## Transcription of the field note: Participant 1 – School 1

\* L1 indicates learner 1one L2 indicates learner two, and so forth.

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| **FIELD NOTES** | | | |
| **Date of observation** | 08-06-2021 | **Time frame** | 08h00 – 10h00 |
| **Location of observation** | School 1 | | |
| **CATEGORY: CHARACTERISTICS** | | | |
| L1 struggle to sit still. Need help with packing out cards. Asks a lot of questions. Scream out answers/questions – even if it is incorrect.  L Asks to go to bathroom at the beginning of the lesson  L1Cards fall on ground while packing up – takes time to pick it up.  L1 and L2 is quiet while packing out resources/apparatus  L1 count out loudly and screams out every time he is done  L2 keeps moving feet on roll under it  L2 asks questions loudly after teacher already told him what to do  While the teacher was outside the children talked and L1 and L2 were very loud  L1 and L2 can‘t work on their own and kept on asking questions.  L1 rides on her chair.  Learners struggle to follow instructions  L2 fidgets with mask.  L1 play with book when he is done writing. L1 walks to the teacher when he doesn’t get attention. When she doesn’t not say its correct when he does a sum. L1 and L2 looks at cleaner for a while and then goes on with their work. Learner stands up and play with blocks. | | | |
| **CATEGORY: CHALLENGES** | | | |
| Teacher has to repeat instructions a lot.  Learner keeps on standing up  To give attention to other learners while L1 + L2 needs a lot of attention | | | |
| **CATEGORY: STRATEGIES** | | | |
| THEME: TEACHING RESOURCES | | | |
| Each receives their own packet with number cards 1-10 number names 1-10, and dotted cards, English cards of number names. Learner 2 uses a hard carton roll under their feet.  With his/her workbook the learner receives apparatus as support  2 +5 + 7  Each learner receives unifix blocks | | | |

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| THEME: METHODS |
| Practical activity – packing out numbers, cards and names.  Learner sits in front of class by the teachers desk  Display workbook on the whiteboard – does 2 examples on board with learners.  Implements a routine in classroom. Class schedule or routine is not posted, but learners know it  Formal and practical maths activity – sums  Scream at learners when they don’t listen |
| **GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)** |
| Colourful classroom rich in resources.  Desk has resources on – number, line, sounds  Each learner has a chair bag, a cushion on seat and a writing board on the table.  Use a book holder to keep place in writing books  Classroom has a hyperactive whiteboard.  Sits in rows – 10 learners (comes to school in groups because of COVID)  Learners walks around in class to show their work to teacher.  Follow a maths program of WCED (‘Bala Wande’) for months  Other teacher comes in classroom because the teacher was called out of her class.  Learner wets herself  Learners attention is at cleaner cleaning after the learner that wet herself  Teacher is organized and prepared. |

## Transcription of the field note: Participant 3 – School 2

\* L1 indicates learner one, L2 indicates learner two, and so forth.

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| **FIELD NOTES** | | | |
| **Date of observation** | 11-06-2021 | **Time frame** | 11h00 – 13h00 |
| **Location of observation** | School 2 | | |
| **CATEGORY: CHARACTERISTICS** | | | |
| Child enjoys physical activities – star jumps  Listens to instructions  Lies on stomach on count when they stand in line to run zoom. H-hop song and hopping competition. After activity teacher ask learner to cross legs before second activity.  Does not listen, lies on tummy. Struggle to sit still while waiting their turn.  Do not sing all the songs with the teacher – gets bored quickly.  Put up a hand to say m-word but can not answer.  Fidget with a water bottle while listening.  Sings and scratches table with water bottle lid  Does not listen to instructions –does not do the correct page stand and work  Stand and runs in class when learners pack away  Group guided reading – L1 reads rushes through the book and goes on while others will read the whole sentence.  L1 stands and reads. Drops money on purpose to pick it up. The teacher has to remind L1 to work with and to sing songs.  Stands up out of desk to sing song and dance (other learners sit). Then moves close to the teacher to look at the pictures of a song on her phone. Teacher calls name by name to reserve reward. L1 goes before she calls his name. | | | |
| **CATEGORY: CHALLENGES** | | | |
| No carpet | | | |
| **CATEGORY: STRATEGIES** | | | |
| THEME: TEACHING RESOURCES | | | |
| Each Learner gets a box with a bag with counters, numbers and number names.  Desks with number lines and names. | | | |

