Developing Formative Practice in the Bachelor of Education (Teaching)

Notice, Recognise, Respond
At the Faculty of Education and Social Work we introduce formative assessment by talking to student teachers about “noticing, recognising, and responding” (Cowie & Bell, 1999).

We talk about how we observe children’s learning [notice], strive to understand it [recognise], and then put our understanding to good use in developing next steps [respond].

During EDPRAC 101 and 201 students are progressively scaffolded to use this process so that during EDPRAC 305 they are able to include this type of formative assessment as part of their practice.

EDPRAC 101 What the brief says:

Observe your associate teacher teaching in different curriculum areas (e.g. Reading and Maths) on at least two occasions. Discuss the learning intention/s and notice occasions where you could ‘see’ that a child learned something and/or had achieved the success criteria for the intended learning. Use the observation template provided on Canvas.

**Before** each observation, ask your associate teacher to: identify and explain the learning intention/s and learning experiences for each lesson

**During** each observation:
- observe how the children were made aware of the learning being sought (e.g. sharing of learning intention, development of success criteria)
- record what you noticed about each child’s learning (i.e. evidence that indicates achievement of learning intention/s)

**Following** each observation:
Discuss with your associate teacher…
- how you recognised that learning for some children had occurred (i.e. evidence noted)
- possible implications for your own planning/teaching

**Follow-up action:**
- Negotiate with your associate teacher to use this information to plan a subsequent learning experience with a group of learners.
- Document your planning.
- Share your plan with your associate teacher well in advance of teaching, seek feedback, and make suggested refinements.
- Teach the lesson, record evidence of what you noticed about children’s learning on your tracking sheet, and evaluate your teaching effectiveness:
  - Did the children achieve the planned learning intentions? How do I know? (refer to evidence on tracking sheet)
  - How effectively did my teaching support children’s learning? (reflect on your own practice)

In collaboration with your associate teacher, identify ‘next steps’ for the children’s learning, and for your own teaching/learning (e.g. carrying out further observations, identifying a focus for next plan, refining questioning skills)
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<tr>
<th>Names</th>
<th>I notice that</th>
<th>I recognise that</th>
<th>I will respond by</th>
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Next steps for teaching and learning are ……
Associate Teacher Role

● Help your student teacher to understand the learning intention
● Look at the observation template with your student teacher
  ○ Ask your student teacher to tell you what they noticed about a student’s learning in relation to the learning intention
  ○ Give them feedback about what they noticed about the learning
● Share your noticing of students’ learning during teaching (make what you are noticing explicit for the student teacher)
● Discuss how you will use this information to plan next steps for the students’ learning
LI: I am learning how to work out a word I do not know
To be successful I will:
  - Read up to the word I do not know.
  - Look at the first letter.
  - Look at the picture.
  - Read the sentence again.
  - Ask does it sound right? Does it make sense?

<table>
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<th>Student</th>
<th>I notice that</th>
<th>I recognise that</th>
<th>I will respond by</th>
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| Sandra   | Sentence: Here is a lamb.  
  “Here is a .....  
  Here is a ....  
  Oh look! It’s a sheep.  
  Here is a sheep.  
  Yes, it’s a sheep I can see it. That’s right  
  Here is a sheep.” | ● Read up to word  
  ● Looked at picture  
  ● Read the sentence again  
  ● It made sense  
  Did not look at first letter  
  Unpack further with AT | Discuss with AT - could lead to a next step such as: Find out if Sandra knows the ‘i’ sound and if Sandra knows the word for a young sheep. |
EDPRAC 201 What the brief says:

Complete six observations of your associate teacher teaching groups in two curriculum areas (e.g. three Reading groups and three Maths groups) using the ‘Notice, recognise and respond’ template provided on CANVAS to document your observations.

Before beginning this task discuss the following aspects with your associate teacher:

- the different purposes of assessment, the different methods she/he uses to collect assessment information about children’s learning during learner/teacher interactions, how and when the information is stored/recorded and how and when she/he analyses and responds to this information
- document this discussion

Before each observation, ask your associate teacher to:

- identify and explain the learning intentions and learning experiences for each lesson

During each observation: Using a range of data sources (at least three), record on your template the following assessment information about individual children within each group as they interact with your AT and each other during the session:

- briefly describe what you noticed about each child’s learning in relation to the learning intentions
- record key points that indicate achievement (i.e. evidence noted)
- identify what you recognise as being significant for each child and her/his learning identify how you will respond to the children in your planning and teaching;
- record key points/feedback for your future actions and direction

Following each observation:

- discuss your findings with your associate teacher
- In collaboration with your associate teacher identify ‘next steps’ for the children’s learning, and for your own teaching/learning (e.g. carrying out further observations, or negotiating further opportunities to plan, teach, assess, and evaluate).
Associate Teacher Role

● Ask your student teacher to tell you what they noticed about a student's learning
● Support your student teacher to make links to "the bigger picture" (ie curriculum documents, learning progressions ...)
   ○ Ask them to tell explain the significance of what has been noticed in relation to the intended learning (recognise)
● Share your noticing of students’ learning during teaching (make what you are noticing and recognising explicit for the student teacher)
● Discuss next steps for teaching and learning with your student teacher
**Example**

LI: I am learning how to work out a word I do not know

To be successful I will:
- Read up to the word I do not know.
- Look at the first letter.
- Look at the picture.
- Read the sentence again
- Ask does it sound right? Does it make sense?

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| Wiremu  | Sentence: Here is a lamb.  
“Here is a .....  
Here is a ....  
Oh look! It’s a sheep.  
Here is a sheep.  
Yes, it’s a sheep I can see it.  
That’s right  
Here is a sheep.” | Met SC , but  
Ignores the first letter  
Sound does not match the word  
May not know sound ‘l’ makes, may not know ‘lamb’  
Wiremu may not be able to distinguish between sounds and letters, seems to be reliant on picture  
Using initial sound is an important strategy for reading. | Check Wiremu knows ‘l’ sound - if yes practice the strategy; if no practice ‘l’ sound at beginning of selected words eg look, love, like  
Check reliance on visual clues and encourage Wiremu to use the strategy of looking at the first letter.  
Practice using initial letter sounds to work out unknown words  
Wiremu’s next step: to use initial sounds to work out unknown words |
On-going evaluation of children’s learning and your own teaching should be part of your preparation and practice throughout your period of full-class responsibility. Analysis of children’s assessment information will contribute to this process.
Associate Teacher Role

- Ask your student teacher to justify their planning using evidence to support their decisions
- Ask your student teacher to explain:
  - The significance of what has been noticed in relation to the intended learning (recognise)
  - Their intended next steps for the learners (response)
- Look at the evidence of learning that your student teacher is noticing/recording and discuss it with them
- Support your student teacher to develop sustainable ways to gather evidence of learning while teaching e.g. writing on planning, modelling book notes, post-its
- Encourage your student teacher to check-in with and conference students during learning time