

Integrating aspects of teacher knowledge		Relating contexts of work and exploiting situated possibilities.		Reflective practice	
Establishment of classroom work and learning	Organisation of learning and the object of learning	Perceiving and exploiting possibilities for learning	Maximising available resources for learning	Theorising practical knowledge	Practicalising theoretical knowledge
<p>But it's really good for your assessment to see other children going, Okay, Miss is an elephant, I'm going to be a monkey or I'm going to be a lion, because then that shows them making a decision. So for your assessment and feedback - big tick, because they've made the choice to do that</p> <p>You've got your hand up to your ear, which is non verbal signalling, isn't it asking them to join you as well, join in with what you are saying?</p> <p>It takes a while... to get that call and response in a controlled manner, because the children are joining in. But you want to remain in control of that, the pace of the lesson and that flow of learning.</p>	<p>One of the beautiful things about it is that you kept reminding them and checking for understanding all the way through and reminding them that they could pause it and rewind it.</p> <p>Talk to me about your use of questioning in this clip? What was your thinking about it, what did you aim to achieve.</p> <p>I think that's a nice way to hook in <del>your</del> greater depth learners into your conversation.</p>	<p>I think what, one thing I would have done with this, if this was what I had to do, you've got a lovely big white wall behind you. I think I would have had pictures of animals up there, maybe an elephant, bear. I might have even put my learning objectives up there, you know, you've got your whiteboard behind you</p> <p>I feel that wrong answers can be useful and ought to be encouraged... if you are getting everything right, every single time, that's boring and you are not learning everything.</p> <p>That's a decision for you to make on the time- is it am i better off bringing them in and explaining the next step? Or will id do where we are? You know that kind of reflection is important... next time you might have brought them in.</p>	<p>That's a really good reflection because you would be able to address misconceptions</p> <p>So you have some lovely examples of modelling her. Why do you think modelling is so important in this context?</p>	<p>What I saw with you modelling your verbal reinforcement is called dual coding. Yeah, so that they have two things to use. Like they have the language so they hear the word 'bear', they hear the word 'grizzly bear' and they also see the claws that go with it. So that is called dual coding. So that is a really good skill because you are reinforcing the way, you know, the work they need to do.</p>	<p>I have spotted quite a few and you have just given me one which is modelling. Which is really good because that is, remember, how you teach. You couldn't have done this, if you weren't doing the movements. If you hadn't have modelled it.</p> <p>The literacy side of things is really important in a lot of topics.... In math.</p> <p>You hear people saying oh well it's just a theory, when in the specific case of maths and science, the theory is actually something quite specific.</p>

<p>That's a really good reflection because you'd be able to address misconceptions, or anything or say 'I only saw elephants this week, I want to see a different animal'</p>	<p>Lots of instructional speech, 'first', 'second', you know your time connectives were there, which is important. And, lots of teacher modelling, so that was really good. And then I had put, after you've modelled everything you brought in another sensory input- you put the music on.</p> <p>There's a couple of students who can dominate the verbal side of the lesson if I don't try to encourage other people to answer questions...so I asked {xxx} directly because she wasn't paying attention.</p>	<p>You will see that I am trying to actually write as the lesson goes on, 'I'm filling in the boxes...'</p>	<p>Yeah, or soft, soft toys, you know, those sorts of things. They appeal to children, don't they?</p>	<p>That's a good suggestion for sort of communicating their understanding and it's good for assessment so you can see where they are at.</p>	<p>Recapping and consolidating where they are, what they should have done and what's going to happen. So for those children, perhaps who are worrying, or not sure, a really good way of nipping that in the bud straight away, is 'this is what we did, this is what we are doing and this is what we are going to do next.'</p>
<p>but it also teaches them that they're, they're allowed to question me and to ask whether I've got something right or not, because I make mistakes all the time</p>	<p>So in terms of teaching dance protocols, if you like, they have a start position, they have a finish position and I think that's good content knowledge for the children.</p> <p>You would find, actually, we could take a step back as teachers, and they would actually discuss amongst themselves. We become much more facilitators of conversations.</p>		<p>I think a lot of people don't realise how worthy maths is, there's a lot of a lot of times where if you are, if you understand the language, you understand the vocabulary that's used, you can quite often pick up what to do from a title.</p>	<p>And then one of the things I really liked was when, on video 2, when you became the elephant and you gave them a choice of the animal they could be. Which is, fancy, child-centred pedagogy. Children's choice.</p>	<p>You chunked the task. Co you are dealing with year ones, many of whom speak English as an additional language. So those small pieces of information that are modelled, is really important, because they can't, one – cognitively take on lots of information, and two- if they are having to, perhaps translate or try to understand what it is you are saying.</p>

