

Date: 5/3/26

## 2. During the observation

- take descriptive, non-judgmental notes
- focus your attention and notes on agreed areas
- record evidence that is directly observable; things we do, say, make or write, and
- ensure evidence recorded is authentic, appropriate and accurate.

What is the teacher saying and doing?

What are the students/children saying and doing?

Example notes:

9:25am Teacher instructs whole class to move to the mat and sit on coloured spots. Sets a 2 min timer on white board.

9:26am 14 children move directly to the mat and sit on spots, 5 children stay at desks continuing with the writing activity. 1 child walks to the back of the room to look at the stick insect tank.

11:55pm - students lined up outside.

12:00pm - students given a sheet - some students not at the same level were quickly directed to alternate work without drawing attention to it.

12:00pm - Roll taken - greeted each student and expected a response

12:05pm - Going through answers to the sheet with the whole class. Some students not engaged with the answers. How did you go? Thumbs up - not all students responded. Sheets collected.

12:08pm - Jozef - warning 1. Made it very clear about expectation of rocking on the chair.

12:09pm - Getting attention from the chatters at the back.

12:09pm - Going through the expectations for today. The explanation of of the symbols was very informative. I have never thought of the divide and multiply symbols like that before.

12:11pm - Tarquin and Jozef getting you off task - I like your shirt, what did you have for dinner. Answered with quick responses and then redirected students back to the work.

12:12pm - going through the exercise together on the board.

12:14pm - Students working on independently on the maths exercises. Jozef talking randomly with others about their dead siblings. Good pick up of Jozef not being finished because he is turning around talking.

12:16pm - Does the first exercise as a class and then students do it. Good modelling of how to do the work.

12:17pm - Jozef's last warning.

12:19pm - moving around the room to check student understanding. Students much quieter now. Except Thomas and Alex

12:22pm - Asked for different people to respond to the answering.

12:23pm - Open laptops - choose the group that they are in Snickers, Mars Bars, Flakes.

Each student knows which task they are to do. It is on the board at all times so students know what to do.

12:26pm - Moving around the room to check on student work.

12:27pm - Jozef changing the subject again. Redirected quickly after answering the question.

12:29pm - Last and final warning Jozef - he knew he was on his last warning before. Record this on the board so it is visual both for you and the student.

12:29pm - Tarquin and Jozef doing little to no work.

12:31pm - Every time the class starts working, Jozef asks a random question.

12:45pm - Pack up and stand behind chairs. All students compliant. Obviously a routine.

Professional practice