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| THEME: METHODS |
| Attention grabber – “Eyes on me eyes on you”  Action songs  Rewards – stickers and peanut butter  Praise  Gives learners jobs to do – hold key/ help with key  Keeps learner close to her while doing Physical Education  Seating, rows – learner sit close to the teachers table  Breathing exercise – 5 finger breathing  Action sound songs – do what I do, what sound is this  Practical – write ‘m’ on the desks  Brain music – calming music  Has to stand up to fetch book. Don’t give it to him  Line writing song  Puzzles when work is done  Stop, look, listen – attention grabber  Quick movements to grab attention, feet together and pull up string  Zip it, lock it, put it in your pocket  (S,T,A)  • Stop  • Think  • Act  5 Fingers breathing  Take a walk  Drink water  Count to 10  Finger songs  Schedule – order of songs on the end of the day |
| **GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)** |
| Learners stand up to put their book away  Learners are distracted when they stand up  Learner are allowed to shout out answers during shared reading  The teacher is well prepared and organised  Lesson: Started with a physical education  Then a phonics lesson and writing  Shared reading  Sing songs |

## Transcription of the field note: Participant 5 – School 3

\* L1 indicates learner one, L2 indicates learner two, and so forth.

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| **FIELD NOTES** | | | |
| **Date of observation** | 09-06-2021 | **Time frame** | 11h30 – 13h30 |
| **Location of observation** | School 3 | | |
| **CATEGORY: CHARACTERISTICS** | | | |
| As I came in the L1 came to greet me.  L1 speaks out of turn and walks around non stop (continuously) in the class.  Works for 5 minutes and then walks around again. Fidget at teachers table. All around the teacher and sweeps the floor. Talks to self. Screams at leaner “That’s your name” Even if its not and “no”. Daws family – works and keep quiet for 10 minutes  When she says she is done her work is incomplete.  She stands up and walks around again. Looks at how I work and walks away a lot. Very talkative while doing shared reading in Afrikaans  L1 does not read with and talks to the girl next to her.  Fidgets with hair. Is quiet; Is quiet while lollipop is in her mouth.  Suddenly stands up in front of learners (in their way) and reads with teacher for 2 minutes.  If she answers she has to stand up  While teacher hands out books L1 fidget with other books. Copy words from board – learner works quietly while busy. After activity, when they begin with drawing activity (draw face) learner fidget with bin. When teacher says she can do something later she says “no, not later” (undisciplined) Learner empties bin then wash hands.  When other learners made a noise L1 just walks around  Child sings then L1 asks loudly “who is singing?”  Learner leaves the class to go to the bathroom. L1 comes back and fidgets with things at teachers table. L1 does not do her work or cooperate with the teacher when she comes back from the bathroom. When teacher stands at a learners table and helps him, L1also goes his table to see. She hits the child for attention. L1 did not do 2 activities. (the face drawing and the senses activity). For break the learner stays in class and waits for ever one to leave before she goes out. Comes back in class a few times. Tries to help learner open book at the correct page. Interacts with learner while teacher gives instructions.  L1 starts paying through book. Teacher has to repeat instructions.  English learner has to paste stickers at the correct places. L1 does this quietly. Teacher has to repeat instructions English learner has to paste stickers at the correct places  L1 does this quietly. Teacher asks L1 to hand out boxes of milk to each learner. | | | |

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| **CATEGORY: CHALLENGES** |
| Struggle to make learner sit still  Little resources in classroom  No carpet area. Learners does not have their own crayons – teacher provides them with it. |
| **CATEGORY: STRATEGIES** |
| THEME: TEACHING RESOURCES |
| Big book and pictures  L1 uses no individual resources |
| THEME: METHODS |
| Asks L1 to hand out pages  Rewards – star on head  After activity – stand up and stretch |
| **GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)** |
| Resources on wall  Cupboards are old and ravaged  Tables display  Comes to school in groups because of COVID-19. 10 learners attended the day.  Small classroom – no carpet – little resources – reading corner with no carpet  Colourful walls - painted bright green  Announcements – L1 walks around and makes a noise  L1 sucks a lollipop during lesson  L1 is unhealthy – overweight  When learner comes to see what I am doing I just kept on writing and did not speak to her.  She just quickly looks and then she goes away. |

## Transcription of the field note: Participant 7 – School 4

\* L1 indicates learner one, L2 indicates learner two, and so forth.

