

DATE: 8/9/17

CLASS/LESSON: Yr 9 History / Australia Enters WW1

LESSON OBSERVATION NOTES

Introduction (planning, outcomes, communication):

Good to use the excerpt of Australians enlisting to begin the lesson - engages students + provides important context + empathy

Following discussion was brief but important - served its purpose

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

Map of British Empire - excellent visual representation of power + alliances.

The speech 'For England' was fantastic!! You really committed to the speech - it was outstanding for students to experience history. It gave the entire lesson a really nationalistic feeling! Great discussion throughout.

Conclusion and Consolidation:

Good management of excitable students. Source-based activity was excellent. Maybe read the sources aloud before students answer. You have a great knowledge of Aussie English slang that really helps this unit.

Planning/goals for next lesson:

Continued focus on creativity + engagement - so far going very well!

GENERAL COMMENTS:

Really well-paced lesson. The 80mins is a difficult time frame to master.

PLEASE TICK THOSE NATIONAL PROFESSIONAL TEACHING STANDARDS DEMONSTRATED 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 and understanding of research into how students learn and the implications for teaching. (1.2.1)
- 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 broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. (1.4.1)
- 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)
- Demonstrate a broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. (1.6.1)

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)
- Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. (2.4.1)
- 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)
- Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. (3.6.1)

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. (5.4.1)