little chatty. T reminds them that device needs to be put away and then directly asks one of them what an abbreviation is.

9:35  
 T displays two images on the screen and asks students to find the text that was handed out.  
 "Ready spaghetti".

T asks for volunteers to read.  
 T starts and then passes the reading on to the next person.  
 Class is quiet. Class remains quiet when the reading is passed to the next person, apart from some minor disruptions in one corner.

I wonder whether tracking this data could become some kind of class competition for most improved?

Technology in this room is not fit for purpose. Is there something happening in the background to address this?

<p>9:44 T asks the students to work through the questions for 15 minutes and explains that there will be 15 min of fractions at the end.</p> <p>T moves around the room to help groups and encourages students to collaborate on their answers. T reminds students of time that is left for the task. One student goes to the toilet and when he returns T thanks him for coming back.</p> <p>T checks student work as they finish.</p> <p>10:00 T hands out another sheet and transitions to a fractions activity.</p> <p>There is a second WALT on the sheet and T asks a student to read this out loud, "WALT: add and subtract fractions with the same denominator". T checks that students know what some of these key words mean.</p> <p>T reads out the instructions from the sheet. Breaks the instructions down into two steps on the board using a number line. T walks around the room and shows the students who did not understand the instructions.</p>	<p>How could you have done this part differently so that more students understood what you wanted them to do?</p> <p>Have you tried a WAGOL to go with your WALT? WAGOL= What a good one looks like... The idea is before they start the task, you show them what a good one looks like so that they are set up for success. In this context, this would mean modelling on the board exactly in the format that is on the sheet.</p>
---	--

**POST - CLASSROOM OBSERVATION CONVERSATION**

**To be CO-CONSTRUCTED by PCT and OBSERVER during the formal Post-Observation Meeting:**

**Date:** 12/6/25

**Period:** Before school

**Main focus decided on during pre-observation conversation:** Literacy and Numeracy Planning

**In your own words tell me about your lesson:**

Good- not that different than usual. Good behaviour before was there. On Friday TMC had a big talk with the class on Friday. This was about behaviour and general commitment to learning. Some really interesting dynamics. Good relationship with the students, when TMC is there, things are good but the same trust and relationship does not exist with other teachers.

**What went well?**

Multiplications at the beginning. This happens every lesson and the class is always silent.  
Class discussion- they often come up with ideas that TMC hasn't thought of.

**Would have been even better if?**

TMC had chosen a fraction activity that was connected to the previous exercise.  
Had more time to do the activity properly→ in the afternoon the class went back to the fractions.

**Discussion on main focus:**

**This is an opportunity for the Mentor to give specific and targeted feedback and feedforward.**

Definitely lots of literacy opportunities in the lesson- reading aloud, repeating key words, stating definitions.

Literacy is the focus in this class as it becomes a barrier.

Two ways to teach literacy- teach them to love reading and they will teach themselves or teach them explicitly if they don't love reading.

**Medals**

1. The vibe- it is clear that you have invested so much in getting to know your students and building trust with them. Well done.
2. Structure of the lesson.
3. The content and the high expectations that you have for the students in your class. Believing in them will make them rise to your expectations= well done!
4. Literacy strategies throughout your lesson.

**Missions / Targets**

1. Track the data from the multiplication activity. Use this as a competition to keep the motivation but also as formative data to guide your planning for maths.
2. Instructions for the fractions activity- use a WAGOL, show them what a good one looks like and set them up for success before you let them get on with a task.

**Additional comments, where to from here?**

Whaea Sam to follow up on the tech in this classroom- missed opportunities.  
 Whaea Sam to email Paul.  
 - unnecessary pressure when Jill is not.

Remember to file/log this observation in your Professional Learning Records and complete the Observation Log.