

6007 Assignment Appendices.

Appendix A: Observation/Field Notes – Record 1.

Date and time, year group: 26/09/2022, 13.00 – 14.00 (P4), Year 10 GCSE.
Where and When: Context of the observation – subject/AOLE, general classroom context • Year 10 GCSE Welsh lesson. • Area of Learning and Experience (AOLE) – Language, Literacy and Communication. • Fourth lesson of the school day, taking place immediately after lunch break. • Seating plan in place; learners were sat in rows of tables of two persons. • Lesson focus; the teacher shared a model answer of a written exam question that the learners are likely to be required to answer as part of their GCSE Welsh examination. With reference to success criteria, the teacher provided a detailed explanation as to why this was a good answer, following which the learners were asked to use marking criteria and the model displayed to create their own answer to the question. This was set by the teacher as an independent task and involved the students constructing a written blog post whereby they introduced and described themselves, including their interests, hobbies and ambitions in the medium of Welsh.
What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work) Followed a detailed explanation of a model answer to a GCSE exam question, the teacher set up an independent task/exercise. Instructing the learners to use the model answer, marking criteria and their vocabulary booklets for guidance, the teacher allocated 25 minutes for the student to write their own answer to the question. When asked to begin, it was observed that three male learners sat within close proximity to one another within the classroom were not engaging with the instructed task/exercise. Collectively, said learners were observed engaging in ‘off task’ conversations with one another, speaking to other students on their lunch break through the classroom window, using their phones, ‘messaging’ with the window and blinds and hitting the table with stationary. When the teacher approached and challenged the learners regarding their behaviour, they stated that they did not understand what was being asked of them with regards to the independent task that had been set. The teacher responded to this by providing further explanation and instruction regarding what they were being asked to do, before instructing them to begin the exercise for a second time. Following further explanation and instruction the behaviour described above was observed to continue. The teacher was observed addressing each of the three learners’ behaviour for a second time, informing them that their behaviour was not appropriate, that it was disrupting other learners within the class and in turn, that they needed to focus on the exercise they’d been asked to complete. The teacher then explained to the learners that if they were unable to focus on the exercise where they were currently seated, they would be separated and moved to another table within the classroom. As the behaviour continued, the situation culminated in the three learners being separated. Whilst at times after being separated the learners attempted to continue to engage in disruptive behaviour with one another across the classroom, with ongoing one-to-one support and

instruction from the teacher (i.e., encouragement, praise and affirmation of positive work taking place and answering of any questions asked in relation to the exercise to keep the learners 'on task'), they were observed to have become more focused overall and in turn, were able to complete the written exercise.

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

- Evidence-based approaches to classroom management and how the strategies adopted by the teacher relate to/reflect said research (i.e., behaviourism and operant conditioning via reinforcement and punishment, the logical consequences behaviour model, Assertive Discipline model).
- What factors contribute to disruptive behaviour within the classroom and more specifically, what role does peer influence play?
- How important is learner motivation with regards to the management of disruptive behaviour?
- What impact does disruptive behaviour have on teaching and learning within the classroom environment? What impact does disruptive behaviour have on the learning process and how is it experienced by other learners within the classroom environment?

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)

Additional details of relevance:

- At the start of the lesson (prior to the above incident), the teacher responded to two of the three learners detailed above, who were stood in the hallway as opposed to coming into the classroom and setting up for the lesson ahead. The teacher instructed the learners to enter the classroom and sit at their desks, however they were observed to ignore said instruction. The teacher adopted a similar approach as noted above whereby they explained to the learners why this behaviour was not acceptable and associated consequences that would follow if they continued to disrupt the start of the lesson. The two learners entered the classroom and sat down. Therefore, the above critical incident was a continuation of earlier disruptions to the lesson that were managed by the teacher.
- Distractions present for a significant proportion of the lesson, including when the above incident took place.
- Whilst the lesson was underway, years 9, 11 and 12 were on their lunch break and were visible on the school playing fields/grounds from the classroom window. At times, pupils on their lunch break would approach the classroom window.
- A 'treasure hunt' taking place around the school grounds for European Language Day, which resulted in many students searching for 'barcodes' in the vicinity of the classroom.
- Lesson was concluded with a game of Bingo whereby the learners knowledge of key Welsh words was tested. The three learners who had caused disruption to the

lesson were observed to engage fully with this activity.

