

Observation Sheet – Questioning: Primary

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

**Graduate Standards - AITSL**

**Professional Knowledge: 1. Know students and how they learn**

**Professional Practice: 2. Plan and implement effective teaching and learning**

Question Type

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| Do you feel your questions were clearly structured and readily understood by the students? | I do feel the questions I asked during both the small group and main lesson were structured and were readily understood by the students because they were all listening to the questions being asked and were always putting their hands up to share their answers to the questions asked. |
| Did you use a variety of question types? | I did use a variety of questions in my questioning I used divergent questions why did, I used convergent questions what made and I used evaluating questions Did Jimmy get happy again? I used these question types to make the students think and come up with different ways to answer the questions that were asked of them. |
| What balances was there between the various questions types? | There was a good balance between the various question types I asked the students during the lesson. |
| Consider both why and *when* you made use of the different question types? | I used the different question types to test how well the students could respond to the questions. I used the questions before reading the story and in the middle of the story getting the students to think and come up with answers to what they think will happen next in the story. |

**Distributing and Directing Questions**

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| Did you recognise any pattern in the distribution of your questions amongst the students? Consider reasons for this pattern? | There wasn’t any pattern that I recognised in the distribution of my questions because I asked each student the same question in order to be able to hear their response to the question.  The reason why there was no pattern was because the questions were structured in a way to make the students think. |
| How have you directed questions to the group? | I used a lottery system / name out of the hat. I used this to direct my questions that I was going to ask to the group. |
| Have you used “wait” time? | I did use wait time when asking the questions. I asked the question and then waited three seconds for the student I was asking the question to respond with their answer. |
| Did you make eye contact with the group as you directed your questions?. | I made direct eye contact to the group of students when I was asking the questions in relation to the story and the mathematics activity. Even when I was pulling names out of the hat I was making direct eye contact with the group. |

# Reactions to Student’s Responses

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| How do you deal with correct responses? Do you qualify any praise given? | When students gave me their responses to the questions I asked of them I would make sure I was giving them good praise for putting forward their answers. I would also qualify any good praise given by fellow students. |
| How do you deal with incorrect responses? How do you deal with students who stumble and grope for an answer? | When a student gave me an incorrect response I still gave them praise for providing a response to the question and I also gave them positive and constructive feedback for their responses. |

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| What use do you make of the student’s responses to develop the teaching point? Have you redirected any questions in order to add to an initial response? | I made good use of the student’s responses to help me in further developing the teaching point for the lesson. I did redirect some questions in a different way to enable the students to initiate and add an initial response to the question asked. |
| Are you the only evaluator of the student’s answers? | I was the only evaluator of the student’s responses the students provided for the questions that were asked. |

##### *Overall Comments*

I feel like the students were very engaged in the lesson and the questions I was asking. But the questions could I had could have been a little bit more well-structured then they were I feel like I did provide the students with good praise when they put forward their answers to the questions that I asked. Overall I can work on improving to continuously give praise to students when they respond to questions being asked even if they are not necessarily correct I will still give praise for students putting forward responses. From the students responses to the questions that I asked I was then able to further develop the point I was trying to teach and to also be able to add an initial response to the questions. I was the only person who was evaluating the student’s responses to the questions that I asked because I used these responses as an assessment tool to test how much they had learnt about the topic of the months of the year and the seasons. The overall balance of the lesson and the questions I thought was very good.

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

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| Was your lesson plan effective for managing the class?  e.g. How did the students react to your lesson overall and to your planned activities?  Did anything unexpected happen?  Did you provide a variety of activities?  Were you satisfied with your timing, particularly for the end of the lesson?  Did you feel you were able to change things if needed? | In some aspects of the lesson it was effective and in other aspects of it I felt like it wasn’t as effective.  Overall the students were excited about the activities I had planned for them during the lesson.  During the lesson I didn’t observe anything unexpected happen. Everything within the lesson ran smoothly and I was happy with that.  Yes I did provide a variety of activities for the lesson. I had a colouring sheet activity for the students and on the same sheet they were to name the corresponding months of the year with the season they belong to.  I feel like I over planned for timing during the lesson because I did end up going over a little bit but otherwise I was satisfied.  If I needed to change things during the lesson I feel as if I would have been able to do that. |
| Were you aware of classroom procedures and school disciplinary policy? How much did you know about your students?  How did your mentor teacher maintain a safe learning environment?  What strategies did your observe your mentor teacher using to maintain this? | Yes the mentor teacher explained on the first day about the classroom procedures and school disciplinary policy. I knew a lot about the students because the mentor teacher talked about at the beginning of day one about some of the students.  My mentor teacher was able to maintain a safe learning environment for all of her students by making sure if students were annoying each other or misbehaving that she would move those particular students to different areas of the classroom so they couldn’t annoy any more students.  The mentor teacher had a strategy in place where she used a system call red dot and green dot. If the students misbehaved they would get a red choice or there name on the board. |

