

GUIDELINES TO ASSIST ASSOCIATE TEACHERS WITH THE COMPLETION OF THE FORMATIVE LESSON OBSERVATION SHEETS

Please provide constructive, formative feedback to our pre-service teachers (PST) ideally at least 5 times during practicum. The Formative Lesson Observation Sheet assists with this; the feedback you provide for each lesson will feed directly into the summative report.

'Evidence' could be a reference to a brief example in the lesson that helps the PST understand "what [the aspect of practice] looks like".

LO 1 Build and sustain relationships; communicate professionally

Builds effective relationships with all learners: Are the relationships professional? Are interactions focused on learning rather than behaviour? Is the PST interested in all students as individuals?

Respectful, ethical relationships with the class: Is the PST's manner professional and caring? Is the PST's language and behaviour inclusive towards all learners? Does the PST convey to students s/he respects them as "culturally located" individuals?

Students' names: Does the PST make an effort to learn and use students' names? Does the PST check on pronunciation and preferred names (e.g. shortened versions)?

Promotes a positive, responsive learning environment: Did the PST recognise students learn differently and at different paces? Did the PST offer multiple opportunities to learn?

Demonstrates respect for te reo Māori me ngā tikanga-ā-iwi; used te reo authentically: Did the PST model appropriate behaviours (e.g. not sitting on desks)? Did the lesson acknowledge non-Eurocentric ways of knowing and being? Was te reo Māori incorporated in an authentic, sincere manner?

Clear instructions / directions: Did the PST word instructions concisely and in student friendly language? Were the instructions supported if necessary on whiteboard/data show? Did the PST ensure all students were listening?

Uses language appropriately and effectively: Was language at the right level for the students? Was terminology used correctly? Were students supported to engage with vocabulary in order to learn? Does the PST clarify and explain content effectively?

LO 3 Demonstration of professional knowledge, skills and dispositions

Competence in subject & curriculum knowledge: Does the PST show a suitable understanding of the content and/or skills appropriate to curriculum level and students?

Plans thoroughly with attention to detail: Has the PST provided a lesson plan that shows careful thinking about the activities, resourcing & management of time to maximise the learning opportunities? Has s/he planned for eventualities such as extension, extra tasks?

Demonstrates high expectations: Did the PST plan a lesson that promoted improved understanding in all learners? Were assumptions about students' knowledge and understanding regularly checked? Was the work suitably cognitively challenging?

Writes learning outcomes, plans lessons to develop these: Do the activities support the learning intentions? Has the PST ensured the students understand the learning intentions?

Uses varied & engaging learning activities: Did the PST provide a mixture of different modes of learning? Did the approaches capture the students' interest and promote learning?

Uses a range of strategies, balances teacher input and student activity: Did the PST make the learning as student-centred as possible? Did students get at least an equal amount of time to 'do' as opposed to listen to the teacher? Who was doing the work – the PST or the students?

Engages learners: Did the PST use a range of strategies to connect with learners – e.g. eye-contact, body language, classroom position etc.? Did the PST interact with as many learners as possible? Did the PST use his/her voice effectively – varying tone, volume, expression etc.?

Monitors progress, responds to learning needs: Did the PST respond to the diverse needs of the learners? Did the PST vary pace, extend explanations, or adapt practice as needed?

Gives clear guidelines, manages on/off task behaviour(s): Were students given clear guidelines for expected behaviour – e.g. hands-up, lids down etc.? Did the PST monitor and interact with students about their learning? Were off-task students connected with & corrected so they could modify their behaviour? Were physical and emotional safety issues dealt with appropriately?

Maximises time on task through organisation & transitions: Were resources and equipment ready to use and on hand for the lesson (while bearing in mind any issues beyond the PST's control)? Were time limits made explicit and students encouraged to self-manage to complete tasks? Were segues between activities smooth and the links between them made clear?

Effective questioning and discussion techniques: Were questions understandable for the learners? Did questions encourage a range of thinking, including deeper thinking? Were discussions well planned? Were discussions inclusive of all learners?

Presents learning materials professionally: Were materials attractive, well set out, error free, sufficient sized print etc.? If copied or adapted, were original sources acknowledged?

Note: LO 3 is an outcome that will build steadily over the practicum experience; demonstration of various aspects will vary from lesson to lesson. However, PST's will always benefit when mentors are able to identify examples of practice within a lesson that support the development of these skills.

LO 4 Use of Digital technologies

Demonstrates knowledge of and proficiency in the use of digital technologies: Does the PST have knowledge and understanding of the relevant digital technologies in the specific curriculum area? Does s/he look for opportunities to incorporate these in her/his practice?

Uses digital technologies authentically in the classroom. In this observed lesson, did the PST incorporate digital technologies as an authentic part of the teaching and learning strategy?

Uses digital technologies to foster student collaboration. In this observed lesson, did the PST use digital technology/gies as a strategy to foster student collaboration and the sharing of ideas / outcomes?

Summary

Specific strengths & areas for development: Please provide specific feedback (maybe 3 or 4 bullet points) of what the PST is doing well and where practice could be improved.

Agreed actions: Co-construct with the PST a precise, measurable, manageable goal that s/he could strive to implement in the next lesson.