Observation Visit Form

Unit 1 requires candidates to observe an experienced teacher teaching a lesson, accompanied by their mentor. They should then discuss and identify with their mentor the key features of an effective lesson.

To meet this evidence requirement, we will accept a completed copy of this form, audio, images, or video as long as the evidence meets the requirements stated on this form. Please see the Help & Support page on Artefacts for guidance on how to submit different types of evidence.

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| **Candidate name** | Harshita Sharma | **Date of observation** | **16-03-2021** |
| **Mentor name** | **Geeta Mohan** | | |
| **Experienced teacher name** | **Radha Shreehari** | | |
| **Highlights of the lesson –** as observed by the candidate  *Use this section to identify the teaching, learning, and assessment approaches used by the experienced teacher.* | *What teaching methods and learning activities engaged and motivated students to learn?*  *What formative assessment methods were used?*  The lesson started with a Hook activity, where the teacher showed a house plant. After seeing the real life example the students became quite excited and curious. In the ‘Represent’ activity, the whole class participated in the discussion. The students were asked some questions like- Where do we see plants? What are the things that a plants needs to grow? The students engaged in a discussion about what they know about plants.This way the teacher tapped their prior knowledge. The students engaged in a discussion that emphasized construct or build their understanding, and self-assessment.  In the activity ‘Sequence’the teacher asked the learner to label the parts of the plant on the whiteboard. Here she catered to visual and kinesthetic learners. The teacher developed the vocabulary for the students as she allowed them to label the part's name of the plant on the board. The students scaffold the correct labels by discussing parts of the plant. This way, she catered to all learner’s(VAK)learning styles able to retain this information.  The teacher used a variety of resources in the activities like PowerPoint presentation, colorful sheets, real-world examples, worksheets, roleplay. These varied usages of resources were used for the constructivist approach of learning. Students enjoyed using resources. It motivates them to participate enthusiastically in the learning activity and engaged them in collaborative learning.  The teacher included multiple teaching approaches, such as questions and answers, demonstration, and discussions in the ‘Represent'activity, and PowerPoint presentations in the ‘Sequence'activity, followed by questions worksheets, and role play in the ‘Summary'activity. Students are always engaged and motivated to engage in active learning practices.  During the warm-up exercise, the teacher employed several formative assessments for learning and as learning, such as observation and questioning. Formative assessment, which involves a continuous cycle of feedback and improvement in each learning activity, ensures that learning is both valuable and successful.  In the Summary and Sequence activities, peer/self assessments were used. She employed continuous formative assessment to examine students' comprehension of feedback information and active application of it in subsequent learning..  Students write a correct interpretation of the major idea underlying the lesson delivered that day in the wrap-up activity, "Another News." They then use roleplaying to convey further information about the topic. | | |
| **Key features of an effective lesson –** from the discussion between the candidate and mentor  *Outcomes of the discussion between the candidate and their mentor.*  *The identified key features should be based on the observation of the experienced teachers' lesson.* | *What teaching methods and learning activities engage and motivate learners?*  *How is the assessment used in the learning process?*  *What other features make a lesson effective?* | | |