

https://dspace.org/

What and how do children learn in the 'DIY: Dream, Innovate Yourself' programme? : a study of a curriculum innovation.

Elliott, Kemble

2015-05-15
http://hdl.handle.net/10539/17774

Downloaded from a DSpace repository. https://dspace.org/

What and how do children learn in the *'DIY: Dream, Innovate Yourself'* Programme?: A study of a curriculum innovation.

Kemble Elliott

Student Number: 690752

A research report submitted to the Faculty of Education,
University of the Witwatersrand, Johannesburg,
in partial fulfillment of the requirements for the degree of
Master of Education by combination of coursework and research

---

APPENDIXES

ETHICS NUMBER: 2012ECE215

Supervisor:
Lynne Slonimsky

Co-Supervisor:
Theresa Giorza

Johannesburg, 2014

INDEX OF APPENDIXES

1. Crawfordology – Living our Vision 2

2. Curriculum Enactment and Social Conduct in *DIY* Groups 8

3. Detailed Breakdown of lesson progression for proposed Code of Conduct Lesson 12

4. Code of Conduct DIY Lesson for Grade 6: Dreamagination 14

5. Tables of words for Code of Conduct to be explored 18

6. Code of Conduct Assessment Documents 19

7. Crawford Code of Conduct 27

8. Examples of completed Code of Conduct Posters (Grade 6 2013) 29

    8.1 Example 1 29

    8.2 Example 2 30

    8.3 Example 3 31

    8.4 Final poster (2014) 32

9. Transcripts and Tracking of Lessons and Interviews 33

    9.1 17 August 2012 34

    9.2 4 September 2012 54

    9.3 Notes from clips that could not be transcribed 71

    9.4 26th September 2012 74

    9.5 Tracking teacher/tutor's transmission and mediation 76

    9.6 Tracking L's learning and acquisition 101

    9.7 Follow up Interview with DIY Group (7 August 2013) 108

    9.8 Comparison Group Interview from Sister School (21 October 2013) 127

Appendix 1: Crawfordology – Living our Vision

CRAWFORDOLOGY – LIVING OUR VISION

OUR VISION

The final bullet of our Mission Statement reads:
"Implementing a School policy which is caring and empathetic, and which recognizes each individual's needs, dignity and rights", while the Statement of Purpose emphasizes the interdependence of freedom and responsibility. Both these documents are founded on a concept of mutual respect, and on a student/pupil orientated educational philosophy. While much of this philosophy is reflected in our Policy Manuals, the essence is that the vision lives in the minds and practices of educators every minute, every day. Perhaps the most succinct summary is that adopted by our Principals in 2001:

"CREATING MAGIC FOR EACH CHILD IN THE CLASSROOM, EVERY DAY."

Certain aspects of these concepts are extracted and expanded on below. Many are obvious, but they are as applicable today as ever. In line with this philosophy there evolved a ***"Crawfordology"*** which encapsulated the spirit of our philosophy in everything that we do.

1. THE CRAWFORD TEACHER

As educators we must constantly be aware of the significant impact we command over the development of our students. On average children will spend more quality time with each of their teachers each week, than they will with their parents. As the expert, the teacher in many ways legitimizes the actions, experiences, aspirations and even existence of the child. And this interaction is played out mostly in the presence of the child's peers. In this classroom arena the teacher is further continuously assessing, evaluating and ranking the child – who would be a scholar? In a 'normal' school system natural hierarchies develop as children learn to play the game, to adapt to the system, aided sometimes by good books, good instincts or just good fortune. In the Crawford ethos the system adapts to the needs of the individual, to find and create a space where each and every child has legitimacy and value. Thus the Crawford teacher carries an enormous responsibility, to adapt, to modify, to legitimize the system for each individual student.

The way in which the Crawford teacher perceives, interacts with and validates each child must be understood to impact on the child's self image, self confidence, acceptance by peers, and their ability to succeed. A direct corollary to this is the way in which the child perceives the teacher:

Does he/she like me?
Can I take a chance?
Will I be embarrassed?
Is the teacher fair?

These and many enquiries will form part of the nucleus of the child's attitude and acceptance of the teacher. Simplistically, we may suggest that the major determinant of whether the child respects the teacher is his/her reflective perception of whether the teacher likes him/her. The way forward for the Crawford teacher is clear. It is your duty to recognize and encourage, without favour, each and every student. The ability of a teacher to reach out and lift up every child is the simple secret to Crawford success. Teachers believe in their students, students trust in their teachers.

A host of dos and don'ts flow from the above considerations. A few are listed below, but these concepts should be recognised from the heart rather than learnt.

1. Always lift students before their peers and parents.
2. Admonish in private, fairly and clearly.
3. Be seen to care and listen.
4. Be seen to be transparent, fair and impartial.
5. Display the behaviour you demand.
6. Do not prejudice or prejudge.
7. Be certain that your standards are fair and legitimate.
8. Be flexible enough to discuss issues.
9. Be flexible enough to discuss alternative values.
10. Be strong enough to oppose unacceptable values.
11. Focus on the critical, do not raise irrelevance.
12. Do not make or precipitate invalid judgements e.g.
    - a slow thinker is naturally stupid.
    - a tubby child is clumsy.
    - a nose ring makes one a confirmed drug taker.
    - long hair indicates lack of hygiene.
    - casual uniforms indicate a lack of discipline.

2. MUTUAL RESPECT

Crawford staff respect the student as an individual and demand respect in return. Teachers cannot demand respect as a right – it is earned. It is earned by recognizing and encouraging individual talent, by caring and empathizing with the students and demonstrating this commitment through well-prepared, motivating and stimulating experiences. Furthermore earning respect demands fairness, transparency and consistency.

Respect is demanded by obeying your own rules:-

- being late for class,
- class rules should be clear and decisive,
- cellphone in class,
- eating in class,
- tests/homework not returned promptly,
- etc.

To demand respect means through the quality of the service you provide the student cannot fail to respect you. The respect you earn through your dedication to the students should be reflected in the quality of the work which they in return produce.

3. ACADEMIC EXCELLENCE

Possibly the most recognized aspect of a Crawford Education is this notion, which is sometimes misunderstood by some Crawford teachers. The concept of Academic

Excellence is to bring into contact the most outstanding teachers with the most promising students in order to achieve maximum potential. This raises the expectation in some teachers that all their students will be gifted. Patently, this is not always the case. The obvious example is the student/pupil who is extremely talented in one discipline but not another. Should we reject a gifted artist because he is only average in, say, Mathematics? Objectivity and measurement of potential are the main difficulties. The ultimate responsibility for judgement of a child's potential is the Principal (or designate) who accepts the child into the school. It is then the responsibility of the teachers to activate that child's potential to the best of his/her ability. Some of the CrawfordSchools most astounding successes have been children who have entered the system with relatively low marks, and shown sustained improvement. This reveals the real magic of the Crawford teachers.

4. STUDENT-ORIENTATED APPROACH

The most important concern of the Crawford teacher is the quality of the education granted to the student. The pressures on teachers to adjust to the new curricula, with their reporting methods and assessment standards might shift their focus to these new approaches rather than to the student. However, it is critical that we continue to practice in a manner that is in the best interests of the students, rather than in what is easiest for ourselves. In new and uncertain situations it is safer to rely on rules, regulations and policy than to risk possible criticism or error. Teachers must remain focused on the quality of education in spite of perceived difficulties. The student comes first. This is an environment in which the teaching and administrative staff is required to go the extra mile – this is one of the attributes of a Crawford staff member. The student-centred concept covers many areas of application where encouragement and positive guidance, well-being, and happiness, confidence and recognition, motivation and stimulation are dispensed. If we are to err it must be in the interest of the student.

5. TEACHER CHOICE/CLASSMATES

Crawford policy encourages schools to allow, within limits, students to have a say in who are their teachers and classmates; especially (mainly) in their senior years of College. This is practiced in various ways, either informally when registering in the lower grades, or by formal nomination in the higher grades. In some schools the practice is avoided altogether. It is common knowledge that children learn better when they are happy and like their teachers. While it is recognized, especially in grade 10-12, that this practice could lead to competition between teachers, this should be a healthy challenge. Teachers are encouraged to build a positive relationship with their class. Just as critical is that we try to accommodate students in classes where they have friends. The formation of cliques is a distinct possibility and should be managed – but not at the expense of isolating a child without friends.

6. CLASSROOM DISCIPLINE

Crawford teachers are by and large free to enforce their own classroom discipline. Their practice should, however, be in line with the broader Crawford philosophy.

a) Education without fear.
b) Do not humiliate.
c) Be transparent, open and fair.
d) Do not embarrass or be sarcastic.
e) Do not enforce systemized seating.

f) Do not send children out of the classroom.
g) Do show consideration.
h) Do encourage participation.
i) Do not abuse the Code of Conduct.
j) Do allow for individual attention.

The list of do's and don'ts could extend, however, the Crawford difference is that we do what we promise, and do not simply pay lip service to good practice. The Crawford teacher's duty extends of course to well-prepared and delivered lessons. Teachers should also be aware of the comfort and needs of the children, enough air, enough light, comfort breaks, etc.

7. TEACHERS ACROSS ALL LEVELS

It has been an explicit promise to parents and students that the best teachers will be available at all levels, hence that all teachers at College level take at least one Senior and one Junior class every year at College level. The advent of the FET/GET divide has seen a move to teachers specializing either in the FET or GET phases. This trend must be reversed. Students must be exposed to the 'senior' teachers not only for their expertise, but also to encourage students who show particular talents in their discipline. There has been a noticeable decline in choice of certain subjects in some schools at grade 10 level.

8. TEACHER/STUDENT RELATIONSHIP

This relationship is one of mutual respect and collaborative learning. It is not a master/servant or superior/inferior situation. Teachers are honoured to have students in their classroom just as students are honoured to be taught by that teacher. Authoritarian behaviour by teaching staff is strictly discouraged. Students need to learn negotiation, honesty and integrity first hand from their teachers.

9. STUDENT RELATIONSHIPS

Many children, especially in our diverse society, find it difficult to socialize. More concerning is that some attract criticism and are ostracized for their attitudes/looks, etc. It is the Crawford teacher's duty to intervene where necessary and to help students integrate. Bullying is not allowed in any manner or form. Schools could develop a 'friendship garden' or a special place where students who are feeling down or neglected could expect to find a friendly smile and a kind word.

10. HOMEWORK

Every child and parent's nightmare is to find that they have too much homework and that they cannot cope with or understand it. Teachers must be considerate and reasonable when setting homework. If each teacher 'claimed' just half an hour 'homework time' from each student/pupil, most students would have from 4-5 hours homework per day. Clearly this is not acceptable.

a) Any homework should have a clear, constructive purpose in the learning programme.
b) Be reasonable when setting homework. What you can do in five minutes might take the children an hour and a half.
c) Homework should not be seen as an opportunity to bypass the 'boring stuff'.

d) Assignments or projects should not be used to outsource your teaching commitments. Where possible time should be allocated during school hours.
e) Be specific when prescribing homework. Provide clear guidelines.
f) Crawford does not test on Mondays.
g) Homework over the weekend should be kept to the minimum and avoided altogether in the lower grades.
h) Learners should not be required to or encouraged to seek outside extra lessons.
i) Teachers must make time available and publish times for when they can be approached for extra help. Booking sheets should be used. Often a student's inability to do homework properly is a reflection of the teacher's non-availability or reliance on self-learning to supplement class learning.
j) Teachers may not charge Crawford students/pupils for extra lessons unless negotiated and with the knowledge of the Principal.

11. <u>ABSENTEEISM</u>

Students/pupils may be absent for many legitimate reasons, mainly health or sickness. However, Crawford also makes special provision for sportsmen/women representing provincial, national and international teams. Whenever a student/pupil is legitimately absent, it is the teacher's responsibility to provide reasonable assistance in bringing the child back up to speed.

12. <u>SPORTS AND EXTRA MURALS</u>

Crawford will not force a child to participate in any activity in which the child is unwilling to participate. We will encourage and motivate students to try new activities. Besides the wide variety of activities already offered, Crawford is always ready to consider something new, popular or trendy. We also let go when the activities time is done.

13. <u>ASSESSMENT</u>

Ideally students should regard the assessment as a positive opportunity for them to display the knowledge and skills that they have learnt. Too often however, it is a time of fear and stress. Crawford teachers should do all that is possible to relieve the stress. This involves proper preparation, advance warning of dates and requirements, and if necessary, samples. Assessments, especially tests and examinations, should be designed to give students opportunity and scope to display knowledge and skills, and not to be caught out with trick questions or inappropriate content. Examinations should not be used as an opportunity for teachers to demonstrate their own knowledge or superiority. Questions should be set in a clear, unambiguous manner and be well-presented, with adequate time. Students should be aided with study methods and learning programmes.

14. <u>MARKS</u>

There is little that can be as demoralising as having your own thoughts or insights trashed simply because they do not meet with the marker's prejudice. It is thus important for Crawford teachers to be as inclusive as possible when assigning subjective marks. At all times the students must be advised of why they are losing marks and how they can improve. Copies of tests and model answers should be made available for any assessment. Students may query marks and discuss papers with teachers. Due to the importance of marks to students, teachers must at all times be accurate, but special consideration should be given to students who fail or miss a

distinction by small amounts e.g. 2 or 3 percent. Where feasible, retesting should be done to provide opportunity for improvement.

15. REPORTS

Crawford has always attempted to report as comprehensively as possible on student progress. OBE has brought about a system of reporting which is much more in line with Crawford's philosophy. The processing and issuing of reports is an area where mistakes simply may not happen. All marks and comments must be checked before reports are issued. Some simple guidelines in point form:

- The report controller (grade controller, Deputy, etc) must ensure that a positive comment about the student is made on every report.
- Reports should preferably be posted to parents, but if handed to students the process should be planned in such a way that no student is embarrassed or belittled.
- A failing report should never be issued before the parents have been consulted.
- Parents should be consulted in the case of variations in subject marks of more than 10%, or if marks are more than 10% below class average.
- Do not circle 'failure' on a report or use red to highlight on reports. Emphasise achievement rather than failure.
- A final check should be done on all reports:
    - check that the result is valid.
    - see that comments are valid.
    - near failures should be reconsidered.
    - near distinctions should be reconsidered.
- Do not use a report to 'teach a child a lesson'. Teach in class: reflect on the report.

CONCLUSION

Much of the above is common sense. It is very simple, it is very direct, and it is very effective. A good Crawford teacher really needs to ask only one question when faced with a dilemma: 'What is in the best interest of the students?' If you answer this question correctly, you should have little difficulty understanding Crawfordology!

Tim Kemp National Administrator CrawfordSchools

Appendix 2: Curriculum Enactment and Social Conduct in *DIY* Groups

In *DIY*, learners are exposed to challenges that introduce them to the value of possibilities without the tutor necessarily knowing the answer. They are encouraged to look more deeply, to explore more widely and to understand how they learnt, and what they might need to move forward.

The curriculum is enacted through the following process: each problem for analysis (hereinafter called a 'project') begins with a presentation and introduction to the whole grade by one of the tutors, who takes the lead in the project. Most lessons begin with a briefing to the whole grade, outlining what has to be achieved by the end of the session. Once this has happened, the smaller tutorship groups are encouraged to work independently, sometimes with and sometimes without mediation from their tutor, to find a solution. The tasks (which are usually defined with overt evaluative criteria in the form of assessment rubrics) follow a clearly defined path, which builds conceptual and practical resources to enable creative solutions to be found over time. These solutions are presented to the whole grade and sometimes to the staff, parents or professionals in the field of enquiry. Stages of the project are assessed in various ways, including by tutor, peer, group, self, parent and/or 'professional outsider' (e.g. designers who would convert the design from model to product on the school bus). Voting is a common way for ideas or products to be chosen (e.g. choosing a design to build a real playground space) and children sit around large tables in their tutorship groups, rather than at individual tables in rows. An important part of the process in all of these aspects of learning is modifying social conduct in groups.

For each project or learning experience tackled in *DIY*, the teaching team (made up of 'tutors' who guide small groups, rather than teachers in charge of whole classes) develops the scope of tasks, with one tutor taking the helm (as the 'teacher' of the project). Each session begins with the whole grade coming together (children and tutors) so that the task for the session can be explained. Once the parameters and expectations have been set, the smaller groups break away to explore and discover on their own, often coming back at the end of the session to share their learning with the whole grade (through posters, movies and presentations – in the form of speeches, songs, dancing etc., question and answer, debate, or action – e.g. a letter to the press). Learners evaluate the products of their endeavours and a vote is taken to choose the work that the learners feel is the most successful example (e.g. one of the projects involves the learners designing the sports kit for an interschool competition. The products designed are voted for, manufactured and worn.) Tutors, peers and learners themselves do rigorous assessment, as part of the process. The focus is on the work, not the person, being assessed.

Problems for exploration are chosen through the identification of:

- A problem (e.g. lack of engagement with and understanding of the school's Code of Conduct).

- An interest of a child or teacher (e.g. creating an animated movie around a conservation theme, to foster awareness).
- Augmentation to the regular curriculum (e.g. raising money for a charity by using the entrepreneurial skills fostered in Economic Management Sciences).
- A socialisation project (e.g. the Grade 4s creating an 'orientation event' as a way of introducing Grade 3s to the Intermediate Phase of the school).
- A design project (e.g. t-shirts for a sports team; poster for the major annual production; cover for the school magazine; design of the school bus branding).

Set-up of *DIY* Groups

DIY groups are randomly selected at the beginning of each year, across classes in the grade so that children get to know each other. Although tutors might initially change the groups to create a balance of race, religion, sex, strong and weak learners, 'good' combinations of personality etc., the learners are expected to work with those who are different to them, and who might not be close friends. The groups change each year. The groups are kept as small as possible to facilitate constructive group work and more focussed interaction with peers and tutor. The ideal ratio is 1 tutor to about 7 children, but there have been groups as small as five and as big as twelve. This is dependent on the number of tutors that can be timetabled to participate in *DIY* at the same time.

The Role of the tutor in *DIY* groups

In *DIY*, The tutor is on the road to discovery too, and does not wear the mantle of the expert, focussing on allowing discovery, rather than giving answers or suggestions. The Tutor is integral in the discussions, but only has as much power as the learners in terms of voting for or vetoing ideas. The learners are encouraged to disagree, debate and discuss respectfully, with each other and the tutor, but are not obliged to accept the tutor's point of view. Tutors might need to resolve conflicts, but the objective is for the learners to develop the skills to resolve them on their own. In terms of 'staying on task', the tutor might remind learners of deadlines, but tries to leave these up to the children to manage. It is an important aspect of the whole project that the tutors are seen to work collaboratively too, to model behaviours to the learners.

Approach to group work

There is a clear regulative Code of Conduct within the macro setting of the school. This informs how groups work in each classroom and more specifically in the microcosm of the tutorship groups of *DIY*. Sometimes this is overtly referred to, but most often it is tacitly agreed upon. It might be regulated by the teacher in charge of the project, the tutor or peers, depending on the nature of the task.

At various stages, group-work is approached differently. Below are some examples of how this occurs, but they are constantly changing and are not always made overt. This is by no means a comprehensive list.

- Children are left to work out a problem on their own, with tutors close by. They may ask for assistance with resolving a disagreement, but are encouraged to try to work independently.
- Children work with the tutor to explore, research, solve a problem.
- Roles might be assigned (e.g. note taker, timekeeper, gatekeeper – who keeps them 'on task', director of presentation etc.). These roles can be rotated over the project or year, so that everyone gets a chance to experience each role.
- Learners might assign their own roles based on their own strengths (e.g. the 'artist' might be the person who draws the poster, while the 'good speller' might be in charge of the script).
- Tutors have been known to work together to form their own group to model a way of working to the children. This is done without explanation, but the tutors would make a similar presentation of their findings when the children do. This makes the tutors 'unavailable' to assist in the small groups, as they would have to meet the same deadlines as the learners.
- Regulation of self and others is expected to develop in the *DIY* group and, quite often, there is a time of reflection on the learning. Learners may be asked to reflect on their own or other's contributions honestly and forthrightly.

