

**Measuring the children's response to the teacher: "Using
'Hands up', 'Clap, clap' or 'Copycat' approach**

Targets	What I have done in this assignment
Much clearer focus to your study with adherence to the purpose of answering your research question evident throughout.	The entire essay has been amended. Previously, I conducted a literature review on classroom behaviour and management. I have now conducted my <u>literature review</u> on the approaches to obtaining a response in the classroom, which has now answered my research question. Therefore, I have changed: <u>Introduction</u> re-worded my focus. <u>Literature review</u> considerably – theory on the different types of approaches. <u>Methodology</u> – This incorporates the method in planning the lesson study. <u>Ethical consideration</u> – I have re-worded <u>Findings</u> are now incorporating what type of research I have used. <u>Conclusion</u> – I have changed this to incorporate the new research theory. <u>Recommendations</u> - these have changed to reflect the assignment. The whole assignment now engages the research question.
Relevant research and theory should be assimilated throughout your assignment to demonstrate competing perspectives and how they link with your study.	Now that the correct research approach has been conducted the relevant theory has been assimilated and is also current.
Proofread your work to ensure accurate sentencing and punctuation, particularly the use of the comma.	I have corrected sentence and punctuation errors using the feedback given and have also proofread any new work.

Introduction

The purpose of this assignment was to conduct a research project at my placement PTE1. When embarking on an idea I reflected upon my time spent on placement. One of the targets that had been set by the class mentor was to ensure that class management was consistent, ensuring that I had the attention of the children before I delivered the lesson. Through research of how to gain children's attention in the classroom, I would also gain an understanding of how I can use research methods to inform my practice as a teacher. According to Brew and Saunders (2020) a teacher can challenge their own practice and rethink pedagogical strategies through research-based learning. Donaldson (2015) agrees with this in the 'Successful Futures', saying this can form the pedagogy of inclusive practice that will continue throughout a teacher's career (Welsh Assembly Government, 2015).

Research Context

The research was to be conducted with a fellow student, after discussing the experiences my partner and I had during the first 6-week placement, it was decided that we would like to study the approaches to behaviour within the classroom and analyse children's responses to the teacher. We looked at the school behaviour policy and then decided upon our hypothesis. This hypothesis would ask the question "What are the most effective strategies for encouraging children to respond to their teacher, and what are the advantages and barriers associated with a 'Hands up', 'Clap, clap' and 'Copycat' approaches?" The research would be conducted in two age groups to see if age had any bearing on the research. This can inform on the variance in levels of attention about developmental and cognitive development in age groups (Bandura and Hudson, 1961). The quickest response would therefore be used to manage the class and allow for the learning to begin more efficiently.

Literature Review

For children to respond to a teacher it is necessary to understand which approach will gain attention most effectively. Researching the theory that underpins the different approaches, can be beneficial to our understanding of why these approaches are, or aren't, effective'. However, understanding the individual needs of children is equally as important, as not all approaches might be received the same way (Sinclair et al., 1984; Eberly, 2011; Toom, 2017). For some children sustaining any amount of attention may be difficult as there may be an underlying condition (Eberly, 2011).

Therefore, approaches to gain responses from children are varied and this variety can also be effective or non-effective depending on different variables (Toom, 2017). Some of these

approaches are discussed in this literature review. The 'Hands up' approach to gaining a response is a restorative method of obtaining the attention of children. Restorative approaches to practice promote strict protocol in rules, suggesting consequences for one's actions, however, promotes fairness and respect for both or all parties involved (Bevington, 2015). According to Bevington (2015) engaging children in this approach promotes a meaningful educative process. Stating that when a restorative approach is adopted, it can have an impact on the climate of learning by enhancing respect for the teacher and therefore have a direct impact on behaviour, relationships, and academic attainment. Modelling respectful actions can also create good moral standards, not only towards the teacher but for peer respect as well. However, according to Rogers and Miller (2018) restorative approaches are a form of control, which may not be morally accepted.

Another form of gaining response is the 'Clap, clap' approach, according to Rendell et al. (2011) this approach can be effective, but only when it is used often. For instance, when children are familiar with this method, perhaps a daily occurrence. However, Rendall et al. (2011), also believes that for this social learning to occur it is important to promote this type of learning with younger children. Cherry (2010) disagrees and believes that even when we are adults' we can also set a good standard of behaviour for other adults to follow for example managers teaching staff. Cherry (2010) further supports the argument by stating that even though there is an incentive of pay and a necessity to be employed, learnt behaviour can also become habit forming routines. Regardless of age, Over and Carpenter (2012) suggest that copying others or imitation can stem from a child's need to belong or be affiliated with peers, this could also be the same of adults.