<p>There's so much about behaviour management isn't there and actually, it's know when it's appropriate and when it's just excited. And they're giving the answer because they're joining in and sometimes when they're little they get a bit muddled. But you don't want to shame the children for joining in. Just remind them how you, how they join in but also they were getting ready to do it.</p>	<p>Now, as well as being fairly weak mathematically, they're also very weak in terms of literacy, most of them, so the language and the vocab is really, really important because it's not just the maths that makes them, you know, when they find it difficult, they shy away from it</p>		<p>I think to have good subject and curriculum knowledge, you've got to be able to talk about it and, and to be able to talk about it, you need to know the right words. So I think, yeah, the literacy in the vocabulary side of things is really important.</p>	<p>But again, like you said, a lot of the time, it's a colloquial use of language and actually, it's really important that they have got that understanding of the vocabulary and exactly what it means because if they do then go on to do further study, or they're working in a context where they are using maths, they need that knowledge, it's really, really important.</p>	<p>Yeah, you can, for your EAL children, pop the word underneath in English, so they can match. Yeah. I think I would do that in the hall anyway, you know, if I was teaching this in the hall, that would be there, or on my whiteboard, PowerPoint, whatever.</p>
	<p>Teaching is always a combination, well usually, a combination of all of these things and they together make for effective teaching. And so we've gone through and added some comments.</p>		<p>So I asked her a question directly knowing full well that she would be capable of answering the question, that she'd lost concentration and, and that brought it back here. I think you could hear it in her voice actually. But so, she answered that question - it's a little bit harsh, so I picked on her because I know that she's, she's not really paying attention. But she called my bluff, and she managed to do it and then, you know, she got praised for that at the end, you know. And really, I was praising her for having moved her attention back to what was going on, rather than praise for answering the question correctly,</p>	<p>You know, it just kind of, it becomes your ethos, it informs your development of your ethos that you used to teach with</p>	<p>because a lot of things that we've commented on are the same thing, but from slightly different viewpoints.</p>

	<p>I've put linking previous topic to a new topic, or and checking they're paying attention from it, you know, the same kind of point.</p>		<p>And, you know, 'I try not to listen to maths teachers too much. But you know, if this one of our peers is answering a question using the correct language', then then that's something that hopefully, they'll take more notice off, you know, 'oh we can use that language too'.</p>	<p>I think, yes, you had really chunked instructions, which were nice and clear</p>	<p>So in terms of questioning them, answering questions as well. I ask them questions that are kind of they, I'm trying to elicit a specific answer from them but most of the time, they don't give me that specific answer. But they give me something, which is a building block for that answer and I think I feel that it's really important to, to encourage giving me wrong, wrong answers that are nevertheless useful, or, you know, incomplete answers rather than wrong, I suppose</p>
	<p>put comments on about checking understanding of vocabulary, which, like you said, for this, for this class of students if they're not as strong with both maths and English, then that vocabulary is going to be really important for them, isn't it?</p>		<p>You know, we're trying to, I think, develop each other or, you know, individually trying to develop ourselves through this process. I think, the IRIS Connect platform, I quite like it actually, I think it's really useful for that, especially in this world where we can't go in, you know, we can't go and see each other teach.</p>	<p>And I think that kind of reflection in action, as well, is the sign of confidence, of a sign that you can make those changes in decisions</p>	<p>So when you're finding it difficult, when you're getting stuff wrong, that's when the learnings happening, as long as you're thinking about what you're doing properly. If you keep getting it wrong, the same thing wrong, every lesson then then you're not learning anything</p>
	<p>I just kind of want to get them used to, to get them used to using these words and use them correctly and thinking about which words are the correct ones. I don't know if you noticed at one point, it's kind of subtle, but I like doing this where I get a word wrong, and then leave a gap for a student to correct it</p>		<p>you were significantly taller than everybody in the class, you were modeling, almost that semi split position that you talked about, and you're right in the middle of the class,</p>	<p>So talk to me a little bit about your use of questioning in this clip? What was your thinking behind it, what did you aim to achieve?</p>	<p>Yeah, and I suspect as well like, and that's a really good reflection.</p>