Expectations of social conduct

Tacit in all lessons of *DIY* is an understanding that there is a shared code of respect between all members of the group including the tutor. This follows the school's values, which are discussed in and around school often (e.g. in assemblies) but are not always made overt in *DIY* interactions.

Learners are expected to develop the abilities to:

- Take turns.
- Actively listen to each other's ideas without dominating or bossing. This includes avoiding interrupting, taking time to answer, giving time for others to answer, questioning each other for clarification etc.
- Disagree with each other and the tutor, respectfully and thoughtfully. If they do not like an idea they are expected to explain why, and to have an alternative solution.
- Assess each other and themselves as objectively as possible. Time is spent on explaining that the child is always a 'hundred percenter', but that the work produced might have areas for improvement. Assessment criteria are most often made overt at the beginning of a task so that expectations of competence are clear.

- Work independently if the project calls for it – e.g. researching different areas of the same problem or developing their own contribution to a presentation. Often, at the beginning of projects, each child is expected to create their own response (e.g. a cover for the magazine; developing a slogan for an ad campaign). These are presented to the tutorship group and each group votes for their most successful example. The chosen example will be reworked and developed through collaboration by the tutorship group, and presented to the whole grade, which will then vote for their most successful option (e.g. the t-shirt design that will be worn for an event). The voted option will then be developed as the culmination of the project (e.g. the real front cover of the magazine; the real t-shirt worn).
- Stand by their choices. Once a vote has been taken, it cannot be changed. Initially the learners might vote for the 'popular' children's work, but as they understand that their choices will have real life consequences, they quite often become more autonomous, being less influenced by their peers.
- Reflect on their learning and choices. This might happen in discussion with others or independently (e.g. assessing their own work). They may be asked, "What would you do differently next time?"

Appendix 3: Detailed Breakdown of lesson progression for proposed Code of Conduct lesson

The Code of Conduct lesson was to have spanned the following tasks and assessments:

1. ***'I have a secret' card game*** (1 x 45 minute lesson): The teacher introduced a card game, demonstrated it and then allowed the children to play it. The game began with one player dealing the cards and, without telling the others, deciding on 'the rule'. As they played the game the other players had to work out, through elimination and deduction, what rule the dealer had chosen. The purpose of the game was to make children aware of the need for rules to be overt, as well as to understand that a rule guides and focuses attention and/or behaviour.

2. ***Exploring the Language of the Code of Conduct*** (3 x 45 minute lessons): These were small group lessons, during which the children were encouraged to look up words in the Code of Conduct. Each tutorship group was given different words and encouraged to collaborate with their peers and/or the tutor on how to present their findings effectively to the whole grade. In this way, the children were exposed in groups to the language in which the Code of Conduct is couched, but not overburdened with trying to understand every single term. The first Assessment, *'Assessment 1 - Tutor Assessment of learning in group discussion' (Appendix 6)*[1] was conducted after this activity.

3. ***Reporting back on Language of Code of Conduct*** (1 x 45 minute lesson): Presenting findings took the shape of short 'funky' presentations that used rhyme, mime, public speaking and humour. Each group was limited to 2 minutes for its 'report back'.

4. ***Creating our own Code of Conduct Board Game – designing and making*** (5 x 45 minute lessons): These lessons allowed children to work, mostly collaboratively, in small groups. They were allowed to ask for clarification or guidance from their tutor, who was always close by and available, but had to design and make a board game focused on making the rules in the Code of Conduct more accessible. All materials were made available (e.g. cardboard, glue, glitter, paint, boxes, felt tipped pens, scissors etc.) The tutor assessed the work through observation and using the *'Assessment 2 - Tutor Assessment – Group Game'* rubric.

5. ***Playing our own and each other's games*** (1 x 45 minute lesson): In this lesson each group set up their own 'Code of Conduct' game and played it. They then had to move from game to game, using the rules set up by other

[1] All the assessments, from 1-8, for the project have been recorded in Appendix 6, p19 in this document.

groups to play their game. The test of whether a game was effective or not was to see if the rules were clear enough to make the game playable, and to assess whether the Code of Conduct became more accessible to the players.

6. ***Code of Conduct Booklet:*** (2 x 45 minute lessons) Each group was to perform a SWOT analysis of ideas in order to rewrite the Code of Conduct as a simplified booklet, using language that was more suitable, and more easily understood by preparatory school children. This process was started but had to be terminated, owing to a lack of time. *'Assessment 3 - Tutor Assessment – Code of Conduct Booklet'* would have been used to assess the product.

7. ***Presenting the Booklets (***1 x 45 minute lesson): A member of the school management team was to have been invited in to read the rewritten Codes of Conduct and to interview each tutorship group about their choices. *'Assessment 4 - Tutor Assessment – Management Assessment'*.

8. ***Reflecting on Learning:*** (1 x 45 minute lesson): This lesson was brought forward in the project as the kinds of assessment could still be completed, even though the project was not. The purpose of doing the various assessments is to empower the children and to vary the assessment to get a 360 degree perspective that involves the self, peer, group, tutor and an outsider. The focus here is on honest and straightforward appraisal.

a. *Assessment 5 – 'Self Assessment – Learner'* – The learner assesses her own contribution according to the criteria. They are encouraged to be exacting and able to justify the mark they assign themselves in terms of their personal contribution to the project, not themselves as a person.

b. *Assessment 6 – 'Group Self Assessment'* – Children are asked to evaluate their group's efficacy in tackling the task/s. They have to discuss and agree upon the mark they assign to their own group. They also have to be able to justify the assessment they give to their tutor, and to argue their point.

c. *Assessment 7 – 'Group Peer Assessment'* – Each child is assigned one of their tutorship teammates to assess. This is more personal than Assessment 6, and requires each learner to evaluate a teammate's contribution honestly and with integrity. Again, they are asked to justify and argue their evaluation of the work. Emphasis is placed not on marking the person, but on their measurable contributions, with examples.

d. *Assessment 8 – 'Group Tutor Assessment'* – According to the assessment criteria and outcomes on the rubric, the tutor is expected to evaluate his/her tutorship group, giving verbal feedback to justify their choices, thus modelling effective assessment of the task and not the person.

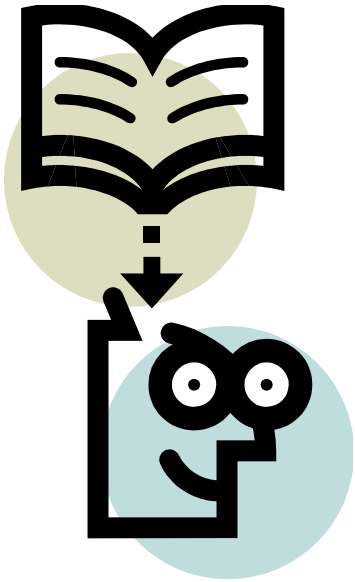
Appendix 4: Code of Conduct DIY lesson for Grade 6:

(Each Grade of DIY has a different name – Grade 4 is Magic Club; Grade 5 is Innovation Station; Grade 6 is Dreamagination; Grade 7 is KiteFlight)

DREAMAGINATION

Grade 6

Code of Conduct



Aim:

The learners will re-write the Code of Conduct for Crawford [redacted], in a manner that will encourage all learners to read the school rules and understand them.

Materials Required:

- Paper
- School diaries
- Pens
- Playing cards
- Dictionaries
- Computers

Space:

DIY Classrooms

By the end of this project Learners will be able to:

- Understand the need for rules
- Understand the school Code of Conduct
- Learn the meaning of new words found in the Code of Conduct

Learning Outcomes covered in this project:

LO 1 – Identifies and solves problems
LO 2 – Works with others and communicates effectively using a variety of skills
LO 3 – Organises and manages self responsibly
LO 4 – Collects, Analyses and critically evaluate information

Lesson One – (Double) : Understanding Rules

Materials Required: Pack of cards, paper, pens

Step 1:

- Introduce the lesson – I have a secret……
- Groups are informed that they will be playing a game of cards.
- Explain the idea of the game
  One player has a secret rule for which the cards can be played.
  There is a new dealer who has their own secret for every new round that is played.
  For example: each card has to be a different colour from the card before it.
  Other players lay down cards they think fit the pattern.
  The person who knows the secret can allow or disallow the play.
  Every player has to try and guess the rules of the game.

- To play:
  Choose a dealer
  The dealer writes down their secret rule
  The dealer then deals 12 cards to every player and turns over the top card.
  The person to the dealers left plays a card.
  The dealer says correct or incorrect. If correct, the card is place next to the dealers first card and the player can try and guess the rule
  If incorrect, the card is added to a separate pack and the player picks up a new card from the pack
  The winner is the player who either guesses the rule, or has no cards left

Step 2:

- Each DIY group is given 2 packs of cards and they begin to play

Step 3:

- Each group packs up their cards

Step 4:

- DIY groups brainstorm :
  What is a rule
  Why they are needed
  Give examples of where rules are used in everyday life

- Learners write down their findings in their own books

  ASSESSMENT NUMBER 1:

REMINDER TO LEANERS - Bring dictionaries next DIY Lesson
Lesson Two and Three – (Double / Single) : Meaning and Definitions

Step 1: Lesson Two Session 1

Materials Required: Dictionaries, School Diaries with school Code of Conduct, Worksheet

Groups are given a worksheet with a list of words that require meaning and definition. There is one worksheet per group which will need to be photocopied so that all group members have a copy for their own record. Learners can use the computer or dictionaries to find the meanings of the words.

Each group gets words from different parts of the Code of Conduct. (6 Groups)
Step 2: Lesson Two Session 2 and Lesson Three

The groups have to prepare a game that can be played by the other groups to learn their words and their meanings. The games will be set up on the tables in the DIY room and the groups will rotate and play all the games. There must be a set of rules for the games so the other groups know how to play the game.

ASSESSMENT NUMBER 2, 6, 7, 8

Lesson Four –: (Single) Word Games

The groups have 5 minutes to set up their games. Each group has 12 minutes per game to play.

Lesson Five, Six, Seven – (Single / Double / Single)

Materials Required: School Diaries with school Code of Conduct, Paper, Pens

- Learners brainstorm different ideas on how to write and present the revised Code of Conduct
- Learners do a SWOT analysis of their ideas
- Learners start to re-write the school Code of Conduct
- They cannot exclude any of the information, but they can change all the wording
- Format can change, make it learner friendly
- Can be in colour

ASSESSMENT NUMBER 3, 5

In the last 15 minutes of lesson 7, the groups will vote for the top 3 Code of Conducts

- Each Code of Conduct will be numbered 1 – 6. Each learner will then write down one number on a piece of blank paper and handed to the tutors.

- The top 3 Code of Conduct booklets will be handed to Management for the final vote.
- Winner will be announced in assembly.

ASSESSMENT NUMBER 4 – done by Management of School

Appendix 5: Tables of words from Code of Conduct to be explored[2]

NEW WORDS – Code of Conduct

WORD	DEFINITION
Statement of intent	
Endeavour	
Interaction	
In this vein	
Governs	
Conduct	
Excellence	
Philosophy	
Dignified	
Appearance	
Platform soles	
Outsize	
Inappropriate	

[2] Each group received a different set of words to analyse and explore. They were expected to include the words in their board game. When the games were to be played, the idea was that they would be exposed to all the words in the Code of Conduct.

Appendix 6: Code of Conduct Assessment Documents

Project Name: Code of Conduct

Tutor Assessment of learner in group discussion

Learner / Group Name:
Grade: 6 Dreamagination

Tutor Name:
Comment & Signature:

Date:

Assessment 1

Learning Outcome & Assessment Std's	10-9 No room for improvement	8-7 With effort	6-4 Mostly	3-0 Not really
LO1 Identify and Solve Problems				
The learner was able to participate in the game and try guess the rules				
The learner understands what a rule is				
LO2 Works with others and communicates effectively using a variety of skills				
The learner respected their team members and listened to their ideas				
The learner is able to participate in the game with minimal conflict				
LO3 Organise and manage self responsibly				
The learner had their scrap book and stationery in class in order to complete the task				
The learner completed the written task neatly				
LO4 Collect, analyze, organise & critically evaluate information				
The learner was able to think of their own rule				
The learner was able to contribute their ideas to what rules are and why they are needed				

TOTALS: LO1_____ LO2 _____LO3 _____ LO4 _____= / 80

What can be improved:

_____

_____

_____

Project Name: Code of Conduct

Tutor Assessment - Group Game

Learner / Group Name: Grade: 6 Dreamagination	Tutor Name: Comment & Signature: Date:

Assessment 2

Learning Outcome & Assessment Std's	10-9 No room for improvement	8-7 With effort	6-4 Mostly	3-0 Not really
LO1 Identify and Solve Problems				
The learner contributed creative ideas to formulate a game in their group				
The learner contributed to finding the meaning of the words				
LO2 Works with others and communicates effectively using a variety of skills				
The learner participated in the group activity with enthusiasm				
The learner was able to explain their ideas and listen to others				
LO3 Organise and manage self responsibly				
The learner had all the material they required to participate in the lesson				
The learner participated in setting up the game to be played and worked as part of a team				
LO4 Collect, analyze, organise & critically evaluate information				
The learner was able to read and understand the rules of new games				
The learner displays an understanding of the meaning of new words				

TOTALS: LO1_____ LO2 _____LO3 _____ LO4 _____= / 80

What can be improved:

_____

_____

_____

Project Name: Code of Conduct

Tutor Assessment - Code of Conduct Booklet

Learner / Group Name: Grade: 6 Dreamagination	Tutor Name: Comment & Signature: Date:

Assessment 3

Learning Outcome & Assessment Std's	10-9 No room for improvement	8-7 With effort	6-4 Mostly	3-0 Not really
LO1 Identify and Solve Problems				
The learners were able to perform a SWOT Analysis of their different ideas on how to present the revised Code of Conduct				
The learners were able to anticipate possible problems and provide solutions for their ideas				
LO2 Works with others and communicates effectively using a variety of skills				
The Code of Conduct booklet can be easily reproduced and distributed to the whole school				
The learners have produced a Code of Conduct booklet that is attractive and easy to read and understand				
LO3 Organise and manage self responsibly				
The learners utilized class time well and completed the task on time				
The learners were able to complete the task with minimal input from the tutor				
LO4 Collect, analyze, organise & critically evaluate information				
The learners understood what was required of them				
The booklet is a reflection that the learners understand the content of the Code of Conduct				

TOTALS: LO1_____ LO2 _____LO3 _____ LO4 _____= / 80

What can be improved:

_____

_____

_____

Project Name: Code of Conduct

Tutor Assessment - Management Assessment

Learner / Group Name:
Grade: 6 Dreamagination

Tutor Name:
Comment & Signature:

Date:

Assessment 4

Learning Outcome & Assessment Std's	10-9 No room for improvement	8-7 With effort	6-4 Mostly	3-0 Not really
LO1 Identify and Solve Problems				
The learners were able to answer questions about the content and format of their booklet				
The learners are able to explain one possible problem with the booklet and offer a solution				
LO2 Works with others and communicates effectively using a variety of skills				
The Code of Conduct booklet can be easily reproduced and distributed to the whole school				
The learners have produced a Code of Conduct booklet that is attractive and easy to read and understand				
LO3 Organise and manage self responsibly				
The learners booked an appointment for the interview in advance				
The learners were prepared for the interview				
LO4 Collect, analyze, organise & critically evaluate information				
The learners understand the content of their booklet				
The booklet is a reflection that the learners understand the content of the Code of Conduct				

TOTALS: LO1_____ LO2 _____LO3 _____ LO4 _____= / 80

What can be improved:

_____

_____

_____

Project Name: Code of Conduct

Self Assessment - Learner

Learner / Group Name: Grade: 6 Dreamagination	Tutor Name: Comment & Signature: Date:

Assessment 5

Learning Outcome & Assessment Std's	10-9 No room for improvement	8-7 With effort	6-4 Mostly	3-0 Not really
LO1 Identify and Solve Problems				
I was able to follow all instructions and complete the project to the best of my ability				
I was able to find my own solutions to any problems I had				
LO2 Works with others and communicates effectively using a variety of skills				
I was able to work independently with little assistance from my tutor				
I was able to work with my group when necessary and share my ideas and opinions, as well as listen to my team members				
LO3 Organise and manage self responsibly				
I always had all the material I needed in class to complete my project				
I completed all my tasks according to the deadlines				
LO4 Collect, analyze, organise & critically evaluate information				
I knew exactly what was expected of me and asked questions if I did not understand something				
I understand the Code of Conduct and know it well				

TOTALS: LO1_____ LO2 _____LO3 _____ LO4 _____= / 80

What can be improved:

_____

_____

_____

Project Name: Code of Conduct

Group Self Assessment

Learner / Group Name: Grade: 6 Dreamagination	Tutor Name: Comment & Signature: Date:

Assessment 6

Learning Outcome & Assessment Std's	10-9 No room for improvement	8-7 With effort	6-4 Mostly	3-0 Not really
LO1 Identify and Solve Problems				
Our group worked well together and we reached agreement easily				
Our group knew what we had to discuss and we stuck to the topic				
LO2 Works with others and communicates effectively using a variety of skills				
Our group made sure that everyone made a contribution to the discussion				
Our group listened to everyone's ideas				
LO3 Organise and manage self responsibly				
Our group displays good time management and we completed the task on time				
Our group had a leader, scribe, gatekeeper and scribe				
LO4 Collect, analyze, organise & critically evaluate information				
Our group recorded our conclusion				
Our group all had their scrapbooks in class and made their own notes				

TOTALS: LO1_____ LO2 _____LO3 _____ LO4 _____= / 80

What can be improved:

_____

_____

_____

Project Name: Code of Conduct

Group Peer Assessment

Learner / Group Name: Grade: 6 Dreamagination	Tutor Name: Comment & Signature: Date:

Assessment 7

Learning Outcome & Assessment Std's	10-9 No room for improvement	8-7 With effort	6-4 Mostly	3-0 Not really
LO1 Identify and Solve Problems				
My friend came up with their own ideas				
My friend contributes to sorting out conflict in the group				
LO2 Works with others and communicates effectively using a variety of skills				
My friend displays a positive attitude when communicating with other members of the team				
My friend shares their ideas with confidence				
LO3 Organise and manage self responsibly				
My friend has their scrapbook in class				
My friend has all their stationery in class				
LO4 Collect, analyze, organise & critically evaluate information				
My friend was able to discuss all the ideas that were presented				
My friend was able to agree and disagree with ideas in a calm manner with reasons for their opinion				

TOTALS: LO1_____ LO2 _____LO3 _____ LO4 _____= / 80

What can be improved:

_____

_____

_____

Project Name: Code of Conduct

Group Tutor Assessment

Learner / Group Name: Grade: 6 Dreamagination	Tutor Name: Comment & Signature: Date:

Assessment 8

Learning Outcome & Assessment Std's	10-9 No room for improvement	8-7 With effort	6-4 Mostly	3-0 Not really
LO1 Identify and Solve Problems				
The group discussed various game options before settling on their best choice				
The group were able to identify problems and find possible solutions				
LO2 Works with others and communicates effectively using a variety of skills				
The group worked well together with minimal conflict				
The group shared roles and responsibilities				
LO3 Works effectively with others as members of a team				
The group showed respect for one another and listened to everyone's ideas				
The task was completed on time				
LO4 Collect, analyze, organise & critically evaluate information				
The group have designed a simple game easy to understand and play				
The group have planned a game that explains the meanings of new words				

TOTALS: LO1_____ LO2 _____LO3 _____ LO4 _____= / 80

What can be improved:

_____

_____

_____

Appendix 7: Crawford Code of Conduct

school. In allocating demerits, the past history of the pupil, his/her degree of involvement in the commission of the offence and various other factors will be considered. The pupil will be required to immediately leave the school in instances where the pupil is guilty of an offence in terms of which 3 demerits are awarded, or where the pupil has accumulated three current demerits. The Principal may at his/her discretion expunge current demerits at the conclusion of an academic year. This table is to be read in conjunction with the provisions of this Code of Conduct.

