Observer Feedback Form

Units 3 requires a candidate to teach a lesson that is observed by their mentor. This form is designed to support the observation process.

To meet this evidence requirement, we will accept a combination of completed sections of this form, audio, images, and video if 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 | **Pre observation discussion date** | 13-Apr-2021 |
| **Mentor name** | Pramod Sharma | **Job title of mentor** | Senior Teacher |

1. Pre-observation discussion\*

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| **Pre – observation discussion date** | **13-Apr-2021** | |
| **Intended outcomes of the observation**  What the candidate wants to develop in their practice as a result of teaching this lesson- a minimum of three and a maximum of five outcomes should be agreed between the candidate and their mentor. | * The lesson has well-planned aims and objectives. The students are encouraged to brainstorm their ideas through the questions. All students are actively involved in the discussion.      * The teacher uses a variety of teaching methods and resources in the class. Activities are planned for the multiple intelligence students. * The lesson is based on experiential learning. The students are engaged and motivated throughout the lesson. Individual and group work are incorporated into the lesson. * A healthy number of active learning, activities (collaborations, reflection, and discussion) are present in the class.      * Formative assessment is often used to ensure students' comprehension of the topic. | |
| **The agreed focus for the observation –** must be based on learning outcomes I, J and K from the syllabus. | * That the aim and objectives are achieved. In the warm-up activity, students can remember the previous experience. In the ‘Mystery ' activity, students brainstorm for new ideas. The first practice reinforces and enriches these ideas by applying them to real-life scenarios. A learning goal serves as a mode of scaffolding. A diverse group of students participates in class discussions. * The teacher uses a variety of teaching methods like ‘demonstration’, PowerPoint presentation, question and answer sessions, and worksheets. The teacher differentiates students according to the low, middle, and high ability learners. This is seen through the students’ responses in the different activities. Students with various abilities, intelligence levels, behavioral styles, and learning needs benefit from the teaching methods and learning activities used during the class. All students are included in the lesson, which challenges them in a way that encourages them to take charge of their learning. * That the class activities planned (warm-up activity, whole-class discussion, Independent work, group work) include elements of active and collaborative learning. These activities are appropriate for all students’ diversity. The students are able to understand the concept before moving to the subsequent activity. Each student receives sufficient opportunities to provide their answers. * The teacher carries out different formative assessments such as monitoring while students write, observe while the students share their responses, listen during verbal questioning, peer assessment, self-assessment, and students’ work. These are consistently applied throughout the lesson to gauge their learning and understanding. A constant check for understanding is conducted because students must understand their learning in the different areas and at the different stages of the lessons. This is to assess the effectiveness of the various teaching methods employed in the lesson. | |
| **Does this focus link to a previous observation target?** | | Yes |

\* Section 1 is to be completed jointly by the candidate their mentor. The mentor should not be the Programme Leader for the professional development program.

2. Observation Record\*

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| **Date of lesson** | 14-Apr-2021[[1]](#footnote-1) | **Lesson topic** | Living and Non-living |
| **Location of lesson** | Classroom | **Age of learners** | 8 Years |
| **Number in class** | 20 | **Support assistants?** | No |

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| **Teaching** | | **Learning** |
| *The feedback must be analytical, not descriptive. The teaching methods used should be identified and evaluated. The mentor should focus on the areas noted in the pre-observation discussion* | | *The feedback must be analytical, not descriptive. The mentor needs to determine the effectiveness of the learning taking place. The mentor should focus on the areas noted in the pre-observation discussion* |
| 1. To get a sense of the student’s prior knowledge the teacher conducted an activity called ‘Mystery’ where she showed a Plant and a Rock. The teacher created opportunities for the students to tell the differences between these two. Through this, the teacher was able to tap on student’s prior knowledge. 2. The second activity ‘Hula Hoop’ was aimed to gauge the self-assessment capability of the students. The teacher asked the students to put living and non-living pictures in the Hula Hoop. It aided the teacher to observe the students, analyze their understanding and assess them. 3. The teacher showed a PowerPoint Presentation to explain the topic. Verbal questions catered to the auditory learners, writing on the notebook catered to visual learners. The teacher provides feedback to each student to clarify their doubts. The resources were utilized for safe and conducive learning. 4. The teacher instructed them to discuss the topic with their partner. When they were asked to write down an example of Living and Non-Living things it aided the teacher to assess the effectiveness of the lesson. Through this, the teacher was able to enable the students to learn collaboratively. 5. The teacher asked the students to form a group and write down the characteristics of the Living and Non -Living things. Which enabled the teacher to gauge the progress in the learner's understanding and assess the effectiveness of scaffolding applied to support learning. | | 1. All the learners namely the Visual, Auditory, and Kinesthetic were involved in the activity. The students answered the questions with confidence. They were more involved in deeper, meaningful thinking. The students received a better understanding (cognitive skill) about the topic when they listened to the other answers. 2. The student’s active participation was observed in the ‘Hula Hoop’ activity. The students were able to combine their experiential learning with critical thinking while classifying the hand-outs with living and non-living pictures on them.      1. Video presentations helped students hone and develop higher-order thinking skills. The students received additional information through the PowerPoint presentations (ppt). Since this activity was using audio-visual resources, it catered especially to low-ability students. 2. The whole class participated in a paired group activity. Discussion in a paired group promoted both listening and speaking skills amongst the students. This activity developed creative thinking through stimulation and the sharing of ideas. 3. The students participated actively in the group activity. This activity develops their social skill and motivates them to work cooperatively. The students developed a better understanding of the concept. By writing characteristics they improved vocabulary. This activity aided the students to cause a deeper understanding. |
| **Key strengths**  *Of the candidates teaching and the students learning.* | * The lesson was well planned, where the aim and objectives were accomplished. All the activities ran smoothly and effectively. * There was a good use of active learning strategies which promoted recalling and a deeper understanding of the topic. Students were engaged and motivated throughout the lesson with content. * The teacher encouraged the students to participate in their learning. To assist the students in learning more effectively, the teacher used relevant teaching and learning methods. * The teacher differentiated the teaching method according to the different learning needs of the students. | |
| **Key areas for improvement**  *Of the candidates teaching and the students learning.* | * When the teacher was preoccupied with one-on-one interactions in the classroom, the other students felt restless. * The students took too long to complete the line-up activity, as a result, there was so little time for the next activity. * More time should be allocated for the ‘Hula Hoop’ activity for greater exposure to a self-assessing way of learning. | |
| **Signature of mentor** |  | |

