

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group:

Monday 26th September

9:25

Year 7

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

This observation took place in the first lesson of the day on a Monday. The teacher was an NQT and had only known this year 7 class for three weeks.

The classroom was full, with about 25 – 30 pupils.

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

Firstly, the teacher welcomed all the students at the door, communicating with them individually using 'bore da,' 'good morning,' 'did you have a good weekend?'

When students responded back to the teacher using welsh, they were congratulated and had their names put on the 'wall of fame.'

This brought excitement and reward to the pupils. Relationships were obviously already very strong between the teacher and the pupils and perhaps this was one of the reasons why.

Through further observation, students worked hard for a chance to be added to the wall of fame, therefore behaviour was very good and well managed in this class.

Also, there was a 'wall of shame' which when questioned, the teacher stated it had only been used once during the first week of school out of all his classes. This shows the reward system was a successful way of controlling the behaviour, with the fear of the wall of shame being a successful deterrent.

At the end of the lesson, those pupils on the wall of fame had a chance to win sweets through a mystery box. There was whole class involvement and relationships being strong was apparent again here.

Throughout the whole lesson, behaviour was good, and work was completed to a standard that was accepted by the teacher.

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

Possibly areas of research could be behavior management theories and models, such as reality therapy, asking students how they would like to learn.

Furthermore, learning theories could be explored, such as classical conditioning 'wall of fame' 'wall of shame'

A third area of research could be assessment for learning, in relation to the introductions at the start of the class by seeing if pupils could respond in Welsh.

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)

First thing in the morning, teacher being enthusiastic to boost the spirits of the pupils.

Spoke to the pupils like adults but was still friendly, constantly building relationships.

Record 2

Date and time, year group:

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

Tuesday 27th- lessons 1-5.

Class was the same throughout the day, multiple subjects visited and class generally well behaved.

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

Throughout the day the pupil was constantly distracted and not engaged with learning. Was always playing with something or attempting to distract a friend. Also, if any work was done, it was immediately coloured in or highlighted by the pupil.

Only one teacher noticed that this pupil may be struggling with the work rather than being misbehaved.

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

ALN- how the pupil learns, are they being helped or ignored.

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)

Record 3

Date and time, year group:

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

Tuesday 27th, lesson 4, Spanish. Just after lunch, pupils came in rowdy.

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

During this lesson, the teacher had to deal with an energetic class. They immediately separated 2 pairs of pupils and got on with the lesson. This calmed the pupils down quickly and got them engaged with the lesson.

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

Behaviour managment, negative reinforcement- took friends away from eachother.

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)

Just after lunch, pupils full of energy but the teacher managed to alleviate any issues.

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