9.2. Only the Principal, or his/her appointed agent, shall be entitled to impose demerits.

9.3. The Principal or his/her appointed agent, shall in his/her sole discretion be entitled to call for and convene a Disciplinary Committee in circumstances where he/she deems it necessary.

9.4. This Disciplinary Committee shall consist of three members being the Principal, or his/her appointed agent, and two Deputy Principals/Senior Staff Members nominated by the Principal or his/her appointed agent.

9.5 No legal representative is permitted but the pupil may nominate a teacher or student of the School as a representative/intermediary. The parents or guardians of the pupil may attend the proceedings as observers only.

9.6 A pupil must:

9.6.1 receive written notification of the date, time and venue of any disciplinary hearing;

9.6.2 be informed of the alleged infringements of the Code of Conduct in writing;

9.6.3 receive such particulars of the alleged infringements of the Code of Conduct as he/she may reasonable be entitled to, if so requested;

of the hearing to be kept.

9.8 CrawfordSchools retains the right to act in applicable situations according to the *Regulations Relating to Safety Measures at Independent Schools* as published in the Government Gazette No: 26663 on 20 August 2004.

These regulations deal with, inter alia, violence, drugs and trespassing on Independent Schools premises.

9.9 CrawfordSchools reserves the right to revise the Code of Conduct from time to time. Signatories will be advised of any such changes which will come into effect two weeks after notification. Copies of the revised Code of Conduct will be available on request from the School.

OFFENCE	NUMBER OF DEMERITS
Bunking / Truancy	1 - 3
Victimisation	1 - 3
Cheating and/or Cribbing	1 - 3
Insubordination / Teacher Abuse	1 - 3
Vandalism	1 - 3
Smoking	2 - 3
Substance possession or use (drugs, alcohol, etc.)	2 - 3 The pupil may be required to leave the school and criminal charges may be laid.
Theft	1 - 3 The pupil may be required to leave the school and criminal charges may be laid.
Assault	1 - 3
Bringing the school into disrepute	1 - 3
Misuse of Computer or School Equipment	1 - 3
Accessory to any of the above offences	1 - 3

CODE OF CONDUCT

(Amended November 2006)

1. STATEMENT OF INTENT

1.1. At Crawford Preparatory Schools we endeavour to promote positive behaviour and interaction amongst all our pupils and staff. In this vein, each school practises a system of positive reinforcement to encourage all our creative and talented pupils to realise their full potential within a healthy, balanced and safe environment.

2. PURPOSE

2.1. The Code of Conduct governs the conduct of all pupils and the relationship between the School and its pupils.

2.2. A commitment to excellence in all areas of endeavour forms the basis of the Code of Conduct.

2.3. In line with the philosophy of "A Commitment to Excellence", mutual respect between Crawford Preparatory School and its pupils and a mature and dignified interaction is expected at all times.

2.4. Individuality and self-initiative are encouraged within the parameters set out below and having regard and respect at all times for the interests of fellow pupils and Crawford Preparatory School.

3. DRESS AND APPEARANCE

3.1. Pupils are required to appear neat, tidy and clean at all times and must be dressed in the **correct school uniform**.

3.2. Plain black shoes, black trainers or black leather sandals with back strap and a black belt may be of personal choice. No boots above ankle level nor platform soles may be worn.

3.3. Undersize or outsize items of uniform may not be worn.

3.4. No make-up may be worn.

4. HAIR

4.1. Hair must be tidy, clean and must be a natural colour. No inappropriate hairstyles are permitted.

5. JEWELLERY

5.1. Studs or sleepers may be worn only in the lower portion of the ear lobe. One per ear. An appropriate neck chain, wrist band and/or watch is permitted.

6. CLASSROOM CONDUCT

61. The school expects a concentration on, and a commitment to, academic excellence. To achieve this end -

6.1.1 No disruption of classroom routine will be tolerated.

6.1.2 The ambience of the classroom must be one of warmth and mutual respect.

6.1.3 Homework must always be timeously done, and thorough preparation must be carried out for all work, particularly before tests and examinations.

6.1.4. Teachers and visitors must always be courteously greeted both in classrooms and corridors.

6.1.5 Pupils must be punctual for all classes and school activities.

6.1.6 Pupils may not change any computer setups whatsoever. For example: no screen savers, autoexec, config, prompts, names, backgrounds, hardware or software settings may be changed. Pupils are not allowed to load software of any kind without written permission from the Computer teachers nor may they delete any files, change passwords/names or hack into any of the computer systems or fellow pupils' files.

6.1.7 No inappropriate files/software will be tolerated. Pupils may not access, display, store or print socially unacceptable files or pictures, or have them in their possession on school premises. The School reserves the right to monitor material accessed by pupils.

7. GENERAL CODE OF GOOD BEHAVIOUR EXPECTED FROM ALL PUPILS

7.1. Pupils are expected to take pride in their school. Littering will not be tolerated. Cloakrooms are to be kept clean at all times.

7.2. No pupil may, through behaviour or attitude, disrupt the learning process of other pupils.

7.3. Pupils are expected to have respect for their teachers and fellow pupils and to treat others with respect. Disrespectful behaviour or impertinence is totally unacceptable.

7.4. Punctuality is essential. Latecomers must report to the secretary at Reception. Parents are expected to co-operate in this regard and to provide a note explaining late arrival. Habitual late arrival may lead to a demerit.

7.5. While pupils are encouraged to think independently and to question, insolent or insulting behaviour with regard to teachers or fellow pupils is unacceptable.

7.6. Pupils are expected to move in a quiet and orderly fashion in the passageways and stairways. Moving along the left of passages and stairways will ensure ease of movement to various venues.

7.7. No rough play or unruliness is allowed.

7.8. As pupils are regarded at all times by the general public as being representatives of Crawford Preparatory School, misbehaviour or discourtesy will not be tolerated and could result in disciplinary action.

7.9. Pupils will not be permitted to leave the School for dental or medical appointments unless they are of an urgent nature and a letter is received from the pupil's parent/guardian. Pupils who fall ill during school hours must report to the school secretary at Reception before going to the sick room or leaving the school.

8. TRANSGRESSIONS WHICH COULD RESULT IN THE PUPIL BEING REQUIRED TO LEAVE THE SCHOOL

8.1. SUBSTANCE ABUSE

Any pupil found to be in possession or under the influence of drugs or alcohol or participating, passively or actively, in activities relating to drugs or alcohol may be required to leave the school with immediate effect. This applies while on the school grounds or during any school activity or outing.

8.2. SMOKING

Smoking is strictly forbidden. Pupils who are found to be smoking on school premises or in school uniform outside the school grounds, or on any school outing or in any other situation where they may be identifiable as Crawford Preparatory School pupils may be required to leave the school with immediate effect. Any pupil found in the company of a group of pupils who are smoking will be treated as a smoker.

8.3. THEFT

8.3.1. Theft is forbidden. Any pupil found stealing may be required to leave the school with immediate effect. Criminal charges may be laid. Crawford Preparatory School reserves the right at its discretion and where an incident of theft is reasonably suspected, to open and inspect lockers, suitcases and bags.

8.3.2. Removal of any software or hardware from the school computers will be treated as theft.

8.3.3. The removal of any material from the Media Centre or Computer Centres, without official authorisation, is regarded as theft.

8.4. VICTIMISATION

Victimisation, including but not limited to bullying, fighting, intimidation, sexual harassment and any display of racism or religious intolerance will be severely dealt with. Depending on the severity of the transgression, the pupil may be required to leave the school.

8.5. VANDALISM

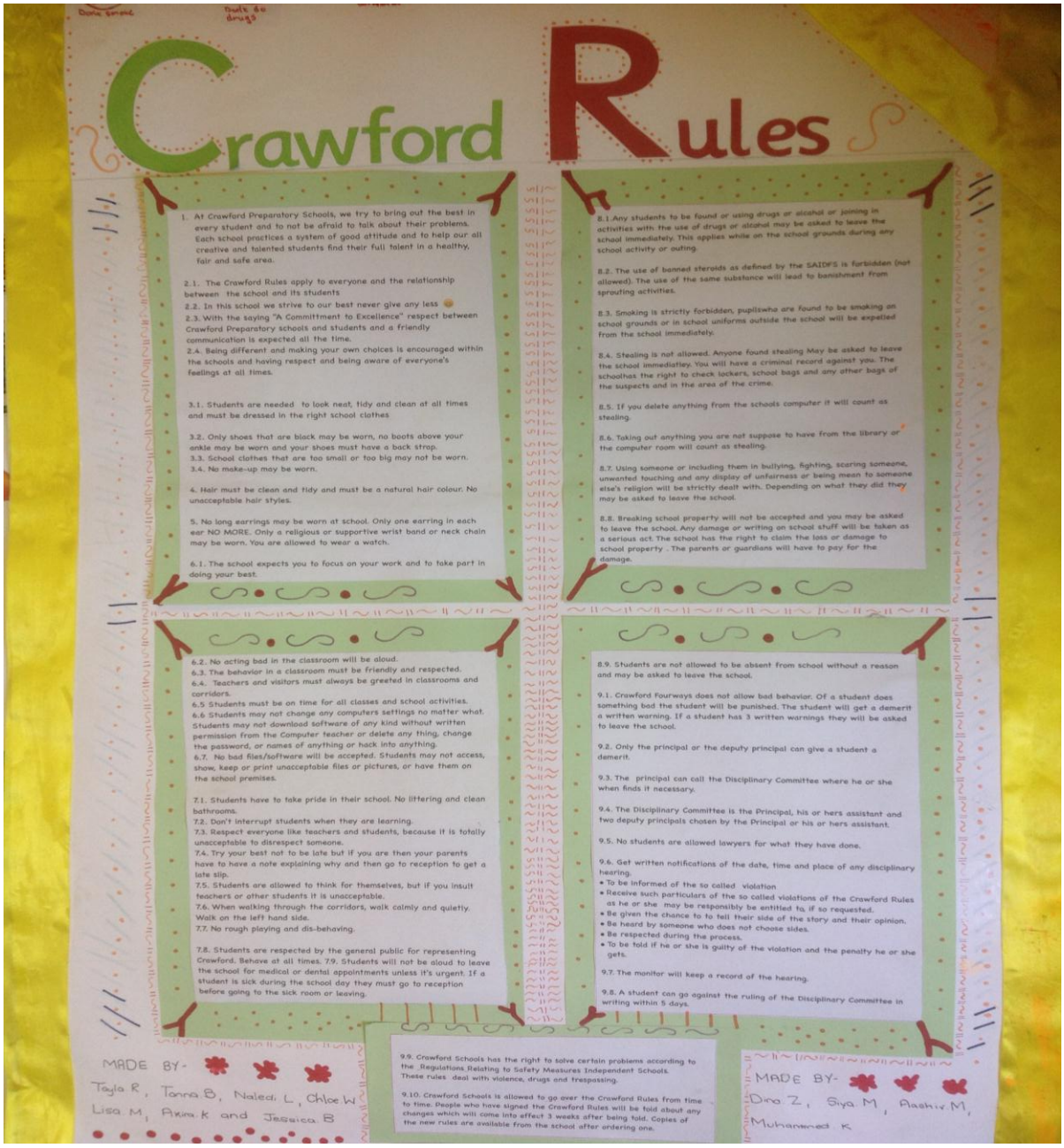
Vandalism will not be tolerated and the pupil may be required to leave the school. Any damaging or defacing of property belonging to the school and/or other persons will be regarded as a serious offence. The school reserves the right to claim compensation due to loss or damage to school property from the transgressor and/or their parents or guardians. Any damage or loss caused to the school and/or another person may be recompensed by the transgressor and/or his parent/guardian.

8.6. UNAUTHORISED ABSENCE

Unauthorised absence from school or lessons constitutes a form of misconduct. If recurring, the pupil may be required to leave the school.

Appendix 8: Examples of completed Code of Conduct Posters (Grade 6 2013).

The Grade 6 group of 2013 managed to finish the Code of Conduct project. These posters were sent to a professional designer to be made up for distribution in classrooms (and possibly to other schools) at the beginning of 2014. (Refer to 8.4 in p. 32 in this document)

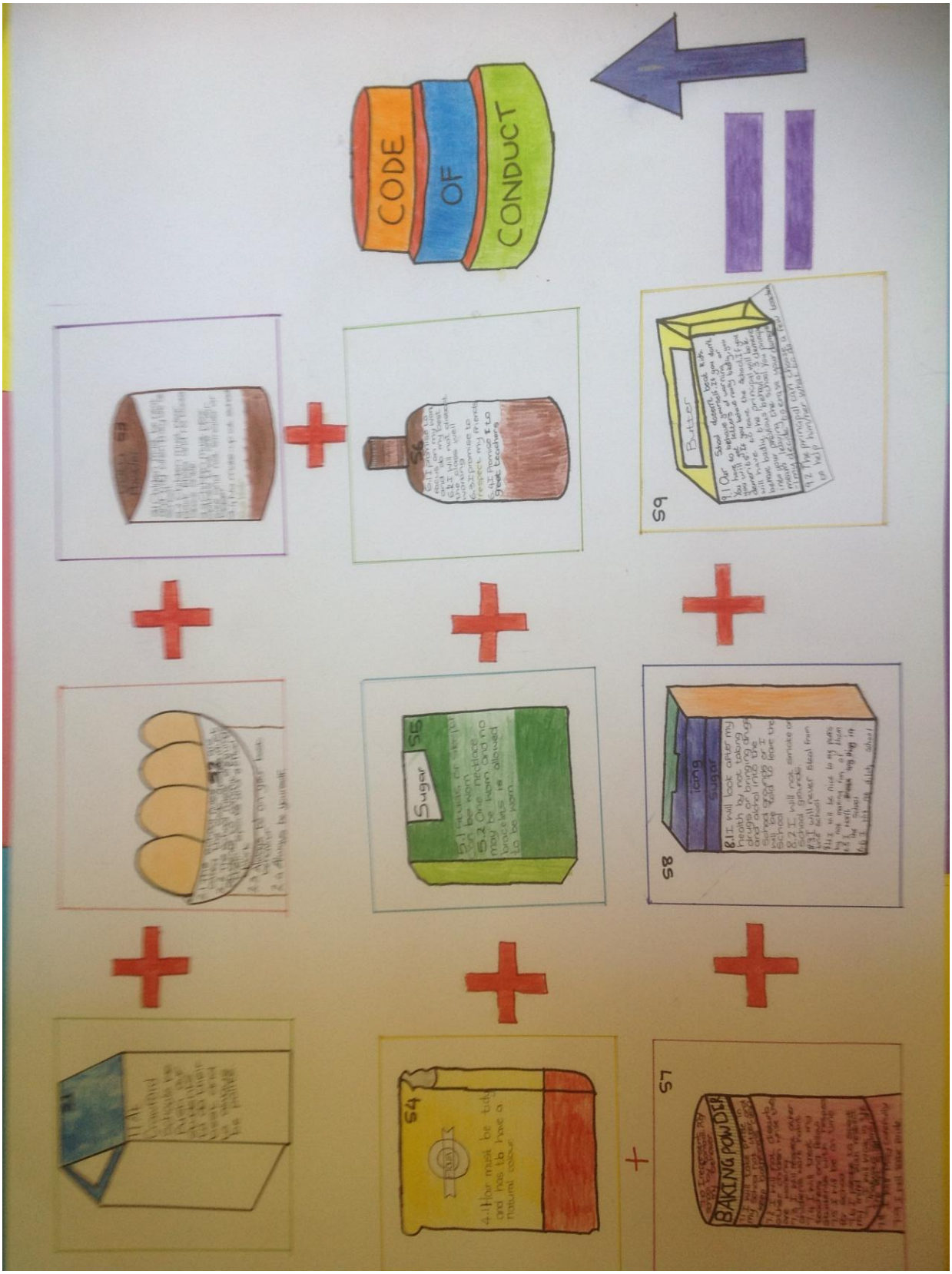


8.1. Example 1: The rules have been rewritten into language more easily understood by children. It is very detailed, but not visually appealing for young children.

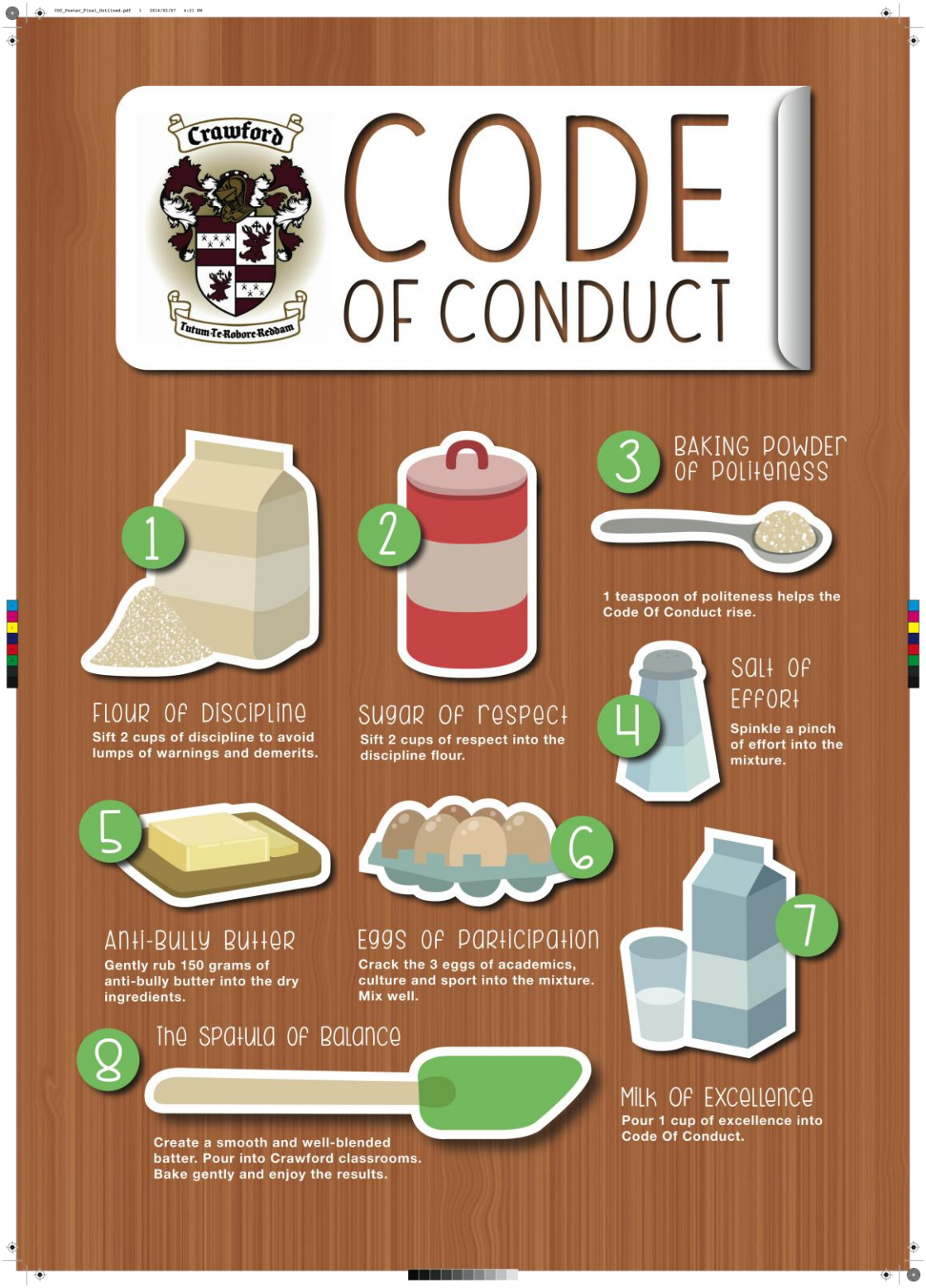
8.2. Example 2: The use of colour and the breaking up of the main ideas in the Code of Conduct into separate boxes makes it relevant and more easily assimilated by younger children. (Each of the blue blocks represents the school badge, which has been covered)



8.3. Example 3: The metaphor of the rules in the Code of Conduct being ingredients for making a cake of Good Conduct is particularly appealing for young children.



