



OBSERVATION OF TEACHING

Observation of Teaching is a developmental and collegial activity between PCT and teachers that can support and enhance learning experiences and outcomes for students. This process is made up of a pre-observation meeting, the teaching observation, a post observation discussion and teacher reflection.

This resource is design for you to:

- Observe the teaching and learning programme of your peers to improve your awareness of your own practice to identify areas to work on
- Develop collaborative learning focused relationships with colleagues that allows open and honest feedback/feedforward (resources, manager support for professional development decision-making)
- Reflect on the effectiveness of teaching to meet the diverse learning needs of students at Mangakōtūkūtuku College.

PRE-OBSERVATION MEETING FORM

Pre-observation meeting		
Observed	Whaea Jill	
Observer	TMC	
Date: 3 Dec	Time: Period 3	Duration: 35 Mins
Session topic/focus	Sharing kai (specifically noted because their are numerous routines around this I would like to observe).	
What the students should get out of the session (learning outcomes, skills to be gained)	<p>Students should be able to identify key features in young adult fiction</p> <p>Students should be able to organise collections of young adult written texts.</p> <p>Students will practice their abilities to read and comprehend long form writing.</p>	
What I'd particularly appreciate feedback on	Classroom management and engagement strategies in classes with some highly distracting, disengaged students.	



What are the specific learning objectives/outcomes planned for this session? (knowledge and understanding, key skills, subject specific skills including practical/professional skills)	Students will gain understanding of how to multiply and divide fractions.
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TEACHING OBSERVATION FEEDBACK FORM

Observation areas	Guidelines/examples	Observations
What processes or techniques did the teacher use to actively engage students in the learning?	<input type="checkbox"/> Encouraged students to practise/ attempt new tasks <input type="checkbox"/> Provided regular feedback <input type="checkbox"/> Used engaging and relevant activities <input type="checkbox"/> Gave students opportunities to discuss and question	- Once kai was finished Whaea Jill formally began the lesson with the school's karakia and then going through the school notices.
How were students given opportunities to draw on their own experiences?	<input type="checkbox"/> Students were asked for their ideas and opinions <input type="checkbox"/> Students were given opportunities to share their own stories	- As Jill was introducing today's WALT she checked in to see if anyone felt expert at this task.
How were learning outcomes clarified to ensure student understanding?	<input type="checkbox"/> Expectations of learning were explained clearly <input type="checkbox"/> Clear connections were made between learning outcomes and assessments	- Jill is familiar with her learners and immediately got her 'four experts' in this task settled into their Maths learning. Jill did this through a deliberate act of teaching and delivering the instructions for this group at the table where these ākongā are sat as soon as she gave them to the rest of the class.
How were students' strengths and learning needs identified and acknowledged?	<input type="checkbox"/> Feedback was provided to students on their progress <input type="checkbox"/> The teacher recognised the need to adapt their teaching and learning approach	- The kids are well versed in their routines at this point. They waited outside the door before being let



	<input type="checkbox"/> Formative questions were asked	<p>in. Once let in by another teacher they came in and sat by their desks.</p> <ul style="list-style-type: none"> - They then cleaned the tables unprompted, they then said karakia before washing their hands and then grabbing kai.
<p>How did the teacher address the learning needs of all students?</p>	<input type="checkbox"/> Varied their teaching delivery, which allowed for all learning styles (visual, auditory, kinaesthetic) <input type="checkbox"/> Used a range of approaches and learning activities	<ul style="list-style-type: none"> - She gave the instructions verbally to start. Repeating the instructions are so important. - Then she further explained the instructions with a powerpoint alongside. - This changes the style of delivery. - She asked them to write it down into their book. This makes maths learning more approachable to our literacy based learners. - She asked them to highlight key words "of" "per" etc. This helps maths appeal to our visual learners.
<p>How was feedback sought from the students?</p>	<input type="checkbox"/> Opportunities were provided for students to comment and contribute • Students were regularly questioned	<ul style="list-style-type: none"> - Āko (powersharing) she gave the students opportunities to focus on dividing or multiplying fractions. - She regularly checks the class's understanding. Sometimes by asking specific students by their name.. Sometimes she checks the understanding of the entire class and addresses them collectively "alright class, ladies and

		gentleman, boys and girls".
What strategies were used to evaluate student understanding of the learning?	<input type="checkbox"/> Written and/or verbal demonstration of understanding by students <input type="checkbox"/> Regular opportunities for students to ask questions <input type="checkbox"/> Use of formative questions by the teacher <input type="checkbox"/> Exercises and strategies used enabled checking of student understanding and application of learning	<ul style="list-style-type: none"> - Regularly asks students for the answer to the questions that she models on the board. The students do not call out the answer until she asks for it. Another important routine to stop those who know the right answer revealing it before the others have an opportunity to solve.

<p>STRENGTHS</p> <ul style="list-style-type: none"> - Pretty much everything.
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<p>AREAS OF WONDER /THINGS TO DISCUSS OR QUESTIONS</p> <ul style="list-style-type: none"> - How do I run an accelerant maths group? What do I need to be aware of to be careful when running this to ensure that having one does not damage the self-esteem of any students who are not in the group? Do I run a catch-up group as well? Would I be wise to do this for any other subjects? - How do her highly distractible students remain in their desks while she walks over to the window to eyeball some loud truant students outside the classroom?
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TEACHER REFLECTION ON OBSERVATION

PERSONAL REFLECTION
<p>Plus -what went well?</p> <ul style="list-style-type: none"> - The routine went so well. This helps - Strategies around maintaining a positive learning environment. - Transitions! Very fast and organised thanks to previous implementation of well thought out routines.
<p>Minus -what was a challenge?</p> <ul style="list-style-type: none"> - Three boys (not in this class) came to the door claiming to have been kicked out of class asking to join. Jill calmly blocked the door and had a conversation with them. Once Jill was satisfied with their explanations Jill let two of them join, - Jill expertly dealt with this through her calm and controlled demeanour. Asking one of

these two students she let into her class to remove their hat precisely as they came in was a subtle reminder that she was in charge in her class and ensured the boys came and joined the class without any notable disruption.

- Another teacher came in with two year 10 students needing to walk through the class and were mildly disruptive as they walked through. Jill employed counting down from three to reengage her students as soon as the distraction left. I do similar things - but I recognise small ways in terms of the speed of my count where I could modify the my practice.

Interesting -what was interesting about this teaching session?

- Running an advanced group for maths is such a good way to deal with the fact that learners have such differing abilities in numeracy. I need one. There is also key pedagogy just for running an accelerant group. It is so interesting how she sets them up before she starts her deliberate act of teaching to the rest of the class and then checks in on them immediately at the end.

What are your take-aways from this observation?

- The speed of each activity in the lesson. Typically I would run an activity for about half a period. Jill is more happy to make more transitions between activities in her lessons than I do. This is good for student engagement. Keeps them busy.
- Her confidence to include so many transitions I think comes from the strong establishment of her routines. I realise that I will lose time in every transition. Jill's students are so fast to transition because they understand exactly what is expected of them to make the transition.
- In short - well established and fleshed out routines (for even very minor things in the classroom) allows for lessons that move more freely from one activity to another as well as assisting with difficult behaviours.

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