The 'Copycat' approach is similar to the 'Clap, clap' approach, but goes a step further, as it requires a verbal cue of singing, which according to Alexander and Armstrong (2010) children can be highly motivated when they hear music. Watson (2019) suggests that verbal and visual cues can not only refocus children but can also help to maintain and control a child's attention. Furthermore, Watson (2019) states that this is similar-to a call-and-response approach that has been tested by the military, and sports facilities worldwide.

The research study it is prudent to understand if the children are reacting to my approaches because of learnt behaviour from peer pressure or if it is built in their nature to naturally act this way. Therefore, allowing me to choose which approach I would use in future practice. Skinner (1976) and Watson (1913) thought that behaviour could be controlled and predicted, as their behaviour can be adapted and learnt from the influence of peers and teachers. Whereas Piaget (2003) and Vygotsky (1976 cited in Tudge and Rogoff, 1999) thought that children construct

their behaviour through previous experience and influences of their up-bringing and home life. Bush (2006) tells us that all children will learn the same thing, it is how this is interpreted, for the constructivist it is a search for the meaning of the learning. Whereas the behaviourist continues to learn and uses the knowledge to enhance their learning.

As stated in School X policy effective behaviour management is necessary to the efficient running of a school classroom. Rogers and Rogers (2002) agrees with this and says it is essential for teachers to be able to teach and for children to learn. It is also the right of children under article 29 of the UNCRC to have an education that develops the child's personality, whilst respecting others education and the respect of the environment that the education takes place. This includes behaviour (Save the Children, 2011).

Methodology

The lesson study will reveal which approach would be best to improve the teaching and learning in my class and therefore inform my future practice. To do this I will draw upon the method of the lesson study process (Dudley, 2015). The design of this lesson study will begin with the analysis of initial data to identify the focus for the research. This was obtained through discussions with my partner, and a review of what relevant research we already know, together with reading the schools policy on classroom management and then subsequently research of the approaches that we would focus on to improve the teaching and learning of pupils. According to a Ming and Yee (2014) even though the lesson study process has proven to be effective in teaching and learning, evidence also suggests to gain real value the lesson studies need to be more measurable in validity of what is being taught, and that there should be more relationship with what is being taught and what is being learned.

According to Arthur (2012) planning is an important part of the process, as anticipation of any issues can be drawn up in advance with the possible solutions or required research, this can ensure a more efficient lesson study. However, Takahashi and McDougal (2016) suggest the purpose of the lesson study is not to create the perfect lesson, instead it is designed to ensure that something is learnt from the lesson. The agreed technique for developing and improving the learning process in this lesson study was discussed with my partner and it was decided that it would be prudent to use a reflective model in the process of this lesson study. Using a reflective model would provide a framework for systems to ensure all steps of reflective practice were covered. The model that was chosen was Gibb's Model (1988) (see appendix 2). The rationale for using the Gibbs Reflective Cycle was, that it allows for the development of questioning and identifying new perspectives of a situation, by detecting practice to be improved

upon. It is using this model that a teacher can view the situation from various perspectives, feelings, analysis, evaluation, action plan and conclusion.

Having chosen the reflective model, it was also necessary to complete the lesson study process, the next stage would be to decide on the method of obtaining an answer to our question. This would be through observations and subsequent group questions with both year groups. According to Baker (2006) when making observations it is necessary to play several roles in the procedure, such as data collection and analyser. Therefore, a plan of how observations will be carried out is necessary, this is in the form of an observation schedule (see appendix 3). The observation schedule was a list of the approaches that were going to be measured, the observer's role to measure each with a stopwatch and a place to record the evidence. According to Wagner et al. (2012) observations are used by teachers in classrooms to gain a perspective of difficult situations and therefore use this information to improve practice. Dudley (2015) believes that it should also be used for teachers to improve their teaching practice through continuous professional development that can be drawn from the process.

