

Observing Classroom Management

Purpose and Focus of Observation

This observation tool is designed to draw attention to the routines and procedures already established with this group of learners. It is a way to make visible the often taken-for-granted day-to-day practices that become almost automatic to participants, but which are sometimes difficult to fathom for novices such as preservice teachers.

Directions for Observations of Routines and Procedures

1. Negotiate a time for observation.
2. Preservice teacher will make written observation notes of the actions of the mentor teacher, and the apparent impact on learners.
3. Preservice teacher and mentor teacher should discuss the observations.

Possible Elements of Effective Management for Learning

<ul style="list-style-type: none"> • Organises and prepares in advance • Gains students attention when required • Ensures students quickly on task • Marks/checks roll • Distributes and collects materials efficiently • Gives clear instructions • Is fair to all students • Ensures appropriate noise level • Helps all students • Encourages off-task students to return to set task • Caters for diversity of students 	<ul style="list-style-type: none"> • Deals with interruption • Efficiently moves students from one task to the next • Gives students positive feedback • Interacts pleasantly and courteously with students • Effectively manages classroom talk • Stops inappropriate students behaviour • Checks that students understand task(s) or instructions • Refers to behaviour plan when needed • Displays “with-it-ness” • Allows take-up time • Offers choices
--	--

Sample of observation notes:

Time	Context (includes situation)	Teacher behaviour	Student response	Reason/explanation /discussion
10.10am	Students entering the classroom	Teacher engaging in “small talk” with various students as class fills up – doesn’t spend too long with any one student	Students respond – sometimes response appears friendly; other times it seems a bit “grumpy”	Good way of sensing the “mood” of students as they enter the room; also a way of building relationships; but to be able to do this, teacher has to have preparation already done
1. Summary of discussion with Mentor Teacher (Preservice teacher to notate)				
2. Preservice teacher personal reflection.				

Recording Sheet for Classroom Management

Preservice Teacher Name				
Date:		Day of the week		
Context (Subject, after lunch):				
Start time of observation:		End time of observation:		
Time	Context (includes situation)	Teacher behaviour	Student response	Reason/explanation /discussion
1. Summary of discussion with Mentor Teacher (Preservice teacher to notate)				
2. Preservice teacher personal reflection.				