

STEER DOCUMENT
Appendix A

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group:

26/09/2022, 10.00 am, Year 3 Class of 21 children

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

It was the 26th September, on a Monday morning at 10.00 am the observer noted their first critical incident. AOLE was Expressive Arts and pupils had to create a drawing of the French artist Claude Monet using the medium of pencils and coloured pencils. The classroom environment consisted of one teacher and a class of 21 pupils, with no Teaching Assistant (TA) present. As soon as the observer entered the classroom the main lights were off, and inside the squared room it was scattered with dimly lit lamps and calming fairy lights. When the observer approached the teacher they asked why are the 'main lights' off. The teacher explained that they felt the children work more efficiently this way in less artificial lighting and with 'quieter light.' There were also different zones in and around the classroom, examples of this were the 'Creative Zone' which the class labelled as the 'Creative and Loose parts Area,' and a 'Snack zone' which was just outside the classroom in the corridor. During snack time children were able to get their snacks whilst they work, mixing both 'snack time' and working time. The teacher said that this works well in their classroom as the children had a sense of independence and instead of having 'quiet time' and stopping their work, they can efficiently blend the two together and multi-task relating to real-life experience and linking authentic contexts pedagogy.

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

On the 26th of September 2022, the teacher informed the observer that the school was doing a Languages day, and their Year 3 class was studying the country of France and the French language. At 10.00 am, the observer identified their first critical incident in the classroom. The critical incident relating to teaching practice was the use of positive reinforcement and the use of rewards of 'dojo points' for rewarding good behaviour. The AOLE established was Expressive Arts and the pupil's task was to create one replica drawing of one of Claude Monet's paintings, a famous French artist. All pupils had a choice of what image they wanted to create and the teacher set out a learning objective of 'to recreate a drawing of Claude Monet's work.' All children sat in four small groups and successfully grasped the lesson objective and had fun creating their art pieces.

Midway through the lesson, the teacher walked around the classroom to check in on how pupils were finding their assigned tasks. The teacher approached pupil X and instantly praised their work. The observer noticed then that the teacher asked for all the pupil's attention on pupil X's work, and the teacher held the art piece clearly in the air so all pupils could see the booklet. The teacher said how they loved how pupil X did their shading and mark making and then proceeded to tell the class how they were awarding pupil X with a 'dojo point.' The observer noticed how some pupils were eager to also be rewarded for their work. Pupils began to replicate not the images they were given of Monet's work but instead aimed to copy pupil X's work.

Overall the teacher had achieved a positive outcome of behaviour and learning, and the pupils

identified the positive reward given to pupil X. This then reinforced pupil X's behaviour and also the behaviour of other learners. It can be argued that the teacher should have rewarded all pupils with a dojo point as art is subjective, and perhaps instead every learner should be praised for their creation (this relates to one of the four purposes, enterprising, creative contributors.) Arguably, some pupils when being observed went off task and drifted away from the learning objective, where they instead focused on replicating pupil X's work. There can also be criticisms of the behaviourist approach to learning. Social learning theory could be linked to the behaviour shown in the classroom through observation and replication of observed behaviour. There are other additional factors to consider when evaluating pupils' behaviour in the classroom. On reflection, Behaviourism can be an explanation for how students react and behave in the classroom and suggests that teachers can directly influence how their students behave.

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

- How teachers are able to keep pupils engaged, through positive reinforcement
- Ivan Pavlov's classical conditioning
- B.F Skinner and his theory of Learning, Behavioural learning theory
- John Watson's theory on Behaviourism
- Jean Piaget's theory of Cognitive development
- Lev Vygotsky's Sociocultural theory
- Social learning theory
- Constructivist approach to learning
- The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning Pedagogy - Influencing Learners

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)

No obvious distractions were present in the room, although the students had class pets which they occasionally were drawn to instead of focusing on their task. As briefly discussed, children multitasked both work and snack time and this worked efficiently for the year 3 class, they were independent and understood the concept of multi-tasking and what was expected from them.

