

Observation Sheet – Questioning

Graduate Standards - AITSL

Professional Knowledge:

1. Know students and how they learn

Professional Practice:

2. Plan and implement effective teaching and learning

Question Type

<p>Do you feel your questions were clearly structured and readily understood by the students?</p>	<p>I got the responses I was looking for but had to ask the questions in a different way so modified my questioning based on the reactions of the children in the first class (period 2) and I felt that the children of the second class (period 3) understood my questions better and responded better than the first class.</p>
<p>Did you use a variety of question types?</p>	<p>I used a variety of convergent and divergent questions to test the childrens understanding of concepts in my lesson. I also used a Kahoot! quiz to invigorate the childrens inquisitiveness.</p>
<p>What balances was there between the various questions types?</p>	<p>Most of my questions were divergent because I wanted to hear what the children understood.</p>
<p>Consider both <i>why</i> and <i>when</i> you made use of the different question types?</p>	<p>I was conscious of the wording of my questions, and I made use of divergent questions to test the knowledge of the students throughout the lesson. I was teaching the students a mixture of new information and reiterating previously learnt information to put it into perspective of the new information.</p>

Distributing and Directing Questions

<p>Did you recognise any pattern in the distribution of your questions amongst the students? Consider reasons for this pattern?</p>	<p>Certain students wanted to answer as many of the questions as they were able to, so I made a decision to allow them to answer so long as other students had also had an opportunity to answer. There was a single student from each class who was not well disposed towards answering questions in the face of other students due to anxiety. My co-PST and I came up with a system where we had the children write their names on popsticks, which we both used throughout our portions of the lesson to randomly select students to answer questions. The anxious students were avoided but in such a way that they did not feel excluded.</p>
<p>How have you directed questions to the group?</p>	<p>Through the use of popsticks, through selection and through hands being raised.</p>
<p>Have you used "wait" time?</p>	<p>I used wait time to allow points to sink in, or to give students a chance to cogitate and formulate an answer</p>
<p>Did you make eye contact with the group as you directed your questions?</p>	<p>I am used to talking to crowds and it has been my experience that people in the crowds are more engaged if they feel that the talker is directing at least some eye contact their way. It also allows for the use of non-verbal motivation. By letting my eyes glance at each child in the room while I'm talking I also get the chance to ensure that they are all paying attention and can direct a question or some other clue to get their attention back on task.</p>

Reactions to Student's Responses

<p>How do you deal with correct responses? Do you qualify any praise given?</p>	<p>I acknowledged that any correct answer was correct but I don't believe that my responses were too praising. My mentor warned me not to overpraise lest the students feel I'm being ingenuous.</p>
<p>How do you deal with incorrect responses? How do you deal with students who stumble and grope for an answer?</p>	<p>If an answer was incorrect I gave a gentle prompt and allowed a moment for the child to change their response. If not forthcoming then I would allow another child to give an answer. If noone answered then I prompted the class in general and confirmed the answer.</p>
<p>What use do you make of the student's responses to develop</p>	<p>I used questions and question timing and explanations using a mixture of visual and verbal descriptions. Some of the children gave responses that</p>

the teaching point? Have you redirected any questions in order to add to an initial response?	were funny so I would return the humour in a way that engaged the whole class and kept them motivated and listening
Are you the only evaluator of the student's answers?	No, I shared the classes with my teaching mentor and fellow PST.

Overall Comments

Observation Sheet – Management

(Please complete this form for both primary and secondary professional experiences and place in your e portfolio)

Graduate Standards – AITSL

Professional Practice:

1. Create and maintain supportive and safe learning environments

2. Planning for Effective Management

<p>Was your lesson plan effective for managing the class?</p> <p>e.g. How did the students react to your lesson overall and to your planned activities?</p> <p>Did anything unexpected happen?</p> <p>Did you provide a variety of activities?</p> <p>Were you satisfied with your timing, particularly for the end of the lesson?</p> <p>Did you feel you were able to change things if needed?</p>	<p>The first time I ran the class, I ran out of time. I talked to my mentor teacher about this and followed her advice in the second class. In the second class I did not run out of time. The first class were unsure about some of my instructions regarding them copying a diagram that I was drawing on the board, despite my thinking that I had been explicit in my instructions. With the second class I made sure to tell them more clearly and with plenty of eye contact. They understood much better and followed within the allotted time period of the lesson.</p> <p>Both classes responded really well to my inclusion of a Kahoot! quiz which I wrote out the night before after consultation with my mentor and co-PST. The first class were struggling with a foreign place name so for the second class I figured out a way they could better break in down and visualise something (Eyjafjallajokull became [EYE] ya FAT la YO [KETTLE]) and while it may not have convinced an Icelander, it served the purpose to enable the children to a) break down a foreign word and b) visualise an eye and a kettle should they come across that place name again and need a kickstart on how to pronounce it.</p> <p>The second class were quicker on the uptake than the first class, a fact that the mentor was quick to affirm, however they were also naughtier. I felt calm and relaxed throughout both classes and in control of the classroom and the subject matter.</p> <p>Each class had a 4 part lesson over the course of an hour long period. The first 30 minutes was headed by my co-PST teaching the children about how to write an introduction to an extended answer using Idea, Direction, Reason (I.D Why?). I used the second 30 minutes to teach a diagram for use in an extended answer, followed by a Kahoot! quiz and followed by an examining of the answers to the quiz - eg Eyjafjallajokull means Glacier of the mountain of the islands, while Fiskstauter means fishfinger. It was very encouraging when in the second class I talked about Olympus Mons as the tallest mountain in the Solar System and as I finished the bell rang for the end of the period and not a child spoke or moved, whereas in the previous class they had rushed for the door.</p>
<p>Were you aware of classroom procedures and school disciplinary policy? How much</p>	<p>My co-PST and I had been made aware about which students suffered anxiety, hearing difficulties or cognitive difficulties and how to fulfill an equity learning plan for such students. I had met all the students at least once before and been introduced by my mentor teacher.</p>