Next is identifying the lesson focus group, it was decided that we would select six children. This consisted of, 3 from year one and 3 from year 5. The planned lessons were to determine which of the chosen methods of attracting attention, would be most effective, in gaining the children's response to the teacher, therefore the children that were selected were of the same ability group. According to Barbour (2018) when selecting a focus group, the choice of children should depend on what your question for research is and what is trying to be learnt from the research. Dudley (2015) tells us that it is important that an understanding of the strengths and weaknesses of the children should be known in advance as this has a bearing on the lesson also. It was necessary in the lesson study to select children with a similar ability in year one, this was to test if children of a similar academia would show the same response time. However, in year five the three children selected were of a range of ability instead the children chosen, were initially observed to have different social aptitudes. This was to analyse if social differences had an affect on the responses gained.

Planning the study lesson needed to incorporate the weekly planning schedule of year one and year five, it was therefore not possible to plan the exact same lesson study. There were two lessons conducted; lesson one was conducted in year one (children age 5-6) a mathematics lesson. Lesson two, was conducted in year five, in an information computer technology (ICT) lesson, with (children age 8-9) (see appendix 5 and 6 for lesson plans). Myself and my research partner took both the role of the observer and the teacher of each lesson. Whilst one

conducted the lesson the other timed the responses of the students in each criterion (for a copy of research criterion see appendix 3).

Prior to the lessons a further discussion with my partner was held to determine a list of questions that would be asked after the lesson was conducted, for a list of these questions (see appendix 4). When preparing the questions, it was decided that we would ask structured open-ended questions to allow the freedom of verbal expression from the children. The structure list was prepared, this would enable a comparison of the same questions between both year groups. Dudley (2015) tells us that questions can add value to the process, as it gains responses of what went well or not, this can teach the researcher how things could be improved. Chin and Osbourne (2008) agree but further suggest that knowledge can be learnt through different perspectives from people. The questions would be asked by me and my partner, taking turns to scribe the answers when gaining verbal responses from the children (see a copy of the question's, appendix 4). The three children from each year group would have prior consent from parent, however the children would be informed that they have the right to withdraw at any time (see ethical considerations section for the rights of the children).

Gibbs model (1988) suggests that making notes of feelings during the collection of data, ensures that we are aware of the full picture, in which the quantitative and qualitative data is collected (see appendix 9 and 10). Notes will be taken during the lessons by each researcher, this information will be used to reflect upon the events that had occurred. It is equally important to hold a post lesson discussion, this should be held immediately after the lesson to gain the perspectives from the observer and the teacher as this will also form part of the evidence gathered and gain an insight to what each partner has learnt from the experience, together with each other's initial perspective of what the answer to the research question was.

When the study was complete the information was analysed, comparing against theory and experience learnt. The study will then be concluded and recommendations for my future practice drawn. According to Austin (2016) it is important to be able to explain the data analysed, show how it links to the question answered and how it links to the theory examined in the literature review. Austin also states that it is not necessary to present all the data gathered if it was not necessary to the lesson study's question.

Ethical Considerations

Blackburn (2018) suggests that school-based research can inform practice, but there is a requirement to be ethically considerate in how research is obtained. Therefore, when conducting the study, the correct protocol was achieved before the research study was conducted (Alderson and Morrow, 2011; Schrittwieser, 2013; BERA, 2018).

The ethical consideration that was to be considered in this research assignment was entered on the ethics form and was then submitted to the ethics committee, where the committee would decide if the project could be conducted (BERA, 2018). The ethics form is important because it promotes the reason for the study and the knowledge that will be gained. It also supports collaboration and respect for values that are required (Alderson and Morrow, 2011). Resnik (2015) agrees and further suggests that that research is more reliable and public support can be more fluid, if there is a belief that researchers can be held accountable if the project is not conducted properly and ethically.

The information considered was such as when children that are not chosen may be upset and could be at risk of low self-esteem, therefore when, I received 14 consents from parents for year 5. Although my partner observed the 3 children chosen, to avoid any upset the other 11 children were also given the opportunity to be involved in the question session, they were not then aware that they were not chosen. Another consideration was that all the children were assured that this was a freedom of their speech and they were told that there were no right or wrong answers and given an option to withdraw at any time. Under article 12 of the UNCRC children have the right to have their views known (UNCRC, 1990) and therefore state if they do not wish to participate. The children were always asked questions by both of us to ensure the safeguarding of the children and us (Save the Children, 2019). Finally, all children's identities have been anonymised, and data will be deleted after my course has been completed.

According to Rappoport (1970) research should be conducted using an ethical framework, that aims to contribute to solving a current problem, or situation to be able to gain knowledge, for a specific purpose and that it is used for what it was intended for. Ramsey (1976), Murphy (2003) and Blackburn (2018) also suggest that in doing this it is important that all persons involved in the study are made aware of the research goals and activities. All parties involved should also be made aware of any impacts on their engagement (Resnik, 2015).