Record 2

Date and time, year group:
27/09/2022, 2:35 pm, Year 3 class of 21 pupils

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

This critical incident was recognised on Tuesday the 27th of September during a Maths lesson at 2:35 pm in the afternoon. The AOLE was Maths and Numeracy and pupils were learning the importance of place value. The teacher presented the task on the whiteboard and wrote down the questions and learning objectives clearly. In addition to what has already been discussed in

the classroom context, the observer noted all display walls were neat and organised and one wall was called 'Something that I am proud of.' Talking to the teacher about this, they explained that this wall allowed the children to choose their own achievements, it is not forced upon them but instead, they are able to have a choice of what they can choose and select to be displayed. When this was questioned about how this idea works, the observer was intrigued as to how the children are able to bring items from both inside and outside of school. It is also beneficial to note that the Year 3 class had class pets, two guinea pigs and two pet fish that the children adored looking after and were more engaged in class as a whole throughout the day.

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

The observer noted the second critical incident halfway through the Maths lesson. A teaching assistant from another class entered the classroom at 2:15 in the afternoon and proceeded to ask the teacher for 2 pupils to do reading tasks with pupil Y and pupil Z. The two pupils exited the classroom for 20 minutes with the TA outside in the designated corridor study area. During this time in the classroom, the teacher continued explaining the importance of place value to the student and then followed to explain their task. It was identified that once pupil Y and pupil Z came back into the classroom after their 1 to 1 learning, they were unsure of what to do during their task for the Maths lesson and were struggling to understand the learning objective. Having missed the explanation and demonstration from the teacher, the observer expected the teacher to help pupils Y and Z and to go over the lesson with them both but this was not evidenced.

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

- Inclusion, making sure all pupil's educational needs are met
- Assessment for learning AFL, ensuring all pupils understand their objective and success criteria
- Checking in on learners regularly
- Differentiation in refining the teaching pedagogy -The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.
- Listening to learners in influencing learner's pedagogy- The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.

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:
27/09/2022, 2:15 pm, Year 3 class of 21 pupils

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

Furthermore when observing the general classroom context every morning throughout the two days the observer was present, it started with the teacher greeting the children informally, asking them about their weekend and what they got up to. The children then came to sit on the carpet independently, after putting away their coats and belongings into a separate room which was attached to the classroom. Instantly, it was apparent that the classroom was a calming environment for both the teacher and all children. Neutral colours and minimal patterns were used for all displays and a natural aesthetic was created.

Before the first lesson of the day, children were asked to do 'circle time.' This consisted of taking turns around the circle and asking about how they were currently feeling and what they did on the weekend. This was a good opportunity to engage, reflect and take note of how the children may be feeling and responding to themselves and each other during that time of the day.

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

The final critical incident was found by the observer on the 27th of September at 2:15 in the afternoon. As previously discussed in another critical incident the third took place in a Maths lesson about place value and the AOLE was still focused on Maths and Numeracy. The learning strategy the teacher used was called the 'Chilli Challenge.' This had three levels of difficulty starting with easy questions (one chilli), medium (two chillies) and hard (three.) The students had the choice to choose how 'spicy' they wanted their work to be based on their own ability and self-confidence, and the teacher asked the learners whilst pointing 'hands up if you think you can do this spicy level?' The observer noted how this strategy allows choice and for the pupils to excel and push themselves whilst also using the form of self-assessment. The learners were in charge of their own learning through peer and self-assessment and self-reflection, this relating to Assessment For Learning strategies (AFL) and pedagogy standards.

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

- Social Constructivist Learning Theory
- Growth Mindset
- Peer and Self-review as Assessment for Learning (AFL)
- All Four purposes (Creative areas, displays and circle time)
- Professional Standards in teaching
- Reflective Modules- Dewey, Kolb, Gibbs, Brookfield, Myers
- Reality Therapy, Glasser 1965

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- Cognitive Load Theory- Sweller (1998)

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)