

Directed Log Sheet Example:

Name:

Date:

Lesson/ tutoring context. Observation method.

Year 8 Special Educational Needs English class. Working on a study theme of The Tempest - in particular the first act, which describes a storm that leaves the characters shipwrecked. The children's task is to work in small groups and devise a list of "jobs" for each character to do whilst shipwrecked on the island. This log sheet is based upon my observations of a group of 4 (2 girls and 2 boys) who get on well together and have worked with each other before.

Observations

At first the group brainstormed who the characters of The Tempest were, and then Sue, who was emerging as the unofficial leader of the group, suggested each group member take on the role of a character as there were four characters and four in the group. Sarah then suggested writing their decisions down "otherwise Miss will think we've been doing nothing." Sue nominated Katie to do this task and justified it by saying she could spell and write the best out of all of them, the group agreed with this and so Katie became scribe. **(WO1)** Sue began to suggest specific jobs that members of the group, or rather their characters, should do. However as the group were beginning to take on their character roles the boys and Katie objected to Sue making them work by collecting firewood, hunting animals for food and collecting water while she slept at the base, a job involving no hard work. At this point the group used humour to help resolve the issue they faced. The group said that if Sue did no work they would throw her off the island. Sue's character it was decided should do something while at the base. After a few suggestions were made a show of hands decided that her character would tidy up and clean. Sue was less dominant during this discussion but she remained part of the discussion and did not withdraw from the group. **(WO2)**

At this point the group felt as though they had run out of ideas for the task and so requested feedback on their work from the class teacher. **(WO4)** They did not ask if they were finished or if they had the right answers, instead they asked what else they should do. The teacher encouraged pupils to review their work by asking them if they thought that they would need to do anymore tasks to live on the island.

Analysis and conclusions

The group members had individual strengths and weaknesses that worked well together. They already knew one another from the after school club which they had told me about before the lesson. Their already established friendship helped them to get on with the work without initial shyness or anxiety. The boys were initially dominated by the girls as they were less vocal **(WO3)** but they soon became involved to ensure Sam's character did some work. A team identity soon emerged and everyone was involved, albeit in different Belbin roles, Sue adopted the role of co-ordinator. The groups use of humour whilst they were working together displayed how relaxed they were with one another. Throughout the task the group reviewed their progress by checking and clarifying their work using the notes made by Katie. These recorded the decisions made and justifications for them and also helped the group to stay on task. **(WO4)**

Action points for own tutoring

I think that reviewing work through feedback is a valuable skill when working with others. Requesting feedback can help to build working as the interaction between the pupils and teacher highlighted. I feel that I should develop **WO2** and **WO4** by seeking, discussing and acting upon the feedback I receive in my placement. This will help me to, build successful working relationships with staff and pupils. It will also help me to review and evaluate my own work allowing me to make changes to my tutoring practice as appropriate.