

Observation Reflection. 240304. YR12 Design.
Darren Upston. Behaviour Management Strategies.
Monday, 4 March 2024, 3:26 pm

What?

The context was the duration of a Lesson.

The class was generally well-behaved. A couple of times, the teacher needed to call on students' names to bring quiet to the classroom for certain announcements. There was tactical ignoring of a couple of students that didn't really disrupt the class to the site, body language waiting and scanning pauses and talk we used. The class was generally well-behaved, so there weren't that many behaviour management strategies required.

So what?

The teacher's movements around the classroom helped with behaviour management as he was in close proximity to most of the students. He would go to the front when he had to address the class for certain information. He would have information on the board streamed from his laptop and run through what was required step-by-step for the students. The student's name helped bring the class back into compliance and was only needed a couple of times during the lesson.

Now what?

I would apply the proximity and call in the student's name. I've noticed that Darryn, the teacher, does not raise his voice. His low tone makes the students lean in, so I will use that technique. He also gives them clear expectations of what is required, what will happen, and what they need to do next.

**Observation Reflection. 240304. YR12. Design.
Darren Upston. Classroom Management- praise and
correction.**

Monday, 4 March 2024, 3:54 pm

What?

When the teacher started explaining how the exam went, only a couple of students put their hands up and said, " I know what you're talking about, sir. I made that mistake won't happen again type of conversation; most received praise because most of them didn't do as well as he thought they thought, but at the end of the day, considering that they didn't answer, they didn't look at the question properly. They did quite well. A couple of students were noisy and talking off task, which was brought back into line with a few correction Techniques, and they complied with that, so the teacher praised them for the behaviour change and most of the students that he sat with. He praised them for the work they did and would do.

So what?

The reflective pace of the lesson allowed for more intimate discussion with the students, and that one-on-one time allowed for praise, questioning, and answering questions, so the level of questions was good. There was lots of opportunity for praise. There were only a few moments of correction, so overall, the class went quite well.

Now what?

I like the relational reflective tone of the lesson. I would incorporate that in my lesson so that students can have better conversations about where they're at with their particular assignment or task. For the thunder and the dogs

Observation Reflection. 240304. YR12. Design.

Darren Upston. Distribution of Class time and Lesson Pacing

Monday, 4 March 2024, 3:34 pm

What?

The teacher pasted the lesson quite casually and spent the first few minutes just going over the exam that I'd done, explaining that some presumed what the questions were going to be and didn't steer away from those presumptions and, therefore missed the actual question, so the pace was reflective, allowing the students to take that information in and also discuss What went wrong and what went right the strategies that they need to take into the next exam because it's gonna be external. Then the teacher went to the topic at hand of the design brief that they need to finalise and spent most of the rest of the class going from student to student discussing their design brief, and how they can complete that.

So what?

The teacher's disappointment was obvious, yet he took a relaxed pace to discuss the results and strategies the students had used so they would not be dismayed. He let them know roughly how they scored. Most of them passed, but it seems like a high-achieving class, so a pass would be disappointing for some students. However, I found that to be a relaxed kind of reflective way. The reflective pace of the lesson allowed students to think about how they had addressed the exam.

Now what?

I like the reflective pace of the lesson, which allows the students to contemplate whether they went wrong in the exam and gives them time to process their mistakes.

Observation Reflection. 240304. YR12. Design.

Darren Upston. Look who's talking.

Monday, 4 March 2024, 3:40 pm

What?

The teacher spent half of the lesson talking initially in the orientation at the beginning of the lesson. He addressed the exam and the students' preconceived ideas, so there was a reflective pace to the lesson, which needed dialogue between the teacher and the students. So even though the teacher spoke for half the lesson, the students had questions, and when they asked for more clarification, he spent time going around and giving the students a rough idea of how they went.

Didn't listen and went to the topic at hand, which was the design brief with this. He gave an introduction of about 3 to 5 minutes and then spent most of the rest of the lesson going student to student, seeing where they were up to give them ideas about where to go with the design brief things they may need to redo. He also mentioned that they have been working on this for about ten weeks now. This is week seven now this year, four weeks from last year and six weeks, so they really need to get moving along.

The teacher did give the students time to ask questions to dive deeper into the exam situation and the design brief. He sat with students regularly and discussed in detail where they are at, things I may need to address and a plan for finishing it.

Now what?

The lesson was quite reflective, so the teachers spent a bit of time laying the foundation for dialogue. I would use this approach if I needed to reflect on a recent exam activity situation and then address or introduce the topic at the task at hand for the day for the lesson.

Observation Reflection. 240304. YR12. Design.

