

Measuring the children's response to the teacher:
“Using ‘Hands up’, ‘Clap, Clap’ or Copycat
approach.

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn. What I have done in this assignment.
Targed/Target 1	Paraphrase key concepts and theoretical stances and allow consideration for contradictory evidence.	During the writing of my assignment I have paraphrased throughout. I have also discussed in more depth the contradictory evidence that I have found and ensured that I have shown an understanding of its meaning.
Targed/Target 2	Consider counter arguments and how this can help your cognitive development.	The counter arguments I found will inform on my practice, by helping me to choose which method I will choose for classroom management.
Targed/Target 3	Improve sentence structure to allow for clarity of expression. Proofread to avoid errors.	I have proofread my work and asked someone to proofread my work for errors too. In doing this it has enabled me to take peer assessment advice to ensure my writing style makes sense and is without errors.

Words: 173

Introduction

The purpose of this assignment was to conduct a research project at my placement. The focus of the project was to inform on my practice and provide me with strategies to move forward as an efficient classroom teacher.

The issue that interested me was, classroom management, this was due to a target set by my mentor in year one, which was to manage behaviour within the classroom. I had stepped up my game in my approach to behaviour management. However, I was aware that now I was going to year 5 the children would be more challenging, or would they? Through the children's participation, I hope to ascertain an understanding of behaviour patterns in the classroom.

Research Context

The research was to be conducted in pairs 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 classroom management. We looked at the school behaviour policy and then decided upon a project to research.

The project would therefore be to measure how quick was the children's response to the teacher: "Using 'Hands up', 'Clap, Clap' or Copycat approach in order for the teacher to maintain classroom behaviour, therefore enabling the teaching and learning process to occur.

For my class this would mean that I would plan a lesson where they were engaged in an activity at various stages of engagement, in order to be able to conduct the research project of timing the responses to the teacher. As they were older, the research project would be slightly different in one of the approaches, as it was not usual for the teacher to sing to gain their attention.

We wanted to see what approach would be most effective in the classroom and why. Would the approach reflect the behaviour of all children in the same way? Or would it be because the children had different outlooks on what behaviour should look like. Was this because of external influences of the children's home life perhaps or because of learning needs?

Taking this approach will form part of my continuous learning as a student teacher. This forms the pedagogy of inclusive practice that I will continue throughout my career. This will also provide excellent pathways for all children. Donaldson (2015) agrees with this in the 'Successful Future' (Welsh Assembly Government, 2015).

Literature Review

For classroom management to be effective, it is beneficial to understand the theory behind the different approaches to classroom management. Why such approaches work for some children or classroom settings, and why some do not?

Consideration should be paid to individual needs of children. As even with an organised classroom management system in place, it should be about sustaining the children's attention, for any learning to take place (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 also 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 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).

In the research study, I wanted to understand if the children were reacting to my approaches as a result of learnt behaviour from peer pressure or if it is built into their nature to naturally act this way. According to Cole (1985) and Ragoff (1990) learning, development and schooling are all interlinked, to understand one we need to understand them all. I will therefore be required to understand all the variables when choosing approaches to behavioural management for use in my future practice.

Bandura and Huston (1961) believes that for some children different groups of people may imitate certain groups, for example genders may follow their own gender and social groups

might stick together. Children are surrounded by many influential characters such as parent's peers and teachers (Bandura and Huston, 1961). According to Sonja et al. (2009) for some children social acceptability and popularity plays a part in children's behaviour and academic achievements. Bronfenbrenner (1979) also suggests that there are many influencing factors as a child grows up. From the environment, to the people who surround the child and even the people who surround the people have an impact on a child's thinking, feelings and likes and dislikes. It is therefore important to understand how these influences affect the children in the class from the beginning so that all rules are set straight away (Jack, 1996). Jack (1996) suggests that teachers should reinforce behaviour management strategies from week one, by stating what is acceptable and what is not acceptable behaviour in advance.

Canter and Canter (1993) like Jack (1996), suggests that teachers should have behaviour management strategies from the outset. Emmer (1984) agrees and suggests when setting any system's, it is important to do this in the first few weeks of a new class, before the class is established.