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| **FIELD NOTES** | | | |
| **Date of observation** | 10-06-2021 | **Time frame** | 11h30 – 13h30 |
| **Location of observation** | School 4 | | |
| **CATEGORY: CHARACTERISTICS** | | | |
| L1 moves his feet a lot (constantly or non-stop) while working. Sings while working.  Teacher needs to repeat instructions a lot  L3 turns around to ask peer to give the answer – uncertain  L4 stand up for eraser, yet there is one on his desk  L1 fidgets a lot  L4 Fidgets in bag during assessment and talks to friend  L4 Fidgets while teachers is out of class for 2 minutes  L4 plays with stationary  L2 colours in, became in one colour over the whole picture  L4 writes on desk with pencil  Work on carpet – L1 – L4 enjoys the clay  L4 wants to help a learner find a bowl for the clay and stands up to get it  L2 Talks to friend.  L1 desk is untidy and wraps clay around his finger.  L2 plays with clay for a while and then is uninterested (became uninterested)  L1 – L4 sit still while reading a story | | | |
| **CATEGORY: CHALLENGES** | | | |
| Learners do not all have stationary – teacher has to supply | | | |
| **CATEGORY: STRATEGIES** | | | |
| THEME: TEACHING RESOURCES | | | |
| Clay | | | |
| THEME: METHODS | | | |
| Visual and auditory  Rewards = sweats | | | |

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| **GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)** |
| The classroom is resource rich – colourful  Enough space – Enough lighting and ventilation  Learners sit in rows on their own desk – COVID-19.  Because of COVID-19 the learners are divided into two groups. Each group attends school every 2nd day.  The learners are disciplined  The teacher is organised and prepared  L1-L4 = ADHD  I arrived when the learners were doing an assessment task.  FAT’s were done before break.  Announcement during class time.  Teacher leaves class  Bathroom break before break. |

## Transcription of the field note: Participant 9 – School 6

\* L1 indicates learner one, L2 indicates learner two, and so forth.

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| **FIELD NOTES** | | | |
| **Date of observation** | 03-06-2021 | **Time frame** | 08h00 – 10h00 |
| **Location of observation** | School 6 | | |
| **CATEGORY: CHARACTERISTICS** | | | |
| The learner with ADHD immediately comes to teacher. My pencil is gone – ADHD L2.  Sing Christian songs in the morning and movements. Learners enjoys it a lot. Learner goes in front of the classroom and dances on her own. Teacher has to talk to the L1 a lot and has to repeat instruction/ remind her what to do.  L1 walks around to ask to borrow an eraser. L2 wants to borrow his eraser and keeps on asking to borrow his after she already got one.  Disobedient – do not roll on the ball and she did. Goes to carpet area while not allowed.  L2 runs to stand first in line to go to bathroom L1 plays on carpet and then realises its bathroom break and runs afterwards. Runs in classroom first after bathroom break, while the rest of the learners walk in their lines.  L1 makes a lot of noise. Screams out answers.  Learner dances – impulsive – Peers laugh at her and attention is not on teacher. Walks around in class a lot.  Learner 2 asks what to do (after the teacher has already given instructions) while teacher is busy with a group on the carpet.  Disciplined with cutting out activity (L2). (L1) does not listen and walks to teacher’s table.  L1 forgot about star sticker - forgetful | | | |
| **CATEGORY: CHALLENGES** | | | |
| To get L1 started. L1 Shouts out the answers. L1 requires a lot of attention (one-on-one) L1 walks around a lot and does not work – needs a lot of reminders to finish work.  Attention is at L1 a lot and struggles to give attention to reading group – Learner read alone for a while, while she organises L1. | | | |
| **CATEGORY: STRATEGIES** | | | |
| THEME: TEACHING RESOURCES | | | |
| Gym ball – learner sits on ball when she wants to. Interactive whiteboard – use for songs and short clips/videos. | | | |

