



2017 Term 2

Lesson Observation and Mentoring SUPERVISOR



Name: Ljiljana Kocic Class: Preschool ToA Group: Commit to assessment for learning
Date: 14/6/17

Lesson Overview - (Teacher to complete)

Lesson Context / Organisation: (to be completed by the class teacher prior to the observation)

This learning intention was intended to focus on 1 area - explicitly (construction area), usually indoors. Children will engage in free play (outdoors) and may give each other feedback informally throughout the learning experience.

KLA: Maths (Construction)	Lesson Focus: Working collaboratively	Learning Intention: Incorporating scaffolds for peer review opportunities
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What would you like your supervisor to focus on / give feedback on?

How the learning environment is designed to foster and support opportunities for peer review.

How does this lesson link to your PDP goals?

Educators use technology (Seesaw) to document children’s learning by uploading photos and videos of children engaged in a range of learning experiences.

Proficient	<input type="checkbox"/>	Highly Accomplished	<input type="checkbox"/>
1.4.2 → Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal TSI students.	<input checked="" type="checkbox"/>	1.5.2 → Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	<input type="checkbox"/>
2.3.2 → Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	<input checked="" type="checkbox"/>	3.3.2 → Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	<input type="checkbox"/>
2.5.2 → Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.	<input checked="" type="checkbox"/>	3.5.2 → Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	<input type="checkbox"/>
3.4.2 → Select and/or create and use a range of resources, including ICT, to engage students in their learning.	<input checked="" type="checkbox"/>	4.2.2 → Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	<input type="checkbox"/>
5.2.2 → Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	<input checked="" type="checkbox"/>	6.3.2 → Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	<input type="checkbox"/>

Observation comments will be based on the following elements that are stage relevant to your teaching experience.

What’s Working Well...

As you are aware learning environments are one of the eight key practices contained in the Early Years Learning Framework (EYLF). During the lesson observation, it was obvious you have established an exceptional rapport with your children. They weren’t afraid to ask you questions, challenge your thinking (“why Miss Lilly?”) and ask for clarification (“ So.....Elephants don’t belong in a farm?”). This demonstrates that your children are willing to take risks with their learning and they feel safe and supported with you. They were not shy to speak or ask questions regardless of how much language they had or speech or learning difficulties. You were positive in your feedback to the children modelling how to give effective feedback to others e.g. “I like how Philippa is singing while she is building the farm house” and “good helping”. You had developed a visual poster that gave visuals on ‘what is effective teamwork?’ These visuals were linked to

positive peer feedback. This provides a prompt for students if they want to say something positive about their peer. In the lesson observation, you demonstrated an active learning environment where children are encouraged to explore and interact with the environment to make meaning and knowledge through their experiences, social interactions and negotiations with others.

It is a fantastic idea to take photos of the children engaging in teamwork then bring these photos to circle time and have students use the photos in conjunction with the poster to give positive feedback. I can't wait to see this in action! Sounds like a fabulous way to introduce peer feedback in a meaningful way for preschool children.

Suggestions for improvements...

In my opinion you are doing a fabulous job of exposing children to peer review techniques! It is a challenge when children are so young, but you have found a way to adapt it purposefully to align with the EYLF.

In the future, I would suggest using the poster in indoor and outdoor activities. To use it to its full potential, when you model how to give feedback point and link it to the picture. This will help children to connect behaviours with the visuals. Also, when giving verbal feedback, be as specific as you can. e.g. "I like how was sharing, you saw was looking for a chicken so you picked one up and gave it to him/her. That is awesome team work." This will let the children know what sharing looks like and the positive feedback will spur them on the continue this behaviour. Continue prompting children "What is doing that is good team work?" Using the visual as a prompt and for students to point to if they are yet to acquire the language skills needed.

General Comment...

Thank you for allowing me in your learning environment to experience the valuable learning that happens daily in preschool. It is a completely different world down there but I loved every minute! I wanted to stay and explore with the children! Kyrie felt the same way too! You are doing an incredible job with our youngest learners and they are gaining important knowledge and skills that will enable them to be effective learners in the future as well as being school ready by the end of 2017.



Thank You!

Teacher Signature: _____ Date 14/6/17

Observer's Signature: _____ Date 14/6/17