There are several types of approaches to behaviour management that I have researched; these are as follows, Operant Conditioning, Direct Learning Theory, Assertive Management, The Choice Theory, and the Positive Assertive Management,

The operant conditioning was written by BF Skinner (1974) this was based on rewarding positive behaviour with the punishment of negative behaviour. Skinner (1974) believed that from the beginning the classroom required a clear set of rules with rewards and punishments set from the start. This system is where teachers would have to give constant feedback to be able to modify the child's behaviour. This is very hard to maintain in a busy classroom. However, for Ray and Elliott (2006) some children display superior academic intelligence that encourages other children to succeed or compete to be the best without the use of rewards.

According to Butcher (2001) some educators object to rewards and punishment systems but suggest that there is a place for it with some children and the assessment of children's needs should be identified. Bandura and Huston, (1961) also believed that if a child receives rewards for certain behaviour this reinforces such behaviour which may not be acceptable to all. This would mean that the teacher would have to be consistent in their approach to giving out rewards and punishment. Kohn (2006)'s Direct Learning Theory, disagrees with the conventional methods of positive enforcement, as this encourages children to behaviour only for benefits and rewards and then when those rewards are not always on offer, the child may not respond appropriately.

I then looked at the Assertive Management Approach. This is one of the oldest alternative approaches of the Operant Approach. This Assertive Management Approach was designed by Canter (1976 cited in Donsani, 2007). This approach advocates that children should accept the consequences of their own actions. This could be beneficial if the children were mature enough. Similarly, The Guidance Approach does not rely on a system of rewards and punishment. Instead this approach teaches children that they can oversee their own social learning skills and self-control. Teaching children, that if they display bad behaviour, it is not acceptable. Encouragement should be given to think of an acceptable behaviour the next time. As when children are punished, they are not really learning anything, they are just learning to not do that, or punishment will occur. They might behave in that way because it is inherent.

The Choice Theory, Glaser (1990) states that all children behave, and further suggests that behaviour is chosen. This choice is driven by satisfying our basic genetic needs. These needs are survival, love, power and freedom. With the most important being love, therefore, to engage children, we should provide stimulating education, that satisfies their needs. Teachers should act as managers, but also build positive relationships with children. According to Glaser (1990) children should be taught that if they work hard and show a positive attitude and obedience that this can result in a positive learning experience and a benefit for their life. Glaser (1990) also suggests that choosing this method reduces disruption in the classroom as it enables children to connect with their learning, giving them a sense of power, freedom and enjoyment in the environment.

The Choice theory builds on what Eberly (2011) tells us that children need to possess confidence, self-esteem and respect for others in order to display good behaviour. Children should be able to manage relationships and conflicts, show empathy and share or be able to lose. Eberly (2011) also states that children need to feel secure, this comes from having the resilience and self-esteem to cope with change and setbacks. This should be considered when choosing a strategy for classroom management.

Another approach to consider is the Positive Assertive Management. This is similar to the Assertive approach. However, it allows the children to have a say in the decision-making process. Tauber (1988) suggests that, for this system to work, the children may have the freedom to choose the rules, but they also must accept the responsibility of the consequence when they do not adhere to them. This approach would work well in the new curriculum as Donaldson (2016) believes in pupil voice.

Methodology

For the purpose of this research I worked in partnership with another student. The research was conducted on Monday the 3rd of February 2020. 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). A focus group was selected of six children. This consisted of, 3 from year one and 3 from year 5. Through the learner's participation, an understanding of behaviour patterns in the classroom would be learnt. Further data collected was also in the form of a collection of questionnaires (see a copy of the question's, appendix 4).

The methodology used is lesson study research, which is a form of action research Fraenkel and Wallen (1996). This was to include planning the project, acting out the plan in the form of two lesson studies, and then, whilst making observations, reflect upon what occurred (Research Methodology, 2019). This research would be used to inform on my practise and be able to diagnose the strategies that I will use in the future.

To collect this data, it would be prudent to use a reflective model. 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 Gibbs 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 remember to view the situation from various perspectives, feelings, analysis, evaluation, action plan and conclusion.

The collection of this research was qualitative data, collected during the investigation. Qualitative data is about accessing interactions and experiences in a natural environment, without a completely defined concept of what is being studied. The research will be based on a question or ideas that are required (Barbour, 2018).