8.4. Final poster, which was inspired by children's work, was printed to every classroom. Grade 7s introduced the poster of the Code of Conduct to children in Grade 1 – 6.



Appendix 9: Transcripts and tracking of Lessons and Interviews

9.1 TRANSCRIPTION OF DIY CODE OF CONDUCT LESSONS

KEY

Sentence types to reveal Pedagogic Discourse:

Code – Bold indicates statements
Italics indicates command/instruction
Red indicates question
Green indicates exclamation/interjection (e.g. Aha! Okay)
Blue highlight indicates metacognitive reasoning task

If more than one is used at a time, then both codes are applied e.g. *Right…5…4…3…2…1 zip it!* Which indicates an exclamation and command/instruction.

Wertsch's Theory of Semiotic Mediation Code:

Depersonalisation (D)	**Boundedness (B)**	**Conscious Reflection (CR)**	**Systematicity (S)**

Anderson's revised Bloom's Taxonomy Code

Level
Level 1: Remember Knowledge
Level 2: Demonstrate Comprehension
Level 3: Apply knowledge
Level 4: Analyse Generalisations
Level 5: Synthesise Solutions
Level 6: Evaluate Judgements

NOTE: As the Teacher, L and C2's utterances have been tracked using the individual tracking document, I have only tracked the other participants' utterances in this document

9.1 TRANSCRIPTION of LESSONS for Grade 6 'Dreamagination' group

CONTEXT: The learners are beginning a new project that calls for them to look closely at the school's Code of Conduct and to appropriate it as something that is relevant to them. To do this they have to deconstruct the
Code and reframe it so that they understand all of the concepts embodied in the words, as well as the meaning and the spirit of the document. They will eventually rewrite it, and distribute it to other schools in the group,
so that all learners are aware of its significance and relevance. Some time was spent reorganising groups into new combinations. This had happened because one teacher left and there were some unproductive combinations of children. New groups were announced.

It is evident from the beginning that J, C2 and S1 understand the concept of a card game. They are familiar with other rules without them having to be made overt.

START OF TRANSCRIPTION: Research 17 August 2012
(NOTE: This session was not filmed. Detailed notes were taken.)

The teacher in Charge (Teacher 1) introduces a card game.

Level 2: Demonstrate Comprehension

Teacher: I have a game…it's called 'I have a secret'. We are going to play the game…tutors come and help me…can everybody see?

Children: Yes…

Teacher 1: I am going to play a card. I am the only one who knows the secret. Mr P, will you deal the cards out for us? *(Waits)* Okay, I am going to play the first card and as the others play I will say, "yes" or "no" and you have to work out what the rule is. If I say, "no", the player has to take the card back. You are going to use your powers of deduction to work out the rules.

Children: *(Discussing amongst themselves)*

Teacher 1: Right…5…4…3…2…1 zip it!

The whole grade watches the game being played and offers suggestions (some quite creative and thoughtful) until one child works it out.

Level 4: Analyse Generalisations (BREAK DOWN)

The teacher breaks the class into their tutorship groups to play the game, to highlight the importance of having rules, and how frustrating it is not to know the rules.

Children play, C2 deals the cards:

J: I need 6 cards.

S1: Why do you need 6?

J: *(Checking those in his hand)* I am six short.

A: J, play.

Teacher: Have you all got cards? Look at your cards. S, have you got a rule? Think of a rule.

S1: I have a rule.

Teacher: Play.

(As each child plays, S1 says 'yes' to 5 in a row)

S1: No, take a card. *(They are all intently playing and focussing on the cards, trying to work out the rule)* Yes…No, take a card. Yes…. Yes. … No, sorry.

Teacher: S1 because you made up the rule, you have to make sure that they follow the rule.

S1: I am… *(focussing on the game)* yes… yes… yes… yes… yes… no… yes… yes…

Teacher: Guys, I hope you're not guessing. Try to see the pattern and solve it…

J: No odd numbers?

S1: No *(to answer question)*…No *(to next player)* Pick up a card…yes…
yes… yes… no…

L: Ah no!

S1: What number is that, J? S? You have to make sure I see it.

J: Five of diamonds.

S1: No…

B: Put one half here and one there. Whose card was this? *(No one answers)*

S1: No.

N: Ten…hmmm… Are there any numbers that haven't been put down yet? *(She looks at the cards and then around the circle to make eye contact with the others)*

S1: Yes… yes,… yes… yes… no.

L: I'm scared *(He is smiling but mimes being scared to put his card down.)*

S1: Yes.

L: Yay! I think I know what the secret is…

S1: *(Looks at him enquiringly, whilst continuing to respond to the cards of others)…*yes…no…yes…

L: The first four cards that you put down were different…

S1: *(Nodding, but still watching the cards being played)* yes… yes… yes… yes… yes… no...

L: I can't work it out!

J: I don't know what this rule is either. This is frustrating. *(He leans forward to look at the cards more closely.)*

Teacher: *(Moving behind S, who pulls in his chair)* Thanks, my love.

S1: Yes…yes… yes…

B: May I guess? *(S1 nods her head and they all pause to hear the theory)* When you have…. 10… it goes on with a 10 and a10 and a 10… Ah, I can't explain!

S1: No. *(She shakes her head)*

C2: Could it be that every second card, you say 'no'?

S1: *(Looks at her with a smile, shakes head and focuses on the game)* Yes…yes …yes.

N: Is it to do with 2s?

S2: That's it! It's composite numbers!

J: But a three?

S1: *(She shakes her head at each suggestion, but continues to respond to the cards being played)* Yes…yes… yes… yes… yes… yes… no

N: Ah no! Now I have to pick up one!

S1: Yes… yes …

S2: This is such fun…but I am getting frustrated! S1, are you sure you're following the same rule all the time? *(General murmuring from others)*

S1: Yes… *(To a card that is played…nods her head and makes eye contact with the questioner and looks at others who seem to be questioning her fairness.)*

B: Is it my turn?

S1: No it's not… No *(To a card played)*

S2: *(To researcher who is taking notes)* Are you recording our whole conversation?

Researcher: Yes, I am making notes and then I have to transcribe them. I am taking down as much detail as I can, so that I can look at everything later to see how you are all learning.

N: I know, it's an odd and an even and so on…

S1: No…

L: I've got 14 cards left!

S1: yes… yes… no.

J: I can't even notice a pattern. It's just a jumble!

S2: Well there's odd and evens…I am trying to guess myself.

S1: No…yes…yes.

C2: *(To L)* Look at this...I have all the kings.

S1: *(To L who just played)* No… pick up a card.

L: Aaahh!

S1: Yes…

N: We need some cards this side…

S1: No…

B: Aah…it's like the first one now.

S1: Yes… but you don't know my rule.

S2: Is it the reverse order?

S1: No.

Teacher: Make a note in your minds because listening to what others are guessing might be a nice rule to use when it's your turn.

S1: Yes… no…

C3: But I didn't go!

L: *(Taking back his card)* Then go…

S1: This is a no (C3 takes back card)…yes (To L who sighs with relief).

N: *(Looks at card and sighs)* … ooh! *(Reaches and picks up card as S1 shakes head)*

Teacher: What is it? Guess again...you might win.

N: I have a sort of an idea…but I'll wait.

S1: Yes… yes… no… yes…

J: Please pass me a card…

C3: It has to be red then black?

S1: No…did you go B?

N: Mrs L? We can't go…

L: I had two less cards and I don't know which one to play now.

S2: L got the least cards.

B: No, J had least. I've got 4, 8 and 10.

S1: Yes… yes… yes ….yes…

S2: I've got three.

S1: Yes…yes… yes *(She shows great focus and thinking as each card is put down)* That's a no.

C2: I think the joker has something to do with it.

Teacher: Good thinking, C2! Now try to work out the rule.

S1: Yes… Yes…No…Yes…. Yes…. Yes… *(She makes eye contact with each child as they put down their cards. There is a big noise in the room as another team wins, but it does not disrupt the game.)*

Teacher: You have to choose one.

J: I know. I am choosing one.

S1: Yes… yes… no…yes…yes…yes ….if they can't see your card they can't guess the rule. You must show it.

C1: I have to pick one up.

S1: Yes.

Teacher: J is almost finished.

L: I won! My cards are finished already. *(The other players ignore him as they know the game is not 'won' yet.)*

S1: Yes… yes… yes… yes… the group must see the card otherwise you're all guessing…yes… no…

J: It's so unfair and frustrating!

L: You had to put a heart first…

S2: Did you put this one down?

C3: It was confusing…

T1: S1 had to really keep her concentration while you were playing.

J: Right! You chose a good rule.

S1: It is basically a pattern.

T1: And?

S1: It was clear.

T1: *(To researcher)* They are all very engaged I am going to watch the timing...when interest wanes, I will move on.

J: Don't you like him?

N: I will guess this rule.

S2: (To S1) Your hands are so small.

S1: S2?

S2: L?

S1: Yes...

L: Must he pass to the left?

S1: S2, here. *(Showing him where to put card)*

C2: *(To N)* Here are your cards.

J: Yoh! That's bad. *(Looking at cards)*

N: I am worried about this.

J: I am just joking.

S1: Yes...yes... no...no...no...yes... no...yes.

C3: It has to do with being over the 8!

S1: No *(to answer guess)*...yes *(to card being played)* no *(all smiling at each other and making eye contact)*

S2: We're all guessing. It's wrong, but I don't know why.

S1: No... yes... yes.... No.

J: *(Wicked laugh...shuffling through cards)* It's him! *(Pointing at L. Shoves card across table)*

N: What's that? *(Pointing to S1 and asking about a card)*

S1: No (Repeating for the last card)…yes…yes.

B: I am, just going to keep counting my cards. The details will show. I need to see what others are putting down.

S1: No… yes…. Yes…. Yes….

B: What was your card, J?

S1: No.

J: 8

S1: Yes.

B: (to S1) No odd numbers?

S1: (Pointing to a card) There's an odd number.

T1: Check the cards that have been played before you guess rules.

N: You're only allowed spades.

C3: But there's a heart.

T1: Expand on your rule.

S1: You're only allowed hearts or spades and if you put an eight on the pack, it changes.

All: Oh….I see. Okay. I get it! (L1 and C1 are silent, looking at the cards and trying to work it out.)

T1: C2 is setting the new rule.

J: *(To S1)* Yoh, that was a good one.

B: And everyone thought it was something else.

S2: Organise the pile.

J: That's the way…Divide them evenly.

(C1, L and N are very quiet and observant)

J: It's two piles.

B: *(To C1)* You okay?

C1: No… no cards *(C2 gives her cards.)*

C2: S2 do you have cards?

S2: Yes.

A: We don't have cards *(pointing to self and L.)*

C2: *(After dealing)* Right. Have we all got cards? Here's the main card…the six of hearts. I'll play it and then we'll go around the circle starting with A.

C2: No…*(A takes card back)* Yes *(L plays card and smiles when it is right, but does not try to see what is different between his card and the previous one. A looks at his own card and compares it to the one that L played.)*

C2: Go, S2 *(He plays)* Yes…yes.

B: There goes my rule! Put a black card on a red card…

T1: I like the way you guys are thinking. You are starting to look at patterns.

C2: Yes…yes… yes *(Plays card for self)…* yes.

L: Yay! *(Does not question why card is correct)*

C2: Yes… no.

A: Ah! *(Looks at own and previous card carefully)* There are already two of these...

C2: Not the rule.

A: The queen.

C2: No. *(Saying no to card and to rule guess)*

N: Ah!

C2: Yes… yes…. Yes… no…

C3: *(Putting hand up)* Only two of each?

C2: No *(to guess)* yes… yes… yes…

J: 4… 4…5…6… no. *(Trying to track the cards)*

C2: Yes. It's you, L.

L: I don't get this rule. Yoh!

C2: No.

(L looks confused and cannot make sense of the cards. Bell rings indicating end of first lesson.)

T1: Start finishing off.

C2: What was the last card? That's how I know if the next one is right.

B: *(To L who put card directly on top of previous one)* Please show the card 'cos we can't see.

C2: You have to put it down.

J: So it's half the cards?

B: I just said that!

J: It has to be double and double of these two

S2: What cards did we start with? 6 of hearts?

Teacher: 5 minutes to wrap up.

L: (Puts card down carefully)

C2: Yes.

L: (Pumping hands in the air) Yeah!

C2: Yes… yes… yes… hot! *(Not clear if talking about weather or something to do with game)* Yes… what card have you got?

S1: I had a smart rule. *(She is not making any effort to decode this rule).*

J: We still have another DIY lesson! *(said with excitement)*

C1: *(Trying to decode rule)* Over 8 must be even under 8 must be odd.

C2: Yes… yes… yes… no… *(ignoring suggestion)*

A: You go from smallest to biggest and then you start again.

C2: No…

(There is a lot of talking over each other and discussing ideas of what the rule could be)

C2: That five was wrong.

C3: If you played an 8 to change suit it has to be bigger than the 8.

C2: Yup…you can't change suit if the number is less than 8.

Teacher: 54321…ZIP… thank you…. K *(a child from another group)* put the cards into the box quietly. Everybody …could you have played this game if there were no rules?

Children: (Shouting over each other) Yes! No!

Teacher: If the rules keep changing it causes confusion. We keep talking about rules, but what are they?

Children answer from various groups:
You have to follow them.
Obey them.
Something to keep you safe…

Teacher: Aha! That's a good one. That's what a rule does. Even in a game it keeps you from fighting. But, what is a rule?

Children: It is something that is set there for you to obey from a reason

B: A rule is something that someone makes for others to follow.

Teacher: Okay, it's a guideline to follow. That's why do we need rules. Without rules there will be chaos and people… could cheat… there would be a lot of fighting and no one would know what to do. *(Points a child with hand up)*

Child 1: It is to lead us in the right direction

Teacher: I like that one. *(Points to another child)*

Child 2: You can bend them, but you can't break them.

Teacher: How would you bend a rule? Give me an example.

Child 2: Like…if there's… like…

Teacher: Think clearly. *(Points to another child)*

Child 3: The rule … the rule that you shouldn't lie ever, but you might hurt someone's feelings where you need to tell a little white lie.

Teacher: Good example, M. You needed to understand when they came to you that the rule 'you shouldn't lie' might have to be bent. Boys, one day, when you are married if she asks, "Do I look fat in this" (General laughter)

J: But, Mrs L, you need to tell them so they fix it!

Teacher: J does telling white lies to hurt someone?

J: What if I am walking around and my zip is undone? Won't I be more embarrassed if you don't tell the truth...people will laugh at you.

Child 4: You should rather be honest.

Teacher: X, I was just about to say something similar

Child 5: If someone can't dance... and they go for SA's got talent…and she cant dance. I should tell her for both of us.

Teacher: Another important life point

Child 5: It is how you tell someone. I can say... 'You are entering? What? Hahahaha! She thinks she can dance!' It is that the way to do it.

Child 6: If I am a good friend, I will say, "Sweety, I know you want to enter but maybe start a little smaller… and the style has changed"...and I would tell her on her own.

S2: I would just say, "You can't dance!" You know SA idols and their parents tell them they sing lovely?

Child 7: There was a woman who sang and was bad wooden mike.

Teacher:	Tell me something about the rules.	
Child 8:	What if there is a person who is terribly bad? Like a cook versus cook and the nasty persons food is better than your friend.	
Teacher:	You're confusing me.	C++ power reasserted
(General laughter)		
Child 8:	How do you balance it out? 'Cos you really like the person, but its not good.	
B:	We need to tell the truth. If you go and tell your friend they think they cook so well and your friend will be embarrassed later on. He will look silly…	
Teacher:	The rules that you played in the games. What did you learn about setting the rules?	C+
Child 9:	That people can be creative and there are still rules.	
Child 10:	Everyone has their own opinion and wants to make sure … they want themselves to win and make it hard.	
Child 11:	People will… like to follow own rules.	C++ (F++) teacher reasserts control and gains attention of children; power to control behaviour; very clear expectations and low level of competence
Teacher:	So, can we make them up as we go? You go on tour. You arrive at the airport and I have not told you what itinerary it is. Are we going to have a good tour if we make the up as we go?	
Children:	No.	
Teacher:	So, rules need to be set to guide us and keep us safe. The other thing I wanted to say….let's say I am going to set a rule: You will need to retire promptly at 20:00 hours and in the darkest hour…bah…blah…blah in old fashioned, and impeccably high English, it would be confusing. It is easier if I say "Boys and Girls, lights out at eight o' clock." Do you know what I want?	
S2 puts head down on table		
	Giving the rule in simple terms. Do you know where your books are? My group collect your books and get back to the desks asap.	

GRADE HAS BROKEN INTO TUTORSHIP GROUPS:

S:	My book was at the bottom with my shoes.	
B:	Ew!	
Teacher:	I have some handouts. Thank you, B. *(child takes them)*	C++ power reasserted
J:	Woah! What's that?	
Teacher:	This is for C1.	
J:	What about, C2?	
Teacher:	Oh dear, there wasn't enough. I'll get some more printed. 5…4…3…2…1…ZIP. Okay (Looking at other groups) M, get your group quiet. (She calls out the names of three boys who are not focussed) I have asked you and M...come on…I don't think that you boys are funny. You are spoiling the subject…(The boys settle down). The first thing I need you to do is to write your new tutor's name on the front of your book.	C+ + giving tutors and children instructions for next task
Child 8:	Mine's the same.	
Teacher 2:	Guys, if you use a permanent marker you can write on the plastic.	
Child 6:	Where must we write it?	
Teacher 1:	5 seconds 5…4…3…2…1… on the outside of the book. Just in case I lose it (smiles at child).	C++ repetition
S2:	(Drinks water)	
Teacher:	Those are the stationery requirements. The next thing you need to do is to take the pack of the notes that I gave you...(waits for silence) and glue down the back page and stick it in.	
L:	I need glue. Can I borrow your glue? (To B, who shakes her head)	

Teacher counts back from ten

B:	Ask S1.
S1:	I can't find it. It is nowhere in the storeroom...

S2 looks tired and is staring into space.

C1:	L, you can borrow my glue.	
S1:	You can use my marker.	
Teacher:	The next thing… tutors please be aware…we need to do assessment 1 by end of lesson. While you look at assessment 1 in your packs… What I want boys and girls is to turn to the next clean page. You're going to brainstorm and mind map these in your groups. Write 3 questions: What is a rule? What are they needed? Give examples in everyday life. You can brainstorm, mind map or list. Break into two smaller groups in your tutorship group if you need to.	C+ guiding
Teacher 3:	How many examples?	C+ (F+) focuses attention on time
J:	What was the third question?	
Teacher:	Give examples from everyday life. And discuss it in your group.	C - - The children take control of collaborative activity
B:	A rule is something that guides you.	
C2:	Guys, I've got all the questions.	
A:	Must we do it in mindmap form?	
B:	As a group we need to learn how to work together.	
C3:	Two boys are sitting here and two are there.	
B:	How many are in our group?	
C1:	You five are in a group.	C + tutor gives tool for mediation of behaviour
B:	Can't we just split it here?	
A:	That's a good suggestion.	
B:	When we work in groupwork it is easier to be in the smaller groups. You guys discuss and you discuss.	
C2:	The next thing.	
S1:	We can all have a turn.	
Teacher:	Choose a leader for today's activity	

C2: Maybe we should all offer and see who is …

Teacher: You are wasting time… choose a leader and begin.

B: Okay you be the leader (pointing to S1) S1 should be the leader.

C- - children collaborate

S1: B should be.

B: Okay.

S2: Ah guys!

B: (ignoring) Who is the gatekeeper?