Unfortunately, there was not an opportunity to ask the teacher some additional questions following the lesson's conclusion.

Below is a list of some of the questions the observer would have liked to asked the teacher had there been an opportunity to:

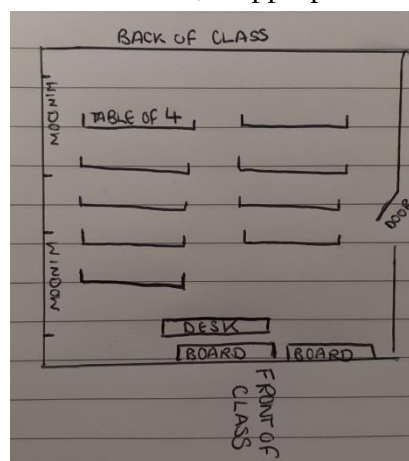
- Was this behaviour typical of the learners?
- What do they view the causes and contributing factors to be in relation to this behaviour?
- What is the rationale behind the approach adopted to managing the behaviour of these particular learners?
- Are there any other strategies that the teacher has trialled in previous lessons that differ from the strategies displayed today to manage their behaviour within the classroom? And if so, how effective have these been?

Appendix B: Observation/Field Notes – Record 2.

Date and time, year group: 27/09/2022, 08:55 – 09:55, Year 7.

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

- Year 7 Science lesson.
- Area of Learning and Experience (AOLE) – Science and Technology.
- 1st lesson of the school day, following registration. This was the first lesson of the school day, following form period.
- At the beginning of the lesson, students were instructed to line up, single file in the corridor; the teacher addressed any breaches of school rules i.e., inappropriate dress before permitting the learners to enter the classroom.
- A seating plan was in place (see classroom layout to the right) and upon entering the classroom, students were instructed to come in quietly, take off their coats and get their books out. Students appeared to settle quickly upon entering the classroom and awaited further instruction from the teacher.
- Purpose of the lesson: to further explore the process of completing a scientific investigation, introducing the concept of variables within a scientific investigation.



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

Towards the end of the lesson, the teacher set what appeared to be a consolidation exercise whereby the learners were instructed to match the key terms introduced during today's

lesson to their associated definitions. The teacher set this as an independent task, informing the learners that they had the remaining 5-10 minutes of the lesson to complete the task. Approximately 2-3 minutes into the exercise, learner A who was sat at the front of the class was observed raising their hand to speak with the teacher. When approached by the teacher, the learner explained that he was stuck on a number of the key terms, before requesting the correct answer. Observer noted that the teacher did not respond by immediately providing the learner with the correct answer and instead, encouraged the learner to think about what they could do themselves to figure it out. The teacher was observed encouraging the learner to consider the resources available to him within the classroom that could assist him in finding the answer, prompting the learner to work with another pupil to distinguish the two terms and their associated definitions. The teacher then directed Learner A to another learner (Learner B) further down the bench, encouraging them to support one another to complete the exercise. Whilst some initial reservation was observed as well as some off-task conversation, the two learners were subsequently observed working together to complete the task. By working with a peer, both learners were able to identify the answers to the questions and in turn, completed the task. The teacher was observed checking in with the two learners regarding the piece of work they had just completed, clarifying their answers were correct before providing additional explanation and praising said learners for having completed the task without their direct support.

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

- What is the relationship between social interaction between peers and learning? (Social Constructivism and more specifically, Vgotsky’s Sociocultural Theory of Cognitive Development).
- How and why is peer interaction and collaborative learning experiences important to the process of learning? What are the cognitive benefits?
- The impact of teaching strategies and techniques that incorporate peer interaction and collaborative learning on:
 - Learner autonomy
 - Learner confidence, self-efficacy and resilience within the classroom.
 - Learner’s personal, social and emotional development.
- What work has the teacher done in the lead up to this particular incident that has helped to create a culture of collaboration as evident within the classroom?

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)

- Throughout the observation, the teacher appeared to have full control over the learning environment, using a number of strategies to manage the classroom and the learners within it. For example, when the required the attention of the students following for example peer/group discussions, they would raise their hand and count down from three. The learners were observed on every occasion to copy this action, ending their discussions and re-focusing their attention back on to the teacher.