The 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 qualitative data is collected (see appendix 9 and 10). After noting our own feelings and then collecting the data, the next stage of the research project was to interview the children, regarding what they thought of using the different approaches to gaining attention of the class was about. This information

was collected in both age groups (see appendix 13 and 14). However, for the purpose of year 1 we wrote their comments, this ensured that a full picture of what they were saying was recorded properly. In year 5 the children completed their own questionnaire forms, whilst we read the questions (see appendix 4).

Prior to the lessons, three children from each year group, with parent consent will be selected for the purpose of conducting the research. The children chosen will be known to myself and partner. During the lessons the observer will be aware of where the children will be sitting, and the aims and objectives of the lesson, to ensure that the observer knows what each child should be doing, during the lesson.

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. The year one children chosen were of the same ability in mathematics, the qualities of the children however, were different, one child was observed as easily distracted and one had been known to conform all the time, the other child was extremely shy. The reasons behind the choice of the children in year 5 were to have a mixed ability of children, the qualities of these children were, previously observed as, one that imitated peers to gain attention, one that portrayed social educational awareness, and one of a high ability in all subjects. According to Barbour (2018) when selecting a focus group, the choice should depend on what your question for research is and what is trying to be learnt from the research. Small-scale research can have advantages and disadvantages. Advantages are that it can answer questions that teachers cannot always answer through reading alone. However, the information can be generalised if too small. Greig et al. (2013).

When the study is complete the information will be analysed, comparing against theory and experience learnt. The study will then be concluded and recommendations for my future practice drawn.

Ethical Considerations

According to Rappoport (1970) Action 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.

Rappoport (1970) tells us 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 (for example in this study when being interviewed this might take up some of their playtime).

In order to conduct the study, the correct protocol was achieved before the research study was conducted (BERA, 2018). This was in the form of an ethics form, submitted to the ethics committee and collecting 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).

For ethical consideration to be considered there was criteria to be adhered to. This information was entered on the ethics form. Information entered such as when children that are not chosen may be upset and could be at risk of low self-esteem. For year 5, I received 14 consents from parents. Although my partner observed the 3 children chosen. To avoid any upset the other 11 children completed questionnaires too. Then they felt they were part of the study. Another consideration was that children in year 5 were all given their own questionnaire to complete and were assured that this was a freedom of their speech. They were told that there were no right or wrong answers. With an option to withdraw at any time. The children were always interviewed by both of us to ensure the safeguarding of the children and us. Finally, all children's identities have been anonymised, and data will be deleted after my course has been completed.

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 to see how responsive the children would be in a maths lesson, as the 3 children chosen were of the same ability in maths. This ability group was a more able group.

The 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 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.

These results suggest that 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. Whereas Child 2, always follows the rules and is also in the higher ability group for maths and literacy. 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, so this response was not measured. (For a full list of the above results see appendix 11).

On analysis of the questionnaires for year one, from the answers given, 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, one child responded better in all the approaches, this child displayed better concentration skills than the other children and had a higher ability in literacy and other topics than peers. If this lesson was to be conducted again; I would plan to use an iPad maths extension. This would enable us to collect data from a screen.

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 screens 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.

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. 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.

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 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 screen 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).

With support, the aim of the lesson was achieved. Using the approaches to gain the attention of the children, it was effective to share and ensure that the learning was achieved. From observation of the children's behaviour and analysis of the results, evidence suggests Child A on times liked to push the boundaries of accepted behaviour. 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, art and other topics provided. The evidence shows that this child was the most responsive overall.

Furthermore, results from the questionnaires suggest the 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).

I have learnt that the responses of all children are different. This could be for various reasons. On analysis of the data I would suggest that younger children are more responsive to the teacher, than the older children (see appendix 12, for a line graph showing the sets of data collected). Child 2 from year one was the most responsive child and child A was the least responsive. The evidence also suggests that the higher ability children are more responsive to the teacher. The children with confidence or social disorders are not as responsive.

Discussion of findings in relation to related literature and research

The next stage of the reflection according to the Gibbs Model would be to use the theory gathered and relate it to results that have been collected.