(Interruption of intercom. All become quiet and listen. The following transcript focuses on one of the small teams consisting of J, N, S1, B, C2, L)

C+ (F+) tutor controls assessment at this point

J: Gatekeeper keeps us on topic.

C2: I'll do it.

Tutor: You are only allowed to talk when you hold the talking pen.

You will all have a turn.

N: *(Answering the first question)* A rule is something that guides you.

S1: First ask, "What is a rule?"

N: S1, I already writ these!

B: I think we should write our rules down so that we all get a chance.

C2: A rule is a boundary. It is a guideline to guide you in the right direction and to stop fighting and disagreement.

J: So there's no fighting or cheating involved.

N: It's to direct us in the right direction.

B: Shouldn't we look in a dictionary?

C+ Focuses attention on object of discovery

(L is engaged in the group, but does not offer any thoughts. He participates and writes things down, looks in a dictionary etc., but does not speak.)

J: That's smart.

N: It guides us.

(Teacher is assessing each child by going around the circle whilst they are discussion. Assessment 1 attached at end of transcript of lesson)

C - - collaborative discussion and exploration to find answers

J: Like the Code of Conduct.

N: What do you call it? The constitution.

S1: The rules at work.

J: You can't murder something

B: (Reading from dictionary) 'Having authority or control over people'.

C2: We're missing the point.

B: But it gives us an idea.

N: Rules keep you safe.

C supportive

C2: We're getting side tracked.

J: But we can have lots of ideas.

N: The constitution has specific rules.

B: Write down 'specific rules'.

J: If you play on the jungle gym, you should not be on for too long.

Teacher: Let's go back to legislations. Why are they needed?

J: I can't hear what you're saying.

Teacher: Just check that J can hear.

C supportive

N: Rules are needed to protect us.

L: What did she say?

B: She's just trying to find a way of saying it.

J: You're not supposed to cheat anyway.

N: No cheating at school!

B: But you can't cheat anyway.

N: So what? It can still be a rule.

S1: They make life fair at school, 'cos if they say that you don't cheat in exams, you shouldn't in ordinary tests too.

C - - collaborative discussion and exploration to find answers

J: To make yourself smart

Teacher: Don't try over think it.

N: So…Don't cheat.

B: Why do you think rules are needed?

J: I don't know.

B: L, you don't have anything.

L: *(Appears to have been listening to the other group's discussion)* Mrs L just said no bullying.

B: No bullying. It's against Children's Rights.

S1: Rules keep you safe and prevent chaos from happening.

Teacher: I like that.

(All children are on task, engaged, listening to each other and taking turns, even though they sometimes digress as they wrangle with the concept of 'rules'.)

J: So it's against the law.

B: What?

J: Anything.

C2: So let's say 'the law'… obey the law.

J: That's what I said

C2: Ja… you have to …

C + (F+) control and power in terms of time and activity

C + +

J:	To keep us safe?	
S1:	How do you spell 'chaos'?	
C2:	It has a little thing on the end…	
B:	And to make life fair. Are we finished?	C + (F+) control and power in terms of time and activity
C2:	We're finished.	
C2:	There are only two or three.	
B:	Let's quickly think.	
J:	No texting during class.	C +
C2:	No cheating in a card game.	
S1:	How do you spell 'fair'?	
C2:	Get examples of where rules are used every day.	
S1:	How do you spell 'fair'?	
B:	F…A…I…R.	
J:	No phones during school hours…hahaha	

(Bell rings. There is a lot of noise as they try to finish off their ideas and jot them down.

S1:	(Picking up glue) This is mine.
Teacher:	Right...pack your books away...put them in the cupboard
S2:	(Sitting on a rugby ball)I am superman sitting on a ball!
Teacher:	Sit and zip. Thank you. Please can one person per group… without fighting…. allocate one person to collect books?
J:	C3 or B
B:	I'll do it.
Teacher:	5…4…3…2…1…The person who has the books now, you are responsible for collecting and handing out every lesson.

J: Can we play the game again next time?

C3: We have the person doing our books.
S2: (Takes a deep breath as if impatient to leave.)

Teacher: If we find that we have some free time well play it again. Thanks boys and girls, you may go.

9.2 TRANSCRIPTION: 4 September 2012 (Video One)

(Instruction of creating a board game has been given. The tutorship groups will break into two teams each and both create games that explore/explain/teach the Code of Conduct)

Teacher 1:	Yes, you can do the music type ones if it is a karaoke kind of game. You know the games. Do you understand what the games need to do?	C + Clarification of the object to be created
Children:	Yes	
Teacher 2:	Mrs L, does it have to be a board game or can it be something like hopscotch? Can it be a physical game as well?	C + it appears that the teacher is asking a question that children would to clarify
Teacher 1:	Yes, it can be a physical game too. It does not have to be a board game. That is why I am saying that I want you to think outside of the box. I want you to wow me…we… with your ideas with things I haven't thought of.	C + Continues to clarify and expand in a fairly relaxed discussion, led by teacher
Child:	Can it be cars?	
Teacher 1:	You can use whatever you want. No restriction except that It cannot be longer than 10 minutes. So you have this double and the next single. What does a game have to have?	
Child:	Rules.	
Teacher 1:	Well done, it has to have rules, so the next time we come in here, the first thing I need to see are the rules of the game, otherwise we won't know what the rules of the game are. Otherwise we won't know how to play it. SO you need to plan the game, design it, draw it up and test it. You have to test that the game works. *(J raises hand; S2 looks very bored and disengaged)* And test that the game works. You have a lot of work to do in this lesson and the next double.	
Child:	Are we going to play it?	
Teacher:	In your groups…and in the next lesson we are going to rotate to play it at different stations. We will try the games out, but not only try the game but learn the words *(words specific to the Code of Conduct of the school, which they are investigating)* and their meanings…you have to learn the words of the games	

	and their meanings. You can have a lot of fun with this. Ok, so think about making the game fun, are you gonna play a game that is boring?	C + Response based on teacher question
Children:	No.	
Teacher 1:	No. It needs to be exciting. There needs to be some kind of a winner or…	
Child:	Loser. *(Some laughter)*	C + Continues to clarify and expand in a fairly relaxed discussion, led by teacher
Teacher: want to win.	*(Ignoring the laughter)* Some type of thing where you	
Child:	Mrs L, Can it be similar to another game?	
Teacher:	Yes, as long as it works but you have to write out the rules. And the rules are put with the game. Whatever you need to make or get for the game, you must have the rules. That's very important.	
Child:	So the words and the definitions have to be in the game?	
Teacher:	The words and the definitions have to be in the game. That's the whole purpose of the game. You can add other things to make it more fun. *(Children getting restless)*	
Teacher 2:	Listen, listen…	
Teacher 1:	Okay…but those have to…so 5 or 10 minutes to quickly go through the definitions with your tutors. Make sure you can explain the words in your own words. Tutors, look at Assessment 2,6,7,8. It's gonna cover the next couple of lessons… when you have observed the learning and then do those assessments. Understand? *(Shouting to evoke enthusiasm)*	
Children:	Yes!	
Teacher:	Everybody? *(Shouting)*	
Children:	Yes! *(Various shouts of 'woo' 'let's go' etc. Children get up to leave and break into groups. END OF FIRST MOVIE)*	
Teacher:	Okay…off into your groups, let's go!	

IN SMALL TUTORSHIP GROUP IN BREAKAWAY CLASSROOM
This is where the teacher shifts roles slightly to become a tutor of a small group. The tutor is on the road to discovery with the learners. Children found definitions in the previous lessons and will now discuss these with tutor.

Tutor:	Okay but we have the same words, so let's go through and you can write down and see… where are your books? How are we gonna do the definitions if you don't have them in front of you, Cupcakes? (*Children moving chairs around*) Ok…quickly 5…4…3..	C + + (F+) Focus and power to command
Child:	2…1…	
S2:	I can't find my book.	
Tutor:	S2 you must start a new book then. It's a new project…start a new book.	
S1:	I need a new book…	
Tutor:	Okay use whatever space is there…oh, let me see…	
Researcher:	Can I ask you guys to come here, 'cos I can't film you like this? Come this side, C2…	
J:	Mrs L. can I take a new…? Is this okay?	
Tutor:	Ya…let's huddle…ya, quickly.	C – implies informal discussion space where power is shared
S2:	Mrs E, Are you studying your masters' degree?	
Researcher:	Yes.	
S2:	Shoe!	
Tutor:	You see you can always keep learning…you never stop learning in life…	C Supportive
S2:	My brother got a masters degree for physics two days ago.	
Tutor:	Wow…That's amazing!	C – empowering children
Tutor:	Okay…Have you got those words?	C+ refocusing attention
C2:	I've got those words	
J:	Ja. I've got my words.	

Tutor:	That's fine.	
N:	I don't get them.	
Tutor:	That's why we're gonna discuss things…that's why we're gonna discuss them, so that we can make sure we're on the same page… 'cos we cannot make a game if we don't have the right words, 'cos we'll teach the wrong stuff…	C + Tutor constantly checks and manages the learning to ensure clarity
A:	*(can't hear)*	
Tutor:	That's fine. Let's start with the first word... S2, what is the first word?	C+ each of the following iterations is focussed on checking that children understand; conveying knowledge; it is explored through discussion
S2:	The first word is 'statement of intent'.	
Tutor:	OK, what did you guys think that meant…what does 'statement of intent' mean?	
S2:	The reason why you do something…	
Tutor:	The reason why you do something…okay…do you want to expand on it?	
S2:	The reason why we do something…	
Tutor:	Give me an example…okay it's the reason why you do something… What is the Statement of Intent …how do you explain that by bringing it back to our Code of Conduct?	
S2:	Umm…the reason why we…	
Tutor:	One step back…the whole Code of Conduct?	
S2:	The…	
Tutor:	What is the Code of Conduct…rules?	
S2:	Uh…the reason why we have rules…	
Tutor:	Good…okay…the statement of intent is the reason we have the Code of Conduct in the school…why we have rules to follow and that is why it breaks down further…(pointing to N) Next word.	
N:	En…veyor	

Tutor:	Is what? *(A number of children try to say it)* Oh 'endeavour'. What does endeavour mean?	
C3:	*(Unheard)*	
J:	To try your best.	
Tutor:	No… not to try your best, but to endeavour means to try and achieve something. To try to do something. Where does the word appear in the Code of Conduct? Have you got your diaries here? *(Children obviously don't have diaries)* You need that Code of Conduct out, guys.	C + Continues to clarify and expand in a fairly relaxed discussion, led by tutor who is obviously in control of activity
A:	I don't have a homework diary. I have a different diary.	
Tutor:	Oh…ok…can you please remind me, I need to make sure that you all have a copy of the Code of Conduct…	
J:	Mrs. L…*(unheard)*	C – endearment is indicative of relationship of care and trust
Tutor:	Yes, my love*? (Pause)* Pleasure. OK, who's got the diary?	
S2:	Me…	
Tutor:	Got to the first section of the Code of Conduct and find me the word 'endeavour'.	C+ returns to objective of lesson and the 'learning' of the code
J:	We highlight…me and S2 highlighted some of the words.	
Tutor:	Have you found it?	
Children:	Ja…yes…	
Tutor:	All right …let's hear it in the sentence so that we can understand it in that sentence…	
S2:	I do not know what the second word means.	
A:	(Reading with S2 in the diary) A commitment to excellence in all areas of endeavour forms the basis of the Code of Conduct.	
Tutor:	Okay, so we're going to try and? Read the first part of the sentence again…oh and have a commitment to…	
S2:	The… excellence *(shows diary to A)*	
A:	To excellence in all *(forgets word and looks at diary*	

again) the excellence in all areas of en… *(closing diary and opening it again)* endeavour.

C + Continues to clarify and expand in a fairly relaxed discussion, led by tutor who is obviously in control of activity

Tutor: Okay, what's excellence?

J: When you…to achieve your goal?

Tutor: Excellence…okay remember we discussed…you get …

A: *(interrupting, reading from dictionary)* 'The quality of being outstanding or extremely good in your goa'l.

Tutor: Okay in your own words?

C2: Doing your best.

Tutor: Doing your best. Remember you can get 60%, 70%...80% which is your distinction…and then you can get that star on your report which what? Is *'(name of school)* Excellence'

C – always tries to clarify with situation relevant examples

Children: Excellence.

Tutor: *(Name of school)* excellence. The top performance standard we can obtain…okay? *(Children nod; one looking very bored; one listening very carefully; one trying to communicate with another)* Next word*…(points to C3)*

C3: *(Holding up diary…can't hear, but indicates that they do not have the answer)*

Tutor: Oh, okay…S1?

S1: Interactive

C+ Asking for focus and clarification

Tutor: Okay what does that mean?

S1: Um…do things to change people…change people's lives? *(Chewing on pen and looking down and up at teacher*)

C + (F+) control and power in terms of time and activity

Tutor: Do things…to change people's lives…anybody else? S2 and you guys?

Children: We all did the same thing…changed things…worked together…

Tutor: Okay…what we are doing now is…as a group…is interacting.

J:	Interaction.	
Tutor:	Okay…interaction… interacting…You giving comments, I am giving comments…we are interacting as a group. We are deciding as a group how to get to our goals. That's interacting…communication…listening.	C + Continues to clarify and expand in a fairly relaxed discussion, led by tutor who is obviously in control of activity and direction of discussion
C2:	Working together…	
Tutor:	Working together *(nodding head and indicating that the answer is correct)* Like that…okay… That's a good way to understand it. Right, J, …what's the next word, boy?	
J:	In this…vei….	
Teacher:	In this vein…What does it mean…in this vein?	
J:	*(Putting up and hand and speaking before chosen)* It means the way you do something?	
Tutor:	Yes…have we all got the same? In this vein? The manner in which you do it…the way you do it…in this vein…so I would say….the way…this is a very positive environment….in this vein of doing something…We are going to achieve something because of the way we are interacting…in this vein *(indicated with hand moving between her and children)* The way we are doing something.	C+ Controls conversation and speaks the majority of the time
J:	Ja…	
Tutor:	The way we are doing something…okay..okay…next? C2…What's the next word?	
C2:	Govern.	
Tutor:	What does that mean?	
C2:	To instruct actions and the affairs of people.	
J:	We did…to control the rules.	
Tutor:	Control the rules *(agreeing)* think of 'government'…South Africa has a government…what do they do?	
J:	Govern.	

Tutor:	Govern…they enforce the rules of the country…so the Code of Conduct needs to govern and enforce…the…the…the rules in our school…okay…um…next word.	C + Continues to clarify and expand in a fairly relaxed discussion, led by tutor who is obviously in control of activity
(A and S have been looking in the diary and have already put their finger on the next word)		
Tutor:	L, what's the next word?	
S2:	Conduct…	
Tutor:	Conduct…what does conduct mean?	
J:	It means how we behave slash act.	
Tutor:	Very good…think of it…Code of Conduct…the way we behave…	
C2:	Well umm… The behaviour of a person in a place or situation.	
Tutor:	*(Pointing)* I like that….	
J:	'Cos the opposite is you can be bullied or someone…if you angry or something.	
Teacher:	*(Nodding)* But let's also think…the way C2 explained it there is that you are going to act differently in a different way in a different situation *(children offering agreeing comments).* We can have a fun assembly where you are allowed to sing and make a noise and then we have a formal assembly, where it is code three behaviour and you are expected to be in proper behaviour. *(In the school there are 3 Codes of Behaviour: 1 = playground behaviour; 2 = Quiet work with intent, but may involve talking; 3 = complete silence and respectful decorous behaviour)* No clapping and whistling…okay… so that is your conduct. The way you behave in the circumstance. Okay…I like that…um…at the bottom there…let me wake you up. What's the next word?	C + (F+) control and power in terms of time and activity; her 'voice' dominates the discussion
S2 &A:	Excellence.	
Tutor:	Excellence. Haven't we had that?	
J:	The quality of being outstanding or being extremely good.	

Tutor:	Okay and of being extremely good. Your aim here as a school is to give that Crawford Excellence. You get that Crawford Excellence you are…mwhah…you are the cherry on my cupcake!	C + Continues to clarify and expand; children are explaining at a rather low level that is necessary for the next step of independent creation and reproduction of board game
C2:	Mrs L, on my last report I got three Crawford Excellence. *(On the report those who get above 90% for a subject are given a star instead of the normal 1 – 4 level of achievement)*	
Tutor:	How does that feel to get that?	
C2:	*(Other children looking at her and smiling)* Very good.	
Tutor:	It feels nice…don't you feel proud of yourself? You feel so good? You feel motivated.	
C2:	Ja.	
J:	Now we doing _____ you feel like me….(laughing)	
Tutor:	Ja (Laughing) but that's…okay you know how you feel when you get that for Crawford Excellence. (They agree) Imagine that we could get Crawford Excellence in our Code of Conduct…	
N:	Proud	
Tutor:	Proud…(pointing and affirming)	
J:	Proud of yourself	
Tutor:	Proud of yourself. Proud of your school. Happy.	
C1:	A great achievement.	
Tutor:	And a great achievement…that would be amazing…if you guys can install pride of the Code of Conduct. They would do it because they want to not because they have to.	
J:	Excellence is like also in your schoolwork…if you do neat work…or if you just (can't hear)…	
Tutor:	Exactly. Excellence is in everything we do, from our appearance to our schoolwork. How we do our schoolwork. How we represent the school in our	

	uniform. We don't go into a shop without our shoes on. Be proud of the way you look. I like that. What's the next word?	C + Continues to clarify and expand
S1:	Philosophy.	
Tutor:	Woah…What's that one?	C implies that she is also confused by this
J:	To respect people or to guide people.	
C1:	To guide people in the right way.	
Tutor:	Okay. I haven't heard it described like that before. I would struggle myself to describe philosophy…I think it's an idea. Give it to me in the Code of Conduct? S2, read 'philosophy' for me, love…in the…no…in the Code of Conduct?	C does not dismiss child's answer but reframes it
S2:	(Looking at Code of Conduct and getting assistance from A, who points to it)	
A:	In line with a philosophy of a commitment to excellence. *(looking up)*	
Tutor:	Okay… so the philosophy is the idea that Crawford stands for a commitment to excellence. So the philosophy is the idea that we want commitment to excellence. Okay…next word.	
J:	By showing some pride.	
Tutor:	Is that what the dictionary says?	
Various:	No…that's what we added.	
Tutor:	Okay so explain it further? Defined… Define…	
C2:	We said "having a serious manner of respect".	
Tutor:	Okay…that's not what I would have described 'defined'	
C2&N:	It's 'dignified'	
Tutor:	Oh…dignified! Sorry…okay…say it again then.	
C2:	Having a serious manner of respect.	

Tutor:	Yes…a dignified approach…Code three[3] is dignified…where we show respect and honour ourselves.	C + Continues to clarify and expand; each clarification of terms also reinforces the school rules in a covert way. Children believe they are talking about the C of C, but they are being mediated by it too.
S2: self-pride.	*(Speaking at same time as teacher)* Where we show our	
Tutor: dignity	Yes, I love it…when we show our self-pride…there's	
J:	Like when teachers are walking down the corridors and we greet them…there's (Can't hear)	
Tutor:	Yes…And personally it's the same as when we say you've got a reputation…reputation and dignity go together. You lose…get yourself a bad name. Your dignity goes with that…your worth of self pride goes with your reputation. If you have a good reputation as a hard worker and somebody who is committed, you are dignified and you feel proud of yourself. Okay, next word…	
Various:	Appearance…	
Tutor:	Appearance…how we look…hair tied back…shoelaces in shoes…do we look good?	
J:	Tommies tied *(Tommies are takkies/soft sneakers)*	
Tutor:	Tom…Tommies with laces *(smiling at J who often has to be reminded of this)* Our language…our behaviour when we are out in our school uniform…okay.	
C3:	We said…It's the way we look and the way they behave	
Teacher:	Love it! Perfect. That is the ideal way to deal under the circumstance.	
Teacher:	Next one? Platform soles… sorry…platform soles…what is a platform sole…	
Jared.	Oh ya! … I thought… Ahh.	
Teacher:	Yes! Those thick soled shoes.	