Darren Upston. Questioning.

Monday, 4 March 2024, 3:45 pm

What?

During the lesson, the teacher asked a lot of open questions. The majority were to individual students as he went around and discussed the exam results and the design brief that they needed to move on with. There were also open questions to the whole class group, both high-level and low-level, and some closed questions when discussing and reviewing the exam questions.

So what?

Being a reflective lesson led to more high-level open questions as the teacher encouraged the students to understand why they answered a certain way in the exam and also, when he moved onto the design brief section, what they needed to talk about or include in their design brief to address the assignment.

Now what?

I like the reflective pace of the lesson, which allowed for more open, high-level and high-order thinking questions. I like that technique. It requires a more relaxed approach and a more conversational, relational type setting, but I feel it got through to the students that they missed the mark. It was quite tense. Because the students, obviously high achievers, really wanted to know where they went wrong, some explained they could see that they answered the question incorrectly, that they didn't read the whole question, that they didn't understand the whole question, that for some reason, they didn't see the whole question, so therefore the marks were lower. They are disappointed with this, but the overall process benefited the students because they won't do that again.

Observation Reflection. 240304. YR12. Design.
Darren Upston. Teacher/ student Movement.
Monday, 4 March 2024, 3:49 pm

What?

The class took probably 10 minutes to settle down with people needing to go out to the toilet, grab the laptop, and get a charger and every other excuse they seem to have each week. Still, once that was established, the teacher taught movement was central around the whiteboard, which was understandable, considering he was addressing items that were streamed from his laptop to the whiteboard, addressing the exam questions, the stimulus that they were given the presumption that the exam would be the same. Therefore many students missing what the question was asking. After the introduction and getting onto the main task of the lesson, which was the design brief, the teacher moved more left and right, and in the middle, sitting with various students one on one, and then going back to the board to reiterate the design brief what was required, so that the students could utilise that information in the design brief they needed to do.

After the introduction and before getting into the main task of the lesson, which was the design brief, the teacher moved more like left and right and in the middle, sitting with various students one-on-one and then going back to the board to reiterate the design brief requirements so that the students could utilise that information in the design brief they needed to do.

Now what?

I like the teacher's movement at the start because it's simple. It was because it was a reflective lesson. He didn't move around a lot to distract the conversation. It was a relational reflective time going over the exam, etc, so movement was sent around the whiteboard. Everyone was focused on him at that time. Going through the questions and going through the scenarios and what the students had done, the start was quite a subdued movement that helped relay the message that the situation was serious and that they needed to focus on what was in front of them and not presume that exam questions will be what they've collaborated on, but that they need to take each situation for what it is.

Observation Reflection. 240305. YR10. FUR.
Craig Cove. Behaviour Management Strategies
Tuesday, 5 March 2024
4:20 pm

WHAT?

The teacher lined the class up outside and checked whether they had their pencils and appropriate resources and managed behaviour, setting expectations before they entered the classroom. Once they're in the classroom, he said the expectations need a couple of behaviour management strategies, mainly calling on students' names, to calm those particular students down; he had to move one student to another location and a couple of pauses in the talk just to grab people's attention.

SO WHAT?

The behaviour management strategies were well received. They made an impact on the students, and they understood the expectations of the lesson and of their behaviour. Only a handful of actual strategies were noted, mainly at the start of the lesson. So once those expectations for the task and the behaviour were set, the class was ready and willing to work.

NOW WHAT?

I would adopt the pre-entry procedure of making the expectations known and then reinforcing that in the classroom, settling them down, and giving them the expectations of the task and the behaviour. I will be using those strategies.

Observation Reflection. 240305. YR10. FUR.

Craig Cove. Lesson Pacing

Tuesday, 5 March 2024

4:20 pm

WHAT?

The pace of the lesson was conducive to a productive lesson. The first five minutes were spent reviewing where the project was up to, that it was week seven, and that we should be along a little further. During the demonstration, he referred to the plans and mentioned that if they had any questions about the dimensions, all the parts, and all the techniques, they should refer to the plans and the modelling at the front of the classroom. The rest of the class allowed the students to continue on their projects.

SO WHAT?

The price of the lesson allowed the students to understand the expectations and get into their work.

NOW WHAT?

I like the pace of this lesson, and I would use this at the start of the lesson to give a quick explanation of the expectations of the task and behaviour so that the rest of the lesson would go smoothly.

Observation Reflection. 240305. YR10. FUR.

Craig Cove. Look who's talking

Tuesday, 5 March 2024

4:21 pm

WHAT?

