

Juan Garcia

OBSERVATION / FIELD NOTES

RECORD 1

Where and When

Time: period one (first lesson). Year: 9 groups. Subject: Science. Topic: write a paragraph arguing the pros and cons of obesity.

What happened

I observed that the teacher demonstrated good knowledge and understanding of relevant disciplines and learning theories (with an emphasis on constructivist theories), using a mix of them, depending on what the teacher needed them.

The teacher also showed how learning could be developed by building on prior experience and knowledge. Based on repetition, doing this, the teacher scaffolded the learning process by encouraging children to recall previous knowledge from their previous lessons and demonstrate their understanding of it and collaboration to ensure that previous knowledge is recalled, used, and retained in their short-term memory for a longer period, establishing that the students won't forget what the teacher taught and also children who required more needs were able to learn from their friends.

I also observed that the teacher actively encouraged the learners to reflect upon their learning through questions (until the students find the answers), evaluation (exploring their ideas), and application of the new knowledge to real-life, authentic contexts. (The students were learning how to write paragraphs and the teacher reinforced that they could apply this further information to/ across other subject matters). The teacher also provided the students with the power of responsibility, and the choice/options to decide with whom and how they wanted to/were going to do the task, increasing their level of independence. This reflects upon social learning and how interaction with the learning environment is an integral part of child development.

This led to further study on the relevance of learning theories to future personal practice.

Areas of possible exploration

1. Learning Theories (Areas of Development)
2. Constructivist Learning Theory
3. Environmentalist Learning Theory
4. Actor-Network Theory
5. Assemblage Theory
6. Concrete, Pictural, Abstract (CPA) Learning Model
7. Benefits of taking a blended approach to learning
8. Growth Mindset and Positive Modelling
9. Peer and Self-review as Assessment for Learning (AFL)
10. All Four Purposes
11. Professional Standards in Teaching
12. Reflective Models
13. Reality Therapy, Glasser 1965
14. Cognitive Load Theory Sweller (1998)

15. Retrieval practice J.B Watsons
16. Ebbinghaus
17. Feedback for improvement

Notes

It was a small class (12 students). The behaviour was excellent. The classroom was large and bright. The environment was just right making the learning process very easy.

RECORD 2

Where and When

Time: period one (first lesson). Year: 9 groups. Subject: Science. Topic: write a paragraph arguing the pros and cons of obesity.

What happened

I observed that the teacher demonstrates a good understanding of managing the learning environment.

The teacher created an inclusive environment for learning, promoting positive learning habits and behaviours. The teacher also showed a professional attitude, developing positive relationships with learners and staff (student teachers, TAs, etc.) in the classroom. (The teacher provided resources and explained what she was going to do and what they did/were doing in previous lessons. It helped me to get a broader idea/context about the study.)

I also observed that the teacher showed kindness and attention (to match their emotional needs, letting them sit next to their friends), listening and considering their views to engage and encourage them as active participants in their learning. The teacher also used positive reinforcement behaviour techniques (making positive comments, using words like “lovely” and thanking them for their answers).

This led to a deeper study of behaviour management and different pedagogical approaches to developing positive, strong relationships with students.

Areas of possible exploration

1. Learning Theories (Areas of Development)
2. Environmentalist Learning Theory
3. Management Behaviour Techniques: Positive Reinforcement
4. Benefits of taking a blended approach to learning
5. All Four Purposes
6. Professional Standards in Teaching
7. Reflective Models
8. Peer Reviewing as Assessment for Learning
9. Growth Mindset and Positive Modelling

Notes

It was a small class (12 students). The behaviour was excellent. The classroom was large and bright. The environment was just right making the learning process very easy.

RECORD 3

Where and When

Time: period four (before lunch). Year: 10 groups. Subject: English Language. Topic: 'Writing Lesson' about how to use quotations correctly.

What happened

A pupil was observed arriving late. As soon as it came in, it realized there was no space, so it asked, "Sir, where can I sit?" The teacher said (in an ironic way), "oh really? No problem, I have a lovely place for you right here, next to me (the teacher smiled, and the other students laughed)". The student refused, so the teacher sent it to go and borrow a chair from another room (the teacher carried on with the lesson).

When the student came back, the teacher did already send a task to complete, and the classroom was involved in it. The student sat at the back of the classroom, lost and confused. The student didn't know what to do.

The student raised his hand, but the teacher ignored him, so it asked the person next to it. As soon as it did, the teacher stopped explaining, raised its voice, and said, "all right! I did give you an opportunity, now come here and sit next to me".

Even worse, the student didn't have its book yet. Therefore it couldn't follow the lesson. The student raised his hand again, but the teacher kept ignoring him. The student was lost and looked disengaged.

When the teacher decided it was a good moment, it said, "I know you don't have your book but wait until I finish and then go and find it". After this, the student left the classroom (again) and returned with its book.

Later on, the teacher grabbed its book and started reading, loudly (in front of everybody), what the student did write that lesson and in the previous ones, saying: "Oh my dear lord... let's see what you have done..., NOTHING!" (everybody laughed). The student felt down and embarrassed.

Finally (after this), the teacher continued the lesson, ignoring the student again until the lesson was finished. At any moment, the teacher offered the student any help, neither academically nor emotionally.

Areas of possible exploration

1. Learning Theories (Areas of Development)
2. Behaviourist Learning Theory
3. Environmentalist Learning Theory
4. Management Behaviour techniques: Negative punishment, Negative Reinforcement
5. All Four Purposes
6. Professional Standards in Teaching
7. Reflective Modules

Notes

The group was distracted, and the teacher had to confiscate several mobile phones. The classroom was large, bright, and seated approximately 30 pupils. But it was pretty cold, making the learning process a bit difficult.