Ensuring this, subsequently requires obtaining consent from the parents of whom the children would take part in this research project (see appendix 1 for a copy of the ethics form). This design of the lesson study will be shown on the ethics form and clearly shows what methods and approaches will be used. The ethics integrity Code of Practice (2017-2020) from the UWTSD Research Ethics and guideline states that ethical consideration must be given in any research that involves others as it is a legal and professional requirement.

The reason for the consent is because of events that happened in the early 1900's, where there were many studies and experiments conducted on children, many of which were disabled. In

1970 Paul Ramsey (1976) believed that this was not right and moral and that research should only be conducted when consent is given. Whether we can learn from this information is a matter for debate, Schrittwieser, et al. (2013) suggest that in some cases research that was unethically obtained should be allowed, however, Resnik (2015) disagrees and states that it is morally wrong and should not be used under any circumstances.

Findings

Lesson study 1 results and analysis

For the first study my partner conducted a Maths Lesson, and I was the observer. This was conducted in the year 1 class with 5/6year olds. The rational for this lesson was because the children being observed would be in the same ability group and therefore of a similar ability, which was a more able group.

The 'Copycat' approaches used included singing with this year, as they were already used to the teacher singing. The goal was for the children to be able to add 1, 5 and 10 more and take away 1, 5 and 10 less (see appendix 5, lesson plan). Evidence of the achievement was in the classwork produced, whilst for us the goal was to gain data for research.

The lesson started with my partner singing with the children, to raise their attention. The children engaged immediately. For an immediate response, I put 0 seconds for the attention. All three children gained a 0 second response here. Next, the children were asked to think, pair, share about the activity from yesterday's lesson. The raise hand method to stop the class was used. The measured quantitative data, in the form of reaction responses, were Child 1 – 3 seconds, Child 2 – 2 seconds and Child 3 – 4 seconds. Next, the clap, clap approach was used to stop the class. The result was that Child 1 – 1 second, Child 2 – immediate response – 0 seconds and Child 3- 2 seconds.

Results: Child 1, on times during the lessons finds it difficult to follow instructions. The evidence confirms that Child 1 is not as responsive as Child 2, who displays a higher ability of knowledge, even though the ability of maths is the same as Child 1, and Child 3. However, observations made were that Child 2, always follows the rules and subsequently the evidence shows that Child 2, was the most responsive to the teacher. However, Child 3, although is in the higher ability group for maths and literacy, is not as responsive as Child 2, or Child 1. Observations suggest that this child is very quiet and shy and struggles with social interaction. Unfortunately, there was no planning for the children to be engaged in a screen activity as the task did not involve the use of computers or iPads, so this response was not measured. (For a full list of the above results see appendix 11).

On analysis of the qualitative data, evidence suggests that Child 1 is aware of the systems of classroom management, however, is too busy to adhere to the instructions immediately. Whereas for Child 2, evidence suggests that this child is aware of the systems to classroom management and adheres to them very responsively. The answers gained from Child 3 show that this child is aware of the systems to classroom management, but sometimes does not hear the teacher, or perhaps lacks the confidence, so is slow to respond (see appendix 13).

From this lesson study, it was clear to see that the children in year one, respond to the teacher's singing approach more, than the other approaches used. However, Child 2 responded better in all the approaches, and displayed better concentration skills than the other children and had a higher ability in literacy and other topics than peers. If this lesson was conducted again, I would plan to use an iPad maths extension. This would enable us to collect data from an activity that involved the children been absorbed in using a computer or iPad, this would have seen if the child would be more engrossed in the technology and therefore less responsive to the teacher.

Lesson study 2 results and analysis

The second research lesson that was conducted was an ICT lesson. This was conducted by myself, with my partner as the observer. It was conducted in the year 5 class with 8/9year olds. The rational for this lesson was, to see how responsive the children would be in an ICT lesson, as during this type of lesson, the children would be engaged at varying intervals, and be using technology to distract/fully engage them, in order to gain response times for the different approaches. The singing approach was not used with this year group, as it was not an approach that they were used to, and would probably lead to disruption during the lesson, which was not the desired effect, in hindsight I should have conducted this approach.