[3] The school has a code system for behaviour, not to be confused with the Code of Conduct, where Code 1 is playground behaviour, Code 2 is respectful but talking can occur (e.g. loving on the corridors quietly) and Code 3 is the behaviour expected in an assembly – quiet, focused, attentive.

Child:	I thought a very thick sole on a shoe.	C+ discussion continues and is still guided and led by the tutor.
Teacher:	Did you see Mrs. E *(the researcher)* yesterday, she had a platform on her shoe. It is not a heel like that, *(showing with hands)* it is a sole that comes up in a wedge. You cannot wear those kinds of shoes to school.	
Children:	Only when it is civvies day or your birthday…	
Teacher:	Yes, when it is your birthday or civvies day it is a bit different. *(Children are allowed to wear civvies on their birthday and the last day of each term.)*	
Child:	Ja, but still, it is weird… you are not an adult yet… and you are high and then...	C the children are comfortable discussing and sharing ideas, but the teacher maintains control over information and its framing; school rules are constantly being reinforced
Teacher:	Your shoes are important. They need to look good. You need to be comfortable. Good. One of the rules. Give me a … if you have the book in front of you…give me one of the rules about boots?	
Child:	They are not allowed to go past your ankles.	
Teacher:	Thank you. How many girls wore boots up to their knees this winter?	
N:	Me.	
Teacher:	Ja…at least you admitted to it. Okay. From next year it is going to change. Those will not be allowed. We need to adhere we need to follow to the rules for proper school shoes. The school rules.	
Child:	Mrs. Elliott. Isn't it like… you can wear boots with stockings?	
Researcher:	No, the code of conduct says ankle boots. There was some confusion. It is amazing how easily confusion creeps in when no one is noticing.	
Teacher 1:	Yes:	
Researcher:	Mmmmm.	
Teacher:	What is the next word?	
N:	Outsized.	

C + Supportive and relaxed, but teacher guides

Teacher: Outsized? Yes. Okay.

C3: How is that a rule? Ya?

Teacher: Aha! How is that a rule? Find it…

N: A big T-shirt.

J: Yes that is exactly what it is.

Children: *(Chat amongst themselves agreeing and giving examples of outsized clothes. Animated and engaged behaviour.)*

Teachers: What is it? Okay let me find it. What does it say?

L: …undersized or outsized items of uniform…

Teacher: See … you were right, undersized or outsized. I don't know how many boys I see walking around with their pants *(giggling)* sitting down here *(showing were the pants sit)*

S1: There is this little girl in Grade 1, she is so small she cannot find a skirt her size, it sits out here. *(showing with here hands how wide the skirt is).*

C+ conversation moves between understanding school rule terminology and reinforcing the rules.

Teacher: Yes, that is something we can look at. You cannot walk around in big baggy jackets, it looks terrible. Yes, it is two sizes too big. It does not look neat. Something that is too big does not look tidy… and something that is too short. Guys you should be able to say to your parents: "I'm not allowed to wear that, it is in the code of conduct, I'm not allowed to wear short things or big things". So, well done on your outsize. *(pointing to child).*

C2: Some grade 7 skirts should be longer…

N: _____ couldn't find anything appropriate.

Teacher: Ahh…short skirts are inappropriate. What does that mean?

J: (Inaudible comment)

Everybody laughs.

Teacher: That is a double negative. What does inappropriate means?

Talking over each other:	It is bad… okay… Ja… Bad or unacceptable behaviour. XXXXX	
Teacher:	(Looking at sheet of paper). Ahh, just explain….those are all computer terms. I just want you to understand when a teacher says; "don't change the hardware" it's related to computer terms.	C- supportive and positive
J:	So like they cannot wear short skirts.	
Teacher:	Yes. They cannot wear short skirts. You can go, with your parents, on a Saturday night and you can wear short skirts, if your parents allow you to but it is inappropriate for a school environment. It is inappropriate for a uniform.	C+ controlling the activity
J:	When you go to the shops… like you mustn't… un-tuck your shirt.	C+ (F+) controlling organisation of the group
Teacher:	Yes, inappropriate behaviour. When you go on a school outing. If you don't listen…Listen Ahh, You are Grade 6.	
J:	You have to wear your step outs.	
Tutor:	Let me start with you guys. When I take you on a school tour next year. (Teacher speaks with authority) You are going to Cape-Town with us. (Children all pay attention) It is inappropriate behaviour for you to talk while the… the speaker is speaking to you. We will go on quite a few outings. We will go to the museum and we will go to the animal world is really amazing. But…if we have a speaker speaking to us about animal world, or about, and one nice thing is the castle. We had a tour guide, and it is inappropriate to talk while the tour guide is talking. It happens every year. I keep on asking children not to talk. Inappropriate.	C++ explaining the activity by clarifying the expectations.
Children:	So you won't listen.	
Teacher:	And not listening,	
Children:	Keeping the children together.	
Teacher:	Ja. It all comes down to our values of respect.	

J:	To the Lighthouse. *(In the school there is a Lighthouse image that is used to show the various attributes that are exected…respect, loyalty etc.)*	C+ (F+) controlling the process; asserting power
Tutor:	Yes, the lighthouse…That's great. Right, you understand your words. Good job.	
S1:	I don't get it how is this going to become a game?	
Teacher:	Okay, now we are going to mind map. Sooo….	C+ Generating ideas and guiding discussion
Children:	Can we use the back of our page?	
Teacher:	Yes, you can use the back of your page. One person can mind map. First decision. Are we going to do it as a group or do you want to split into smaller groups?	
S2:	Two groups… as there is going to be too many people.	
Teacher:	That's fine. Two boys and two boys, I need three girls and three girls.	C+ focussing attention; she has the authority to guide, and using Framing to focus ideas
Children:	Can't we just do…..	
(S1 is contemplating the possibilities. Her facial expression shows that she enjoys the activity.)		
Teacher:	Is anybody absent?	
Children:	Yes, B.	
Teacher:	Okay, B will join us next time. So let's do this. J…I want one boy, two boys and then two girls and with B. Okay you three girls go together and you two girls with B.	
Teacher:	Ja, okay, the idea is (everybody laughs) remember, brainstorm is not when you make a decision. Brainstorming is when the ideas just come, good or bad, don't think about the ideas, just throw out the ideas of how the game would work.	
J:	Even when it is off the track…	
Teacher:	Go for it. After the brainstorm we will go through the ideas and say, yes or no or maybe. Then we will break it down. Come join us here my darling, get into a group. If you are sitting in a row, bring chairs over here so you can see each other. You can all brain	

	storm, or one can write it down. Let's use a group to set the pace. L come sit over here. *(Children move to get into groups)* Don't… don't think about your ideas. Just come up with them. Okay, who is writing? J you are writing? Nominate a scribe. Okay, ideas (clicking fingers)	C+ constantly available and supportive; offering scaffolding to guide learners
Children all		
Children discussing in groups.		
Teacher:	Next idea. Throw it out… is fine. Mix two games together. Teacher touching a L's head. "Are you okay? You are very quiet. feeling okay.	
Teacher:	30 Seconds? You can have your own game. You can have your own game you do not have to base it. It doesn't need to be a board game.	C+ trying to get a reticent child to respond and contribute
Children:	(Discussing)	
Teacher:	Discuss it later.	C+
Children:	What is that game…….	
Teacher:	We will discuss the ideas later.	
Teacher: Ideas…	(moving to the next group) Who is the scribe?...	
Teacher:	Uno?? Write them down.	
Teacher:	Open the lid of the box.	
Teacher: I	Indicating with her hands to open the lid.	
Teacher:	Whose lid is open?	
Children:	Discussing.	C starts to withdraw support
Teacher:	Ahh…. Twister. Just write down the ideas	
Teacher:	You can also do a physical game.	
Teacher:	You can use equipment, you've got have balls, beanbags…. Ahhh, Charades.	
Teacher:	That is thinking more out of the box.	

Teacher: (Listening intensely to a group discussion). We have waste material.

C- - children are working independently and can make their own decisions and choices.

Group discussions continue.

Teacher. Marco Polo…just write them down…Remember some can use cards, dice, tokens

Teacher: What? Listening to a girl. Some have cards…come have dice.

C teacher is more neutral. She is assessing (F+) but allows groups to continue

(A lot of discussion around various games)

Child: He wants to play poker. Think grade 6 level.

Children: What is that game we play in the library?

Teacher: Oh ja… The game is called 'The Secret'.

Children discuss all sorts of games and ideas amongst themselves.

Teacher: L? Come on respond. Some more of that…

C- - children work completely independently.

(Listening and responding to children's ideas in general.)

Teacher. Remember you can expand on you ideas.

Teacher: What about matching games. Matching and memory?

Teacher: I am going to show you a game… let me show you a game

(Brings box from backroom.)

Children show immediate interest in the content of the box. No real explanation is given of the game in the box except that it has cards with words and explanations.

The teacher engages in the enthusiastic conversations going on in each of the groups. The children take the lead and she only intervenes in a subtle way.

The children go into the back room to find more examples of games

Teacher: Nice idea. See if it will work.

More children go into the room to find cardboard (yellow, pink and blue). One group stays focus on brain storming their own idea even though they want to discuss their idea with the teacher rather than

the members of the group. She leaves thee group and they are left to discuss among themselves what they intend on doing.

One group returns with the sheets and starts folding the paper in preparation of their game.

The second group wants to design a game along the lines of Monopoly.

Teacher joins the group and observes then. They talk over each other, but it is cooperative and they are listening and responding to each other.

Both groups seem to be in agreement as to the game they have chosen, It is not clear from their conversation what exactly they intend on doing.

There is constant collaboration between the different members of the group as they discuss the finer details of their game.

C - - Autonomy of students to complete task although there is an clear timeline and framing in terms of when the task is due.

9.3 Clip 3. Working on games in groups:

It is difficult to follow individual conversations, but it is evident that children are learning and collaborating throughout, creating a game that explains the concepts in the Code of Conduct that might be challenging to children.

The teacher has left the discussion and is seen sitting on the side paging through papers.

Group 1:
This group has decided on what they want to do and has started on the construction of the game. It seems to be a game involving question and answer cards. They have the coloured paper sorted out but it is not clear as to how they are going to use it.

The yellow card is folded into sections and it appears to be the card for the questions.

All the members of the group are involved in the activity and contributes to the discussion.

They are focused on the end result.

C+ Teacher takes time to re-energise children; it is evident that she still has the power to decide what is done with time in class. Children may not decline.

Group 2:
All the members of the group are involved in the discussion. There is no clear indication as to what exactly there intended game will be called or how it will work. You can hear them mentioning names of well-known games but the Monopoly idea still comes across strongly.

L is involved in the group but he does not really involve himself in the discussion.

At the end of the clip it is clear that the first group is well on their way to creating a game even though there is no visible planning on paper they have a vision but develop it as they go.

C+ focus on power to assert request

The second group do not seem to be on track yet. They are scribbling but no visible plan is ever seen. They are all involved but not in collaboration with each other.

The clip ends with them not having a clear vision of their intended games.

In none of the groups they even discuss rules or how the game will be played.

C+ (F+)

C+ (F+)

<u>Clip 4: Singing in the rain</u>

Both groups have lost interest in the creation of their games. Stephan's group is still sitting together and half-heartedly working on their game.

Jared group has lost all interest and are scattered all over. The girls appear from the backroom with some coloured paper. J is riding his chair and L appears from somewhere in the front of the classroom.

C- power to explain lies with children, although covert control and power still lie with teacher

The teacher appears and calls the groups to the front of the class. She starts the music and they have to participate in the "singing in the rain" song in an attempt allow them some free movement to re-focus their attention to the task at hand.

The group participates in the game but with varied enthusiasm. Some plays along and do all the activities as required while some tries to keep up.

The girl on the left giggles, while the boys exaggerate the movements. They all participate and as they warm up to the movements their participation improves.

As the movements become more complicated they play along and seem to enjoy it.

At the end of the song the teacher sends them back to complete their games.

Clip 5: Continuing to create games

Teacher: Grade 6's we are going into summer. It is getting hot in this classroom. You need to bring water. Water will stop you from getting tired.

Children listen but continue their own conversations.

Teacher: Guys I need water in this class.

S2 is playing with a ball. They are joking and clearly off task. The teacher tries to get them focused again but without much success.

Teacher: S2 get them back on track. No discussing please.

Teacher: *Walking up to group 1*. Guys are you back on track?

Children: No, we have lost our _____ (*word unclear)*

Group 2: Now has some coloured paper but it is not clear what they want to do with it. Jared leans back in his chair.

The teacher walks up to the second group, sits down on the table.

Teacher: How does your game work?

Children: It is something like Monopoly.

S1: tapping on the table. It has these blocks. It has karaoke and something like Charades. You have to explain these words. *(They explain the game but keep on interrupting each other)*

Group one is still busy with their game but they are restless and get up and move their chairs around.

Teacher: J what is your concern? J maybe you should start writing a list of laws. *(J looks at the teacher but without any enthusiasm).* They discuss the rules in depth, trying to work out how to make the game work.

Group one is still working. They are working together to some degree and are moving their game towards completion independently. Group 2 is guided by the tutor.

9.4 26th September 2012 – Playing the games

ACTION	OBSERVATION
The teams have been paired up to play each other's game. The game is in the centre of the table as the children are gathered around it.	C- - children completely control the way the game and teaching happens. C+ (F+) teacher controls time, behaviour and interaction
C3 seems to be in charge, together with C2. S1 is assisting. L is sitting and observing. S2 looks disengaged.	
Teacher: I have it on video. I gave it out to you guys. I have it on video. Get your signed forms please	
C3: You guys start here You can't start there	
C3: No, I am not playing so No N and them are playing.	
Can I play…shhh! Can I play?	L reaches across to put the game in front of himself even though he is not playing.

	There is a child who is visiting the school for a day who sits and observes silently throughout.
A lot of noise and people speaking over each other as they try to arrange the game. Teacher: Grade 6, 5…4…3…2…1 Listen, I know you're setting up, but please stop shouting at each other. You're going to break my ears.	
S1: Guys in there anybody else who wants to start? (To the visiting child) DO you wanna play?	He nods and makes eye contact with S1 and C3 and hits drums on the table nervously
C3: (To members of the other team) What do you guys stand for? You guys can play…you will be in their group (Pointing to the children next to her)	C3 seems to 'be in charge' she is smiling and confident and takes control, organising people.
Researcher: Whose game is this one?	L puts up his hand indicating that it is his team's game.
Teacher: Ah 5…4…3…2….Please find a table and get yourselves around a table and start playing	C3 and another child continue their conversation
C3: Okay so it's you guys who begin. (Boy throws dice)	

9.5 TRACKING TEACHER/TUTOR'S TRANSMISSION AND MEDIATION KEY

Sentence types to reveal Pedagogic Discourse:

Code – Bold indicates statements
Italics indicates command/instruction
Red indicates question
Green indicates exclamation/interjection (e.g. Aha! Okay)
Blue highlight indicates metacognitive reasoning task
If more than one is used at a time, then both codes are applied e.g. *Right…5…4…3…2…1 zip it!* Which indicates an exclamation and command/instruction.

Wertsch's Theory of Semiotic Mediation Code:

Depersonalisation (D)	**Boundedness (B)**	**Conscious Reflection (CR)**	**Systematicity (S)**

Anderson's revised Bloom's Taxonomy Code

Level
Level 1: Remember Knowledge
Level 2: Demonstrate Comprehension
Level 3: Apply knowledge
Level 4: Analyse Generalisations
Level 5: Synthesise Solutions
Level 6: Evaluate Judgements

Lesson/stage	Form and Function of Utterance	Evidence	Tracking of mediation	Conclusions
17 August 2012: LESSON 1 (2 x 45 min =1 ½ hours)				
I have a secret 'Card game' Round 1 3 mins	Gains attention of learners No content only regulation	**I have a game…it's called 'I have a secret'. We are going to play the game**…*tutors come and help me*…can everybody see?	RD: She is in charge Statements of what will be done and one question to regulate	Invisible pedagogic practice - the knowledge and skills to be focused on are not clear. Teacher regulates attention, time and activity, as well as content and form.
	No propositional statements, until last sentence	**I am going to play a card. I am the only one who knows the secret.** Mr P, will you deal the cards out for us? *(Waits)* **Okay, I am going to play the first card and as the others play I will say, "yes" or "no" and you have to work out what the rule is. If I say, "no", the player has to take the card back.** *You are going to use your powers of deduction to work out the rules.*	RD Statement Question Statement Command **(CR)** **Level 5: Synthesise Solutions**	The introduction of the metacognitive aspect of thinking - deduction – is not explained and must be inferred by the learners. She ends on an instruction but does not make the object of the lesson clear – to understand the TYPE 'rules'. The pedagogy is still in the invisible mode.
9 min		*Right…5…4…3…2…1 zip it!*	RD Command	Constantly regulating behaviour an attention
		Have you all got cards? *Look at your cards.* S, have you got a rule? *Think of a rule.*	RD Question Command Question Command **Level 3: Apply knowledge**	Teacher is focussing the children's attention on what to look for, even though they are, as yet, unaware of what they are supposed to be learning.
		Play.	RD Command	Regulates the beginning of the game
		S1 because you made up the rule, you have to make sure that they follow the rule.	RD Command **Level 3: Apply knowledge**	Regulates how the game is played and focuses on the PERSONAL rule to introduce the DEPERSONALISATION of the concept of rules
		Guys, I hope you're not guessing. *Try to see the pattern and solve it…*	RD **(CR)** Statement Metacognitive Command **(S)**	Metacognitive task of thinking about 'the pattern', which is a TYPE. It also introduces creating a SYSTEM

		Make a note in your minds because listening to what others are guessing might be a nice rule to use when it's your turn.	RD Metacognitive command **(CR)** Level 4: Analyse Generalisations	Focuses attention on the object of what the rule might be Gives cue to find TOKEN of TYPE
		What is it? *Guess again...you might win*	RD Question Command	The reference to winning reminds learners to infer the point of the game…to find the rule
		Good thinking, C2! *Now try to work out the rule.*	RD metacognitive command **(CR)** Level 4: Analyse Generalisations	Regulates with Positive feedback Asks for TOKEN of the TYPE
		You have to choose one.	RD Command	Focuses individual player's attention and regulates how he is playing the game
		S1 had to really keep her concentration while you were playing.	RD statement **(B)** indicating praise	Regulates through positive feedback; reinforces the BOUNDEDNESS of the game
		J is almost finished. This statement is followed by L saying, "I won! My cards are finished already. *(The other players ignore him as they know the game is not 'won' yet. No one has guessed the rule.* It seems as though he may has misread the cue of the teacher where she mentioned winning, and he applied another 'sign' that you have won (having no cards left) erroneously in this situation.	RD Statement	Serves to focus the attention on the child and what he is doing as a positive outcome.
		S1: It is basically a pattern. Teacher: And? S1: It was clear.	RD Level 4: Analyse Generalisations Question that forced metacognitive reflection on rule based on actions	She prompts him to think more deeply and question his answer.
		Check the cards that have been played before you guess rules.	RD Command **(CF) Level 3: Apply knowledge**	Cautioning to 'think' and use reasoning

