

Student Teacher name: Bernadette Nugent

Date of Observation: 6/10/23

Time and No. of Observation: #2. 1:20

Class Profile: 6th year higher level, no additional needs mentioned

Duration of Lesson: 40 minutes

Professional teaching skills and ability

- Clearly a very confident teacher, in their abilities and also in their students abilities.
- Teacher met students in the corridor, not in the classroom, so could watch each student coming down the corridor and eliminate the chance of them stopping for chats etc. This only works because of the school layout, but is still very effective and set the tone before students even enter the classroom.
- Teacher has a scheme in place where at the start of each class, it is a different students turn to give the class and interesting fact relating to what they are learning about at the minute. This keeps focus in the class, and ensures that all students are in the room on time and with books out, as teacher picks a different student each day and there is no real rhythm to choice. The atmosphere was instantly engaged and ready to get going with the lesson.
- This sort of cold calling technique was used throughout the lesson, keeping students on their toes at all times and eliminating the possibility for disengagement or students to start having their own chats.

Classroom management

- Very precise classroom management, clearly has been working on it with this group for some time because there wasn't a single incident within the class that caused disruption. If students disengage, the teacher spotted it and corrected it before peers even noticed let alone got the chance to talk etc. Teacher clearly knows the personalities and mannerisms of each student very well, and this creates an environment where they are a strong leader, and almost treat the class like a team, ie having no weak members in a lesson, making them all work the same.
- There was an instance of a sort of backchat, nothing like what I have seen in other observations, but nevertheless still some disrespect. This was met with intense sarcasm from the teacher, a tactic that I find effective too. The student had their own words used against them and ended up being embarrassed in front of peers - not ideal but was very effective and eliminated the chance of any other students trying to do the same.
- This sort of management wouldn't work with younger groups, it is too dictatorial in nature and would surely end up upsetting students. In an older year group though, it can present as a form of humour based behaviour correction which is far better than standing and shouting at students.

Presentation of learning content

- Lesson was introduced by cold calling during a recap, energy was kept and then swiftly moved into picking a student to share a fact with the class. This was a sort of

source of excitement for students, it created an engaged atmosphere and a sense of competitiveness between students.

- Teacher used powerpoint to support what they were teaching, good tactic, visuals and bullet points on board behind them during delivery, adding to the learning rather than having the powerpoint be the main information source.
- There were no tasks for students during this lesson, it was heavily lecture based and more of a discussion class than anything. Students did engage when asked questions, but there was no room for small group discussion given or peer work. The teacher was a very strong leader, and the students were there to answer what was asked of them, not to be independent learners as such. Given the subject and the topic being covered I can see how the teacher thought this was the best route, but it would not work in any art lessons bar visual studies, and even at that I feel students would disengage.

Effectiveness of planning

- Very well planned lesson, from the moment I stepped inside the door I felt the teacher knew exactly what they were doing and knew what was going to happen for every moment of the lesson. It is a much more controlled atmosphere when the teacher has evidently planned the lesson. There was no push back from students, they knew what was being taught was prepared and important, so everything went much smoother than most observations I have been in.
- The powerpoint was particularly well done, as the teacher led students through the topic, there were images flashing up on the board, pointers or memory joggers for students to help them relate the information to that previously learned. Evident the teacher had put a lot of thought into this, and knew their students so well they could anticipate the sections they'd need a push to recall.

Overall comments:

- The style of teaching is one I would aim to be able to do within the next few years - teacher in total control of students and knows them all well enough to anticipate their behaviours. There is a definite benefit to bringing a group through the subjects for a couple of years, getting to know their strengths and personalities on a deeper level.
- The use of sarcasm is a hugely successful behaviour management technique - maybe not traditional but definitely works.
- Use of powerpoint as an aid to your teaching rather than the teacher aiding the powerpoint is important to remember.