

Developing Shared Practice Observations:

Delivering the Curriculum – formal observation of practice around curriculum delivery within areas of school priority.

Teacher: _____ Specific School Priority Focus: Numeracy/Spelling/**Writing**

Phase of Learning: (please circle)

New Knowledge

Practice and Deepening

Generating and Testing Hypotheses

As you observe the lesson note any elements of pedagogy that will improve the area of priority for students.

Great use of metalanguage – using the words related to the craft of writing – “We are planning for success.” “Making Connections – a reading strategy you can employ in your writing.” “We are brainstorming – getting down our ideas quickly”, use of real life story – hijacking. Your aide used consistent language and feedback – benefiting students. Use of the Exit Strategy and referring to this in the lesson. Also, you cater for all students as is evident in your scaffolding for student M and extension for student S.

What is one practice that you have observed that you would share with or recommend to other staff?

Using the video to show monotony – not just say ‘don’t be monotonous’. Proficient use of technology with the whiteboard in so many lessons that I have seen in this room. You also effortlessly weave real world events into your teaching – this type of story telling in your teaching really sends home the message and will inform their writing. (newsreader in the fire) – you make so many connections.

What alignments can you see between the classroom practice and the school policy?

Using clear strategies from Seven Steps to Writing, great links to Sheena Cameron and word of the week, highly effective literacy rotations.

What alignments can you see between the classroom practice and the Australian Curriculum?

Year 5 Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)Year 6Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

Respond based on the phase of the lesson: (highlight actions observed)

Design Question #2

How has the teacher helped students to effectively interact with new knowledge?

Comment	Student Level	Teacher Level
Revisit Plan for Success, Sizzling Starts, Show, Not Tell. You successfully made links to what they have learnt already and built into their new learning for today.	<p>Can describe why content is important</p> <p>Can move to groups in orderly fashion & know about expectations</p> <p>Can explain linkages of prior knowledge, make predictions & provide a purpose for what they are about to learn</p> <p>Can explain what they have learnt, ask clarifying questions and are involved in class discussions</p>	<p>Identifying critical information</p> <p>Previewing activities (KWL, 3 Level Guides, brainstorming, word splashes etc)</p> <p>Students organised to interact with new knowledge (cooperative learning strategies, think pair share, jigsaw)</p> <p>Knowledge chunked</p> <p>Knowledge summarised</p> <p>Reflecting on learning</p>

Design Question #3

How has the teacher helped students practice and deepen their knowledge?

Comment	Student Level	Teacher Level
	<p>Describe previous content on which new lesson is based</p> <p>Describes how the group work supports their learning</p> <p>Link homework to learning</p> <p>Artefacts produced indicates knowledge has been extended</p> <p>Can explain similarities and differences</p> <p>Can describe errors in reasoning</p> <p>Perform skill, strategy or process with increased confidence and competence</p> <p>Make corrections to information and reflect on learning</p>	<p>Review of knowledge</p> <p>Students organised into groups to practice and deepen knowledge</p> <p>Similarities and differences (comparison, classifying, analogies, metaphors)</p> <p>Examining errors</p> <p>Practice skills and processes</p> <p>Revise and adding notes</p>

Design Question #4

How the teacher helped students has generate and test hypotheses? **Not applicable for this lesson.**

Comment	Student Level	Teacher Level
	<p>Describe the importance of generating and testing hypothesis</p> <p>Can explain how groups support their learning</p> <p>Clearly work on tasks and can explain the hypothesis they are testing</p> <p>Artefacts indicate they are engaged in decision making, problem solving & experimental inquiry or investigation</p> <p>Seek teacher for advice and guidance</p>	<p>Students organised into groups for complex tasks</p> <p>Hypothesis, generating and testing (decision making, problem solving, experimental inquiry, investigation, invention)</p> <p>Teacher as a resource provider</p>

Respond for all lessons:

Design Question #5

How has the teacher developed student engagement?

Comment	Student Level	Teacher Level
<p>Video from Ferris Beuller – demonstration of monotonous – nice way to show what not to do.</p> <p>During the I do phase the students were extremely engaged – very active listening during the modelling.</p> <p>You effectively use a real life story relating to the students to deepen interest. They were very keen to share their writing.</p>	<p>Students are engaged</p> <p>Engage in academic games and can explain why they are useful</p> <p>Can explain how physical movement helps them learn</p> <p>Can adapt to transitions and re-engage in activities</p> <p>Engage in friendly controversy</p> <p>Make and share connections about themselves and learning</p>	<p>Noticing and reacting when students are not engaged</p> <p>Using academic games</p> <p>Managing response rates during questioning</p> <p>Physical movement</p> <p>Lively pace</p> <p>Intensity and enthusiasm</p> <p>Interesting information</p> <p>Group work</p>

Design Question #6 and #7

How has the teacher established and maintained class rules and procedures?

	Comment	Student Level	Teacher Level
#6	<p>Students all very aware of expectations during rotations – their behaviour is self-regulated.</p>	<p>Students follow clear routines during class</p> <p>When asked, students can describe routines and procedures in class</p> <p>Students recognise cues and signals by the teacher</p> <p>Students regulate their own behaviours</p> <p>Students can easily focus on instructions</p>	<p>Establishing classroom routines and rules</p> <p>Organising classroom to promote positive learning</p>
#7	<p>Very positive explicit feedback – “Thank you Student L – great idea...” “Student M, you have used action and sound – two important elements of a good writer. You have used the senses to engage with my emotions.”</p>	<p>Know the teacher is aware of their behaviour</p> <p>Cease inappropriate behaviour when signalled by the teacher</p> <p>Accepts consequences for behaviour</p> <p>Knows teacher is appreciative of good work.</p>	<p>‘Withitness’ to promote proactive rather than reactive behaviours</p> <p>Apply consequences where behaviours are not appropriate</p>

Design Question #1

How has the teacher established and communicating learning goals, tracked student progress and celebrated success?

Comment	Student	Teacher
<p>Clear goals written on board – We are learning to engage our readers by using the six senses of tension scenes. What I am looking for is how you use the six senses to build up to a climax. These goals were also referred to throughout the lesson.</p> <p>Explicit success criteria identified – today I am looking for some dialogue, a sound and an action – on board and referred to.</p>	<p>When asked students can explain the learning goal</p> <p>When asked, students can explain how their current activities relate to the learning goal</p> <p>When asked students can explain the meaning of levels of performance in relation to success criteria</p> <p>Students can predict their levels of achievement based on a success criteria</p> <p>Students can update their status on learning.</p>	<p>Provide clear learning goals and a way to measure these</p> <p>Track student progress</p> <p>Celebrate student success</p> <p>Establishing and maintaining classroom rules</p> <p>Classroom set up for supportive learning</p> <p>Student reflection</p>

Date/Time:

Follow up of observation:

*On a scale of 1 – 5 how well do you think you enacted the Australian Curriculum/School Policy in your lesson today?

*What will it take to move up one number? Or What makes it this number?

*Can I tell you what I saw?

*In regards to implementing the Australian Curriculum/School Policy, what is working for you?

*What does that look like?

*What is not working/challenging you with the Australian Curriculum? Have you considered...

*What is going really well regarding curriculum delivery for you? What is something you need to give attention to?

* How can I support you to move through this?

Teacher: _____ Dates: _____ Coach: _____