I observed the teacher setting expectations early outside the classroom before they even entered the workshop and then, once they were in the workshop, settled them down while he was at the front of the class, explaining the expectations of the class and all the behaviour that went for about 10 minutes, and then the rest of the lesson was spent with the students carrying out their project activities. During that time, the students and the teacher would speak as required.

SO WHAT?

The format of the class lesson ended up running quite smoothly. The introduction set the expectations, which helped with the lesson running smoothly.

NOW WHAT?

I liked the idea of setting the expectations at the orientation beginning of the program and the body of it is a busy time, considering it's a practical workshop environment, but the orientation the expectation set allowed for the lesson to run smoothly and for students to know where they can go for information if they need it.

Observation Reflection. 240305. YR10. FUR.

Craig Cove. Questioning

Tuesday, 5 March 2024

4:21 pm

WHAT?

There were many questions regarding the project, and the project had been discussed a lot in previous lessons, so there weren't many higher-order thinking questions within it. All of the questions were low-order thinking, drawing on classes of previous techniques and instructions and applying that knowledge. There were a mix of closed and open, depending on the topic hand, probably even, I would say.

SO WHAT?

The project has been set up so the students have been taught everything they need to complete it. The teacher did state that even though they have completed test joints that are involved in the project, the students still had trouble remembering those skills and knowledge with the actual timber that they had to use; the fact that the teacher had plans and a model available to the students helped reduce the number of questions that would normally be asked.

NOW WHAT?

I like the lesson's logical layout and the previous setup, as well as the end of the plans and model that the students could refer to. This reduced the number of questions, although some students still asked how to set out Mark cut and join some of the projects together; having that structure in place definitely helped with the flow of the lesson and reduced the number of repetitive questions.

Observation Reflection. 240305. YR10. FUR.
Craig Cove. Teacher/ Student Movement
Tuesday, 5 March 2024
4:19 pm

WHAT?

The teacher started the lesson at the front of the class and addressed the students as they stood near the workbenches. He indicated the project's status and what they should be up to. There was a bit of behaviour management control. He introduced what was going to happen in the lesson and showed where the plans were. Once the introduction was done, he went around the class and helped each student as required.

SO WHAT?

I liked how the teacher was at the front of the class to introduce the lesson and set expectations, and then he moved around the class to cater to each student's needs. I found this helpful for the class to understand what would happen and the expectations and for each student to be catered for.

NOW WHAT?

In future workshops, I would apply the introduction from the front of the class near the whiteboard and then move around helping the students as required. The lesson was busy but manageable.

Observation Reflection. 240306. YR12. ESK.
Stephen De Kock. Behaviour Management Strategies
Wednesday, 6 March 2024
3:46 pm

WHAT?

Behaviour management started outside the classroom, setting expectations for what was happening in this class. Once the students were inside, he was quite disciplined with the students, letting them know where they should be up to and that they should have the laptop. Sam didn't have their laptop, so they made them do push-ups and then go get their laptops so they could do their portfolios. You had like four groups, so most of the behaviour was all of the behaviour management was upfront. In the first three minutes, he disciplined them. Praise them. Expectations were cleared. He made a few push-ups. They seem to understand that that's what is expected if they don't bring their resources, so it was something that they were used to, and they understood that that is the consequence of not complying with the class rules of bringing all your resources.

SO WHAT?

So, I liked how the behaviour management happened in the first three minutes. It was very clear that expectations were set, students understood, and then they just got on with the work. There wasn't any other incident for the whole 70 minutes.

NOW WHAT?

I liked how the expectations were set right at the start. The behaviour was addressed straight up, and that allowed for the whole lesson to go, so I will be using that strategy as far as setting expectations, clear expectations, disciplining, where required, being lead, and he was relational with them at the same time, making them do push-ups, telling them they knew it. They know that's how it works, so there was a bit of camaraderie there. Still, the students knew what was expected of them before implementing the behaviour management strategies. They knew what the consequences would be, so I quite liked that. It's been this year. This is week seven, so it has been set as an expectation, and the students understand that, so it was great that within 2 to 3 minutes, the behaviour and expectations were done, and then the lesson was underway.

Observation Reflection. 240306. YR12. ESK.

Stephen De Kock. Lesson Pacing.

Wednesday, 6 March 2024

3:46 pm

WHAT?

It was quite a fast pace. There were a few students away at the start. There were expectations to be set and behaviour management to be addressed, and the lesson was outlined, so it was quiet within three minutes. The pace was quite quick. The students were used to that and got on with it. The rest of the lesson was spent on either portfolio, work, or practical work, and the students worked at her. I had a good Pace; the teacher moved around the classroom a lot to help the students as required.