From the results collected, and research from Sinclair et al. (1984); Eberly (2011) and Toom (2017)'s theory suggested that not all children have the same responses or attention span, and that some children need more time to respond. The evidence showed that the year one, child 3, was slow to react, perhaps due to confidence, and Child B, in year 5 who had an IDP for social interaction, was also slower to react. This means, that more time should be given to ensure that the children are fully responsive when giving instructions. The singing

approach gains the most response in Year 1 and the clapping of hands, gains most response in Year 5, but not necessarily the full attention of the children. For some children they still carry on their work or even chatting with their partner.

Another aspect that the research has shown, is that Child A from year 5, is a popular child that appears to easily imitate other groups or is easily distracted by others. This answers my question are children reacting to my approaches, or are they distracted by other peers. I would say that some are easily distracted by peers, as the results showed that Child A is responsive when not distracted by peers, and not responsive when peers are distracting. Child A was also distracted by the screen time. This also reinforces Bandura and Huston (1961) theory that for some children, different groups of children and social groups are influenced by others, perhaps they think it is cool to mimic their behaviour, or are otherwise distracted by them, and do not hear the teacher. This means that I would have to be aware of such groups and work with them to ensure that they are aware of what is expected for their learning and their peers learning to occur. For children it might be prudent to use the Assertive Management Approach.

This approach suggests acceptance of the consequences of one's own actions should be a way forward for children who are easily distracted. Or as Tauber (1988) suggests that children should be able to decide what the rules are through a freedom of choice (pupil voice) This could compliment the comments made by Glaser (1990) and the choice theory, that actually children be made aware, that if they work hard and have a positive attitude to work and life in the classroom, that they will have a better learning experience which also has benefits for their future life.

Conclusion

For the purpose of 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. This can inform on the variance in levels of attention about developmental and cognitive development in age groups (Bandura and Hudson, 1961).

The method of timing the children's response to the teacher was achieved. However, the disadvantage of the study is that it was only completed once in each year group. An occurrence of the leniency or severity effect could therefore be an issue here (Dewberry et al. 2013). The observation taken in each event could catch the child on an off day, or the observer might not have calculated 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.

It would have been interesting to see the results of children in between the chosen age groups. Or perhaps to do a longitudinal study 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.

On the basis that according to the reflections taken during the research (Gibbs, 1988) the research went well. The strengths of completing such research was that it has allowed me to reflect from a different aspect of the lesson. That this type of reflection would have been a small part of my reflection usually. From the research theory, I believe that the method of research was valid, as I can conclude that reflection of the children's responses in every lesson, should in fact form the basis of the teaching and learning experience. I can also conclude that various approaches to behaviour management, could be used depending upon the class of children, however, any approaches should be made in the first week of a new school year or in the case of supply when you enter the class.

For my classroom management to be effective in the future, I would first draw upon the ideas of Canter (1976 cited in Donsani, 2007), Jack (1996) and make sure I am aware of any IDP in class, and reinforce plans in the first week for the new term. I would ensure the children knew the rules. These rules however would be set with pupil voice (Tauber, 1988) who suggests the Positive Assertive Approach, where children would be responsible for the freedom to choose the rules, but they also must accept the responsibility of the consequence, when they do not adhere to them.

However, when choosing a classroom management approach, it is also necessary to consider Bandura's and Huston (1961) observational theory, to observe the children's behaviour and how this effects the people around them or how they are affected by other children. I would also ensure that regardless of the children's ages, it is necessary to encourage independence and personal initiative for the children (School X Policy, 2019). After completing the research project, it has enabled me to realise, I must give children more time during the introduction of the lesson, and to ensure all children are listening, and that I

have their full attention. I will pay attention to gaining the responses of children with social and educational needs when implementing the best approach.

On reflection of my own Lesson study 2, It was a very busy class, there was a lot of support required, this was however the type of lesson that I had planned for, to be able to have to gain responses throughout the lesson. 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 the coding package 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.

Recommendations

- 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.
- I will research in more depth approaches into gaining and sustain the attention of children with social and educational needs for my future practice.
- Creating behavioural management plans do not necessarily require rewards and punishment as positive academia can also promote good behaviour.

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