

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group:

26/09/2022, Year 7 Group, Morning second lesson

Where and When: Context of the observation – subject/AOLE, general classroom context:

The critical incident happened in one of the Year seven Mathematics lessons. This happened in the second lesson which was after a short first break of 15 minutes. The class comprised around 26 students which were grouped according to numeracy scores.

What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)

The teacher divided the whole class into two different teams to perform a group activity. Students were enthusiastic and excited to perform in a team competition. The activity consists of various questions with varying difficulties. One student from each team was selected randomly to come forward and compete. A question would be displayed each round and they must show a green card if they want the answer. Whoever shows the card first would get the opportunity to answer first. Each correct answer would help the team to get scores. Scores of questions would also vary depending on the difficulty of the question. The rule of the game is that the selected team member had to do the task individually and couldn't take help from other teammates. Students were very excited to compete.

In the third round, one of the boys, boy X from Team A broke the rule by helping his teammate to win the round. Seeing this, students from Team B were upset and a few students said, "we will do the same next round". The teacher noticed this behavior and as a result, she immediately deducted a score from TEAM A and emphasize to everyone the importance of doing this in a proper way, so they get benefited from this. After the scores got reduced, the pupils in TEAM A discussed that they had to behave well to win the game. The whole class irrespective of the team behaved well throughout the lesson. The researcher noticed that the pupils were taking responsibility to make sure that their team members behave well throughout the game to win the competition. At the end of the lesson, the teacher praised the kids for their good behavior especially she praised the boy X for his good manner throughout and said, "You have behaved really well throughout and keep it up".

Areas of possible exploration: what you think could be" under the hood" in these incidents? What avenues of research could you consider?

- a. The critical incident is an implication of use of negative punishment
- b. The effectiveness of negative punishment
- c. Peer influence in group activity

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

1. Students were greeted at the front door by teacher
2. All students follow class room routine
3. Teacher's behavior had been calm throughout the lesson

Record 2

Date and time, year group:

27th, September, 2022, 3rd lesson. Year 8 lower attainment class.

Where and When: Context of the observation – subject/AOLE, general classroom context

The critical incident took place in Religious Education lesson which comes under the AoLE Humanities. There were 20 students with 13 boys and 7 girls. It is a lower attainment class grouped according to their literacy scores.

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

The teacher started the lesson by giving a digital activity. The teacher arranged chrome books to everyone to complete the activity. The teacher explained the activity to the class and gave them 20 minutes to complete the task. After 5 minutes, when everyone started task in chrome books, a boy who sat in the last row started calling the teacher as he has some issue with the device. Teacher ignored him and continue helping the kids in the first row. After few minutes, the boy started laughing and distracting the students around. The teacher called his name and asked him to stop distracting the other children. The researcher noticed the student saying that "I have nothing to do". The student continue talking to other kids. After twenty minutes, teacher started to move on to the the next activity. But the student didn't access the first activity.

Areas of possible exploration: What you think could be "under the hood" in these incidents? What avenues of research could you consider?

The possible area of research would be effective assessment of learning in between tasks to check the students journey of learning. Also it can be associated with listening to students and catering individual needs of students.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

Few students were standing in classroom when the researcher entered.

Few students had to be repeatedly reminded to do the tasks.

Teacher ignored few students who genuinely needed help.

Record 3

Date and time, year group:

Year 7 English classroom, 26th September 2022, 1st lesson

Where and When: Context of the observation – subject/AOLE, general classroom context

The critical incident happened in an Year 7 English classroom. There were around 23 students, 16 boys and 7 girls.

What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)

The teacher was taking the class. After 20 minutes of the lesson, Head of English came to the classroom and announced that he is giving out “Well done cards” He gave one card to a girl and said well done and left. Students clapped for her. The card was a personalized card designed by the teacher and the researcher came to know that he gives well done cards to students in his classes everyday. The card is designed with one side it is written ‘WELL DONE’ with some pictures in it. The other side, a personalized note is written with pen. The note is “ Thank you for helping ‘ student A’ in the corridor when she needed help. Well done”. The student helped another Additional Need kid in the corridor as she lost her book and she helped her to find that.

Areas of possible exploration: what you think could be” under the hood” in these incidents? What avenues of research could you consider?

The area where the critical incident can focus on is positive reinforcement. Also, the need of building positive relationship with children.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

There were no specific seating plan for students.
Students were focused throughout the lesson.

