

# Analysing Classroom Practice



**Shikha Takker, Chitra Natarajan  
and Ritesh Khunyakari**

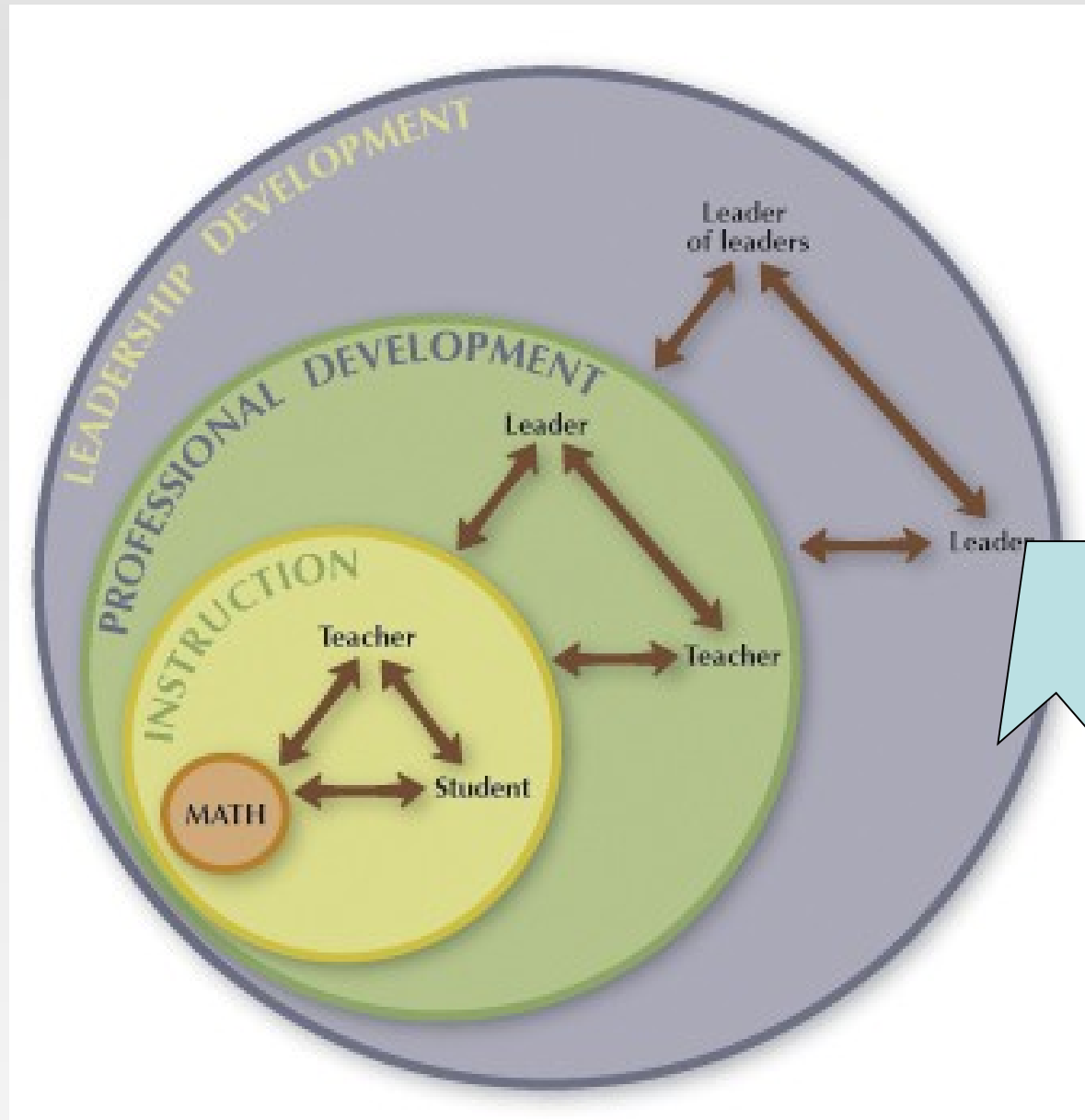
Homi Bhabha Centre for Science Education  
KVS Workshop, Sept 13-17, 2010

# An Overview

- Purpose: comes from our role
- Episodes of classroom
- Analysing and discussing classroom
- Reflecting on classroom practice
- The 'supportive' role
- A teacher's perspective...



# Taking a Bird's Eye View



We are here

# Why observe classrooms?

- What we notice gives us clues about what we value/what is important to us.
- Being aware of what we notice allows us to be more intentional in our role as a *support* for teachers.
- Sharing our experiences helps us build a shared understanding.

