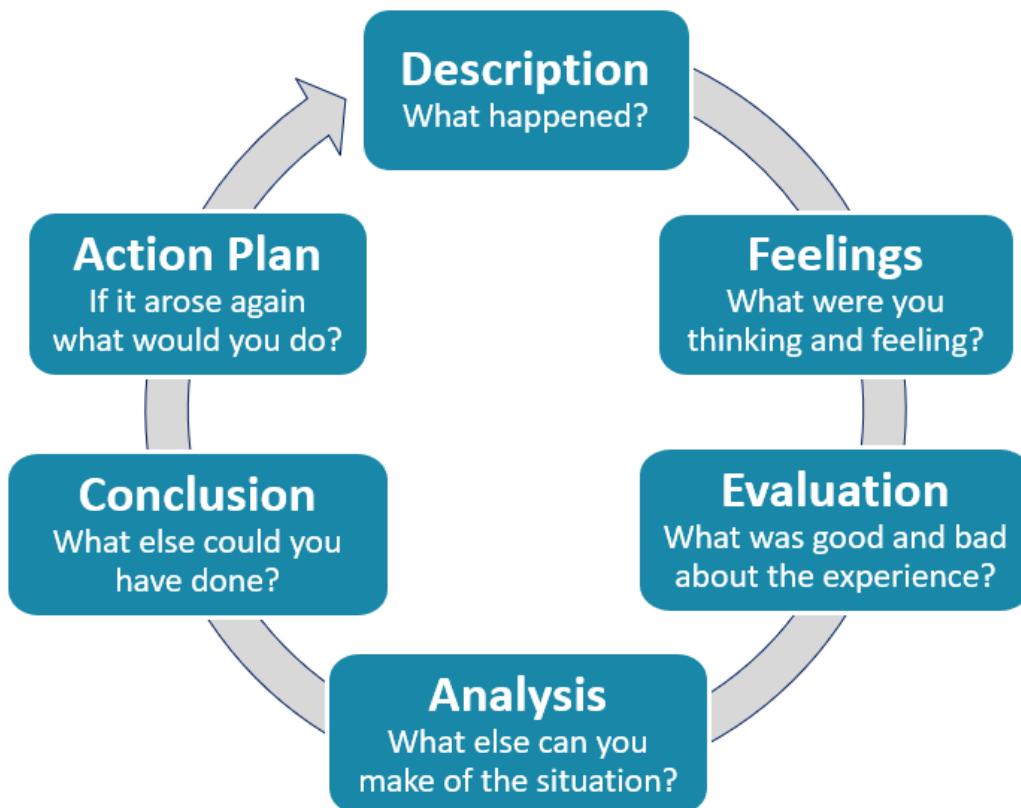




NQT Cluster Meeting 2 Document

Reflective Practice Framework: Gibbs' Reflective Cycle



Dúshlán a Thabhairt agus Machnamh a Dhéanamh

Challenge and Reflect



1. I recently experienced a challenging conversation with a parent at a parent-teacher meeting. How do I best move forward from this?
2. During a recent classroom observation, the group work activity I had planned for my class was not as effective as I had hoped. What will I discuss with my PST member in the post-observation discussion?
3. In recent weeks, the SET supporting my class has regularly arrived 15-20 minutes late to our station teaching initiative. How can I best discuss this with the SET?
4. A pupil in my class who has special needs is not responding to any of the behaviour plans or strategies I am implementing. I feel frustrated. What could I do to manage this better?





Classroom Management – Suggestions

Please see Classroom Management Toolkit on www.oide.ie/home/primary/

Classroom Management Area	Scenarios...	Suggestions...
Managing transitions between lessons	<ol style="list-style-type: none"> 1. What strategies could be used to settle the children after break? 2. Any suggestions for managing the class when we go to the hall/yard/field for PE? 3. Other ideas for transitions between lessons... 	Use this time as an opportunity to revise material already covered in class e.g., songs, poems, tables, spellings, drama ideas.
Managing 'noise' levels	<ol style="list-style-type: none"> 1. Managing the noise level in the classroom can be difficult. I find myself raising my voice quite a lot. What should I do? How do I regain the children's attention? 2. When the children are working in groups, they are constantly asking me what to do. How can I remedy this situation? 	Teach the pupils the appropriate voice levels for the various activities to be conducted in the classroom.
Classroom organisation	<ol style="list-style-type: none"> 1. How can I get on top of corrections – it can be overwhelming? 2. Taking down homework seems to take forever! How can I reduce the time it takes? 3. What should effective classroom rules look like? 	On the spot corrections are most effective so it is best to circulate and correct as pupils undertake an activity.
Managing individual needs	<ol style="list-style-type: none"> 1. Can you advise me as to what to do to support self-directed learning? 2. What could I do to engage children who swing on their chairs, play with pencil cases, root in their bags, etc.? 3. I am worried about children in my class who are in need of lots of individual attention. What can I do? 	Consult with the SET as soon as you can. Observe and make notes on the times when support is most needed. These notes should be evidence based.