

The following template of areas to focus on during an observation should be seen as indicative rather than comprehensive. The emphasis placed on different criteria – and the need to add additional criteria - will vary according to the level of the programme and the subject area. The purpose of the observation is primarily developmental rather than summative.

Staff Member Observed Anastasia Mozhaeva

Teaching Session Observed Programming Fundamentals – Consultation

Date of Pre-Observation Meeting 7/11/24

Date of Observation 7/11/24

Date of Post-Observation Meeting 18/11/24

Criteria	Observation
<p>Preparation:</p> <ul style="list-style-type: none"> • design of session plan • resources • structure of session • clarity of learning objectives • room set-up (if applicable) 	<p>The session was structured as ‘consultation’ lesson set up to provide students an opportunity to get some guidance /ask questions about their upcoming (final) assessment.</p> <p>No new content was delivered.</p> <p>Four learners were in attendance.</p>
<p>Provides evidence of embedding literacy, language and numeracy in the session plan, course materials and resources.</p>	<p>Session required a high degree of numeracy (analytical) skills and literacy skills in order to understand the technical terms/concepts within the session. Learners were able to successfully articulate their understanding of these concepts</p>
<p>Evidence of content knowledge.</p>	<p>Anastasia’s content knowledge was very obvious and could clearly impart her knowledge in a way that was comprehensible to learners</p>

<p>Engagement with students:</p> <ul style="list-style-type: none"> • builds rapport • uses respectful language • is respectful of culture and gender. 	<p>Displayed a natural, friendly approach which made learners feel at ease in class and felt comfortable raising questions. Anastasia personally interacted with each student.</p>
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<p>Enthusiasm for the topic and session.</p>	<p>Anastasia showed genuine enthusiasm and her excitement for code had 'rubbed off' on the learners who displayed eagerness and curiosity throughout the session</p>
<p>Variety of activities and teaching techniques used.</p>	<p>Due to the nature of the session, there were limited opportunities to incorporate a variety of activities and teaching techniques as learners were focussed on the completion to their summative assessment. Learners were working on this collaboratively in pairs with guidance from Anastasia.</p>
<p>Embeds literacy, language and numeracy in the teaching and learning activities. This can include:</p> <ul style="list-style-type: none"> • knowing the students' literacy, language and numeracy skills • knowing the literacy, language and numeracy demands of the session • knowing what to do by using deliberate literacy, language and numeracy teaching and learning activities. 	<p>It was clear that the learners had differing levels of numeracy and literacy. Anastasia appeared to phrase (and re-phrase) questions in a deliberate way that was understandable to learners.</p> <p>Used clarifying and probing questions to ensure learners understood the content and assessment requirements.</p>
<p>Identifying and meeting individual learning needs.</p>	<p>Anastasia had identified that there were 2x 2 groups of students whom were at a similar level in terms of their understanding of the content and had made similar progress on their assessment and paired them together.</p> <p>Need to consider whether this was the correct approach, a more supportive learning environment could have been created by re-working the two groups.</p>

Encouraging student-to-student interaction.	While the learners worked well in their pairs there was very limited interaction between the two groups. For future lessons need to think of way which a higher level to student-to-student interaction takes places (whakawhanautanga)
Encouraging critical thinking.	Session was focussed on problem-based learning therefore encouraging students to develop critical thinking as they sought solutions. Anastasia further encouraged critical thinking by posing questions to students such as... ...Maybe you could try?What do you think would happen if?
Active listening.	Lots of evidence of active listening (both lecturer and students) including the use of clarifying questions, rephrasing questions (when required), being attentive and showing interest in discussions.
Teaching at the right level for the course / programme?	Students appeared challenged and they were asking and answering questions confidently, which implies the content is at the right level.
Engaging students in a process of connecting learning objectives, learning activities and learning outcomes for the session.	While it may not have been necessary in this session, is a good idea to remind students of how the session activities align to the learning outcomes.
Providing constructive, timely feedback.	Lots of positive feedback and encouragement provided to students. Appropriate guidance given to learners and this was done in a way and this was done in way that encouraged students 'to think outside the box'
Other.	

General Comments:

Thanks for having me in your class Anastasia. It was evident that learners where highly engaged and taking responsibility for their leaning while being gently supported by you.

Post Observation Discussion

Strengths/areas for improvement:

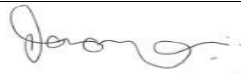
Anastasia demonstrated passion and enthusiasm within the session. It was evident that Anastasia has created a supportive and inclusive teaching environment, Next steps to look at way in which you can encourage students to build collaborative relationships and support and learn from each other (whakawhanautanga).

Follow up required: (where substantive issues are involved a formal memo must be sent to the staff member concerned).

Signed by Tutor:



Signed by observing Manager:



Date:

18/11/24

Signed by Dean:

Date:

Completed form is placed on tutor's personal file.

Document information – Office use only

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