

PRE SERVICE TEACHER'S NAME: Jamie Quinn  
OBSERVER: Maree Harman  
DATE: 23/10/2020 SCHOOL: SJC  
CLASS/LESSON: Buying a car

LESSON OBSERVATION NOTES

Introduction (planning, outcomes, communication):

- The pre-service teacher states the lesson objectives and learning behaviours using a clear and concise age appropriate language
- Lesson objectives and learning behaviours are supported with visual aides
- Students understanding of the lesson objectives and behaviour are checked using either:
  - verbal responses (whole class/individual)
  - action responses (whole class/individual)
  - written responses (whole class/individual)

Comments:

*Clear directions given.*

Body of lesson (activities, resources, management and transitions):

- Teacher adheres to lesson goals
- Lesson topics, knowledge and skills clearly align to lesson goal/s and expectations
- Lesson topics are logically sequenced – skills build on each other
- Use of established routines and transitions
- Clearly demonstrates and model's skill/s
- Verbalises the cognitive process involved using "think aloud"
- Requires frequent responses (Verbal, action, Written)
- Provides student with 3 - 5 seconds of thinking time
- Monitors student responses:
  - Scans for student responses
  - Moves to see and check student responses Listens to responses
  - Determines if responses are correct or incorrect
- Provides affirmative and corrective feedback (Individual and Group).
- Feedback is specific and focused on learning goals and effort
- Teacher uses proactive, positive behaviour management strategies (e.g. close proximity, verbal prompts, positive praise)
- Teacher uses classroom routines and rules to reinforce positive behaviour
- Teacher uses school behaviour management process

Comments:

*- Students were engaged.  
- The students could relate to the topic, buying a car + the associated costs of running a car.*

Conclusion and Consolidation:

- Lesson goals are revisited
- Student learning is monitored (exit ticket, student work samples)
- Students are transitioned into their next learning space.

Planning/goals for next lesson:

GENERAL COMMENTS:

*- Good pace lesson. Students were engaged.*

Please identify the Australian Professional Standards observed during the lesson.

PROFESSIONAL KNOWLEDGE

Standard 1 – Know students and how they learn

- Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. (1.1.1)
- Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. (1.3.1)
- Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. (1.5.1)

Standard 2 – Know the content and how to teach it

- Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. (2.1.1)
- Organise content into an effective learning and teaching sequence. (2.2.1)
- Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. (2.3.1)
- Know and understand literacy and numeracy teaching strategies and their application in teaching areas. (2.5.1)
- Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. (2.6.1)

PROFESSIONAL PRACTICE

Standard 3 – Plan for and implement effective teaching and learning

- Set learning goals that provide achievable challenges for students of varying abilities and characteristics. (3.1.1)
- Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. (3.2.1)
- Include a range of teaching strategies in teaching. (3.3.1)
- Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. (3.4.1)
- Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. (3.5.1)

Standard 4 – Create and maintain supportive and safe learning environments

- Identify strategies to support inclusive student participation and engagement in classroom activities. (4.1.1)
- Demonstrate the capacity to organise classroom activities and provide clear directions. (4.2.1)
- Demonstrate knowledge of practical approaches to manage challenging behaviour. (4.3.1)
- Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. (4.4.1)
- Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. (4.5.1)

Standard 5 – Provide feedback and report of student learning

- Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning. (5.1.1)
- Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. (5.2.1)
- Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practices. (5.3.1)