

Appendices

Appendix 1: Critical Incident 1

Date and time, year group: Monday 26th September 2022, 13:30pm, Year 6
Where and When: Context of the observation – subject/AOLE, general classroom context Where: Classroom When: 13:30pm Who: Year 6 AOLE: Humanities Lesson: Jewish New Year - Rosh Hashanah
What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work) The teacher was explaining the task, the children needed to write sentences based on Rosh Hashanah. Child A made a comment to the class that wasn't linked to the task. The teacher said "you've distracted people now, just remember to be mindful of what you say and when you say it." The teacher continued explaining the task. Child B became distracted, was fiddling with pens and tried to distract another child. The teachers noticed this and said "we are a team, it is important to listen and show respect to whoever is talking, you should show the same respect as you would expect if you were talking." The teacher kept relating learning to the school values of perseverance, thoughtfulness and respect. It is clear that positive behaviour is modeled consistently day to day in the class and this is reflected by how calm and relaxed the classroom environment is.
Areas of possible exploration: what you think could be" under the hood" in these incidents? What avenues of research could you consider? This observation has highlighted that one avenue of research that could be considered is effective behaviour management within the classroom. It would be useful to research how effective behaviour management impacts the classroom and the learning environment, the researcher could consider what behaviour management techniques are recommended and how they enhance the learning environment.
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 children had just come in from lunch, however the classroom environment was very calm and relaxed, the children were sat in a seat of their choice and seemed very happy (the seats were chosen at the beginning of the School year). It was clear that the children had an excellent relationship with the class teacher, this was apparent through how happy the children were in the class. There were no noticeable distractions however one child did seem to be disengaged, but the teacher picked up on this and spoke with the child.

Appendix 2: Critical Incident 2

Date and time, year group: Monday 26th September 2022, 11:00am, Year 3
Where and When: Context of the observation – subject/AOLE, general classroom context Where: Classroom When: 11:00am Who: Year 3 AOLE: Health and Well-being Lesson: Making a rosette with “I am...” in the middle Teaching assistant covering for the class teacher.
What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work) The children were sat on the carpet and the teaching assistant was sat on a chair in front of them. She was explaining the task, the children had to describe themselves in one word using ‘I am...’ as a sentence starter. The children began chatting and became disengaged whilst the teaching assistant was giving instructions. The TA clapped her hands loudly and the children immediately said “don’t clap, listen back”. The TA captured the attention of the children using that one movement and it appeared to work very well as the children were engaged and listening again. This suggests that this behaviour management technique is used frequently within the class and the children understand the purpose of the clap.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? As a result of analysing this observation, one possible area of research has become apparent. It would be useful to research how effective behaviour management impacts the classroom and the learning environment, this could then look into different styles/methods of behaviour management. The researcher could consider what behaviour management techniques are recommended and how they enhance the learning environment.
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 classroom environment during this observation was calm and quiet, however there were multiple distractions e.g. the children had just come in from their breaktime and they were chatting and unsettled. This could have had an effect on the concentration levels of the children and maybe they needed a hook to grab their attention to settle them.

Appendix 3: Critical Incident 3

Date and time, year group: Monday 26th September 2022, 9:30am, Year 3
Where and When: Context of the observation – subject/AOLE, general classroom context Where: School Hall When: 9:30am Who: Two Year Three classes AOLE: Health and Well-being Lesson: Monday Mindfulness - Yoga
What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work) The two classes had joined together to begin their 'Mindful Monday', today they were following a YouTube video, which was a 'Harry Potter' themed Yoga session. The children seemed to know the routine well as they independently got a yoga mat, sat on the mat with a partner and took their shoes off ready for the session. The video began and the Yoga instructor asked the children to repeat the 'secret yoga code word', all the children said 'Namaste'. The session combined a story with yoga movements. The children were very engaged, they were able to follow the instructions on the video and there was very little teacher engagement. From observing, it seemed that the children really enjoyed having something engaging to help them reflect and relax. This session was followed by the daily mile outside. The children then went back into class where they sat on the carpet and the Teaching Assistant put on another YouTube mindfulness video. The children had to close their eyes and imagine being in the garden. However, this time the children were very fidgety and it didn't seem like they were engaged.
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider? Analysis of this observation has allowed consideration of possible areas of research. The first session reflected how engaged each child was with the yoga. This could have been because there was a story linked with the yoga, however this observation seems like a good advocate to research the benefits of mindfulness and health and well-being within the school/classroom environment. Research could also touch upon if there are any proven benefits of doing mindfulness at a specific time of day, e.g. in the morning or the afternoon.
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) For this session two classes joined together in the school hall, the environment was spacious and calm. The session took place in the morning right after registration. There were no distractions, the school hall is at the end of the building so there were no people walking through or other classes to distract the children. There were minimal instructions from the teachers, however the YouTube video the children followed was full of instructions for the children to listen to and copy.