		T1: *Expand on your rule.*	RD Command **(CR)** Level 4: Analyse Generalisations	Metacognitive prompt again, making the learner introduce distinctions in thinking; focuses on the TOKEN
		C2 is setting the new rule	RD **(CR)** Statement to focus attention	She is constantly focussing their attention; Focuses on the TOKEN for the TYPE 'rule'
I have a secret 'Card game' Round 2		**I like the way you guys are thinking. You are starting to look at patterns.**	RD Statement that implies metacognitive thinking **(S)** Level 4: Analyse Generalisations	Positive feedback; References to thinking and patterns invokes metacognitive reflection; points attention to the TOKENS that indicate the TYPE; SYSTEMATICITY
		Start finishing off. **5 minutes to wrap up.**	RD Command statement	Regulates time and what shall happen next
Discussion after Card game		*54321…ZIP* Thank you…. *K (a child from another group) put the cards into the box quietly.* Everybody …could you have played this game if there were no rules?	RD Command/ instruction; Question **(S)** **Level 2: Demonstrate Comprehension**	The object of attention is still invisible to the children and can only be inferred around the activities and the kinds of questions she asks that focus their attention; intrudes the idea of having a system
	She asks the children to contemplate what rules are for the first time.	**If the rules keep changing it causes confusion. We keep talking about rules,** but what are they?	RD Statement **(S)** Question **(CR)**	Starts to unveil the purpose, but how it is linked to Code of Conduct is unclear – SYSTEMATICITY is introduced; asks them to reflect on the TYPE
	Child: Something to keep you safe… She repeats the question to ask for an explanation of what a rule is.	Teacher: Aha! That's a good one! **That's what a rule does. Even in a game it keeps you from fighting.** But, what is a rule?	RD Exclamation **(B)** Statement x2 Question **(S)** **(CR)** **Level 2: Demonstrate Comprehension**	Refocuses attention to a definition of rules. Children have to infer the importance.
	In this part of the lesson she often repeats or reframes what a child has said to ensure that it is clear for everyone.	Okay, **it's a guideline to follow. That's why we need rules. Without rules there will be chaos and people… could cheat… there would be a lot of fighting and no one would know what to do.** *(Points a child with hand up)*	RD **Level 3: Apply knowledge** Exclamation **(B)** **(CR)** Statement x3	Regulates with 'okay' and repetition; reinforces the BOUNDEDNESS of the conversation

	Child, "It is to lead us in the right direction" as an explanation for rules.	Teacher: I like that one!	RD Exclamation **(B)**	She regulates with positive affirmation the BOUDEDNESS; the discussion on rules reveals the purpose, but it is through inference rather than giving a defined answer.
	A child say, "You can bend them, but you can't break them." as and explanation for rules	Teacher: How would you bend a rule? *Give me an example.*	RD **Level 4: Analyse Generalisations (Analyse)** Question Statement **(B) (CR)**	Shapes answers and asks for clarification. Asks for a TOKEN of the TYPE
	Child 2, "Like…if there's… like…" his thinking is not clear and teacher regulates his lack of thought.	Teacher: *Think clearly. (Points to another child)*	RD Instruction **(B) (CR)**	Gives metacognitive prompt, encouraging child to organise thoughts before speaking; introduces BOUNDEDNESS, keep the discussion on track
	Child 3: The rule … the rule that you shouldn't lie ever, but you might hurt someone's feelings where you need to tell a little white lie.	Good example, M! **You needed to understand when they came to you that the rule 'you shouldn't lie' might have to be bent. Boys, one day, when you are married if she asks, "Do I look fat in this?" (General laughter)…**	RD **(CR)** Exclamation **(B)** Statement x2 **(S)** **Level 4: Analyse Generalisations (infer)**	Gives TOKEN of TYPE; uses a token to create connections and distinctions within the SYSTEM 'rules Reinforces BOUNDEDNESS; Creates a MEANING from the FORM
	J comments, "But, Mrs L, you need to tell them so they fix it!" And in response to the question from the teacher (in column on right) says, "What if I am walking around and my zip is undone? Won't I be more embarrassed if you don't tell the truth...people will laugh at you."	J does telling white lies hurt someone?	RD **(S)** **(CR)**	Asks learner to make distinctions about when it is okay to tell 'white lies'; Creates a MEANING from the FORM
	Child offers, "You should rather be honest."	**X, I was just about to say something similar.**	RD Statement **(B)**	Positive feedback for staying BOUNDED

	Child 5: If someone can't dance... and they go for SA's got talent…and she cant dance. I should tell her for both of us.	**Another important life point.**	RD Statement **(B)**	Positive feedback of BOUNDEDNESS regulates attention of learners to focus on what she 'wants' from the discussion.
	Child 8: What if there is a person who is terribly bad? Like a cook versus cook and the nasty person's food is better than your friend.	*Tell me something about the rules.* (She listens to comment on left) **You're confusing me.**	RD Command Statement **(B)**	Regulates child who has strayed from BOUNDARIES of conversation
	Child: We need to tell the truth. If you go and tell your friend they think they cook so well and your friend will be embarrassed later on. He will look silly…	**The rules that you played in the games.** What did you learn about setting the rules?	RD Statement **(B)** **(CR)** Question Level 4: Analyse Generalisations	Reiterates child's comment and reinforces BOUNDEDNESS
	People will… like to follow their own rules.	So, can we make them up as we go? **You go on tour. You arrive at the airport and I have not told you what itinerary it is.** Are we going to have a good tour if we make the up as we go?	Question Statement x2 Question	Expands child's thinking
		So, rules need to be set to guide us and keep us safe. The other thing I wanted to say…. **let's say I am going to set a rule: You will need to retire promptly at 20:00 hours an in the darkest hour …blah…blah…blah in old fashioned, and impeccably high English, it would be confusing. It is easier if I say "Boys and Girls, lights out at eight o' clock."** Do you know what I want? **Giving the rule in simple terms.** Do you know where your books are? *My group collect your books and get back to the desks asap.*	Statement x4 Question **(CR)**	Gives examples TOKENS of TYPES. Gives SYNONYMS
		I have some handouts. Thank you, B. *(child takes them)* **This is for C1.**		
		Oh dear, there wasn't enough. **I'll get some more printed.** *5…4…3…2…1…ZIP*. Okay *(Looking at other groups) M, get your group quiet. (She calls out the names of three boys who*	RD	

		are not focussed) I have asked you and M...come on…**I don't think that you boys are funny. You are spoiling the subject**…*(The boys settle down)*. *The first thing I need you to do is to write your new tutor's name on the front of your book.*		
		Guys, if you use a permanent marker you can write on the plastic. 5 seconds 5…4…3…2…1… **on the outside of the book. Just in case I lose it.**		
		Those are the stationery requirements. The next thing you need to do is to take the pack of the notes that I gave you...(*waits for silence)* **and glue down the back page and stick it in.**		
		The next thing… *tutors please be aware…***we need to do assessment 1 by end of lesson. While you look at assessment 1 in your packs… What I want boys and girls is to turn to the next clean page. You're going to brainstorm and mind map these in your groups.** *Write 3 questions:* What is a rule? What are they needed? **Give examples in everyday life. You can brainstorm, mind map or list. Break into two smaller groups in your tutorship group if you need to.**	**(CR) Level 3: Apply knowledge** **(CR) Level 4: Analyse Generalisations**	Refers to reason for lesson in ID, but quickly reverts to the RD…making rules the object of reflection.
	J: What was the third question?	*Give examples from everyday life. And discuss it in your group.*		
Small Collaborative Group Discussion - *What is a rule? Why are they needed? Give*		*Choose a leader for today's activity*		
		You are wasting time*… choose a leader and begin.*		
		You are only allowed to talk when you hold the talking pen. **You will all have a turn.**		
	J: If you play on the jungle gym, you should not be on for too long.	**Let's go back to legislations.** Why are they needed?	**(CR) Level 2: Demonstrate Comprehension**	

examples in everyday life.	J: I can't hear what you're saying.	*Just check that J can hear.*		
	J: To make yourself smart	*Don't try over think it.*	RD	
	S1: Rules keep you safe and prevent chaos from happening.	**I like that.**	RD	
	S2: (Sitting on a rugby ball) I am superman sitting on a ball!	Right...pack your books away...put them in the cupboard Sit and zip**. Thank you. Please can one person per group**… *without fighting…* allocate one person to collect books?		
	B: I'll do it.	*5…4…3…2…1…***The person who has the books now, you are responsible for collecting and handing out every lesson.**		
	J: Can we play the game again next time?	**If we find that we have some free time well play it again.** *Thanks boys and girls, you may go.*		
4 September 2012				
Big group discussion about making of games Small group discussion – Interrogation of Code of Conduct words/phrases	(*Instruction of creating a board game has been given. The tutorship groups will break into two teams each and both create games that explore/explain/teach the Code of Conduct)*	Yes, *you can do the music type ones if it is a karaoke kind of game.* **You know the games.** Do you understand what the games need to do?	**(CR) Level 2: Demonstrate Comprehension**	
	Teacher 2: Mrs L, does it have to be a board game or can it be something like hopscotch? Can it be a physical game as well?	Yes, **it can be a physical game too. It does not have to be a board game. That is why I am saying that I want you to think outside of the box.** *I want you to wow me…we… with your ideas with things I haven't thought of.*	**Level 5: Synthesise Solutions**	
	Child: Can it be cars?	*You can use whatever you want. No restriction except that It cannot be longer than 10 minutes.* **So you have this double and the next single.** What does a game have to have?	RD	Regulates the what and the time
	Child: Rules.	Well done, *it has to have rules, so the next time we come in here, the first thing I need to see are the rules of the game, otherwise we won't know what the rules of the game are.* **Otherwise we**	**(CR) Level 5: Synthesise Solutions**	

		won't know how to play it. *SO you need to plan the game, design it, draw it up and test it. You have to test that the game works. (J raises hand; S2 looks very bored and disengaged) And test that the game works.* **You have a lot of work to do in this lesson and the next double.**		
	Child: Are we going to play it?	*In your groups…and in the next lesson we are going to rotate to play it at different stations. We will try the games out, but not only try the game but learn the words (words specific to the Code of Conduct of the school, which they are investigating) and their meanings…you have to learn the words of the games and their meanings.* **You can have a lot of fun with this**. Ok, *so think about making the game fun,* are you gonna play a game that is boring?	**(CR)**	
		Teacher 1: No. **It needs to be exciting.** *There needs to be some kind of a winner or…* Child: Loser. *(Some laughter)* Teacher: *(Ignoring the laughter) Some type of thing where you want to win.*	**(CR)**	Keeps clarifying what a game should do…obj of reflction. Distinctions
	Child: Mrs L, Can it be similar to another game?	Yes, *as long as it works but you have to write out the rules. And the rules are put with the game. Whatever you need to make or get for the game, you must have the rules. That's very important.*	**Level 5: Synthesise Solutions** **(CR)**	
	Child: So the words and the definitions have to be in the game?	*The words and the definitions have to be in the game.* **That's the whole purpose of the game. You can add other things to make it more fun.** *(Children getting restless)*	**(CR)** **Level 5: Synthesise Solutions** RD repeats child's phrase to emphasise	
		Okay…but those have to…*so 5 or 10 minutes to quickly go through the definitions with your tutors. Make sure you can explain the words in your own words. Tutors, look at Assessment 2,6,7,8.* **It's gonna cover the next couple of lessons…** *when you have observed the learning and then do those assessments*. Understand? *(Shouting to evoke enthusiasm)*	**(CR)**	

	Children: Yes! Children: Yes! *(Various shouts of 'woo' 'let's go' etc. Children get up to leave and break into groups. END OF FIRST MOVIE)*	Teacher: Everybody? *(Shouting)* Teacher: Okay…*off into your groups, let's go!*		
Small group collaborative discussion - Brainstorming the board game	*IN SMALL TUTORSHIP GROUP IN BREAKAWAY CLASSROOM* *This is where the teacher shifts roles slightly to become a tutor of a small group. The tutor is on the road to discovery with the learners. Children found definitions in the previous lessons and will now discuss these with tutor*	Okay **but we have the same words**, *so let's go through and you can write down and see…* where are your books? How are we gonna do the definitions if you don't have them in front of you, Cupcakes? (*Children moving chairs around*) *Ok…quickly 5…4…3..*		
	S2: I can't find my book.	*S2 you must start a new book then.* **It's a new project**…*start a new book.*		
	S1: I need a new book…	Okay *use whatever space is there…oh, let me see…*		
	J: Mrs L. can I take a new…? Is this okay?	*Ja…let's huddle…Ja, quickly.*		
		Okay…Have you got those words?		
	N: I don't get them.	That's fine. **That's why we're gonna discuss things…that's why we're gonna discuss them, so that we can make sure we're on the same page**… '**cos we cannot make a game if we**	**(CR)** Uses 'we' to indicate that everyone is involved – tutor status, involves her.	

		don't have the right words, 'cos we'll teach the wrong stuff…	**Level 2: Demonstrate Comprehension**	
		That's fine. *Let's start with the first word...* S2, what is the first word?	Interjection Instruction Question	
	The first word is 'statement of intent'	OK, what did you guys think that meant…what does 'statement of intent' mean?	**(CR) Level 2: Demonstrate Comprehension**	Many questions to guide the conversation and focus attention
	The reason why you do something…	**The reason why you do something…**okay…do you want to expand on it?	Statement Interjection Question	**(CR)**
	(repeats) The reason why we do something…	*Give me an example*…okay **it's the reason why you do something…** What is the Statement of Intent …how do you explain that by bringing it back to our Code of Conduct?	**Level 2: Demonstrate Comprehension** **(CR)**	Whole conversation is question, clarification, reinforcement…constantly moves between ID and RD and the curriculum still focuses on the RD, especially as it is dealing with school rules…so it works on two levels.
	Umm…the reason why we…	One step back…the whole Code of Conduct?	Interjection…check Question clarifies	
	Uh…the reason why we have rules…	Good…okay…**the statement of intent is the reason we have the Code of Conduct in the school…why we have rules to follow and that is why it breaks down further**…(pointing to N) **Next word.**		
	En…veyor	Is what? *(A number of children try to say it, it is obvious that the do not know what it means)* Oh **'endeavour'**. What does endeavour mean?	**Level 2: Demonstrate Comprehension** **(CR)**	
	J: To try your best.	No… **not to try your best, but to endeavour means to try and achieve something. To try to do something.** Where does the word appear in the Code of Conduct? Have you got your diaries here? *(Children obviously don't have diaries) You need that Code of Conduct out, guys.*	**Level 2: Demonstrate Comprehension** **(CR)**	

	A: I don't have a homework diary. I have a different diary.	Oh…ok…*can you please remind me,* **I need to make sure that you all have a copy of the Code of Conduct…**		
	Mrs. L…*(unheard)*	Yes, my love? *(Pause)* **Pleasure.** OK, who's got the diary?		
	S2: Me…	*Got to the first section of the Code of Conduct and find me the word 'endeavour'.*	**(CR)**	
	J: We highlight…me and S2 highlighted some of the words.	Have you found it?		
	All: Ja…yes…	All right …*let's hear it in the sentence so that we can understand it in that sentence…*		
	S2: I do not know what the second word means. (Reading with S2 in the diary) A: A commitment to excellence in all areas of endeavour forms the basis of the Code of Conduct.	Okay, so we're going to try and? *Read the first part of the sentence again…***oh and have a commitment to…**	**Level 2: Demonstrate Comprehension**	
	S2: The… excellence *(shows diary to A)* To excellence in all *(forgets word and looks at diary A: again)* the excellence in all areas of en… *(closing diary and opening it again)* endeavour.	Okay, what's excellence?	**Level 2: Demonstrate Comprehension**	
	J: When you…to achieve your goal?	**Excellence…okay remember we discussed…you get …**		
	A: *(interrupting, reading from dictionary)* 'The quality of being outstanding or extremely good in your goal'.	Okay in your own words?	**(CR) Level 2: Demonstrate Comprehension**	
	C2: Doing your best.	**Doing your best. Remember you can get 60%, 70%...80% which is your distinction…**and then you can get that star on your report which what? **Is '*(name of school)***	**(CR)**	

		Excellence'		
	Children: Excellence.	***(Name of school)*** **excellence. The top performance standard we can obtain**…okay? *(Children nod; one looking very bored; one listening very carefully; one trying to communicate with another) Next word…(points to C)*		
	C1: *(Holding up diary…can't hear, but indicates that they do not have the answer)*	Oh, okay…S1?		
	S1: Interactive S1: Um…do things to change people…change people's lives? *(Chewing on pen and looking down and up at teacher*)	Okay what does that mean?	**(CR)**	
		Do things…to change people's lives…anybody else? S2 and you guys?		
	Children: We all did the same thing…changed things…worked together…	Okay…**what we are doing now is…as a group…is interacting.**	**Level 2: Demonstrate Comprehension**	
	J: Interaction.	Okay…**interaction… interacting…You giving comments, I am giving comments…we are interacting as a group. We are deciding as a group how to get to our goals. That's interacting…communication…listening**	**(CR) Level 2: Demonstrate Comprehension**	
	C2: Working together…	**Working together** *(nodding head and indicating that the answer is correct)* **Like that…**okay… **That's a good way to understand it**. Right, J, …what's the next word, boy?	**(CR)**	Constant back and forth, using regulative discourse to reinforce the content of the instructional discourse, which revolves solely around understanding the words within the Code of Conduct.
	J: In this…vei….	**In this vein…**What does it mean…in this vein?	**(CR) Level 2: Demonstrate Comprehension**	

	J: *(Putting up and hand and speaking before chosen)* It means the way you do something? J: Ja…	Yes…have we all got the same? In this vein? **The manner in which you do it…the way you do it…in this vein…so I would say….the way…this is a very positive environment….in this vein of doing something…We are going to achieve something because of the way we are interacting…in this vein *(indicated with hand moving between her and children)* The way we are doing something.** **The way we are doing something…**okay…okay…next? C2…What's the next word?	**(CR)** Interjection Two questions 4 thoughts couched in statement statement interjection two questions	RD then ID Quite often allows a child to suggest an idea, but then supplies one without allowing the children to interrogate further. considering that the children have already used two lessons to decode the words on their own.
	C2: Govern.	What does that mean?	**(CR)** Question **Level 2: Demonstrate Comprehension**	BOUNDEDNESS…staying on task.
	C2: To instruct actions and the affairs of people. J: We did…to control the rules.	**Control the rules *(agreeing)* think of 'government'…South Africa has a government…**what do they do?	**(CR)** Statement x 2 Questions **Level 2: Demonstrate Comprehension**	ID
	J: Govern.	**Govern…they enforce the rules of the country…so the Code of Conduct needs to govern and enforce…the…the…the rules in our school**…okay…um…*next word.* L, what's the next word?	Statement Interjection Instruction Question **(CR) Level 2: Demonstrate Comprehension**	ID
	L Does not answer but looks in his book like he is trying to find the answer. Another child answers, "conduct" and the teacher does not call on L again, or reprimand the child for interrupting and answering.	Conduct…what does conduct mean?	Question **Level 2: Demonstrate Comprehension**	ID

	J: It means how we behave slash act.	Very good…*think of it…***Code of Conduct…the way we behave…**	**(CR) Level 2: Demonstrate Comprehension** Interjection instruction statement	RD Metacog instruction
	C2: Well umm… The behaviour of a person in a place or situation.	*(Pointing)* I like that….	Interjection	RD positive affirmation, maintains BOUNDEDNESS
	J: 'Cos the opposite is you can be bullied or someone…if you angry or something. *(In the school there are 3 Codes of Behaviour: 1 = playground behaviour; 2 = Quiet work with intent, but may involve talking; 3 = complete silence and respectful decorous behaviour)*	*(Nodding) But let's also think…***the way C2 explained it there is that you are going to act differently in a different way in a different situation** *(children offering agreeing comments).* **We can have a fun assembly where you are allowed to sing and make a noise and then we have a formal assembly, where it is code three behaviour and you are expected to be in proper behaviour.** *No clapping and whistling*…okay… **so that is your conduct. The way you behave in the circumstance.** Okay…I like that…um…**at the bottom there…let me wake you up.** What's the next word?	Instruction Statement x 2 Interjection Statement x 2 Interjection Statement Question that implies command **(CR Token for type)** **Level 2: Demonstrate Comprehension**	RD Metacognitive instruction involing thinking ID using token to clarify **(CR)** RD
	S2 &A: Excellence.	**Excellence.** Haven't we had that?	Statement Question	RD focuses attention on what is being said
	J: The quality of being outstanding or being extremely good.	Okay **and of being extremely good. Your aim here as a school is to give that Crawford Excellence. You get that Crawford Excellence you are**…mwhah…you are the cherry on my cupcake!	Interjection 3 x statements Interjection Exclamation	RD that is the ID…the rules being discussed and used as examples are also reinforcing the RD and ethos of the school
	C2: Mrs L, on my last report I got three [redacted] Excellence. *(On the report those who get above 90% for a subject are given a star instead of the normal 1 – 4 level of achievement)*	How does that feel to get that?	**(CR)** **Level 3: Apply knowledge**	Invokes reflection on achieving well.

