

Appendix One-**Observation Schedules:**

Checklist Observer:

Time scale: 30 minutes overall activity. Observation to be done every 10 minutes.

Context:

Year 1 class. 6 children. The children are outside, sitting around the table playing a game of bingo. Student teacher is there to monitor the game, but activity is mainly independent.

Tick if observed	Child 1			Child 2			Child 3		
1) Low activity									
2) A frequently interrupted activity			✓	✓	✓				✓
3) Mainly continuous activity	✓					✓	✓	✓	
4) Continuous activity with intense moments		✓							
5) Sustained intense activity									

- 1) Low activity
Total lack of engagement. No contribution to discussion/activity and the child displays no energy. Daydreaming (absence of cognitive demand) on more than two occasions although remain mindful that this could be a method of concentration.
- 2) A frequently interrupted activity
Not a complete lack of engagement, but half of the activity having no engagement. Child interrupts the session with off topic suggestions. Easily distracted and very aware of what is going on outside the activity.
- 3) Mainly continuous activity
The child is not at a complete level of engagement and appears to be participating routinely. Child does not appear to be absorbed in the activity and can have the potential to be distracted with activities being short lived.
- 4) The child show concentration most of the time, with two brief moments (less than 30 seconds) of distraction/no concentration. While the child can be distracted by the surroundings, the attention is quickly brought back to the activity.
- 5) Child appears to be completely absorbed in the activity and cannot be distracted. The child feels in control of their learning and shows willingness to learn and participate. The child appears to be highly motivated and deeply appealed by the activity.

Appendix Two-**Observation Schedules:**

Checklist Observer:

Time scale: 30 minutes overall activity. Observation to be done every 10 minutes.

Context: Year 2 class. 6 Children. The children are sitting outside around the table working on their challenge books. The student teacher is there to monitor the game, but activity is mainly independent.

Tick if observed	Child 1			Child 2			Child 3		
1) Low activity					✓	✓			
2) A frequently interrupted activity				✓					
3) Mainly continuous activity			✓				✓		
4) Continuous activity with intense moments	✓	✓						✓	✓
5) Sustained intense activity									

- 1) Low activity
Total lack of engagement. No contribution to discussion/activity and the child displays no energy. Daydreaming (absence of cognitive demand) on more than two occasions although remain mindful that this could be a method of concentration.
- 2) A frequently interrupted activity
Not a complete lack of engagement, but half of the activity having no engagement. Child interrupts the session with off topic suggestions. Easily distracted and very aware of what is going on outside the activity.
- 3) Mainly continuous activity
The child is not at a complete level of engagement and appears to be participating routinely. Child does not appear to be absorbed in the activity and can have the potential to be distracted with activities being short lived.
- 4) The child show concentration most of the time, with two brief moments (less than 30 seconds) of distraction/no concentration. While the child can be distracted by the surroundings, the attention is quickly brought back to the activity.
- 5) Child appears to be completely absorbed in the activity and cannot be distracted. The child feels in control of their learning and shows willingness to learn and participate. The child appears to be highly motivated and deeply appealed by the activity.

Appendix Three-**Brookfield Reflective Model- Lesson One**

<u>Autobiographical reflection</u> I felt the activity was successful as it promoted independence which is one of the class focuses. The class staff have been working on developing the children's independence in order to promote the four core purposes 'Ambitious capable learners' ready for the new curriculum. Within this activity, I was able to example the activity to the children, then take a step back and allow the children to continue the game, taking on leadership roles and learning how to deal with conflicts appropriately. By doing this, I was also able to see if the children were engaged without adult supervision as we were looking at the engagement levels in an outdoor environment. When looking at the engagement levels at the end of the lesson from the Leuven scale that the majority of engagement fell into the mainly continuous activity.	<u>Student reflection</u> When asking the children how they felt about the lesson in the interview, the children all agreed that they enjoyed playing the bingo game, with one child adding the only part she did not enjoy was not winning the game. When discussing the area in which the activity took place, the children said they did like this. However, when going over another question on where they would prefer to learn, the children all agreed they would prefer to be inside the classroom, or the room that the interview took place in. From the observation schedule, we can also see that the children's engagement levels vary throughout the game. This could be when it was not their turn to play, they got distracted and their answers to the interview questions do not match the Leuven scale results either.
<u>Colleagues Reflection</u> Even though the activity was independent based, I was still present within the task to ensure class management during the activity and therefore my colleague was able to see this activity through objective eyes. She could see that the children all started off at the middle of the of the Leuven scale for engagement, except child b who has been statemented for ADHD. As the children were completing this activity in a new environment, this may have been very exciting for him and therefore more interested in the new surroundings than the activity. She also noticed that all the focus group engagement levels changed towards the end of the lesson. This suggests that the lesson may have been either too long, too challenging or not challenging enough for the students. The focus group was mixed ability and therefore the activity was not differentiated for all abilities.	<u>Theoretical Literature</u> When looking at the children responses to the interview compared to the observation notes in the Leuven scale, we can see that these do not link up. This suggests that the children were giving false answers to please us as teacher-researchers. This is also known as the Hawthorn effect where participants give answers that the think are correct in order to please (Kumar, 2011). The research conducted took place within the Foundation Phase, whose ethos is based around children developing through the environment and first hand experiences. This links closely to Piaget's constructivist theory, where he described children development in stages, learning best through experiences (Banning and Sullivan, 2011 and Joyce, 2012). An outdoor environment is a beneficial place for children do to this as it encourages risks, challenges, building of self-esteem/confidence and resilience (Forest Kindergarten Association, 2014).

Appendix Four- Lesson Two

<u>Autobiographical reflection</u> The focus of this lesson was to observe how engaged pupils were when undertaking an independent activity. The lesson was undertaken in the same manner that it would have been inside the classroom. I was there to support the children if needed, although usually in class they would work mostly independently. I found it difficult not to encourage the children continue with the task as the focus was on the engagement levels between the children and the activity and this would be different from what would happen in class. The children appeared to work well as a group with one child having very little engagement. This could be because of the new environment, although this child had very little engagement inside the class. The lesson proved to achieve the set goals, which was to promote independent working. The child with little engagement was new to the school and the new environment could have heavily affected the engagement levels.	<u>Student reflection</u> The students all appeared to enjoy being outdoors. Although the level of engagement appeared to be little difference from the level inside the classroom. The feedback from the interview showed that although they enjoyed the new environment, the children preferred to work in the classroom. This could be down to many areas and these will be explored during the assignment. The children were new to the area that they worked in and this could be something to consider for the future. During the activity, all the children seemed to enjoy being outdoors with them all appearing to be calm and happy with the new environment.
<u>Colleagues Reflection</u> My colleague was able to step back and observe this lesson, where the children were able to work independently. The observations carried out by my colleague showed overall, the children were reasonably engaged with, one child showing little engagement throughout the activity. The levels of engagement were recorded to be acceptable for the activity that the children were completing. The children were working on different challenges as they would progress depending on their speed and ability. The feedback from my colleague was that the session was successful with most of the children in the group working well.	<u>Theoretical Literature</u> During the activity the children appeared to enjoy working in that new environment, however, only one child during the interview said that he would prefer more lessons outside. This could be due to a few reasons for example this was new to the children and the children were used to working in a classroom setting. Ensuring children are used to working in the environment is what Grigg (2014) explains to be a way to ensure the children work to their ability. The children are not used to working outdoors in this school and further, more regular experiences outdoors can support the Foundation Phase (2009) ethos of the children being in the natural environment, with the outdoors providing sounds and smell to enhance the children learning experience.