	<p>Okay'. And I was like, but 'how? I've just told you this fact, why would you believe me? What if I'm actually just making it up? Like, can you prove to me that I'm right, or I'm wrong? Can you try and make a triangle where the angles don't add up to 180 degrees?' And it's getting them to have that extra level of thinking, isn't it? And yeah, that reasoning rather than just going 'yeah, okay, you said that let's move on'.</p>		<p>your TA was in a much better position to do that. And, and I don't know your class,</p>	<p>Yeah, and that kind of child-centred pedagogy as well. So you've modelled it, and then given them that independent choice of what they can use</p>	<p>But if you'd had your multilink cubes still down, and if it hadn't rained and you had a couple of children lay down, you could say, 'which is quicker? Is it quicker to count the 150 multilink cubes, we've got on the floor or is it quicker to count</p>
	<p>Because if it's not the full, complete, correct, right answer, it's obviously a wrong answer. And nobody wants to give a wrong answer. Whereas, you know, I very much feel that wrong answers can be useful, and ought to be encouraged</p>		<p>That binary option is, it doesn't require them to problem solve really it is, well, 'it's a 50/50, I could go for either'.</p>	<p>And I think there's a really interesting piece of teaching here, because synonyms is, the word you choose does have a slightly different meaning, doesn't it? An adult is a bit more formal so are we wanting these leaflets to be very formal?</p>	<p>Yeah, I really like that because you weren't teaching to reception children, but they were already probably imagining somebody that they could write it for. And I think making it a real life experience and making your writing have a purpose is really important. So I really, I thought that was really good, that part. Well done.</p>
	<p>I think we both identified those initial instructions. After trying trying to get them organized into a line - which we all know with Year ones is quite a feat - And you'd identified sort of, I'd identified instructional speak. So, 'do this now, next we'll do this', you know, 'you over there, you need to be here'. And you picked that up as well. Was that something that you wanted to talk about?</p>		<p>Okay, so we've got, you've identified a few more, which are things like teacher as a model, explanation and comparison of different modeling and modeling using strides or feet. Now, which I think, in my opinion, in watching the video, there was a good visual demonstration, you did what I would call 'fairly steps',</p>	<p>Yes and I think unpicking perhaps where, you know, if you've got EAL children as well, it can help a little bit because there's so many nuances and subtleties in the English language, actually, that they might think, well, you can have a grown-down as well and to sort of model that that isn't a word that we use.</p>	<p>Yeah, absolutely. And it also allows them to, because in a moment, you're going to come on to the idea of the question marks, already they're thinking, 'oh, I've got to get the punctuation right as well'. So when we model we can always model at a higher level than the children are working, because then they can raise their level to meet, meet that one.</p>

