Teacher Education Student:

The observation tasks are critically important to encourage you to ask the right questions whilst completing professional experience. Each task provides a focus and format for your observations. You are required to complete ALL TASKS from 1 to 7 in PE2 in note form IN THIS BOOKLET. These tasks will be reviewed by your University Liaison and feedback provided to you by them if necessary.

OBSERVATION ONE: SCHOOL CULTURE
Aim: To understand how the school communicates with its community and how it manages issues through policy
How does the school communicate with parents and the wider community?
How does the school promote itself and its students’ achievements? What effect does this have on the school culture?
What programs are in place that offer academic support, cater for gifted/talented? What policies exist? Anti-bullying? Inclusion?
What professional development opportunities exist for teachers?
**OBSERVATION TWO: TEACHER TALK**
Aim: To develop an understanding of effective communication

Observe a class. How does the teacher explain, question, demonstrate, elicit, facilitate, motivate/encourage? Give specific examples.

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<thead>
<tr>
<th>Communication Type</th>
<th>Examples</th>
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<td>Explain</td>
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Reflect on effective communication.
OBSERVATION THREE: ANALYZE A LESSON PART TWO
Aim: To understand the complexity of the teaching and learning cycle

Analyze a lesson.

What does the teacher do to gain attention of all learners? How does the teacher relate the lesson to previous learning? How does the teacher communicate what the expected outcomes are for learning? What pedagogical approaches does the teacher employ to achieve the lesson outcomes? How does the teacher check understandings of all students? Does s/he modify the lesson based on student responses? How does the teacher get the students to reflect on learning?

Discuss the aspects of the lesson you believe the learners would have found rewarding and those that may have been difficult/challenging.

If you were to teach this lesson, how would you do it differently to ensure success?
OBSERVATION FOUR: CONNECTING WITH LEARNERS
Aim: To understand the value of knowing students when planning for learning

Choose a class of learners. Find out something about 8 students.

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<thead>
<tr>
<th>Name of student</th>
<th>Something you found out about each student</th>
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Why is it important to connect with students?

Reflect on what you found out about each student and how it may affect teaching and learning
OBSERVATION FIVE: BUILDING LITERACY
Aim: To gain insight into the key role of literacy across the curriculum

Observe a class and focus on teaching strategies for developing literacy. Think about strategies observed for teaching:
  • The 4 domains: speaking, listening, reading & writing
  • Texts: understanding, interpreting, creating and analyzing texts
  • Language: use of language, development of linguistic competence, knowledge about language

Describe the literacy strategies used.

Did the literacy strategies meet the needs of all learners (ESL/Challenging Behaviours/Special Needs/NESB)? How?

Reflect on their effectiveness and use.
OBSERVATION SIX: COMMUNICATING WITH PARENTS
Establishing strong, positive links with parents is highly advantageous to student learning. Good communication between schools and parents requires providing regular written communication and making arrangements for meetings.

Speak to your supervisor about how s/he and the school communicate with parents – various means and modes of communicating, for what purpose, and when communications normally occur.

Reflect on your host school’s strengths in this area and how you think this area could be developed.
OBSERVATION SEVEN: STUDENTS WITH SPECIAL NEEDS
Identify a student with special needs (ESL, Gifted, Challenging Behaviours, Learning Disabilities). Locate several people who might help you better understand and work with this student. These people may include your supervising teacher or other teachers who have taught the student, a special education teacher, a guidance counselor, a person in administration or a parent. Ask each of these people what steps you can take to help this student.

Describe the strategies employed by these people and how you plan to incorporate into your own teaching.

SIGNATURE OF UNIVERSITY LIAISON __________________________ DATE ____________________