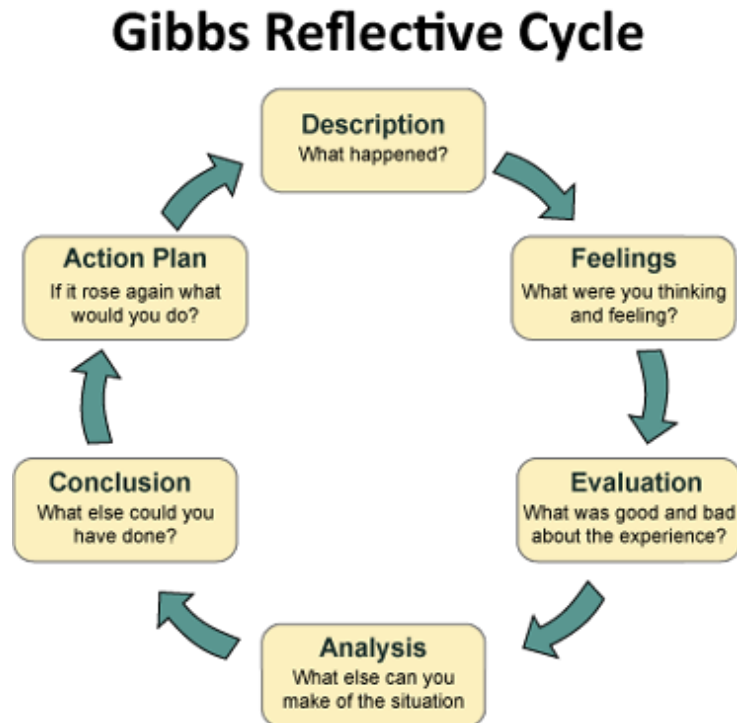


6007 Appendices

Appendix 1- Gibbs reflective cycle.



Appendix 2- Donaldson four purposes.



Appendix 3 – Observation sheet

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group: 26/09/22, 11am, year 9.

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

Observed a year 9 Spanish class (Language AOLE). Class were focusing on GCSE level sentences, preparing them to write their essays the following week. The students were vibrant & engaged.

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

The teacher assigned independent work & then assigned two "star pupils" ← 1 male & 1 female. She reiterated the 3B4M & students were asked to complete the tasks & use the effectively. All students were on task & use the "star pupils" well to complete work, there was slight disruption but overall a very independently driven class who all reached goal effectively.

pupils who understand work & could help others.
Resources use 3 going to the teacher.

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

What avenues of research could you consider?

- ★ Independent learning
- ★ DIRT
- ★ Reflective learning
- ★ AFL
- ★ GIBBs

★ KOLB

★ 4 purposes → How they are reinforced.

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)

- Lessons was just after break.
- Direction were clear & minimal / easy to follow.
- Bubbly class - in & out of being talkative.
- The students were sat in 2's.
- Big class.
- Minimal distractions.

Appendix 4 – Kolb reflective cycle.

