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In conjunction with essay submission for module ECAD6007

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group:

Year 8, Tuesday, 1st lesson: 9.10 – 10.10

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

The lesson was design technology and took place in one of the DT workshops. The venue meant that the class size was restricted to 20 pupils and so the class was split across two rooms with the other being more of a typical classroom. In the preceeding form time the class would have gone to their rooms for registration then went to full year assembly in the main hall. This included entering the hall and standing quietly in rows until the Head Teacher entered and gave them permission to sit prior to the assembly. After the assembly the pupils would have returned to their form rooms to gather their bags and then headed off to their first lesson. This class was of mixed ability with some learners having ALN, two of them being Ukrainian and one with a permeant TA. This was confirmed to me by the teaching assitsant and the class teacher.

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

A group of 4 male learners entered in a lively manner and took their seats on a shared table at the front of the class. Through out the lesson their noise level often raised above an acceptable level and the teacher would bring them down through a mixture of reminding them of classroom expectations and on one occasion sending two of the boys out into the coridoor to calm down. There was one male student who was particularly loud. He was a bigger male than his friends and although not behaving in an anti social way he was being disruptive due to his natural boisterousness. With around 15 minutes of the lesson to go the teacher called for silence from the class. He did this by counting up to three: "ONE.....TWO.....THREE". The logic behind this was linked to establishing good health and safety rules in the workshop early on in a learners school life. In a busy workshop with machinery and tools being used safety is of vital importance and one of the dangers is pupils not hearing instruction through the noise. The teacher, a veteren of 20+ years, used this as it allowed the pupils time to hear that they were being spoken to and more importantly time to process and comply while their senses may be jointly

occupied with the sights and sounds of workshop equipment.

This one particular male student however did not stop talking on this occasion and the teacher calmly informed him that he would have to go and stand outside the classroom for two minutes. The pupil was defiant and refused to leave and challenged the teacher by demanding to know the reason that he was being asked to leave. The remaining students, especially those on the same table, were clearly observing the encounter whilst also heavily scrutinizing their own work, fingernails and pencil nibs. The teacher repeated his request and the pupil repeated his demand. The teacher answered him calmly by explaining that he had not for the first time been loud and disruptive and had now ignored the request for quiet. Furthermore the teacher went on to explain that if the pupil did not vacate the classroom temporarily he would be sent to the head of year. The teacher encouraged the pupil to make the sensible decision explaining that they would talk outside for two minutes about how the pupil would re-enter the classroom. The phrase re-enter was key as it meant the pupil new he wasn't been excluded from the rest of the lesson. The pupil did leave and shortly afterwards the teacher spoke to him and came back in and worked well for the last ten minutes. In fact, he showed huge enthusiasm for his project and stayed behind after the lesson to continue to talk with the teacher about his work. I spoke briefly to the teacher who told me that he had used a health and safety angle in discussing the incident with the pupil. This meant that it was not about the pupils behavior or attitude but about the general well being of himself and everyone else in the class.

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

Classroom management is clearly a big one in this incident. Beyond that the enthusiasm with which he engaged after having spoke to the teacher may show that he was acting out because he wasn't sure what he was doing (he was of low ability, confirmed to me by the LSA) or that he might have known what he was doing but was not confident enough to commitgt his design work to paper, not helped by the distraction of his friends. A challnege for any teacher is spreading themselves across a whole class, particuallry difficult in one of a wide range of abilities. The tricky part is to not spread too thick or too thin. The former would mean only a minority of students may recive help and the latter that no one recieves the support they require. The use of helatha nd safety as a behavioural tool in a practical subject is perhaps well established but could it be transfered to a more academic subject? This pupil could also have 'flipped his lid' linking into child development of the early adolescent brain especially as I saw him in his next lesson english where he was well behaved and worked so well he got signgled praise by his english teacher, so it didn't ruin his day.

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 2

Date and time, year group: 26/9/22, 9.10am (first lesson), year 7

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

This was the first lesson of the week and was Welsh. The tutor is also a year 7 form tutor but this was not his group. It did mean that both him and the incoming class had spent the form period in an assembly. This incident took place in the first five minutes of the class and I would say that it was done instinctively by the teacher concerned as when I asked him about it he seemed quite suprised that I had highlighted it bas citical incident.

What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)
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The assembly is important as it would have impacted on the teachers preparation time for the lesson. In this case it meant that his computer and whiteboard had gone to sleep and unfortunately IT cannot be relied upon to flare back into life when the space bar is hit. He also had to figure a way to hand out the classes exercise books. This was the

beginning of year 7s fourth week in the school and I got the impression that the teacher was keen on reinforcing behavioural standards and subject expectations whilst spending time getting to know his students. He began asking if anyone had played sports that weekend and began with asking girls as a forest of boys hands shot up. He kept the questions and interactions short and sharp but always ended with a 'good job' or 'well done' but didn't let any pupil monopolies his time by describing in detail the try saving tackle they had made on Sunday. He interjected this by sequestering two pupils to hand out the text books. As they were doing this he switched up the dialogue to having them repeat after him the Welsh for the days of the weeks and the months of the year. In the middle of this two pupils arrived later and quietly came in, sat down and joined in. After a couple of renditions he sat down and quickly ran through the register before telling the class that they were doing a 'good job' and that this work was about reinforcing the basics of the Welsh language.

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

I liked the way that he used possible dead time at the begining of the lesson to engage the class in memory retrieval and reinforcement activities as well as making sure that they did not sit around doing nothing for a few minutes as this could have affected the rest of the lesson. I would like to explore more the power of questioning and its different uses in transferring information from short term memory to long term memory and also using questions as a lesson starter, to keep pupils engaged in a lesson, as a way of recapping previous lessons and as a form of behavioural management. In regard to teh latter I am interested to how it might be transferred to a humanities subject. There is also, on reflection, the question of rote learning as a way of creating memory and knowledge, which I must admit to being a bit surprised to see.

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)

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Record 3

Date and time, year group:

English lesson 3, 27/9/22, year 8

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

This was an english group in year 8 doing ongoing work on MacBeth

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

The teacher out the work and the learning criteria and the expectations of the work in both English and Ukrainian for the two Ukrainian pupils in the class. He had also prepared handouts for the students iun Ukrainian. In short, the Ukrainians had access to as much support material as the English language student. (although obviously they did not have a translated version of MacBeth).

This teacher seemed to have made the effort to produce these resources himself. At one point when one of the U pupils came to his desk to show him the work he asked him which set of instructions he used and the pupil replied 'both'.

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

Inclusion, equity, differentiated outcomes balancing out the needs of the few with the needs of the many – a deontological or ultilitarian attitude to education which is quite relevant in behavioural and exclusion debates. A Ukrainian pupil may be an A student in

their own country but due to a language barrier they may not be able to access their own potential. How to best ensure that refugee children are welcomed and their complexity of needs is addressed.

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)