\* Section 2 is to be completed by the mentor. It can be written by hand and scanned into this document.3. Post-observation discussion\*

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| **Post-observation discussion date** | 15-Apr-2021 | **Location of discussion** | | **Classroom 206** | |
| **Key outcomes from the discussion**  *There must be clear links to the pre-observation discussion in section 1 and the lesson feedback in section 2* | From the first activity “Mystery” to the last activity “Line Up” the lesson was directed towards keeping the students engaged and interested in the lesson objectives. In the lesson, various resources were used to cater to all types of students, especially the auditory, visual, and kinaesthetic. The teacher acted as a facilitator and ensured that all activities performed were on track and did not aberrate from the lesson’s topic. The teacher observed the students when they were in paired or group discussions and acted as a moderator whenever required. Through frequent and stimulating questions, she assessed the progress of student’s learning.  The activity “Mystery” was motivated towards taping students’ prior knowledge. The students were encouraged to respond by recalling their existing knowledge. This way the teacher was able to assess the level of knowledge of the class. Based on this information, the teacher began class by asking some general questions to help warm up the discussion. This clarified the learning objective to the students. The choice of props (Rock and a Plant) was extremely helpful as students were already acquainted with them. Every student had something to tell. Through this, the teacher was able to connect the topic to all her students. primarily the visual, auditory, and kinaesthetic.  The students overwhelmingly participated in the “Hula Hoop” activity that was targeted to enhance the individual thinking process. Here, students had to classify the object printed on the handouts and put them in the appropriate “Hula Hoop”. This activity required the whole class to participate individually and from the observation, it was quite evident that the students were quite happy classifying the handouts.  The pair and the group activity were designed to inculcate collaborative or group learning. This worked well with the outspoken students but for the students which were shy, the teacher acted as a moderator and incited them to share their thoughts. This act of the teacher encouraged the low-middle ability learners to cooperate with the high ability learners to achieve the objective of the learning. It also worked as a bridge to fulfill the gap between the different ability groups and promote social skills and learning with peers. Pair work and group work encouraged a fair amount of collaborative learning.  Incorporating PowerPoint presentation (PPT), “Hula Hoop” and “Line Up” activity in the lesson plan was a clear depiction of the fact that the lesson was crafted to cater to students with different learning needs. The students who learned from audio and visual content best were catered to, by the PPT. The kinaesthetic learners were engaged in the rest of the activities. The teacher used a variety of questions for each student so that they were encouraged to demonstrate their knowledge.  There were some future areas of improvement that could have made more of an impact. For instance, when the teacher clarified the doubts of some of the students, at that point in time, the rest of the students became impatient. To handle this situation the teacher should have asked other students to draw two or three examples of living and non-living things in their notebook.  The ‘Line-Up’ group activity took a long time to complete because the activity required students to take turns to come up to the whiteboard, due to which the wrap-up activity was left with very little time. In future lessons, I would suggest having better time management while conducting activities.  In the “Hula Hoop” activity, the number of handouts given to students should have been increased. This would have offered students a wider range of options for self-evaluation. The more they categorized the objects into living and non-living categories, the more insight they could have gained. | | | | |
|  |  | | Date | | 15-Apr-2021 |
| **Signature of candidate** |  | | Date | | 15-Apr-2021 |

\* Section 3 is to be completed jointly by the candidate and the mentor.

1. [↑](#footnote-ref-1)