

Student Teacher name: Bernadette Nugent

Date of Observation: 19/10/23

Time and No. of Observation: #4.

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

Duration of Lesson: 40 minutes

Professional teaching skills and ability

Teacher had established excellent classroom routines, students came in to the room and took seats, and took out materials without any direction. Shows a lot of trust in students but also the respect that they have for their teacher and their learning. Asking the teacher after how they did this, I got the answer of repetition, starting the class the same way each day and gradually building students up to a stage where they are able to organise themselves without direction.

Classroom management

- The students were focused because they had been given a direct task at the start of class, and then the teacher had not interrupted until nearly the end of class. This worked so well, but is not how we want to teach, but is something that I feel will work well when I am qualified. Students need space to experiment and learn from doing without a teacher voice always being present.
- Classroom rules printed out and stuck onto each double desk - reinforcing what students must and must not do. There is dangerous equipment in this classroom so this is necessary - could be useful in a less permanent way in the art room, maybe laminated sheets that could be given out when using blades etc.
- Teacher has a drum that they hit to silence and stop students working during the lesson. The room gets so loud when students are sawing etc that it'd be hard to hear just a voice - so this works as a silencer.
- If students do wrong, ie are disrespectful or act out of order around rolls or machines there is a no tolerance policy, they are put outside of the classroom door or sit on a chair up beside the teachers desk, and do not continue on with any of the practical elements in the lesson. This works so well because students want to participate given that it's an optional subject, and I will definitely be taking this into my own classroom.

Presentation of learning content

- Students were in a practical lesson today, so there was no real content to deliver as such.
- Teacher did a brief safety recap, and a demonstration for those who had missed the previous lesson, but otherwise students were asked to continue on working on their projects.
- Teacher was available throughout the lesson for one on one help, and was floating around the room making sure students were carrying out tasks accurately.
- I would have liked to see more demonstrations or pause points in the lesson, I would see some students struggle and ask for individual help multiple times, where as if that was my class I would have paused and gathered all students around to demo, as if one is confused usually more are.

Effectiveness of planning

- Project obviously well planned, students were clear about what they needed to do. I had missed the initial introduction to the project so am unsure if there was a rubric or checklist etc given.
- The teacher had made the project themselves and students could see this at the top of the room. This element of planning worked as motivation for students.

Overall comments

Nice to see a practical class in motion. This is what the reality of teaching will be after college, students working towards deadlines and teachers focusing on quality of work and learning rather than ticking boxes within their teaching along the way. Although there were no intentions or success criteria given during the lesson, it was clear by the workflow in the room that all students were engaging and learning as they worked, so it does beg the question of if they are necessary for all aspects of projects, given that in many cases classes will run on from the previous.