**PEER TUTOR REPORT**

Partner: **DFDW**

Training centre: **Happy Hands School for the Deaf**

Peer Tutor:- P03 Date: From 26th Sept 2018 to 31st Oct 2018

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PART 1 | | | | | |
| Weekly teaching hours : **2**  Total students: **12** | | | | | |
|  | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | Total attendance |
| Class attendance | P: 56  A: 00 | P: 56  A: 00 |  | P: 46  A: 34 | P: 158  A: 34 |
| Comments on attendance | **Happy Hands School for the Deaf was closed for 10 days because of the Odisha festival**  **Maha Saptami from 13rd Oct to 24th Oct 2018.** | | | | |
| Comments | * **I decided to teach the old students a session of time clock during the absence of the other PT for a week as I would like to know how it is a different experience way between two batches including the old students and new students whom I teach.** * **Two of posters and many time cards of exercises were created by the old students as volunteers.** * **I collected 8 PFs of the students from 12 students.** * **The videos of the explanations on the details of time clock were put into SLEND.** | | | | |

|  |  |  |
| --- | --- | --- |
|  | **PART 2**  **SUMMARY OF TOPICS** | |
| RLE topics | Pictures (small size) | Comments |
| WEEK 1 & 2 |  | Time clock is very useful to the children on the basis in their life, so a session of time was decided to teach them. They were found to be lack of knowing what daily time was.  Through they were explained by using poster with clock pictures a few times, they were found to be difficult to understand quickly, and therefore they were each faced to face by me again and again and explained by using different activities so that most of them had understand gradually. |

|  |  |  |  |
| --- | --- | --- | --- |
| **PART 3**  **SAMPLES FROM PORTFOLIOS** | | | |
| SAMPLE 1 | | | |
| Topic:   * After testing the students first if they know what the time was, they all didn’t know it. * I first watched them sharing each other what the time was and it was found that they experienced well disagreeing each other before starting to teach them. Then through the drawn posters of clock time were showed to them with my explanation, I found some of they could be enlighten a bit, and therefore again I explained to each of one by face by face, so that they understood gradually. * They were told to practice by writing an hour related to a minute of 1-5, 2-10, 3-15, and 4-20 in order to remember well. Then a student was told to each ask them what hours of 1, 2, 3, linked to minutes of 5, 10, 15 and they answered as well as they were told to play in the circle game on hours linked to minutes. * Challenge on clock time was interesting to the students to engage in 4 separating groups. * Any one of them who had any ideas to give their old classmates was encouraged to do. * The students were shown what the history of clock was from google and explained what time is important. * Some of them were encouraged to be interested in drawing, cutting and printing posters before the posters were showed to them as they had great experiences of volunteering. | | | |
| Learner output:   * I chose a sample of P1 as she had great different output activities. * She was lack of knowing what the time was as she was not right to answer to questions before started to learn it. * After she was explained a few times, she could understand easily. After practicing a lot, she was always right on some of her different activities and games of matching cards of time. * After being given a paper, She was perfect to answer to the questions of time by writing. * It was wonderful for her to have an idea to give them a good exercise of quiz. * After learning what the time for lunch, dinner, and waking up, etc.., she got knowledges to answer to the questions of what time of lunch, etc... * After being taught, she could explain well what the time important was and meaning of it before putting some videos into SLEND. * She could explain to the classmates what hours linked to minutes before starting to play in the circle game. * She was great to draw, print and cut posters of time before they were shown. * She is found intellectual well! | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| INDIVIDUAL WORK |  |  | She know to match well.  She answered well to the questions by writing. |
| SMALL GROUP WORK |  |  | She had a good to create a quiz for the classmates. |
| WHOLE GROUP WORK |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| SAMPLE 2 | | | |
| Topic:   * My teaching methods of that above P1 sample 1 was similar to this P2 sample 2, but there were other some more different methods. * It was found that he could not focus what I teach all the students in the whole group, and therefore later, I faced to face with him by explaining to him in some different activities many times. | | | |
| Learner output:   * I chose a sample of P2 as he could not understand quickly because of his limited logic, however he came to know finally and better. * He was lack of knowing what the time was as he was not right to answer to questions before starting to learn it. * After practicing again, he improved well gradually. * After being given a paper, he was good to answer to the questions of time by writing. * After learning what the time for lunch, dinner, and waking up, etc.., he got knowledges to answer to the questions of what time of lunch, etc... * After being taught, he could explain well what the meaning of clock was before putting a video into SLEND. * He could draw, print and cut a poster of time before it was shown on SLEND. * He answered well questions of what time was after buying a new watch happily. | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| INDIVIDUAL WORK |  |  |  |
| SMALL GROUP WORK |  |  |  |

|  |  |
| --- | --- |
| **PART 4 Self-assessment of peer teachers** | |
| What was positive for you? | * I was happy seeing that the students looked strong interested in challenging four groups separated. * I liked to encourage them to draw, print, write and cut posters and cards for their classmates to learn and exercise. |
| What was difficult for you? | * They identified well what time is in clock and daily doing related to time, but most of them could not tell any different stories related to time or clock, watch, so I realised missing to show some of stories of time to them because of no having them or no being ready to create them. * If they had been showed good stories, they would have been enlighten better. * I thought to complete a or two weeks to teach the students, but completing more than two weeks because of facing by face with them each for a long time. |
| How did you work with others in the research team? | * They shared each other what the time was and it was found that they experienced well disagreeing each other before starting to teach them. * They practiced by writing an hour related to a minute of 1-5, 2-10, 3-15, and 4-20 in order to remember well. Then a student was told to each ask them what hours of 1, 2, 3, linked to minutes of 5, 10, 15 and they answered as well as they were told to play in the circle game on hours linked to minutes. * Challenge on clock time was interesting to the students to engage in 4 separating groups. * Any one of them including P1 had any ideas to give their old classmates was encouraged to do. * Some of them were interested in drawing, cutting and printing posters before the posters were showed to them as they had great experiences of volunteering. |
| **Part 5 Feedback from students** | |
| What did students enjoy? | * They draw, print, write and cut posters and cards enthusiastically. * The students were found looking strong interested in challenging four groups separated. * They like very much playing in the circle game related to time. |
| Questions about learners’ progress | * They feel realising what time is important. |
| How did students feel about progress with English? | * They learnt only some of words including hour, minute, second, and clock taught, but not more words. |
| How did students feel about progress with sign language? | * The challenging four groups were found helping them to learn some new sign words including challenge, defend, jealous and funny stories using sign language. * Their sign language was better as they practiced being filmed again. |
| How did students feel about progress with other skills (computers, world knowledge, etc.) | * It was good for some of students including P1, P3 and P4 to learn how to make materials related to teaching methods as they had some better ideas to create and put ideal materials for posters. |

**PICTURES**

Paste pictures here in large size:

**Please add pictures in larger size. These pictures really help us here in England to understand what you have done with the students. We also like pictures of the classroom and of the students working together. If you write on the blackboard, please also include a few example pictures of the blackboard.**





















