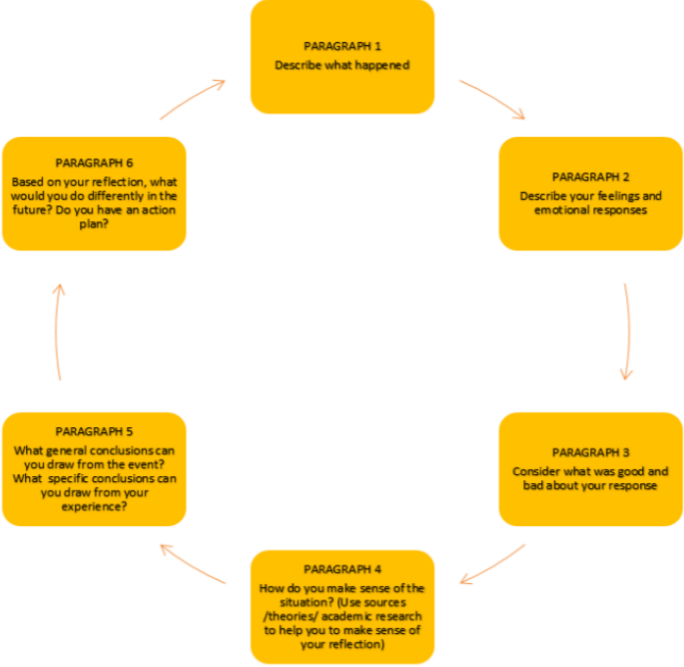


Appendix 1: Observation Schedule

Level	Behaviour Rating	Actions
1	Extremely Low	A behaviour that a child displays meaning that they are not on task which does not affect any of the other children around them e.g. doodling
2	Low	A behaviour incident between a small group of pupils distracting each other and not being on task but not distracting the other children around them e.g. talking quietly and messing around
3	Moderate	A behaviour incident involving an individual or a small group of pupils which affects the children around them resulting in some frustration and agitation e.g. loud talking and messing around
4	High	A verbal altercation between a child/children and a member of staff/peer(s). The whole class is affected and no longer involved in the lesson. Teaching may also have to be halted when the incident is being dealt with.
5	Extremely High	A physical outburst towards peer(s) or staff and the removal of a child/children from the class resulting in the rest of the pupils being significantly affected to the point where it is difficult to get them back on track.

Child	Time	Behaviour Rating	Description of Behaviour	Action Taken by Teacher	Was the behaviour continued after action? (Y/N)
A					
B					
C					

Appendix 2: Reflection Pro-Forma

<u>SELF</u>  Gibb's Reflective Cycle	<u>STUDENT</u> <i>Interview Questions:</i> 1. What did you learn in the lesson? 2. What happens if someone misbehaves in this school? 3. If people misbehave in class, why might they do that? 4. Situation: If you did this (example) how do you think the teacher should respond (options [shouting][keeping calm]) 5. Thinking back to (this incident), how do you think the teacher responded? 6. Do you think this was the right way for the teacher to respond? Why?
<u>PEERS</u> Post observation and interview conversation with my research partner will be audio recorded to be listened back to. This recording will be used to make decisions of how to improve practice and think about adjustments that can be made to the teaching style.	<u>SCHOLARSHIP</u> The research will be compared to theoretical literature and taken into consideration when concluding the findings made by myself and my research partner.

Appendix 3: Focus Group Questions

1. What did you learn in the lesson?
2. What happens if someone misbehaves in this school?
3. If people misbehave in class, why might they do that?
4. Situation: If you did this (show example of bad behaviour) how do you think the teacher should respond? (give options [shouting][keeping calm])
5. Thinking back to (this incident), how do you think the teacher responded?
6. Do you think this was the right way for the teacher to respond? Why?

Appendix 4: Consent Form



Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of planning, teaching and evaluating one lesson so that he/she can develop specific strategies to improve their own teaching. As part of this, student-teachers will be observing the children's responses and asking some pupils their views on parts of the lesson. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

A handwritten signature in blue ink that reads 'C Morgan'.

Catherine Morgan
Module lead – The Enquiring Teacher

As Parent/Guardian of..... (pupil name), I do / do not give consent (please delete) for my child to take part in this project.

Signed.....(Parent/Guardian).

Date.....

Appendix 5: Information Sheet

My name is Miss Matthews from the University of Wales Trinity Saint David's.

I would like to do some research to find out how children respond to positive discipline when they misbehave in class. You have been invited to take part in this research. Taking part and answering some questions will help me find out the answer to my research question.

For this research, my partner Miss Williams will be coming in to watch one of our normal lessons. We will then ask some of you a few questions about the lesson and your thoughts about what action should be taken when children are behaving badly in class.

If you are asked to speak to us, all of your answers will be kept private and whatever you say will be kept between us. Only me and my partner will see your answers. Our voices will be recorded when we are asking questions so they can be written about later.

You do not have to take part.

You can stop being in this research whenever you want to.

If you do not want to answer any questions then you do not have to.

If you are being asked questions and you want to leave, then you can.

Your parents and guardians were asked if it is okay for you to be in this research. Even if they said YES you can still say NO if you want to. It is your choice.

You can ask any question you have, now or later. If you think of a question later, come and talk to me OR ask your parents to ask me if you would like.

Signing this form means that you have read this form, or have had it read to you, and that you are willing to take part.

Your Name: _____

Your Signature: _____

Date: _____