OBSERVATION / FIELD NOTES

Record 1

Date and time, year group:

Year 4 – July 2023

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

The classroom consisted of one male teacher and one female learning support assistant. There were approximately 23 children in the classroom. Five groups were split into male, female and ability. The two back tables consisted of a female table and a male table. One table consisted of students who have English as a second language. The table to the left of the class had a group of lower-ability students, and this is where the learning support assistant sat throughout the input of the lesson. There was also a table at the front of the class that sat four students, and this is where my critical incident occurred. This table consisted of two female and two male students. The student who sat at the end of the table was visually impaired, and the student next to them was a more knowledgeable other.

The critical incident was observed during a Language, Literacy and Communications Area of Learning and Experience, where the student was making inferences on objects that were given to them by the classroom teacher.

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

The classroom teacher gave each table an object to make inferences on. Each table was passed a different type of shoe, the table in question was given a Wellington boot, but only one. When the item was placed on the table it was placed in the center. The students were informed that they had ten minutes to complete the task and make as many inferences as they could. As soon as the boot was placed on the table, Learner A immediately reached out for it. Learner C then picked the boot up and discussed it with the learner to their left. Learner A was disengaged and did not reach out for the shoe again until a couple of minutes had passed. Learner A then got up out of their seats and stood in front of the interactive whiteboard, this was because the learner's assistive technology was not set up, meaning they could not see the aims that were set out on the board in front of them. The assistive camera Learner A has should mirror the screen onto the iPad they

have set up on their table. Just as the camera was being set up by the learning support assistant, Learner B asked Learner C for the boot, and they were immediately told no. Learner C then passed the boot to Learner B, as the teacher gained everyone's attention. Just after the classroom teacher set the class back off to complete the task, learners A and B were discussing the boot together, until Learner A stated that the other learner had had it 'for a long time'.
During this time, Learner C could hear the conversation between Learners A and B and decided to take the shoe off Learner B and give it to Learner A. This action caused a breakdown in Learner A and B's peer relationship, as Learner B then started to show unkind gestures to Learner C.

After this, a critical incident occurred. Learner A was given the boot and started to explore many aspects of the boot. During this time the class teacher had told Learner A that they were to finish the sentence they were on as there was an educator at the door to take them for an intervention, the teacher took the boot off Learner A and stated they would 'pass it down the line'. Just as this happened, Learner B picked the boot up off the table and Learner A asked for it back. The teacher then asked Learner B if Learner A could have it back, placing it back in the hands of Learner A. This learner then places the boot on their arm, before trying to get it on their foot, with Learner C asking, 'What are you doing?' before placing it back on their arm.
Learner C then asks for the boot back and is dismissed by Learner A immediately, but Learner C asks again. Learner C then gets up out of their chair and stands in front of Learner A, asking again for the boot but Learner A does not give it to them. This resulted in Learner C going to see the classroom teacher, who was sitting with the lower-ability group. Learner A is unaware of this and is still in possession of the shoe. Learner A then stands up, places the shoe in the middle of the table and leaves the classroom for their intervention.

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

Within my research, I aim to explore:

- Interventions (Including the benefits, and challenges)
- Peer-Relationships (Exploring how this critical incident caused a breakdown in peer relationships)
- Visual impairment (Explore assistive technology and the different types of technology)
- Groups (Including Vygotsky's Social Theory on more knowledgeable others, and the

benefits and challenges of this seating arrangement)

- **Ways to overcome this critical incident** (Including ways to implement sharing in a classroom environment for a visually impaired student, the possibility of providing learner A with their own boot ensuring they have more time to process the item, as they would do this through touch, that could be a longer process. However, ensuring inclusivity could be explored by ensuring each table has a pair of shoes instead of one, this could also shorten the time given for the task.

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)

There is a clock in the classroom at the front of the class, I can see from the time that it is probably one of the first sessions in the morning, the clock was at 9:34 when the students were given 10 minutes to complete the task.

The classroom teacher gave clear instructions about what was expected of the students, and what they needed to do with the object they were given. However they were given 10 minutes to complete the task, Learner A who is visually impaired would have been unaware of the time, and this could have been the issue for the conflict between peers as Learner A would have been unable to see the clock at the front of the classroom, not knowing when it is time to pass the boot on to the next student for them to make inferences about the item.