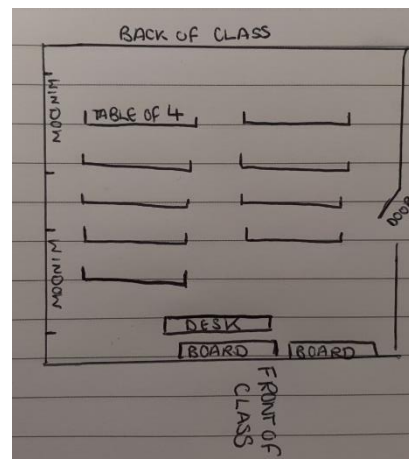
- The observer noted that the learners appeared to have a good understanding of the expectations the teacher had of them within the classroom. For example, the learners appeared to understand that if they wished to answer a question asked by their teacher, that they should raise their hand and wait to be addressed before sharing it their response with the rest of the class.
- Directions and instructions were made explicit by the teacher throughout the lesson.
- Minimal distractions were observed during the lesson.
- Construction work was taking place and could be seen from the classroom windows however this appeared to cause minimal disruption to the lesson with the exception of Learner B appearing to become distracted at times.
- When sharing my observations with the teacher at the end of the observation and in particular, the critical incident that I had identified as detailed above, they discussed a further strategy that they use to encourage collaboration and discussion between peers within the classroom, called 'Think-Pair-Share.' The teacher highlighted this to be an evidence-based strategy that encourages collaboration and enhanced critical thinking as well as building the learner's confidence within the learning environment.

Appendix C: Observation/Field Notes – Record 3.

Date and time, year group: 26/09/2022, 08:55 – 09:55, Year 7.

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

- Year 7 Science lesson.
- Area of Learning and Experience (AOLE) – Science and Technology.
- First lesson of the school day, following form period.
- At the beginning of the lesson, students were instructed to line up, single file in the corridor; teacher Y addressed any breaches of school rules i.e., inappropriate dress before permitting the learners to enter the classroom.
- A seating plan was in place (see classroom layout to the right) and upon entering the classroom, students were instructed to come in quietly, take off their coats and get their books out.
- Students appeared to settle quickly upon entering the classroom and awaited further instruction from the teacher.
- Teacher Y informed the observer that the purpose of today's lesson was to further explore the process of completing a scientific investigation and more specifically, to introduce the concept of variables within a scientific investigation.



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

During the lesson, the teacher was observed providing an explanation of the different

variables a scientist needs to consider when completing a scientific experiment. Whilst providing an explanation of the different types of variables, the teacher identified that one of the students was not listening to the explanation being provided and more specifically, that he was using his ruler to pick the paint off the classroom wall. An observation was made by the observer of the critical incident that the learner's behaviour was distracting the student sat next to them and that as a result, they were also no longer listening to the explanation being provided by the teacher. At this moment in time, the teacher was addressing the entire class, standing in front of the whiteboard whilst using it as a teaching aid. The teacher continued to deliver her explanation of the three types of variables but was observed re-positioning herself within the classroom, standing directly in front of the learner's table. Whilst eye-contact instigated by the teacher was observed, the teacher did not address the pupil directly and/or verbally. When the learner noticed the teacher stood over their table, they immediately stopped what they were doing, put the ruler down and re-focused on the material being explained by the teacher on the whiteboard.

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

- How does what was observed 'fit' within the different behaviour models that exist within the literature (i.e., assertive discipline, logical consequences, reality therapy)?
- The role of conditioning (both classical and operant) in reducing disruptive behaviour within the classroom that have the potential to negatively impact the learning of others.
- The use of body-language as opposed to words to manage unwanted behaviour within the classroom.
- The role that non-verbal communication can play in reducing disruptive behaviour and in effective classroom management.

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)

- Throughout the observation, the teacher appeared to have full control over the learning environment, using a number of strategies to manage the classroom and the learners within it in addition to the example documented within the above critical incident. For example, when the required the attention of the students following for example peer/group discussions, the teacher would raise their hand and count down from three. The learners were observed on every occasion to copy this action, ending their discussions and re-focusing their attention back on to the teacher.
- The observer also noted that the learners appeared to have a good understanding of the expectations the teacher had of them within the classroom. For example, the learners appeared to understand that if they wished to answer a question asked by their teacher, that they should raise their hand and wait to be addressed before sharing it their response with the rest of the class.
- Directions and instructions were made explicit by the teacher throughout the lesson.