The goal was for the children to complete the coding task, whilst my goal was to gain data for my research. The lesson started with the silent approach, I just waited for the children to observe that I was standing in silence. This was to give the children the aims and objectives of the lesson. Child C was the only child to notice and took 2 seconds to show a response (see appendix 11). For Child A and B, they continued to have a chat amongst friends. For a no response action I put 15 seconds for the attention to represent the longest time spent to respond to the teacher. If I had recorded 0 seconds this would have shown that the children had scored the best results.

The next step was to ask the children to engage in a think, pair, share activity, this was to gain an assessment of what the children had learnt the previous lesson (AfL) Black and Wiliam,

1998). I used the raise hand method to stop the class whilst they were engrossed in discussions. The measured quantitative data in the form of reaction responses were Child A – 6 seconds, Child B – 4 seconds and Child C – 2 seconds.

The clap, clap approach to stop the class was used throughout the lesson. The activity was to produce a birthday card on the computer (see appendix 6, Lesson plan 2). This involved the children taking it in turns and discussing the coding in pairs. This method was used several times during the activity. I wanted to stop the class to give the children some information, that a few children had struggled with, so it would be prudent to share this information as a whole class. Therefore, an average results score was given. As expected, the reaction responses took longer as the children were engaged in the activity. The results were Child A – 9 seconds, Child B – 8 seconds and Child C – 6 seconds.

For the final assessment, the response was taken when the children were fully engaged in the technology activity. The responses recorded were Child A and B, did not respond and Child C took 3 seconds to respond. (For a full list of these results see appendix 11).

The aim of the lesson was achieved and using the approaches to gain the attention of the children it was clear that the approaches did have an effect. From observation of the children's behaviour and analysis of the qualitative data suggests Child A on times liked to push the boundaries of accepted behaviour, this according to Eberly (2011) could be a need to possess confidence, self-esteem, and respect. This child liked the attention of peers, be it good or bad behaviour. The evidence suggests that child A was the least responsive to the teacher. Whereas, Child B has a statement of social interaction disorder. On observation of Child B over the past few weeks, it has been noted that Child B is slow to respond to tasks in class, although still achieves the tasks given. The evidence shows that child B is not as responsive as child C, but is more responsive to the teacher, than Child A. When the clapping method was used this child was slower to respond than the other children. Finally, Child C is a pupil that is a child with high ability to achieve in maths, literacy and other topics provided. The evidence shows that this child was the most responsive overall.

Furthermore, results from the qualitative data responses given indicated, that Child A, is aware of the systems to classroom management. However, was too busy to adhere to the instructions immediately. Whereas Child B suggests that this child is also aware of the systems and adheres to them but does not have a fast response all the time. Finally, Child C, evidence suggests that this child is aware of the systems to classroom management and adheres to them at all time (see appendix 14).

On reflection of the lesson, it would have been improved if all the children had access to their own chrome book. They would have had more time to explore the coding package as well as being able to achieve the task for themselves (See appendix 8, for full lesson reflection). From Gibbs Model (1988) the evaluation of the observation showed that my partner felt curious about the research, but comfortable that the study went well. Then overall that the clapping response was the most responsive (see appendix 9).

Discussion of findings in relation to related literature and research

When relating the theory already discussed in the literature review to the findings of the Hand's up approach, it would appear that Bevington (2018) has a valid point, as it can create a sense of respect in the class, the children did respond to this approach by showing attention to the teacher. However it should be noted that the theory of Rendell et al. (2011), that suggests this approach is more effective when used frequently is also supported too, as not all children stopped because they were not used to the system. This therefore was not the quickest response.

Relating the 'Clap, clap' approach to theory I would agree with Over and Carpenter (2012) that the children enjoyed copying the clap pattern, also copying their peers. Confirming the suggestion that imitation can stem from a child's need to belong or be affiliated with peers (Over and Carpenter, 2012). This conducted the next fastest response. However, this can also be a detrimental factor as a child could act in the opposite way. Evidence of this is that Child A from year 5, is a popular child that appears to easily imitate other groups or is easily distracted by others and therefore miss the cues to conform to the approach.

Finally, the 'Copycat' approach which involved singing (music) definitely, gained the quickest response to the teacher. As Alexander and Armstrong (2010) suggest children react to music. I should have even though it was not a used approach in year 5 completed this part of the research to see if it also had the quickest response.