<p>did you know about your students?</p> <p>How did your mentor teacher maintain a safe learning environment?</p> <p>What strategies did your observe your mentor teacher using to maintain this?</p>	<p>I noticed that my mentor was quick to point out anything she saw as bullying in the class but by the large the children were actually very supportive of each other and I saw nothing malicious. The school was quite strict about standards of student behaviour and had systems in place for students who misbehaved, however my mentor discussed with me how rarely any of the systems needed to be enforced. I am aware how different that situation is from many other schools. I actually didn't hear a raised voice in the week of my practicum.</p>
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Maintaining a Positive Attitude in the Classroom

<p>How did you demonstrate to the students that you valued them, and enjoyed learning?</p> <p>e.g. Tone of voice, facial expression, sense of humour, introduction to students and topic.</p>	<p>I used humour and voice modulation to great effect with the students. I laughed with them because I actually quite enjoyed their antics, although I never particularly felt the need to befriend them. I don't believe that is part of the role and I am mature enough to see and appreciate the distinction. I have a very deep voice and I used it to gain attention, more by projection rather than volume. I have a long surname and so I offered a shortened option eg "Hello students, my name is Mr Benson-Parry but if you like you may call me Mr BP."</p> <p>I enjoyed the feeling of a student getting a question right on a topic which I knew hadn't been covered yet by my mentor, meaning that I had actually been the one to teach that student something. I endeavoured to learn and use the students names, although in only a week I didn't get to memorise more than a few. The use of popsticks helped with bridging that gap.</p>
<p>Which aspects of your teaching style do you feel helped you maintain class attention?</p> <p>e.g. Variety of activities, class or group discussion, pace of lesson, interest at class level.</p>	<p>My tone of voice, humour and animation helped a great deal. I didn't feel like I lost anyones attention for long. Having a variety of relatively short sections to the class lesson helped to maintain focus and the quiz acted as a reward or incentive. I feel my animated mannerisms and descriptions helped to bring the topic to life.</p>
<p>Did the students know what was expected of them?</p>	<p>I learnt from the situation as it occured in the first class and rectified it at the time, so was forearmed for the second class.</p>

<p>Were you able to redirect energies of attention seeking students? Did the students have enough to do?</p>	<p>The second class was definitely more inclined this way than the first class but I was able to keep them focussed. My mentor commented that I needed to keep a closer eye on chatty students at the back of the class with the second class. If I were to run this lesson again I would keep that in mind. The pace was well modulated throughout but especially with the second class as I ran out of time with the first class. Some individual students in both classes were keen to answer as many of the questions as possible but this was largely curtailed by popsticks and choosing students who were yet to answer</p>

Dealing with Minor Misbehaviour

<p>Were you aware of what was happening in all parts of the classroom? Did you know what each student was doing?</p>	<p>What distraction I noticed I was able to curtail by standing near the offending students. My mentor suggested I need to watch for chatting at the back of the class.</p>
<p>Did you take any action when you observed poor behaviour? Why? Why not?</p>	<p>I was able to lessen the poor behaviour just by standing nearby and none of it was particularly disruptive.</p>
<p>Did you use non-verbal cues? e.g. Contact, pause, gesture, movement toward student/s concerned.</p>	<p>Communication is as much about non-verbal cues as it is about verbal communication, and while I already knew that it was a fact that has been drummed into us at university. I actually have a minor stutter which makes me very aware of what I am trying to say. I felt throughout the lessons that the students understood my cues and I understood theirs. I did not however, make any physical contact with the students.</p>

Overall Comments

Schools as text – looking at the whole school

<p>Describe the school in terms of its demographics, appearance and resources (be general here and do not name the school).</p>	<p>The student body came from all over Perth, and the school itself was a religion-based independent private girls school located close to the CBD. It was very well resourced and all students and teachers were issued with PLDs (personal laptop devices) which contained the majority of their readings and where the students wrote the majority of their class work. The students wore full uniforms, no makeup and hair was allowed to be one of 5 styles (braided, long with ponytail on top, medium with ponytail at base, shoulder length and loose, or short boy cut). Cost for each student was \$26k per annum. There was a small indigenous contingent who were assisted by an aboriginal liason officer who had her own office.</p>
<p>What were the roles and responsibilities of the teaching staff you observed?</p>	<p>My mentor was the geography teacher for the school as well as form teacher for a year 8 group. Other staff I interacted with were from a number of other faculties including art, English, economics, accounting, religion and French.</p> <p>All of the teaching staff I observed went to some lengths to ensure that each other were supported and efficient. The HASS department head was very generous with her time, answering my questions and offering resources even after I had finished my practicum.</p>
<p>What did you observe non-teaching staff doing to support teaching and learning in the school?</p>	<p>The number of PLDs in circulation necessitated an on-call site based IT officer to be present at the school. The art department had a receptionist. The aboriginal liason aided the indigenous contingent. An onsite cafe had cooking and serving staff. The school chapel had a full time priest.</p>

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Students

<p>You will have observed the diverse nature of your classes. How was this diversity supported?</p>	<p>Different expectations were in place depending of a students ability. My mentor mentioned that a quiet student who dislikes talking publicly will happily send additional answers via email, which was easy to facilitate using the PLDs</p>
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	school. I remain otherwise unconvinced but I am willing to be taught even as I teach others.
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