## Observation Logsheet for the Reflective Journal

(Use this for your first classroom session only)

You can download additional copies of this form from the ID4001 website

Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Date: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Lesson / tutoring context. Observation method

(shadowing teacher; assisting teacher; watching from rear of class; participation etc.)

|  |  |  |
| --- | --- | --- |
| Action/Activity | | Comment |
| Pupils entering the classroom | How does the teacher allow pupils to enter the classroom? Line up at door? Greets pupils at door? As pupils enter the room give basic organisational instructions? Other approaches? |  |
| Start of the lesson | How is the lesson started? Starter question on board? How is registration dealt with? Lesson intentions and success criteria shared? |  |
| Atmosphere | How does the teacher engender a positive attitude to learning? Use of praise? Is effort as well as attainment praised? Promoting pupils’ responses? Use of pupils’ work? Appropriate use of humour? Showing interest in the pupils as individuals? What persona does the teacher convey – and does it change? |  |
| Classroom Organisation | How are resources organised/distributed/returned?  How are pupils organised? Pairs/groups/friendship groups/ability groups? |  |
| Structure of lesson | What is the typical length (time) of each part of the lesson? How much of the lesson consists of teacher talking at pupils, how much is group discussion, how much is pupils working on activities? How do pupils know what they are meant to be doing when? |  |
| Language | What sort of words/language does the teacher use?  How formal or informal is the language?  Does the teacher modify their language or types of response depending on the pupil? |  |
| Questioning | What types of questioning is used? ie - What the rough proportion of closed to open-ended questions? What is the purpose of the questions? Is the questioning to check understanding? Explore misconceptions? Check that pupils understand instructions? How does teacher deal with “wrong” answers? |  |
| Behaviour Management | How does the teacher manage behaviour? Do they apply sanctions? Do they promote positive behaviour over negative behaviours? Do the teachers help pupils to understand the consequences of their behaviour? Is there a school approach to behaviour management? |  |
| Ending the lesson | How is the lesson brought to a close? Is there a plenary? Does the teacher check pupils’ work against the lesson’s success criteria? How is the tidying up managed and organised? What approach is taken to letting pupils exit the room? |  |
| Other |  |  |

Analysis and conclusions *(~200 words maximum)*

Comment on what you feel you have learned from your observations, with particular reference to Communication Skills and Working with Others.

Identify three specific points you think you can transfer to your own teaching:

1)

2)

3)