	<p>when they go off to work independently, that's essentially what they need to be able to do. Otherwise, the whole thing falls apart when you're doing measurements.</p>		<p>But you, what the modelling gave was that kind of, you know, in terms of, sort of the skills of a teacher is a visual representation - that dual coding</p>		<p>That was very seamlessly done actually because you weren't, you didn't sort of shut him down but you acknowledged that he could do it and that he'd be able to show you in a moment. And I think that's lovely. Because obviously if you respond to every child that wanted to show you, that would be your lesson gone.</p>
	<p>So you're adapting your teaching there to meet the needs of those lower ability children by working with them, and making sure they're on task and the idea is that they would achieve a higher standard of work with your guidance and input and scaffolding there than they would do if they were left to their own devices.</p>		<p>I suppose it it facilitates in a way that you know, nothing else really can, apart from a written lesson observation it's much less effort, intensive to go through and just comment, you know, this, this, this, because once you've done a observation of a lesson, and you've handed it to the person you're observing, they then have to try and remember exactly what happened when.</p>		
	<p>That's important, isn't it, for drafting and redrafting in literacy that if we spot mistakes, that's okay, we can redo that. And children find that incredibly hard, I think, because they've done it and that's it, you know.</p>		<p>It would have been much more discussion based, sitting around a table talking. That's quite hard to do online but we still try and, try and retain that element of me not presenting constantly to them.</p>		
	<p>They've already covered the contents, almost like flipped, the approach we take is flipped. So we try and get them to study the content first, and come up with the answers and have the correct terminology, and a basic level of understanding.</p>				

	But because I was having to write and then write again, because it hadn't come through, I actually had to take my lesson plan and really scale it back so that we didn't end up with too much content to try and get through in one lesson.				
Integrating aspects of teacher knowledge		Relating contexts of work and exploiting situated possibilities.		Reflective practice	
Establishment of classroom work and learning	Organisation of learning and the object of learning	Perceiving and exploiting possibilities for learning	Maximising available resources for learning	Theorising practical knowledge	Practicalising theoretical knowledge
<p>And I liked how you were always checking if they were, like, there, they were concentrating, they were listening, which was I think, was beneficial for that group as well.</p> <p>I was starting off with, with a question to relate it to what the children had experienced, you know.</p> <p>So I made sure that they had a recap of it and in terms of their curriculum, they were doing animals and in English, they were doing Why Elephants Have Big Ears so they</p>	<p>I added the fact that you explain the task quite well. And then what to do for them in that lesson, because I think when you're remote teaching, it's quite difficult to do that.</p> <p>tried to do, include everything that we've learned and everything in lectures, but maybe find out what kind of things that they struggle in, in dance, have they done it before?</p> <p>And I think the picture thing that you said, gives</p>	<p>And you use questionings and you also linked to their own experiences, in terms of like, what, 'what did you have for breakfast today'? And I think that's meaningful, because it's more like relevant to them, because you're always linking back.</p> <p>They're not trying to sort of communicate like quality in their speaking. They know what an adult is, they just don't use the word. So sometimes I'll do that just to make, you know, make them aware of it, and you can do any situation as well. You know, 'what's a more grown-up word for that, what's a different word</p>	<p>I think in a way, it showed me how I would do it when I couldn't see the class in front of me. So what kind of things I would consider in terms of all my body movements being shown so they can see how I'm moving my legs, how I'm moving my hands, in terms of modelling as well. And considering the kind of risk assessment I would have to think of, because I can't see the environment that they haven't in front of me - what kind of space they have. So I had to kind of adapt and think of it in that way.</p>	<p>But even in, you know, even with that, they, they are aware of synonyms, they might not know what they mean, what synonyms means, you know, or immediately springs to mind because they go for the word that they instantly know.</p> <p>However, I think, like I said, I think it's quite hard because you don't know how the children are getting on, you don't know what's happening at home, and you don't know how they're feeling about it, or if they're enjoying it, or if they need more support. So</p>	<p>So if I was to explain it to them, then they're Year Ones so they would have no, some of them might have trouble visualizing what I'm talking about.</p> <p>Because, you know, you have to start it off with the words and then and then eventually, you sort of wean them off those. But yeah, I would caution people from just like trying to do that instantly. You just end up pointing to</p>

