

Teacher: Amin Bakar

Class taught: 11 Physics

Date and Time of observation: 13 January 1:20 - 1:50

What teacher is doing	What students are doing
<ul style="list-style-type: none">• Explicit instructions for the day• Review of content related to the experiment<ul style="list-style-type: none">• Mix of calling on specific students + them volunteering answers.• Went through safety precautions• Image provided to ensure safe setup. Emils.• Stopped part way through to clarify how they clip onto the wire / vs tap onto it. <p>"Grade 11's I need your attention"</p>	<ul style="list-style-type: none">→ students using worksheet/exp instructions to record answers.→ asked what not to do.• Working in groups - excellent teamwork.→ talked about accuracy of reading + impact on data. <p>Everyone on task</p>

The following elements of teaching and learning were observed during this lesson:

<input checked="" type="checkbox"/> Learning driven by inquiry	<input checked="" type="checkbox"/> Collaborative learning
<input type="checkbox"/> A LP attribute was explicitly developed	<input type="checkbox"/> Differentiated learning
<input type="checkbox"/> Learning focused on conceptual understanding	<input type="checkbox"/> Students developed as caring global citizens
<input type="checkbox"/> Students given agency to guide their learning	<input type="checkbox"/> Learning explicitly developed an ATL skill

Things that worked well

- These groups work well together despite the noisy boys! They were on task the whole time!
- Everyone totally engaged.
- Explaining what they will think about when they get an exam question about this.

Suggestions for growth

Do you ever switch the groups up?
Just interested!

Thanks for having me today!!!

Teacher: *Amin*

Class taught: *11 Physics*

Date and Time of observation: *9 Sep 8:20-8:50*

What teacher is doing	What students are doing
<ul style="list-style-type: none">• Teacher circulating - answering questions and checking for understanding• Encourage stv to share their understanding + help.• "Please use your English"<ul style="list-style-type: none">- Referred to a previous conversation where they had talked about why.• "Right now you should be on step 3"• Positive reinforcement for students. Praise about working hard.• Highly mobile all observations	<ul style="list-style-type: none">• Warm-up/review questions in Moodle. MLQ IB style• Setting up machines in groups of three• Working on an experiment in groups of three<ul style="list-style-type: none">- Everyone on task- One group far more collaborative than others!!• You can see/feel the kids are comfortable asking questions + saying they don't know.

The following elements of teaching and learning were observed during this lesson:

<input checked="" type="checkbox"/> Learning driven by inquiry	<input checked="" type="checkbox"/> Collaborative learning
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Things that worked well

- Everyone was actively involved.
- Hands on learning with structured activity sheet.

Suggestions for growth

- How do you get the students to move past having the right answer? I feel like this is such a challenge in science!

Thanks for having me in your room!!

Strategic Plan Goal

Teaching + Learning
Making use of formative
assessment data in
Moodle. How to use
moodle data?

Self-directed

To be more involved in
the wider IB / Education
Community like WASC to
enhance his T+L and
to see best practice
outside of ISNS.

Teacher: *Amin Bakar*
 Class taught: *Grade 10 Physics*
 Date and Time of observation: *Thursday 21 Sep*

What teacher is doing	What students are doing
<p><i>• Managing students while they were shooting their rockets.</i></p> <p><i>Awesome hands on activity - high level of engagement</i></p>	<p><i>• Working in small groups to shoot their rockets.</i></p> <p><i>• Discussing why rockets go further shorter distances.</i></p> <p><i>engagement from all students.</i></p>

The following elements of teaching and learning were observed during this lesson:

<input checked="" type="checkbox"/> Learning driven by inquiry	<input checked="" type="checkbox"/> Collaborative learning
<input type="checkbox"/> A LP attribute was explicitly developed	<input type="checkbox"/> Differentiated learning
<input type="checkbox"/> Learning focused on conceptual understanding	<input type="checkbox"/> Students developed as caring global citizens
<input type="checkbox"/> Students given agency to guide their learning	<input type="checkbox"/> Learning explicitly developed an ATL skill

Things that worked well

- Stv knew what to do when they were out there.*
- Stv were excited to talk about science.*

Suggestions for growth

Goals

- Conducting first workshop as a workshop leader
- Integrating ^{more} hands on activity
- Actively engaging in professional learning groups.

Teacher: Amin Bakar

Class Taught: 10QD Science

Date and time of lesson: 27 April, 2023 12:55 - 1:20

What teacher is doing	What students are doing
<ul style="list-style-type: none">- Walking around monitoring groups working- Engaging with groups to provide advice or ask/answer questions.- Encouraging students.	<ul style="list-style-type: none">- Students working in groups on an experiment.- Collecting data + making predictions- Asking questions <p>Such a positive vibe amongst the groups.</p>

The following elements of teaching and learning were observed:

<input checked="" type="checkbox"/> Learning driven by inquiry	<input checked="" type="checkbox"/> Collaborative learning
<input type="checkbox"/> A LP attribute was explicitly developed	<input type="checkbox"/> Learning is differentiated
<input type="checkbox"/> Learning is focused on conceptual understandings	<input type="checkbox"/> Students developed as caring global citizens as a result of the teaching and learning

Things that worked well.

The students are clearly working from routines that you've established. This was a fun, engaging + productive lesson. Loved that the stu corrected others if they slipped into Mandarin.

Suggestions for growth.

There was some great positive reinforcement that you gave students during the lesson. Keep working on expanding this, 10QD is particularly responsive to that.