

So, how about some feedback...



 Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

1



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Effective Observations

Preparing for your first school visit

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

 
www.uwtsd.ac.uk

2

Session's aims

By the end of this session you will have learnt:

1. Some effective observation techniques you'll be able to use out at school.
2. The impact these techniques can have on the teaching and learning.
3. How to observe in a professional manner.



Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

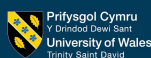
3

Previous Learning

- Watch the video clip on the Zone of Proximal Development and summarise the key points by our next session:

<https://www.youtube.com/watch?v=Du6vqSOj7UU>

- Find out about the theorists listed previous lecture: Bruner, Maslow, Pavlov, Piaget, Skinner



Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

4

Next Friday (28.10.2022)...

You will

- Observe an experienced teacher at their work.
- Observe the teacher's skills.
- Observe children's engagement with the outdoor environment
- Focus on a particular aspect of (teaching and) learning that will be discussed in today's session.



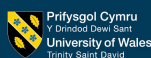
Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

5

Observation Task

Questions to consider (not answer)

- How did the teacher organize / arrange and meet children's needs?
- Where did the pupils carry out their activity/ learning?
- How did the children move during the session?
- Did some children work/talk with others?
- Did the children share tools/knowledge/ ideas with each other?
- Could you identify any learning theories that may have been used?
- Could you identify any physical skills that have been used?



Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

6

Observational challenges.

What could you find challenging about observing?



Giving the observation a specific focus

Here are some things you could focus on in an observation:

- Communication & collaboration with others
- The children's movements
- The children's ability to use 'tools'

General : Observing communication

- Athro/wes – Disgybl - perthynas
- Disgybl – Disgybl - perthynas
- Cyfathrebu “non-verbal”
- Iaith y corff
- Cwestiynu
- Amser Aros
- Symudiadau'r athro/wes
- Teacher – Pupil – relationship / role
- Pupil – Pupil – relationship / role
- Non-verbal communication
- Body language
- Questioning
- Waiting time.
- Teacher's movements

Recap lecture 1 – **Behaviourism** Educational Theorists that have influenced the Foundation Phase

- Learning is conditioned with learnt responses. Controlled approach. Teacher is the 'giver' of all knowledge and the learner is passive 'recipient' of knowledge and understanding based on the reinforcement principle. The learning and behaviour is shaped through positive reinforcement or negative reinforcement.
- B.F. Skinner / Pavlov

Recap lecture 1 – **Constructivism** Educational Theorists

- Piaget (1896 – 1980) believed that children can be **active** participants in their own learning. Children can construct their learning by interacting with their environment. Children can also make connections between new experiences with previous experiences.
- Bruner (1915 – 2016) has since proposed the idea of a '**spiral curriculum**', where a topic can be re-introduced at a more complex level as thinking skills develop
- Furthermore, he stressed the importance of adult intervention to support or '**scaffold**' learning and enable a child to make progress

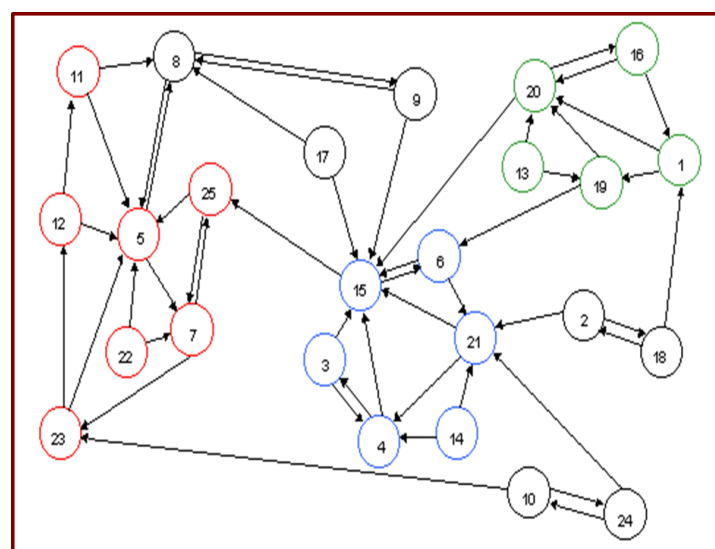


Observing communication: Pupils → pupils

- Communication between pupils – sociometry
- **How about using a Sociogram?**
- A sociogram is a charting of the inter-relationships within a group. Its purpose is to discover group structure and interactions.

