

Student Teacher name: Bernadette Nugent

Date of Observation: 16/11/23

Time and No. of Observation: #6. 10:20am

Class Profile: 1st year mixed ability

Duration of Lesson: 40 minutes

Professional teaching skills and ability

- Started off the lesson with an open ended, thought provoking question obviously relating to the content of the last lesson. Teacher posed this as students were getting set up, and let them think about it while calling the roll before picking a few different students to give their opinions. I thought this was a really easy way of immediately grabbing attention - and could easily be used in the art room.
- Encouraged student participation, letting them up to the whiteboard to fill in blanks, lots of group discussions and think pair share present. These methods are great for first years, letting them up to the whiteboard works well within my own classes, but the enthusiasm dies down by 3rd year for this sort of tactic.
- Catered for all learning styles, students could take notes from book, whiteboard or a video that was shown, appealing to most of the learners if not all in class.
- Very clear explanations - teacher was slow and methodical in the way they presented information, and stopped for pause points for questions from students, and also posed questions to the class to gauge understanding.

Classroom management

- The question at the start of the lesson acted as a barrier for chat, students were focused immediately and had a clear routine, all took out their journals and homework without being prompted to. This sort of structure and predictability suits younger learners and I could see they were all comfortable with it.
- There was a seating plan that the teacher knew by heart, two students attempted to sway and were noticed immediately. This plan eliminates anyone being left out of discussion etc, as students are purposefully not sat beside friends.
- The classroom rules were visible for all students at differing points in the room, and were reinforced throughout lesson eg. students who did not put up their hands to speak were corrected, students who talked were shushed, anyone who did not have homework received a warning note. This constant regime of doing wrong being corrected clearly is working, as there were far fewer incidents than I would have thought there would be in this group, which overall is known as quite disruptive.

Presentation of learning content

- Use of technology and interactive methods like video and questions corresponding to what is being played worked well. Students were excited by the chance to watch a video, breaking up the usual routine of the class.
- There was a clever recapping method, the question at the start of the lesson, and evaluation at the end was thorough through long winded questions. Teacher getting students to apply their learned knowledge to more real work scenarios was nice to see, and tested the depth of their understanding.

Effectiveness of planning

- Well planned lesson. I could see the teacher taking notes as the lesson progressed, so it was clear that this teacher is thorough in what they are doing.
- There was a seamless transition from start to body to end of lesson. There was no way this would have been as smooth and as in depth if it wasn't meticulously planned. I do feel the teacher did more than would have usually been done because I was there - the students also commented on this, but nevertheless a lot of learning took place.
- The teacher afterwards recommended keeping a reflective journal, which I already do, but to document the little wins and the things that go well, rather than improvements that need to be made.

Overall comments

There were no real faults in this lesson. Students were engaged from the word go, and kept momentum throughout. I was glad to see the behaviour management being stricter than some I had seen, but still not in a disrespectful manner. Everything was by the book with this teacher, but I did feel that the lesson lacked personality and that rapport which I try to have with my students.