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| THEME: METHODS |
| Practical activities – such as clapping pattern. Simon says, show me ten / half of 10 fingers, slap 4 times. 10 + 10(sums) your name, good / naughty.  1, 2, 3 Look at me and fold our arms – attention grabber.  Rewards – “when you work nicely you may play with the balloon and stars on forehead and sweat.  Teacher is very organised – everything is set out in the morning.  L1 plays teacher and write the answers on the board. Asks question when they count in 5 what comes next? Takes initiative on her own to ask next question and after 15? What is 10 +10?  L1 is allowed to stand and work/use chain/just gym ball.  L1 hands out worksheets – Talk to the learners a lot.  Bathroom break 08:45.  Gives the learner tasks to do in between class e.g. Wipe the board.  Count backwords from 5 for discipline: Sit at desk next to teacher while busy with a group on the carpet – keeps L1 close.  Repeat instructions  Remind not to shout out  Reminder of reward (sweetie) |
| **GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)** |
| Day starts at 08:00  Because of the COVID-19 regulations we met in the School hall. A lot of movements as people walk through to their different classes – interruptions. One learner interact by giving a learner passing by to the other classroom a high five.  Very spacious. A lot of colourful resources. Each learner has an ice scream container with stationary, a tissue box and a book bag on their chairs. There is a reading corner and a carpet area.  An Interactive white board. Bathroom = outside of classroom.  Table at carpet where learner can sit and work while the teacher is on carpet with a reading group.  The learners are English speaking  Interacted with me immediately – ADHD Learner 1  Peer came to me afterwards  Peer works quietly at desks while teacher is busy on carpet  Meeting was a bit too long in the morning. The teacher organised supervision for her classroom and come 10 minutes later.  Checks on learner with ADHD while busy with a group on the carpet. |

## Transcription of the field note: Participant 11 – School 8

\* L1 indicates learner one, L2 indicates learner two, and so forth.

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| **FIELD NOTES** | | | |
| **Date of observation** | 17-06-2021 | **Time frame** | 10h30 – 12h30 |
| **Location of observation** | School 8 | | |
| **CATEGORY: CHARACTERISTICS** | | | |
| Moves on Gym ball a lot  Fidgets a lot  Paste paper in book skew  Takes for reading in group – he lies on stomach to read  Good reader  Looks at peers that is working at desks after a while – attention span is short  L2 gets bored quickly and talks to friend while teacher is busy on carpet and he is at desk. L2 Finishes work quickly and play with sensory box. Gets bored quickly (5 min) and goes to fetch Legos.  L1 Fidget toy during the whole Group Guided Lesson.  L1 Enjoys practical activity – word building – cut and paste untidy?  In between tasks he cuts table with scissors and bounces on chair  L2 Teacher has to remind him to colour in and asks him to keep quiet the whole time while she is on the carpet  L2 is on carpet – listen to teacher as he sit right in front of her  L1 + L2 enjoys stretch video and movements. – Is disciplined  L1 + L2 = disorganised – pictures pasted on desk of everything he has to remember to take home e.g., water bottle, bag etc.  L2 asks assistant to help  L2’s attention span is short – learners are at task 2 already)  L1 can do work on task 1, but can’t rewrite words = unneat  He does not copy words but copy picture – did not listen to instruction.  L1’s table is unorganised L1 colours in, in pencil.  Task is completed  A peer fidgets in bag – L1is distracted by this L1 takes a while to start with task 2  L2 works neat and neat desk.  L2 struggles to complete task 2  Stretches and lies on chair – has to be reminded to work but teacher is busy on carpet  L2 sit after school to finish work. | | | |

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| **CATEGORY: CHALLENGES** |
| To teach Afrikaans and English and explain – do different work. Attention is divided between learners with challenges. |
| **CATEGORY: STRATEGIES** |
| THEME: TEACHING RESOURCES |
| Gym ball  Extra time – puzzle and sensory boxes  Cushion to sit on  Elastic bank around foot of chair to put feet behind and stretch it.  A small finger (fidget toy) cushion to press on while listening to the story  Sensory box |
| THEME: METHODS |
| Very visual – lots of pictures  Reward – Dance  Discipline system – sticker card on desk  1st, 2nd, 3rd (beans in bowl 10 beans = sticker) Takes beans away when learner misbehaves.  Practical – build word  c - a - t (cut and paste)  Structure – verbal routine well established  Timer – stretch legs when it goes off  Watch educational video on dinosaurs + movements run, sit, stretch  When work is done – do a dance and song  Background music – calm  Instructions is pasted on board as picture, e.g., first pritt and then colour in.  (instructions is pasted in the right order that it should be followed) |
| **GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)** |
| L1 = ADHD and L2 = ADHD  Colourful resources. Carpet area. TV in classroom. Each learner has a chair bag and tissue box an stationary  L1 + L2 is seated in front of class  Basin in class for washing hand and sanitizer  Multi lingual (Duel medium)? Classroom English and Afrikaans  Learner has muscle sickness; Learner has sensory problems  Teacher is organised and well prepared. Teacher has to stand up and manage other learners at desk during Group-guided reading.  L1’s attention is at teacher while other learners are on the carpet  When teacher goes to bathroom – there is an assistant in school that observes for a while. |