**Erin – meeting 1 T1 Wk5**

Teaching load- Maths 8/9 + 10/11 + 11/12

Not maths trained – HPE

Jumps to class rooms with resources. Resources not in every room.

Struggling with feeling like everything is every where

\*\* Is there a possibility of creating resource packs??? These would then be easy to grab and go. A resource pack would have everything that is expected to be needed for an entire unit – along side a general resource pack (calculators, rulers etc.) that are needed for most units.

Seems to be good at reaching out to seek help – good networking abilities.

Struggling with classroom management – wants to create engaging lessons, trying to avoid chalk and talk scenarios.

Thinks there is respect but having some issues– e.g. “Kids talking over the top of me”.

Is reflecting at end of each day.

*Zoe’s thoughts* – there is possibility for some behaviour management improvement and practices.

Such as:

1. Give 2 options – then it is in their hands.
2. Pick your battles
3. Fly by comments

Struggling to keep track of what kids have done what work.

Struggling to get through the work for NTCET and have quality learning and complete quality assessments.

*Zoe’s thoughts:* is there the possibility to Teach to the assessment???? This would be only for the NTCET enrolled students. Instead of completing an assessment all in one day, section it out and complete each section the lesson after the knowledge has been learnt.

Struggling with reaching the curriculum, Struggling with the differentiation.

*Zoes thoughts:* Don’t stress about this at first – I think the most important part is getting a functioning classroom and *then* achieving curriculum standards. The workload and ACARA can wait. It will be easier for students to learn, you to teach and knowledge to be retained, when the classroom is a well-oiled machine. This doesn’t mean don’t tach and just have fun 😊 It means, lower your standards for amount of work completed. Don’t lower expectations of quality of work, just quantity. The quantity will increase naturally as the classroom becomes a bit more united.

Some idea for when you have random students showing up all of a sudden (or super irregular students):

* Resource development for late commers and irregulars – have this ready to go (a draw or folder in each room you teach in, or something you carry around at all times). Separate this work into each area of maths, and then also into H/M/L abilities. This shouldn’t just be ‘busy work’ to occupy them, it should be challenging enough to occupy them, but also so that they can work independently until you or a team teacher can sit with them and see what work they can access.
* Create an introductory lesson on your computer that can be accessed by all students (can be printed or just accessed by computer) this is used at the start of each unit as your lesson plan. Then it is used for students to catch up and understand the unit that they have walked into. This introductory sheet should be student friendly as it will need to be accessed independently (could even have recordings or use the text to speech part of word if there is an issue with literacy)

SUGGESTED FUTURE STEPS:

1. Record a lesson
2. Send lesson plans through - Has LAP and term weekly overview 🡪 send this
3. Start to make lesson plans for each lesson, not super detailed, just include the activity, the suggested time it would take, and include back up activities if they go faster than expected in the first part. This will help you to manage the classroom without having to worry about what learning is coming next – it’s a good reference guide for you when times get crazy.