# Maintaining a Positive Attitude in the Classroom

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| How did you demonstrate to the students that you valued them, and enjoyed learning?  e.g. Tone of voice, facial expression, sense of humour, introduction to students and topic. | I demonstrated to the students that I valued them and enjoyed learning by making sure I was using positive and calm tone of voice. I made sure my facial expressions were positive and not negative. I also made sure my sense of humour was good and not bad.  Also I made sure I introduced myself to the students and the topic in a positive way. |
| Which aspects of your teaching style do you feel helped you maintain class attention?  e.g. Variety of activities, class or group discussion, pace of lesson, interest at class level. | I feel like the class or group discussion aspect of my teaching style was really positive because all the students were really engaged and willing to put their hands up to put forward their ideas and responses in the discussion from the reading for the guided reading session.  Discussing the story when the snake bites the sun ensured the students were paying attention and listening. |
| Did the students know what was expected of them? | Yes the students knew what was expected of them for the lesson because they understood the questions and instructions for activities clearly. |
| Were you able to redirect energies of attention seeking students? Did the students have enough  to do? | Yes I do feel like I was able to redirect the energies of attention seeking students within the classroom. The students had plenty to do for the lesson because the activities for the lesson I provided them would take a long time to complete. So the students wouldn’t become bored and start mucking around looking for attention. |

# Dealing with Minor Misbehaviour

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| Were you aware of what was happening in all parts of the classroom? Did you know what each student was doing? | Yes I was aware of what was happening In all parts of the classroom because I walked around the classroom to make sure the students were staying on task during the lesson. |
| Did you take any action when you observed poor behaviour? Why? Why not? | I didn’t have to take any action for any minor misbehaviour whilst on the professional experience Primary Practicum because all the students well behaved and respected the teacher and each other. |
| Did you use non-verbal cues? e.g. Contact, pause, gesture, movement toward student/s concerned. | I didn’t use many non verbal cues while out on the practicum because there wasn’t any misbehaviour that I had to deal with in the classroom the students were all very well behaved and would be quiet when the teacher was talking. |

##### *Overall Comments*

The professional experience primary setting was great, the mentor teacher accepted me straight away. I really enjoyed the week I spent in the primary school setting the students were really excited to have another teacher in the classroom. I was excited at the opportunity to take the students for a whole group lesson and small group micro lesson. The students were very well behaved and by the end of the week didn’t want me to leave to be honest I didn’t want to leave either. The students were so polite and well behaved they would come up and talk to me when they had finished their work or they wanted to show me work they had done.**Schools as text – looking at the whole school**

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| Describe the school in terms of its demographics, appearance and resources (be general here and do not name the school). | The school was fairly large in size all the classroom and the year blocks were spread out in a rectangular shape.  All the classrooms had interactive whiteboards and computers in them for the students to use to help them with researching information online that they may not necessarily be able to find from a book.  The students also had a book that they could choose to take home as a home reader. |
| What were the roles and responsibilities of the teaching staff you observed? | The roles and responsibilities of the mentor teacher I observed on my primary professional experience practicum was to take the roll in the morning to make sure all her students were at school and record any students who were absent from school.  It was also the responsibility of the mentor teacher I observed to make sure the students had their spelling books and mental maths sheets out ready for the morning and the afternoon lessons.  The mentor teacher also had the responsibility of walking the students to the science room when they had science lesson so she didn’t lose any students.  My mentor teacher for the primary practicum also had recess and lunch duty during the week. |
| After discussion with your mentor teacher describe how policies and processes of government, administration and schools have an affect on the work of the teacher? | After discussion with the mentor teacher at the beginning of the professional experience primary practicum the teacher explained when there teaching that they have teach what is in the Australian Curriculum.  The mentor teacher also said that the governance of the school was to ensure that the students wee getting the nest learning experience possible to help them later in life. |

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| What did you observe non-teaching staff doing to support teaching and learning in the school? | Whilst I was out on the primary professional experience practicum I observed Non – Teaching Staff acting as a teachers aid they were there to help support teaching and learning by taking the students who need support for 1 on 1 tutoring sessions and helping with maths and spelling and reading.  I also observed non teaching staff supporting teaching and learning within the school by helping take a lesson on the second last day that I was there. |

**Students**

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| You will have observed the diverse nature of your classes. How was this diversity supported? | There was a diverse nature in the class in the professional experience primary setting. Within the primary classroom I was placed in for the primary practicum one student was deaf and the teacher needed to wear a microphone so the student could hear what the teacher was saying.  Some students within the class learnt better by audio learning so they were allowed to use headphones and use the computers in the classroom to do some online work. |

**Function of Schools**

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| Did you observe the connection of your schools with the broader community? How did this happen? | Whilst on the primary professional experience placement I didn’t really observe the school’s connection with the broader community because they just did things just with members of the school community. |
| What do you think the function of school is?  Reflection – think about your experiences during the week and describe how your previous experiences have informed your view of teachers and schools. Has anything changed? | I think the function of school is to provide students the opportunity to learn and gain life skills for when they are out in the work force.  School will also give the students opportunity to learn how to be a citizen out in the real world.  (Groundwater – Smith, 2015) describes the purpose of schooling as an experience to ensure students acquire the critical literacy and numeracy skills for later in life.  From my experience during the week I was on professional experience it has informed my view as teachers as like a second parent for the students while they are at school because the teachers are the ones who have to provide care for the students in the school environment. |