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Observation of Colleagues document

Lesson notes and context:

Global Distribution
Divergent Plate Boundary (usually broken by transform faults along mid-ocean ridges)
Convergent Plate Boundary (Subduction zone)
Transform Plate Boundary (Transform Fault)

Name of teacher being observed	Mrs. X	**Date and time of lesson**	15/9/2023 from 9:00-10:00
Class/ Year group	12	**Topic:**	Continental Drift

Lesson objective

Understand the patterns of movement between plates and their consequences (mountains, earthquakes and volcanoes)

Knowledge: What knowledge is being taught?	● Play the video to introduce the continental drift. ● Distribute sheets of structure of the Earth ● Have students draw different types of boundaries with highlighters.
● Understanding/skills: ● How is the teacher helping the pupils to understand the topic/practise the skills?	● From the the video, she guided students to think about how the theory of continental drift was put forward, how Darwin's theory was questioned and proved by various evidence. ● By leading the group to draw the boundary map with highlighters, students can better understand the geological structure. ● In the process of observation, ask everyone to know the name of the mountain, deepen the memory of

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	geographical knowledge.	
Assessing what they know/can do (formative assessment or Assessment for Learning -AfL) How is the teacher assessing the pupils?	Examples (tick or delete -whatever helps 😊) ☐ teacher introduction ☐ teacher explanation of learning objectives and 'the bigger picture' -connections to last lesson/next lesson ☐ recap activity/revisiting prior learning ☐ teacher explanation of concept/required knowledge/context ☐ teacher modelling of task and desired outcomes ☐ asking questions (open/closed), ☐ think/pair/share activities ☐ individual activities (verbal/written)	• In the process of analyzing plate boundaries, she asked the names of mountains formed, and asked how much proportion of volcanoes are in the ocean. Through these questions, students can better remember geographical knowledge, actively recall and think. • At the end, she distributed sheets of knowledge, which recorded some geological changes. And then she will ask students to categorize them based on the concepts that they already know. • According to this knowledge point sheet, students are asked to make a timeline table for homework, which is helpful for them to review knowledge after class.
Questions What questions are being asked? How is questioning supporting learning and progress?	• What percentage of volcanoes are in the ocean? • The question was posed after students learned about plate boundaries, where seismic and volcanic zones are prone to occur. It's easy to overlook volcanoes in the ocean after remembering the formation of mountains, so this is a good question for students to think out of inertia.	

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Making the learning accessible to everyone (Differentiation) How is the teacher keeping all the pupils involved and supporting their learning and progress?	● Scaffolded Instruction: The teacher recognizes that students have varying levels of prior knowledge and understanding. To address this, they provide step-by-step guidance for all students. For those who may struggle, the teacher breaks down complex concepts into smaller, more manageable parts, ensuring that everyone can follow along. ● Visual Modeling: Understanding that some students may struggle with abstract concepts, the teacher uses the Interactive Whiteboard (IWB) to visually model the writing process. This not only helps those who need additional support but also benefits visual learners.
Making the lesson challenging for the highest attainers (Differentiation) How is the teacher challenging the pupils?	● Advanced Content: The teacher provides additional, more complex content related to the topic. This content goes beyond the basics and encourages high attaining students to explore deeper layers of understanding. ● Critical Thinking Activities: The teacher incorporates critical thinking exercises and open-ended questions that require high attainers to analyze, synthesize, and evaluate information. These activities encourage deep thinking and can involve exploring the motivations and actions of characters in the story or proposing alternative solutions to complex issues.
Resources How effective are the resources in this lesson?	● Video of continental drift ● Structure of the Earth sheets ● Interactive Whiteboard (IWB) ● Knowledge point sheets ● Homework:timeline

Evaluation: How did it go? What can I borrow or adopt for my own lessons? (Focus on S1:High Expectation)

- Before the Lesson:

Plan Intentionally: Review the lesson plans and materials to ensure that I have designed tasks that are challenging yet achievable for all students. Consider how I can provide opportunities for students to stretch their thinking and reach their full potential.

Set Clear Goals: Establish clear learning objectives for the lesson, and communicate these objectives to my students. This sets a high standard and helps students understand the expectations.

- During the Lesson:

Positive Language: Use intentional and consistent language that promotes challenge and aspiration. Encourage students with phrases like "I believe you can do it" or "You have the potential to excel in this." Reinforce a growth mindset by praising effort and progress, not just final outcomes.

Challenge Tasks: Ensure that my lesson includes tasks that stretch students' thinking. Provide opportunities for critical thinking, problem-solving, and creativity. Encourage students to go beyond the basics and explore deeper concepts.

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- After the Lesson:

Self-Evaluation: Reflect on how the lesson went. Did I effectively communicate high expectations to my students? Were the tasks appropriately challenging? Did the classroom environment promote a positive attitude toward making mistakes and learning from them?

- Adapting for Future Lessons:

After evaluating the lesson on "high expectations," consider what worked well and what could be improved. Borrow or adopt successful strategies and approaches for your future lessons. Continuously refine my teaching methods to better support my students' academic potential. Remember that fostering high expectations is an ongoing process that evolves as I gain experience and insight as a teacher.

What did this observation represent well in terms of the strands of the CCF? (below)

Mark up to 3 which are applicable to this observation	**Core Content Framework guide** ITT Core Content Framework (publishing.service.gov.uk)
√	**High Expectations** (S1: 'Set high expectations')
	How Pupils Learn (S2: 'Promote good progress')
√	**Subject and Curriculum** (S3: 'Demonstrate good subject and curriculum knowledge')
√	**Classroom Practice** (S4: 'Plan and teach well-structured lessons')
	Adaptive Teaching (S5: 'Adapt teaching')
	Assessment (S6: 'Make accurate and productive use of assessment')
	Managing Behaviour (S7: 'Manage behaviour effectively')
	Professional Behaviours (S8: Fulfil wider professional responsibilities')