

UNIVERSITY OF WALES TRINITY ST DAVID



Primary Learning Partnership

Teaching Toolkit – developing professional principles

Week one: w/c: 2nd October 2017

Week two: w/c: 9th October 2017

Week three w/c: 16th October 2017

Week four w/c: 23rd October 2017

School role:

To provide opportunities for the students in small groups to observe the key principle across phases.

To support a small task where key skills can be practised and peer assessed.

To facilitate good practice and group reflection following the tasks.

University role:

To give theoretical input according to the four principles.

To facilitate reflection in the university.

To support planning for the task brief.

Methodology

Each week you will be visiting a school setting on Tuesday and Thursday. Tuesdays will be dedicated to observing good practice, whilst on Thursdays you will carry out an activity and reflect on its impact on learners.

Consider the lenses below when you are reflecting on your experiences (after Brookfield (1995) *Becoming a Critically Reflective Teacher*. San-Francisco: Jossey-Bass)



Week one: classroom management

Observation method:

Use the 'written record' method, along with field notes and any additional photographic evidence.

[A detailed narrative account of behaviour recorded in a sequential manner as it happens; it is not limited to a particular incident. The observer records everything seen.]

Points to consider

- What do you notice about the resources available and the learning environment?
- How are the children grouped?
- What routines are taking place in the classroom?
- How are transitions organised and managed?
- What interventions are included in the classroom?
- What arrangements are in place for fire drills, medical arrangements, photos, etc.
- Is there access to the outdoors?
- What are the timings and routines of the day?
- How are the additional adults organised and planned for?

AIM: To be able to observe, plan and reflect on classroom management.

Tuesday:

Observing how the teacher manages the classroom:

Using the 'points to consider', reflect on the teacher's strategies for managing the learning environment. Provide sufficient detail to support your feedback to peers within your professional group.

Thursday:

Learning Walk – looking at the environment from the learners' point of view. *You may want to ask if learners can accompany you on this walk.

Collect information in note form, and support with photographic evidence or sketches of interesting aspects of your 'journey'.

Reflect on your 'findings' and share with peers.

Week two: behaviour management

Observation method:

Use the 'target child' method, along with field notes and any additional photographic evidence.

[A target child observation focuses on one child and is used to record the actions and behaviours of that child.]

Points to consider

- What is the behaviour management policy?
- How is praise used?
- What rewards and sanctions are used?
- Are there any interventions in place, such as nurture groups etc.
- How are IEPs or individual systems used?
- Are there rules about the noise levels within the class?
- What systems are in place in the classroom?
- What are the rules concerning safety?
- How are events stopped from getting out of control?
- Is distraction used and is it effective?

AIM: To be able to observe, plan and reflect on behaviour management

Tuesday:

Ask permission from the classteacher to choose a target pupil* to observe for a specified period of time (e.g. a session).

Focus on the impact of the behaviour management strategies employed by teaching staff on the individual pupil and their learning experience.

*You may be able to focus on more than one target pupil during the day.

Ensure your notes are detailed enough to support professional dialogue.

Thursday:

Read or tell a story to a group of learners:

Ask the classteacher to identify an appropriate group to work with. (*You may be able to read to several groups throughout a day.)

Choose an appropriate text for the age and abilities of the pupils. Prepare your reading (including props/opportunities for interaction, etc.). You could tell a story if you would prefer.

Reflect on the behaviour management strategies you used and their impact on learning.

Week three: questioning

Observation method:

Use the 'event sampling'* method, along with field notes and any additional photographic evidence.

[The observer waits for and records a specific preselected questioning technique.]

Points to consider

- What are the learning intentions
- Are key questions used?
- How are questions used to probe and extend thinking?
- Is the language used clear to all learners?
- How are the questions distributed?
- Is there variety in the ways the learners can respond to questions?
- Are all learners given thinking time?
- Is there evidence of verbal and non-verbal prompts?
- Are incorrect responses used to advantage? If so, how?
- Do pupils ask their own questions?

AIM: To be able to observe, plan and reflect on questioning.

Tuesday:

Use the event sampling method to identify the teacher's questioning skills within a specified time (e.g. a session)*.

Consider the effect of the various question types employed.

*You may be able to focus on more than one teacher and/or curriculum area during the day.

Ensure your notes are detailed enough to support professional dialogue with peers.

Thursday:

Plan and teach a visible thinking activity that will be video recorded for further reflection.

Guidance will be provided during specific seminar sessions in university to support you in this task.

You will prepare an activity that you will teach to a group of learners.

You will record the activity in its entirety to support reflection on its impact.

During a university session, you will reflect on the teaching episode with peers, employing SWWCTE's reflective model.

Week four: motivation and engagement

Observation method:

Use an 'involvement scale*' method, along with field notes and any additional photographic evidence.

[Rating scales are observation tools that indicate the degree to which a person possesses a certain trait or behaviour. Each behaviour is rated on a continuum from the lowest to highest level. Rating scales work best where particular degrees of behaviour are well defined, and where there is a distinct difference in the behaviour.]

Points to consider

- Do learners work productively? How do you know?
- Can you identify 'hooks' into learning?
- Do pupils enjoy learning?
- How are resources and ICT used to engage and motivate?
- Is the content linked to the pupils' experiences and interests?
- How does the teacher use voice, gesture and movement to maintain engagement?
- Are a wide range of teaching strategies used?
- How does the teacher demonstrate positivity, encouragement and enthusiasm?
- How does the teacher build anticipation?
- Are all the learners motivated in the same way?

AIM: To be able to observe, plan and reflect on motivation and engagement.

Tuesday (observation task):

Focus on one group of learners for a specified period (e.g. one session). Use an 'involvement scale' to identify the relative participation of individuals.

Consider the link between engagement and motivation: what methods/resources were employed to maximise involvement of learners?

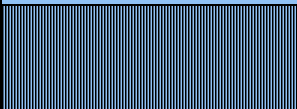
*You may be able to focus on more than one group and/or curriculum area during the day.

Ensure your notes are detailed enough to support professional dialogue in your professional group.

Tuesday (teaching task):

Plan and undertake a focus group mathematics task with a group of learners. The focused task could be, for example: a game, consolidation of skills or a reasoning activity. Where possible, try to consider all (or at least some) elements of Haylock and Cockburn's (2017) 'Connections Model' for learning number. This means you should try, where possible, to consider making links between concrete experiences, pictures (visual representations), language and symbols.

In summary

	Focus	Observe	Reflect	Specific Method used
Week 1	classroom management	3/10/17	5/10/17	written record
Week 2	behaviour management	10/10/17	12/10/17	target child
Week 3	questioning	17/10/17	19/10/17	event sampling
Week 4	motivation & engagement	24/10/17		involvement scale
				* field notes & photographic evidence will also be used every week

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