

PCS Learning Partner Observation Sheet term 3, 2010

Focus: Managing groups in writing sessions and use of interactive whiteboards

Time: Please observe a whole writing session.



Number of instructional groups: All classes have 3 to 4 groups all groupings as per asttle writing levels
How does the teacher start the session? Modelling? Use of exemplars Learning Intentions and developing success criteria with children using a range of exemplars (PCS, TKI and others) Use of mimio and smart boards at times paper
What is each group doing? What are the tasks? Use of mini white boards Exploring exemplars Creating success criteria independently and in groups Planning writing Buddy discussions of key elements and topics Peer moderation and expectation that children work in groups to problem solve etc
How many groups does the teacher work with? 2 – 3 daily depends on focus on average 2, roaming and checking others

How is the interactive whiteboard being used? Website/link?

Mimio etc used well

Highlighting, circling and brainstorming

Word processing

Children moving paragraphs,

Used very well for editing purposes during writing.

Looking at exemplars for TKI etc

Web access

Folders of Learning Intention and success criteria

COWs used for engaging and motivating children during writing, eg. Poetry sites.

How does the teacher monitor and maintain on task behaviour?

Expectations – We have high expectations and children are aware of them.

Routines established and followed through.

Roving eye and monitoring of independent groups

Focus on positive attributes.

Management we have seen and would like to try:

Traffic light – see Nicole

Tone of voice – see Alex 3 seconds to share as soon as they see teacher with hand up stop automatically

Chatterbox group – see Paul self monitoring

Where to next:

1. Explore a range of exemplars PCS, TKI etc
2. Look at exemplars independently, 1 level above especially top groups
3. Try other ways of managing in class behaviour – Traffic Light