<p>were they were trying to link all their wider curriculum topics.</p> <p>I thought, my teacher position - and also that was one of your examples - and I thought me moving back, and then seeing everything that I did that helped them as well.</p>	<p>them a choice as well, of different animals that they can go for.</p>	<p>for that?'And they like it because it's a bit of a challenge as well.</p> <p>Yeah. So I don't really know what I was talking about there, 'you're not a grow-down'. Maybe I was trying, you know, trying to get them to question what the word actually meant, you know, a grown-up vs an adult.</p> <p>I could see the key worker children, I could have actually adapted the videos, because I saw that if they were struggling, then the children at home might have been struggling.</p> <p>thought that they could talk to each other about it and that kind of thing and see how they were doing. And through email at the end, on the Padlet, I wrote that the parents could email the teacher and say how their parents found it.</p>	<p>if I was in a classroom, I would maybe say, oh 'go into groups and talk about what you did well, in that lesson, when you were learning' that, and maybe I could have done that at the end, like 'talk to your parents', maybe? And 'what could you have done differently today'? or 'What did you like about that?'</p>	<p>that's one thing I found difficult.</p>	<p>parts of your body and them calling o</p> <p>I tried to do things like 'oh that's a bear, like a grizzly bear' and speak about what bees were 'cause the students were EAL as well, most in my class. It was about having that link to them.</p>
	<p>But this part I thought was nice, because it involved, it was directly, directly involved me. I let them go off independently after this.</p>	<p>They wanted to sort of do a brief sort of maintenance of, of topics rather than deep dives. So we were doing informal measurements, we'll start off here at the informal and then we worked our way up to meters and centimeters at the end of the end of the week.</p>	<p>So I did two lessons outside with meter sticks and rulers on Friday and then on Wednesday, I did this lesson outside and the idea was to use different measurements that children could decide that had to be consistent.</p>	<p>It was the high ability who sort of took what I said, in terms of, sort of resourceless, measuring - arms, elbows, all that sort of stuff and, and ran with it.</p>	<p>They could measure anything they wanted outside but the first activity we did, which is this, we went out and we all, we used a measuring method we'd done before in a previous lesson.</p>

	<p>Especially with when they are that young, it's important to be clear. And, you know, keep your instructions - in my experience anyway - and keep your instructions short because if you have a long sentence, they'll forget what you're talking about halfway through it.</p>	<p>I asked them, you know, do you that was a good way of doing it. They're like, 'no'. What's a better way? think bigger.</p>			<p>It's about if you're identifying a measurement, and then repeating and repeating it, and in fact, measurement is a child or a shoe, it doesn't really matter.</p>
		<p>Generally, there was at least one group who is independent when we were doing activities like this and then two others who had either a TA or a teacher with them, or student teacher.</p>			<p>Now, on reflection, I could have probably done this better, because the the gap between the first activity, you know counting, laying the blocks down, and then getting them into a line and then doing the second activity, counting, there was quite a lot of time between it.</p>
		<p>I tend to sort of deviate from my planning a lot. I improvise, I improvise quite a lot if I feel like something can be done better.</p>			<p>The thing is, I gave them a binary option as well. I said 'did you think was longer or shorter'? If they don't know, they just pick one.</p>
		<p>Whereas if I gave them a couple of hints, you know, or things they could use, then they could use those or they could build off them.</p>			<p>That point could have been made inside, perhaps in a more controlled environment, say on a whiteboard.</p>

				<p>I said, I'd like a, I'd like an answer from someone who isn't Abbie because I don't want, I don't want Abbie to answer all the questions. And I thought, listening back, it sounded a bit like I was being a bit harsh on Abbie. And I thought, I thought, crikey, I better I better watch that because I don't want to put Abbie off answering questions.</p>
--	--	--	--	---