

Appendix A

Date and time, year group: Monday 26th September 2022, 9:00 AM, Year 7
Where and When: Context of the observation – subject/AOLE, general classroom context • Year 7- P.E class (Double P.E Lesson) • In the sports hall • 60 pupils- 25 girls 35 boys • Multiple classes from year 7 in on big P.E session together
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) • Teacher was angry that some year 7 boys did attend afterschool rugby resulting in a cancellation of a rugby match the day after. • Talking to the pupils how respect is given to them by him, but he is not getting any respect back to him. • Talking his personal life and how he spends more time with them and his other pupils and his own children. • Spent in total 20 mins of the 1st session of the lesson, in front of the 60 students, when apparently there was only 7 boys in the whole class he was talking to. Wasting valuable lesson time.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? • The belittling of teachers to students and was it really appropriate to tell them boys off. • The disrespect a student can give to a teacher • P.E for different genders and how they are taught different sports • Reports on teachers singling out students
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) • First lesson Monday morning. • Classes are split up into genders, waiting for their group P.E teacher to give for the register. • The class before the register and the lesson started they were sat in their little friendship groups talking, didn't even acknowledge the teacher till he started shouting. • Pupils were sat on the gym floor at the beginning while waiting, and due to this incident sat there for 20 minutes on the dirty floor.

Appendix B

Date and time, year group: Tuesday 27th September 2022, 10:05 AM, Year 7
Where and When: Context of the observation – subject/AOLE, general classroom context - Year 7- Welsh class (Supply Class) - ALN Coordination Area 30 pupils- 12 boys 18 girl - Class were in the lower sets of the Year 7
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) - The class throughout the <u>whole</u> class were distracted and not using their Chromebook's for non-educational purposes. - Teacher throughout the class was sitting at their, she was just there to observe the pupils and not teaching. Student X had a lack of respect to her friends work as the friend was doing work. Student X was swinging their Chromebook by the corner, with a significant distance from the table, if the Chromebook did fall would result in the Chromebook being seriously damaged. - Pupils did not complete even a ¼ of the work that they were tasked with due to the chatting in the class. - Teacher came back to tell Student X (same student from previous point) to tell them to be quiet and let their friend do their work. Student X and teacher were bickering to each other causing some students to be distracted from their lack of work and focus on the argument. Student X was chewing gum in the class, which was not allowed in the school. After the teacher told them to put it in the bin, Student X fired back with attitude claiming they were not chewing. - Teacher did not want this argument to escalate and decided to leave the situation. This gave power to Student X, due to this result require Student X to chew the gum loudly and obnoxiously for the remaining lesson while the teacher just had to grin and bear it.
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider? - How and why are supply teachers are treated differently than their regular teacher - Pupils behaviour and as well when does it start - The affects of a pupils behaviour and how teachers believe to be affected
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) - Class was not use to this classroom and got to sit anywhere. They all sat in their friendship groups, by the looks of it. - Teacher did not know much Welsh, but tried to help out as much as they could. - There classwork setwork- "Make a presentation with the months of the year in Welsh, with events and festivals in each month" - Lesson was after there 1st lesson, maths - The lesson before breaktime

Appendix C

Date and time, year group: Tuesday 27th September 2022, 11:30 AM
Where and When: Context of the observation – subject/AOLE, general classroom context • Year 7- Spanish Class • Spanish Class • 30 pupils- 12 boys 18 girl • Class were in the lower sets of the Year 7
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) • 2-year older students (1 year 9, 1 year 10) came into the class, 10 mins into the class. • These boys are international students (from Spain) are here to for a couple of weeks to learn more English. • No given reason why they left their own classes to come into the Spanish class. • Due to them coming in the class was a complete distraction to the year 7. • Teacher got the older pupils involved in the class. • Pupils are getting overly excited creating unwanted noise. • Older pupils started talking about their lives in Spain and diverting the class for 10 minutes away from their learning.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? • The effects of international students coming overseas for further educations. • Younger people influenced by older people. • How call and response during the class is an effective way to learning • Modern Foreign Language’s and the beginning stages of it.
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) • The older students were sat next to some of the Year 7s at the back, creating the students in the front to turn around numerous times. • Using call and response methods how help the pupils "count from 1 to 10" • The older boys have been in the school for 1 week prior to this class • The older students said they are struggling in this environment and that they find English very hard.