The diagram shows the following connections:

- Maya ↔ Alex
- Maya ↔ Sean
- Alex ↔ Sean
- Alex → Ruben
- Sean ↔ Ruben
- Tam → Ruben
- Ruben ↔ Emily
- Ruben ↔ Luis
- Lena ↔ Emily
- Kim ↔ Emily
- Kim ↔ D.J.
- Emily ↔ D.J.
- D.J. ↔ Luis



What about non-verbal communication?

IT'S WHAT YOU **DON'T SAY** THAT COUNTS!



LEARN TO **READ AND INFLUENCE** PEOPLE THROUGH **NONVERBAL COMMUNICATION.**

15

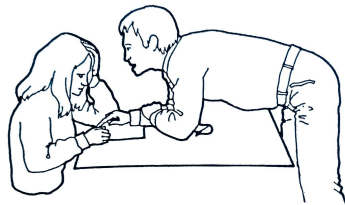


Figure 9.3 'Personal distance' between teacher and child. The meaning of the approach depends on the teacher's words and expression. Many children saw this teacher as helpful



NEILL, S. R. S. J., & CASWELL, C. (1993).
Body language for competent teachers.
London, Routledge

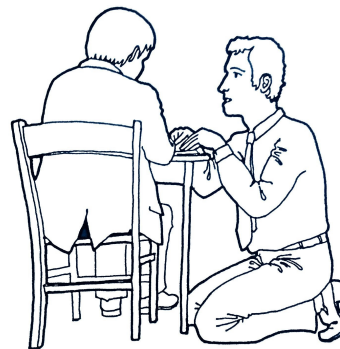
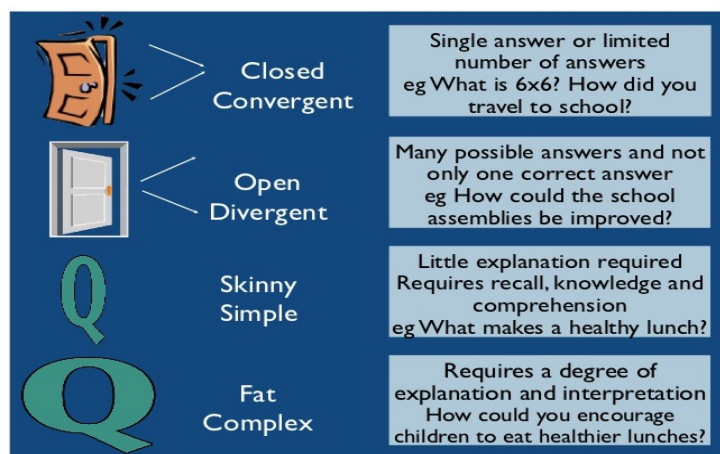


Figure 9.4 Kneeling: a sign of a teacher who is closely involved with the children. Almost all children saw this teacher as helpful; a few saw him as friendly

16

Types of question



Further Reading

- Grigg, R. (2015), *Becoming an Outstanding Primary Teacher*, London: Routledge. (Chapter 11)
- Grugeon, E. et al., (2012), *Teaching Speaking and Listening Skills in the Primary School*, London: Routledge.
- James, M. et al. *Learning how to learn: Tools for schools*. London: Routledge, 2006.
- Kyriacou (2009) *Effective Teaching in Schools*, Ch. 6.
- Marshall, B. and M. Drummond (2006). 'How teachers engage with assessment for learning: lessons from the classroom'. *Research Papers in Education Special Issue 21* (2) pp.133-14.
- Wragg, E.C. (1993), *Questioning in the Primary School*, London: Routledge.

What will you or pair focus on during the observation?

- You need to consider carefully what you are going to be focusing on in your school visit.
- You might consider assigning different roles to each of you in the pair so that you can gather as much information as possible when you observe.

Things to remember during your visit

It's essential that you demonstrate professional behaviour, especially when observing lessons, and during your time at school.

Please ensure that:

- you dress appropriately for the school context
- you are punctual and well prepared (you will need a pen and paper)
- you discuss observations in a professional manner: avoid making personal criticisms; offer constructive and reflective comments on what you observe
- you should not take any photographs or films
- mobile phones must be turned off

Professionalism is essential

- Please meet Heddwen and Andy on campus **9am** prompt to travel to the school in mini-bus.
- Remember that the school is in full flow, so be professional, polite and QUIET!
- Following your visit, you can return to UWTSD – it is recommended that you spend a little time discussing what you have seen with your peers.
- Make notes and observations to share with others in the next BMPE5005 session (31.10.22)