SO WHAT?

So, I learned to be intentional about behaviour management and to address issues upfront so the lesson can be underway as quickly as possible.

NOW WHAT?

So, all right, I like the pace of the lesson; it was logical. There was a small part upfront where expectations were set. It's an engineering workshop, and there are dangers. There are things that need to happen. Some of the students are behind their work, so I like the fact that the teacher was very clear about what he expected of the students to achieve and how to behave.

Observation Reflection. 240306. YR12. ESK.

Stephen De Kock. Look who's talking.

Wednesday, 6 March 2024

3:46 pm

WHAT?

In the orientation, the teacher was the only one present at the beginning of the lesson. The students responded a few times as the teacher asked direct, closed questions, but the majority of the orientation time was spent with the teacher explaining what he wanted done.

SO WHAT?

I liked how the teacher set the expectations early. That was quite good, as it allowed the rest of the lesson to flow well.

NOW WHAT?

I thought the clear expectations at the start of the lesson for behaviour and the work he wanted them to do by the end were quite good. I'll use that to instruct the students to be clear with what I want done and how I want them to behave.

Observation Reflection. 240306. YR12. ESK.

Stephen De Kock. Questioning.

Wednesday, 6 March 2024

3:46 pm

WHAT?

The engineering workshop environment was quite instructional, so there were many closed questions for the group and two individual students. Once the brief was brief, the expectations were set, and that was pretty much a close question about what he expected and what he knew the students should know. Most of the questioning after that was project-based, as he moved around the room, helping students to understand that the questions were about the products and the manufacturing of the project they were working on at that time, so there were many close questions. There were some I identified and some open questions. He wanted to dive a bit deeper with the guys working on the lathes to get there to check their understanding and to get them thinking about the process for themselves.

SO WHAT?

I thought the teacher was very engaged with the students. He was very intentional about setting the stand and the expectations, but also about following up on where the students were discussing their project, finding out what they were having trouble with, giving them direction on each and then bounced to the next student and did the same. He was quite busy going from group to group, from the lathe to the guys, working on the workbench to the guys working on the sheet bender to the guys working out on the welding base, so he was very busy, which I found quite a good Harry managed all of that.

NOW WHAT?

I like that he said the expectations early only took two or three minutes, so he had the rest of the lesson to get the students up to speed. A lot of them were behind, and he was very intentional about going to each student, making sure that they were on track, making sure that they were doing something, and making sure they knew that they had to do a certain amount. By the end of the lesson, I found it quite good. I'll use that in my future lessons to ensure that I constantly follow up on students' progress, where they are, where they need to be, and to push them a little bit throughout the lesson so that by the end of the lesson, they have achieved at least close to the expectation set at the start of the lesson.

Observation Reflection. 240306. YR12. ESK.

Stephen De Kock. Teacher/ Student Movement PLUS Praise & Correction.

Wednesday, 6 March 2024, 3:46 pm

WHAT?

It was an engineering workshop with practicals and portfolio lessons. Numerous projects were going on. There were probably four different things happening. There were barbecues as portfolios. There was welding going on, and there were toolboxes, so the teacher was quite busy after he introduced the lesson. The expectations he set were for some students to get their laptops so that they could work on their portfolios. He laid the law down. Some did not behave properly or didn't have the right resources, so they made him do push-ups. After five minutes, the lesson settled into students doing their associated projects. The movement was around the lights and a couple of workbenches where most of the practical work was going on, and occasionally, he went out to the other workshop where some students were bending sheet metals for the toolboxes. There was one bay, one welding bay, so the teacher was quite active regarding movement. I'm combining the praise and correction as well. Initially, the teacher gave the students a chance to ask questions about the portfolios, where they were up to, and to receive help from the teacher. The teacher was very positive and disciplined, so most of the students who were asked a question were praised for the work and the learning that they were doing. Also, those who were corrected regarding behaviour were praised for following through on correcting their behaviour.

SO WHAT?

The most significant thing I learned from this lesson was setting boundaries early. He spoke to the students before they came in the classroom once, so in the classroom, he laid down the law about what they should have, where they should be up to, and what they should do by the end of the lesson that didn't last very long, so I like that it was succinct and then everybody was able to get on with their work. He followed up about halfway through the lesson to make sure that everybody was on track and that everybody understood the expectations. Everybody knew that by the end of the lesson, he wanted to see certain things, including their portfolios and the updates in their journals, so I like that clear-cut expectation set so the students know what is expected of them.

NOW WHAT?

So, as per the previous section, I quite like the succinct start setting the expectations for the Students, so I will be using that strategy in my future lessons.