

Student Teacher name: Bernadette Nugent

Date of Observation: 30/11/23

Time and No. of Observation: #8. 10:20am

Class Profile: 6th year ordinary level

Duration of Lesson: 40 minutes

### **Professional teaching skills and ability**

- Teacher stood at classroom door and welcomed each student by name. Students came in enthusiastically and had a clear routine they were following.
- Teacher had a lot of tactics that clearly have been trialled and tested in the classroom and work well for their style of educating. Students separated themselves off into pre-prescribed groups for homework corrections, peer learning taking place.
- Teacher has a more lecture based approach to explaining topics, students do not stop and ask questions as content is being delivered, but instead the floor is opened near the end of class for any questions that may have arisen during class. I don't think this is beneficial, because there is an atmosphere where students feel like they can't question until a certain time, and this surely is stunting their learning in class time - if they struggle with something at the start of the lesson why wait until the end to aid.
- There was a lack of discussion within the class - one voice present and that was the teachers. It did feel more like a third level classroom than a secondary school one, and I do wonder how slower learners or students who respond better to written instructions etc are coping in a classroom like this. Clear that only one type of learner, a higher achiever, is being catered to in these lessons.

### **Classroom management**

- Very clear routines in place, students came in, took our workbooks, pens pencils etc and readied themselves as the roll was called.
- Students immediately had questions about homework, but respectfully put their hands up and waited for the teacher to be ready rather than shouting out. Clear boundaries in place.
- Teacher did struggle to get students to stop their group work on multiple occasions - hard to know if students were participating in actual discussions about the work or if they were chatting. Teacher could have had a more proactive approach to this task, joining into different groups etc to ensure it was relevant chat.

### **Presentation of learning content**

- Clear that students have been paired or grouped with others for work during class in a very particular way. There are stronger students paired with exceptionally weak students, and this theme continues throughout all groups in the class. While it is fair to say that this can help push weaker students at times, I don't feel it is appropriate for every group task to keep this formula running. The higher students are eventually going to stop putting in their original effort if they are not challenged by the peers they

are working with, and it did appear that whenever a student was stuck, the teacher asked their peers to help rather than assist themselves.

- Content was all verbal today, some students taking notes, but most just listening. I do wonder how much information is being retained in this way, as I know myself I would struggle without at least some form of notetaking or handout to reference. I found it incredibly hard to follow what was being explained, as there were tangents that the teacher would follow and then come back from, making it quite hard to differentiate what information was needed and what was to buff out or make an explanation more real world friendly.

### **Effectiveness of planning**

- Seating and group plans are meticulous, and are used as a teaching tool. Content on the other hand seemed lacking.
- The teacher sat on the edge of a desk and spoke for almost the entire class, not referencing a text book or powerpoint at any point. I would struggle to ensure that everything I would say in a 40 minute period would be factually correct without some sort of notes to be referencing.

### **Overall comments**

- There were a lot of strong points to this teacher's approach, students are in a clear routine, come in and know what is expected of them.
- I am unsure about the teacher's approach to delivering content, very surprised that students weren't being asked to take notes - seemed like a lesson thrown away, even if students had been absent and asked peers what was covered in class, surely none of them would be able to pass anything on.
- I often encourage group discussion in my lessons, and here the importance of being an active participant in those discussions, floating from group to group to keep students on target was reinforced.