

Focussed Observation		
Date/Duration:	Curriculum area:	Class level/number of children:
Learning Intention:	Strand:	AO (Level:)
Summary of discussion with AT prior to observation: (e.g. reasons for selection of content/approach; links to prior teaching/learning; considerations when preparing for session)		
Specific focus for the observation:	Guiding question (What do I want to find out from this observation?):	
Observation/evidence related to specific focus/guiding question		
Time	Teacher Ashley Schellingerhout	Learner/s:

09.15am	• Davlyn, Lily, Railey, Keru, Havea in group • Ashley explains that they have been grouped together because in the GLOSS test they all kind of understood a certain question but didn't find the answer. • On modeling paper: WALT add/subtract decimals • Ashley is using the modelling paper throughout the lesson. • "Explain what you are doing" - Davlyn is trying to work out a problem. • Davlyn is explaining what he did	
09.26am	• Ashley then explains that the question they were stuck on was a question using decimals but it was written in a different way. • Ashley writes a question out and works through it with them • What do we do first? - the thousandths • Ok let's do one more together • Students then have a sheet of similar questions to complete together. Ashley encourages students to work the questions out on paper and talk about what they are doing.	
09.35	• Vaiola, Waiari, Isaia, Michael, Lopi, Hiria, Ana, Tipene? • WALT: use multiplication to solve problems. • Uses modelling paper again • Reads out a question and asks the kids what strategy pops into their heads • Ashley draws the question on the paper - pack of coke cans • Seems like she is encouraging students to skip count • She explains that this repeated addition, but she would like them to try and solve the problems using multiplication. • She reads the next question out and asks them how to solve it - they say 8×6 • "Whatever the two numbers are try and use times tables to find the answer" • Students do worksheet	

09.50am	• Hope, Stanley, Paula, Vina, Sumuree, Fereti, Reign, Hiria, Michael, Isaia, Lopi, Waiari • WALT: add using place value • We are going to practice some adding, addition. • I have realised that you understand but sometimes you make little mistakes so we are going to work on it.	
10.05am	• 10 hundredths make a ten • Ashley writes a problem on the board. • "Who can help me?" • Students call out answers and are all engaged in the group lesson	
Post-observation questions/points for discussion with associate teacher: Questions: What is something you always remember when teaching math?		
Considerations/implications for future practice: How does dmic compare to a more commonly recognised math lesson? Can both dmic and math lessons be used in the classroom, or would you want to use one more than the other?		
'Next steps' for my learning...		'Next steps' for children's learning...