Improving our skills in noticing can help improve our facilitation

# Let's discuss...

- Class setting and Interactions
- Blackboard work of the teacher
- Teaching Aids
- Methodology of teacher
- Students' Involvement

# Points to ponder (H 3)

- Salient features of an 'ideal' classroom
- Criteria for 'effectiveness' of teaching
- Criteria for quality of instruction
- Problems faced by teachers
- Instances where you helped a teacher

video3\_ks

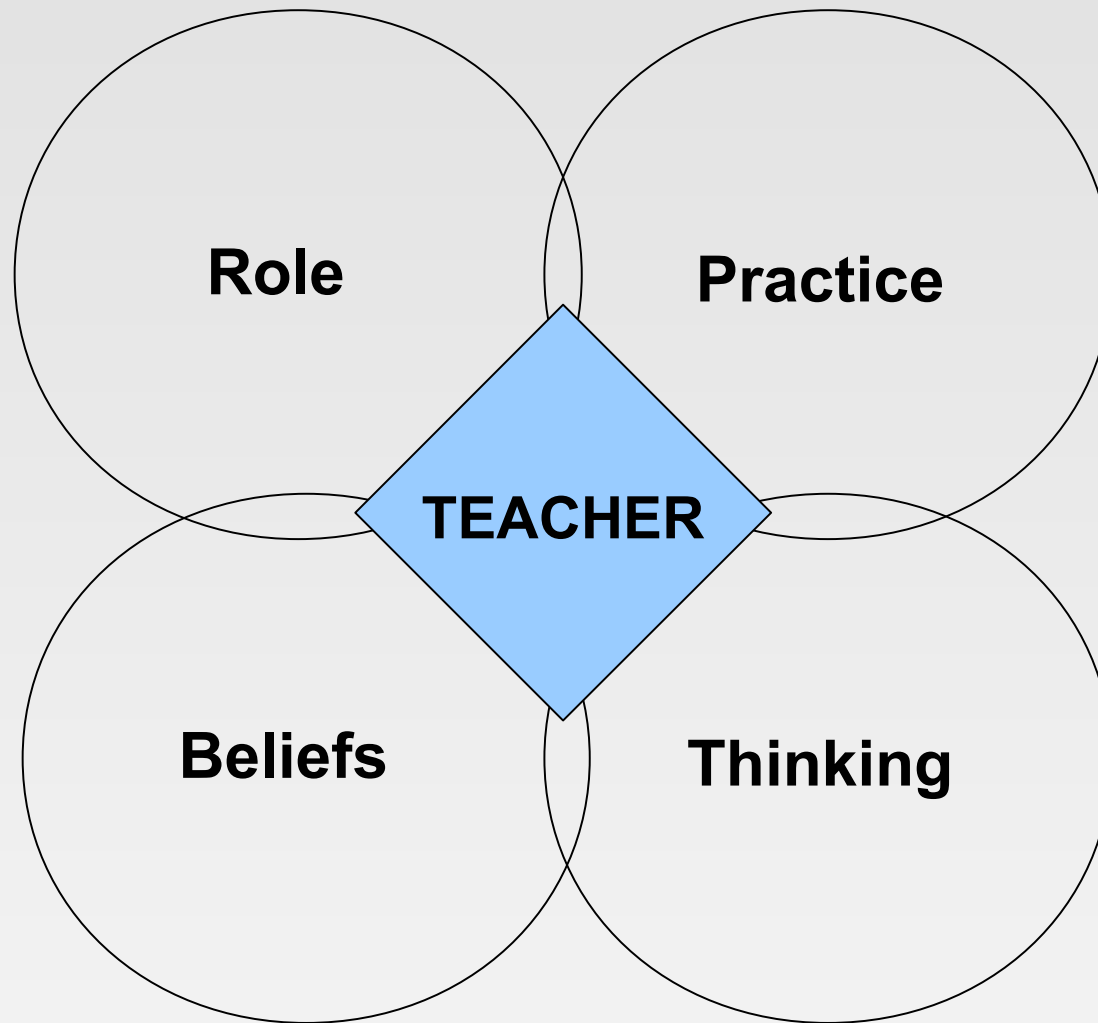
# Reflecting on Classroom Practices

- Content
- Teacher's/ Students' thinking
- Sitting Arrangement
- Teacher- Student relationship
- Opportunities for teacher-pupil interactions
- Classroom Ethos
- Teacher Actions

**Influence Teaching**



# Analysing Teacher's Actions



# Analysing teacher's *role*

- What is the teacher trying to do in his class?
- What roles does the teacher take up?
  - Information giver
  - Mediator for discussion
  - Analyzer of students responses
  - Reviewer of class proceedings
- What kinds of problems is the teacher tackling?
- What strategies does a teacher use to tackle problems?

# Analyzing teacher's *practice*

- Planning and organisation of lesson
- Content
- Pedagogy
- Examples used
- Alternatives explored
- Reflection and inputs for the next session

# Analysing teacher's *beliefs*

- About students
- About learning
- About the subject
- About teaching
- About teaching of the subject

# Analysing teacher's *thinking*

- In framing her lesson, what kind of things may have been taken into account by the teacher?
- Why would the teacher want to know if the question asked by students was a good one?
- Are there any biases seen in the way teacher responds to the student?
- What do you think would the teacher do next?

Do we need to understand  
**the teachers' perspective** first?

# Our Concern

What are the ways in which we can **support** teachers?

Teachers have to feel that we are there to support them and not to assess their worth as teachers

# Where can we help...

- Encouraging reading
- Engaging them in problems
- Planning lessons
- Thinking about students' thinking
- Developing classroom culture
- Reflecting on teaching practice
- Tackling in-the-moment situations



# Ways in which we can help?

- Posing problems
- Listening to teachers
- Observing
- Practicing reflection
- Providing alternatives
- Raising questions
- Engaging in thinking