

Observation Form
International School of Myanmar

Name of teacher being observed: Choco

Name of observer : Elena

Date: 18/1/18 Time: 9.00-9.30 Subject: Daily 5

Focus: Goal : (1) Inspiration on how to run a word work session in regards to class management and organization. (2) To understand better the “flexible seating” idea.

Observation related to your goal (As applicable)

(1) Note made of the chart used by the children to organize the session: always at the same time every day, the children have freedom to decide what to do as long as X is completed by the end of the week.

“How do you regulate the quality of work?” If the kids aren’t starting or being lazy they can see it isn’t completed so they don’t tick the box, they can do it the next day, however if they don’t finish their weekly 5 they need to be given a schedule for the following; if still unable to work they have to have teacher support for 2 weeks. Before they show their results/writing/spelling... to teacher there is peer review for support.

“How do you regulate behavior?” Ringing the bell once means end of activity (“I will know you are ready when you’re in the learning circle”), ringing twice means too noisy (genially simple).

Starter: quick calm reminder of activity rules, set up of tea or ovaltine if they like. Ending: talk calmly what they did, where there any questions, discuss how the day will go, discuss if the rules were followed.

(2) Note made of the charts helping children to make responsible seating decisions and the options available. Choco said it took around 2 weeks to get it well sorted, which is considerably short. Children seemed calm and worked well, but also had free movement to walk around seemingly aimlessly but proving otherwise when given a moment.

Reflection:

Great source of inspiration, seems easy enough to adapt to our classroom. The chn were very much aware of what they were doing, making decisions based on their freedom and creativity, showing responsibility and following interests.

Importance must be given to behavior, especially when adapting it to 305's classroom because we are generally noisier or more playful.

Note added in March: For a month and a half now children have had Free Learning every day for about an hour. It is based on what was observed, with a few adaptations. For example not only do we use it for literacy, also for maths practice that does not require new input. It has been important to keep the activities fairly constant, as well as the expectations of silence high (in fact this requirement has stemmed from them personally). Their independence and active take on personal education has shown improvement.