It is also a factor that from the results collected, not all children have the same responses or attention span, and that some children need more time to respond (Sinclair et al., 1984; Eberly, 2011; Toom, 2017). For some children sustaining any amount of attention may be difficult. There may be an underlying condition (Eberly, 2011). It is also important to ensure awareness of any plans in place or difficulties when organising classrooms, and consequently every lesson (Rogoff, 1990; Ray and Elliott, 2006). Individual Development Plan (IDP) will be in place for children with educational needs, these should always be included in the planning at all stages. School X policy agrees and states that for effective learning to occur the teacher should have

an effective behaviour management plan. Similarly, according to Rogers and Rogers (2002) and Eberly (2011) this is essential for teachers to be able to teach and for children to be able learn.

Conclusion

For the study we used two lesson studies of different age groups, this enabled for the conclusions to be made regarding how the approaches work as children get older. (Cherry, 2010; Bandura and Hudson, 1961). The method of timing the children's response to the teacher was achieved, although, the disadvantage of the study is that it was only completed once in each year group and an occurrence of the leniency or severity effect could therefore be an issue here (Dewberry et al. 2013). As the research was only conducted once it could also mislead the observations taken in each event, as for some children they may have been distracted by outside influences, or the observer might not have timed the approaches correctly. Any result that could potentially not be collected fairly or consistently, could lead to an incorrect judgement of the situation, therefore, decisions made subsequently could be misinformed.

As I did not complete the 'Copycat' approach in year 5, a true result of the quantitative data has not been collected. For this quantitative data to be more reliable a longitudinal study should have been conducted and measure the responses of the children in year one when they get to year 5. Observations made did show a weakness of the method, as when collecting the actual timing of the approaches it was difficult to know when the teacher was going to request the approach to start. I think to a certain degree even with planning preparation, a lesson still can be spontaneous, therefore difficult to follow the plan exactly. Therefore, the timing of approaches was difficult to gauge. It would be difficult when in flow, to ensure that my partner was aware that I was going to gain the attention of the children and start timing. However, the lessons that were conducted allowed for the approach to be tested numerous times, so conclusive data was collected. If the ethics had permitted it would have been useful to reflect on the lesson from a video perspective. (Austin 2016) suggests that filming observations allows for the observer to review more and gain knowledge from parts of the lesson study that may have been missed.

After completing the research project, it has enabled me to realise, I must give children more time during the introduction of the lesson, to ensure all children are listening, and that I have their full attention Bruner (1976, cited in Woods, 2010) believed that through imitation children learnt a wealth of knowledge, this is why for children to learn they need to first listen.

On reflection of my own Lesson study 2, It was a very busy class, there was alot of support required, this was however the type of lesson that I had planned for. In order to uses the

approaches to gain the responses from the children it was necessary to have a class that was distracted so that i could attract their attention when they were busy. Ideally in a normal environment I would have prepared the children to be able to complete the activity with a bit more independence. Then my job would be to encourage further learning through possible extensions.

If I was to teach this lesson again for a research lesson, I would have a specific plan for the observer to follow. The lesson itself I found challenging, as the amount of time allocated to finish the lesson was not enough. Due to the lack of resources the children had to share the chromebooks one between two, which gave them even less time for learning. My teaching during PTE 1 has improved with each lesson that I conducted. However, completing this project has proved the need to be more patient with my instructions, and more patient with gaining children's responses, as not all children have the same reaction times as their peers. This has therefore enabled me to promote my good practice with the children and peers in my support network.

On the basis that according to the reflections taken during the research (Gibbs, 1988) , I found that although I had suggested that the children behaved in a certain way, perhaps reliable conclusions could be drawn if the approaches had repeated more, making this research more reliable and the results more trustworthy. However, the strengths of completing such research was that it has allowed me to reflect from a different aspect of the lesson. I believe that the method of research was valid and can conclude the children's responses depend on several variables and more research would be required to gain a more reliable answer. As a teacher moving forward, I would promote a positive routine and use all the approaches at different points in the day, because each approach had gained results in some form or another and by different age groups and abilities. I think the key to affective approaches of gaining the children's response is that the children know what to expect in advance (Rendell et al., 2011).

Recommendations

It is important to note that this project needed to be conducted over a longer period one lesson was not enough to gain sufficient evidence of the practice. However, the next research project I conduct will be better because of the mistakes that I have made in this one.

In any future research projects, I would include more detail that the observation schedule. For my future practice I will explain to the children before I start to teach them from the beginning my expectations. Finally, perhaps there could have been three researchers, two observing to ensure good practice?

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