	C2: *(Other children looking at her and smiling)* Very good.	**It feels nice…**don't you feel proud of yourself? You feel so good? **You feel motivated.**	**(CR)** statement question x 2 statement	RD of institution Reinforced the RD
	J: Now we doing _____ you feel like me….(laughing)	Ja (Laughing) **but that's…okay you know how you feel when you get that for [redacted] Excellence.** (They agree) **Imagine that we could get [redacted] Excellence in our Code of Conduct…**	**(CR)** **Level 2: Demonstrate Comprehension**	
	N: Proud J: Proud of yourself C1: A great achievement.	**Proud…**(pointing and affirming) **Proud of yourself. Proud of your school. Happy.** **And a great achievement…that would be amazing…if you guys can install pride of the Code of Conduct. They would do it because they want to not because they have to.**	RD **Level 2: Demonstrate Comprehension**	
	J: Excellence is like also in your schoolwork…if you do neat work…or if you just (can't hear)…	Exactly. **Excellence is in everything we do, from our appearance to our schoolwork. How we do our schoolwork. How we represent the school in our uniform. We don't go into a shop without our shoes on. Be proud of the way you look. I like that.** What's the next word?	**Level 2: Demonstrate Comprehension** **(CR)**	
	S1: Philosophy.	Woah…What's that one?		
	J: To respect people or to guide people. C1: To guide people in the right way.	Okay. **I haven't heard it described like that before. I would struggle myself to describe philosophy…I think it's an idea.** Give it to me in the Code of Conduct? *S2, read 'philosophy' for me, love*…in the…no…in the Code of Conduct?	**(CR)**	

	A: In line with a philosophy of a commitment to excellence. *(looking up)*	Okay… **so the philosophy is the idea that [redacted] stands for a commitment to excellence. So the philosophy is the idea that we want commitment to excellence.** Okay…*next word.*	**Level 2: Demonstrate Comprehension**	
	J: By showing some pride. No…that's what we added.	Is that what the dictionary says? Okay so explain it further? **Defined… Define…**		
	We said "having a serious manner of respect".	Okay…**that's not what I would have described 'defined'**		
	C2&N: It's 'dignified'! C2: Having a serious manner of respect. S2: *(Speaking at same time as teacher)* Where we show our self-pride.	Oh…dignified! Sorry…okay…*say it again then.* Yes…**a dignified approach…Code three[4] is dignified…where we show respect and honour ourselves.** Yes, I love it…**when we show our self-pride…there's dignity.**	RD **Level 2: Demonstrate Comprehension**	Reinforcement with positive feedback and guidance happens often
	J: Like when teachers are walking down the corridors and we greet them…there's (Can't hear)	Yes…**And personally it's the same as when we say you've got a reputation…reputation and dignity go together. You lose…get yourself a bad name. Your dignity goes with that…your worth of self pride goes with your reputation. If you have a good reputation as a hard worker and somebody who is committed, you are dignified and you feel proud of yourself.** *Okay, next word…*		
	Various: Appearance…	**Appearance…how we look…hair tied back…shoelaces in shoes…**do we look good?	**Level 2: Demonstrate Comprehension**	Interesting that she often uses 'we' when meaning children…implies team, buy in, agreement
	J: Tommies tied *(Tommies are takkies/soft sneakers)*	**Tom…Tommies with laces** *(smiling at J who often has to be reminded of this)* **Our language…our behaviour when we are out in our school uniform…**okay.		

	C3: We said…It's the way we look and the way they behave.	Love it! Perfect. **That is the ideal way to deal under the circumstance.** Next one? **Platform soles… sorry…platform soles…**what is a platform sole…	Statement RD	
	J: Oh ya! … I thought… Ahh. J: I thought a very thick sole on a shoe.	Yes! **Those thick soled shoes.** Did you see Mrs. E *(the researcher)* **yesterday, she had a platform on her shoe. It is not a heel like that,** *(showing with hands)* **it is a sole that comes up in a wedge.** *You cannot wear those kinds of shoes to school.*	**Level 2: Demonstrate Comprehension**	Each discussion of a word entails reinforcing the actual rule to explain it. ID…
	Children: Only when it is civvies day or your birthday…	**Yes, when it is your birthday or civvies day it is a bit different.** *(Children are allowed to wear civvies on their birthday and the last day of each term.)*		
	Child: Ja, but still, it is weird… you are not an adult yet… and you are high and then...	***Your shoes are important. They need to look good. You need to be comfortable.*** Good. One of the rules. Give me a … if you have the book in front of you…give me one of the rules about boots?	**Level 2: Demonstrate Comprehension**	These are statements but have ID embedded in them, as they reinforce the rules.
	N1: They are not allowed to go past your ankles. N1: Me.	Thank you. How many girls wore boots up to their knees this winter? Ja…at least you admitted to it. Okay. *From next year it is going to change. Those will not be allowed. We need to adhere we need to follow to the rules for proper school shoes. The school rules.*	**Level 3: Apply knowledge**	RD but with strong ID flavour
	N: Outsized. C3: How is that a rule? Ya?	What is the next word? Outsized? Yes. Okay. Aha! How is that a rule? *Find it…*		
	N: A big T-shirt. J: Yes, that is exactly what it is. L: …undersized or outsized items of uniform…	What is it? Okay let me find it. What does it say? See … you were right, undersized or outsized. I don't know how many boys I see walking around with their pants *(giggling)* sitting down here *(showing were the pants sit)*	**Level 2: Demonstrate Comprehension**	

	S1: There is this little girl in Grade 1, she is so small she cannot find a skirt her size, it sits out here. *(showing with here hands how wide the skirt is).*	Yes, **that is something we can look at**. *You cannot walk around in big baggy jackets,* it looks terrible. **Yes, it is two sizes too big.** It does not look neat. Something that is too big does not look tidy… and something that is too short. Guys you should be able to say to your parents: "I'm not allowed to wear that, it is in the code of conduct, I'm not allowed to wear short things or big things". So, well done on your outsize. *(pointing to child).*	**Level 2: Demonstrate Comprehension**	
	C2: Some grade 7 skirts should be longer… N: _____ couldn't find anything appropriate. Inaudible comment.	Ahh…**short skirts are inappropriate.** What does that mean? **That is a double negative.** What does inappropriate means?	**Level 2: Demonstrate Comprehension**	
		(Looking at sheet of paper). Ahh**, just explain….those are all computer terms**. *I just want you to understand when a teacher says; "don't change the hardware" it's related to computer terms.*		
	J: So like they cannot wear short skirts.	Yes. **They cannot wear short skirts. You can go, with your parents, on a Saturday night and you can wear short skirts, if your parents allow you to but it is inappropriate for a school environment. It is inappropriate for a uniform.**	**Level 2: Demonstrate Comprehension**	
	J: When you go to the shops… like you mustn't… un-tuck your shirt.	**Yes, inappropriate behaviour. When you go on a school outing. If you don't listen**…Listen Ahh, **You are Grade 6.**	RD **Level 2: Demonstrate Comprehension**	
	J: You have to wear your step outs.	*Let me start with you guys.* **When I take you on a school tour next year.** (Teacher speaks with authority) **You are going to Cape-Town with us**. (Children all pay attention) ***It is inappropriate behaviour for you to talk while the… the speaker is speaking to you.*** **We will go on quite a few outings. We will go to the museum and we will go to the animal world is really amazing**. **But…if we have a speaker**	Instruction Statements **Level 3: Apply knowledge**	RD

		speaking to us about animal world, or about, and one nice thing is the castle. We had a tour guide, and it is inappropriate to talk while the tour guide is talking. It happens every year. I keep on asking children not to talk. Inappropriate.		
	Children: So you won't listen.	**And not listening,**		
	Children: Keeping the children together.	Ja. **It all comes down to our values of respect**	**Level 2: Demonstrate Comprehension**	RD
	J:To the Lighthouse. *(In the school there is a Lighthouse image that is used to show the various attributes that are expected…respect, loyalty etc.)*	Yes, **the lighthouse…**That's great. Right, **you understand your words.** Good job.	Interjections	Positive feedback RD
	S1: I don't get it how is this going to become a game?	**Okay, now we are going to mind map.** Sooo….		ID
	Children: Can we use the back of our page?	**Yes, you can use the back of your page.** *One person can mind map. First decision.* Are we going to do it as a group or do you want to split into smaller groups?		RD
	S2: Two groups… as there is going to be too many people.	*That's fine. Two boys and two boys, I need three girls and three girls.*	Instruction	ID
	Children: Can't we just do….. Children: Yes, B.	Is anybody absent? Okay, **B will join us next time.** *So let's do this.* J…*I want one boy, two boys and then two girls and with B. Okay you three girls go together and you two girls with B.*	Question Statement instructions	
	J: Even when it is off the track…	Ja, okay, **the idea is (everybody laughs) remember, brainstorm is not when you make a decision. Brainstorming is when the ideas just come, good or bad,** *don't think about the ideas, just throw out the ideas of how the game would work.*	Interjection Statements **Level 4: Analyse Generalisations** Metacog info	Guides kinds of thinking

			Instruction	
		Go for it. After the brainstorm we will go through the ideas and say, yes or no or maybe. Then we will break it down. Come join us here my darling, get into a group. If you are sitting in a row, bring chairs over here so you can see each other. You can all brain storm, or one can write it down. Let's use a group to set the pace. L come sit over here. (Children move to get into groups) Don't… don't think about your ideas. Just come up with them. Okay, who is writing? J you are writing? *Nominate a scribe. Okay, ideas!* (clicking fingers)	Instructions Question Interjection/ command	
		*Next idea. Throw it out… is fine. Mix two games together. (*Teacher touching L's head). "Are you okay? **You are very quiet.** …feeling okay? 30 Seconds? **You can have your own game. You can have your own game you do not have to base it. … It doesn't need to be a board game.**	Command Question Statement Question statements	
	Children: What is that game…….	*Discuss it later.* **We will discuss the ideas later.**	Command Statement	
	(Teacher is moving between the two smaller groups. She is giving advice, reiterating; encouraging them to 'brain storm' ideas, rather than discuss them.	Uno? *Write them down.* *Open the lid of the box.* Whose lid is open? Ahh…. **Twister**. *Just write down the ideas.* **You can also do a physical game.** **You can also do a physical game**. **You can use equipment, you've got have balls, beanbags….** Ahhh, Charades. **That is thinking more out of the box.** **We have waste material.** **Marco Polo…***just write them down…Remember some can use cards, dice, tokens* What? (Listening to a girl.) **Some have cards…come have dice.** Oh ja… The game is called 'The Secret'.	Question Instructions Question Instruction Statements Level 4: Analyse Generalisations Metacog **(CR)** Instructions Question Statements	

	He wants to play poker. Think grade 6 level. What is that game we play in the library?	L? *Come on respond.* Some more of that… What about matching games? Matching and memory? **I am going to show you a game…** *let me show you a game.* Nice idea. *See if it will work.*	Command Question Statement	
Playing the Self-made Board Games				
	A lot of noise and people speaking over each other as they try to arrange the game	Teacher: Grade 6, 5…4…3…2…1 Listen, *I know you're setting up, but please stop shouting at each other.* **You're going to break my ears.** *Ah 5…4…3…2….Please find a table and get yourselves around a table and start playing*	Interjection Instruction Statement Instruction	

10 October 2012				
Introduction of Code of Conduct Booklet writing exercise (Big Groups Discussion)		**You won't need to come back here all the time. We will just go straight to your tutor and just start working on this immediately.** *Guys, check your spelling. Give it to somebody else to do a spell check. Give it to somebody to check the grammar.* Are the commas in the right place? Are the full stops? *Capital letters. Use colour. Think outside that box.* **You've been given an opportunity here to change something. This is big. If you do it properly, we'll send it to printers and get it printed nicely for you.** Just think, "Hm, I did that!" Ja?	Statements Instructions Questions Instructions Statements Interjection Question	
	Child makes inaudible comment	Yes, Thanks for remembering, *but before you start that today please spend 10 or 15 minutes…*	Interjection Instruction	
		Spend 10 or 15 minutes…in groups. First decide and then please write down in somebody's book, the rules. Remember, you need rules as a group. Set the rules now before you start the work. How are we going to deal with a difference of opinion? Are we going to vote? Are we going to ask a tutor? What are we going to do? Who is going to be involved in doing what part of the work? So that you know what you're doing? Okay? Is somebody going to do the spell check? Is somebody going to ask an English tutor to do the grammar check? *Everybody needs to be involved, but as a group you need to know whose doing what and how you're going to manage things.* Are you going to rotate and have a different leader every time? Or are you going to keep the same leader for the rest of this project? *The same scribe. The same timekeeper. And then you need to start taking these roles quite seriously. You have to watch the time now and you have to stay on task. You can't go off task…* are you excited?	Instructions 9 x questions **(CR)** **Level 4: Analyse Generalisations** Instructions **Level 5: Synthesise Solutions** Questions Instructions	

			Question	
	Yes.	Do you want to be part of something that changes (name of school)?	Question	
	Yes.	**When you are forty and we're still using your Code of Conduct…no let's make you 60 and you've got your grandchild and you're like, "You know my dear, I wrote that!" You are going to look back on this. Guys it's a big deal.**	Statements	
	Can we do it on our own?	Sjoe, it's very big on your own. **I had a question, can you do it on your own, but I think it is a very big project to do on their own.**	Interjection Statements	
	And pairs?	**Pairs. Guys, there's too much work. You might have to send it off to a printer and get a quote. You can't work on your own.**	Statements	
	Tutor from another group: Maybe what they can do is decide as a whole group the kind of style that they are going to go for and then split it up. Split it. Becuaes, are they rewriting the whole code of conduct (Teacher nods) so perhaps they…	**You're right…**	Statement	
	Say, "You do this bit, you do this bit, you do this bit". But then they do need to review each other's work to see that it meets everyone's standards.	**She's right there. Guys, you are doing the whole code of conduct, not just the part you did on the game. So you can in a group, split up.** You are doing the introduction, what is it? You are doing the uniform. You are doing the whatever, and split it up, but before you can do that, you need to know what style you're working in. You can't go landscape, portrait, italics, bold. Okay, you can't do it differently. ***The booklet has …whatever you do…has to look the same.*** Are we going to have a block with a picture and writing? Is there writing and pictures? Are there no pictures? Decide those things before you separate into your own bits.	Statement Uses example as though she is in a group breaking up tasks. **Level 5: Synthesise Solutions**	

	Are we doing it for a grade 1?	**It needs to be**…what do the tutors think?		
	Another tutor: Simplify so that everyone in the school can understand it.	**The Grade 7s don't want to read…um…**		
	Third tutor: Grade 4 – 7. Child speaks inaudibly	There you go. **He took the words right out of my mouth (singing).**	Interjection Statement	
		Um, grade 6. Mr L had a good idea. Even though I am saying to you, "Be careful of iBook because the other schools don't have it." We'll make a booklet out of the winning copy as an iBook, because hopefully eventually, the other schools will follow suit and get iPads. So we will, Mr L turn the winning one into an iBook. Okay? **Just think, you can have your own book published.**	Statement Question Statement	
	Woo/Ja!	Yeah! That seemed to bring it to you. Right! Are you excited?		

9.6 TRACKING 'L's' LEARNING AND ACQUISITION

Lesson/stage	Observation	Evidence	Tracking Code	Conclusions
17 August 2012: LESSON 1 (2 x 45 min =1 ½ hours)				
I have a secret 'Card game' Round 1	In the first round of the game he plays a card, which is not accepted. He does not attempt to work out why. In second round he says that he is scared, but has not been trying to observe a pattern as the cards have been played by others	'Ah no!' **'I'm scared'**	Exclamation Statement PERSONAL	Two concepts that he is trying to develop: 'the card game' and 'why rules'
	He shows frustration at his own lack of understanding, but does not realise that he has the ability to solve the problem.	He attempts to solve rule: 'Yay! **I think I know what the secret is.'** He then observes, '**The first four cards were different**'. ' **I can't work it out**' and does not make any attempt to interrogate the choices of the person who is 'on',	Exclamation Statement x 3	Syncretic Conglomeration-lumping things together Moving to complex – factual impressions
	He shows a lack of understanding of the process and is unable to make informed decisions, seeming to 'lump' things together, apparently transferring knowledge of games (with the objective of winning) to this new game. He does not apply the instruction of trying to find the rule, but rather applies rules from another game – that requires the player to be aware of how many cards he has – to this one, failing to be aware that he is meant to be watching all the 'plays' rather than only his own.	Counting cards: '**I have 14 cards left'**	Statement	Pseudo concept – can name and mimic understanding; spontaneous and empirical SEMIOTIC ACTIVITY – using wrong interpretation of sign
	Shows frustration at card being rejected and having to pick up another. Again, does not try to solve the clues. He guesses each 'play'	'Aah!'	Interjection	Pseudo concept – can name and mimic understanding; spontaneous and empirical
	Plays out of turn. He does not follow the conventions of the game and seems to struggle with applying them	*'Then go!'* (to child who complains about turn being missed)	Command, but more an interjection	Pseudo concept – can name and mimic understanding;

	He knows that he does not know, showing that he is applying metacognitive awareness, but he has not created a system question the card game and is still struggling with a Complex – which is still using concrete evidence focussed on the object of the cards	**'I had these two less cards and I don't know which one to play now.'**	Statement	Metacognitive application – thinking of reasons to play **Level 2: Demonstrate Comprehension**
	Has still has not grasped the point of the game and uses knowledge from another game to guide him	'I won! **My cards are finished already'**	Exlamation Statement	Pseudo concept – cannot transfer learning to another situation SEMIOTIC ACTIVITY – using wrong interpretation of sign
	Begins to try and 'solve' the rule by making suggestions. He is now watching without playing, as his cards are finished. When the rule is explained "You're only allowed hears or spaded and if you put an eight on the pack, it changes", he silently tries to work it out.	**'You had to put a heart first'** 'Must he pass to the left?'	Statement questions	SEMIOTIC ACTIVITY – trying to develop mutual understanding **Level 2: Demonstrate Comprehension**
I have a secret 'Card game' Round 2	In the second round of the game he still struggles to build a way to decode the 'rule' and continues to show excitement that he has played the right card, without interrogating the new rule.	'Yay!' **'I don't get this rule, yoh!'** 'Yeah!'	Exclamation Statement Exclamation	Complex – cannot consider the attribute apart from the obvious SEMIOTIC ACTIVITY – trying to develop mutual understanding It seems that L appears to use interjections to mimic understanding.
Discussion after Card game	L does not participate in the big group discussion and often remains silent in these situations. He observes others closely.			
Small Collaborative Group Discussion - *What is a rule? Why are they needed? Give examples in everyday life.*	He participates and follows instructions, appearing comfortable asking for assistance. He does not have all the required material in class.	**'I need glue.** Can I borrow your glue?'	Statement question	
	When the collaborative peer group exercise (which requires discussion and exploration of the words in the Code of Conduct) begins, L sits quietly. He appears initially engaged, watching each speaker or writing, but does not offer any thoughts. He does not join in the conversation, even when asked to by the teacher.	(L is engaged in the group, but does not offer any thoughts. He participates and writes things down, looks in the dictionary, etc. but does not speak)		

	When he does participate, it is to ask for clarification, and is often reliant on the teacher or another child. He struggles to engage independently, especially if he has to demonstrate his learning. He uses others' ideas and does not proffer his own point of view. He seems to miss the point of the discussion in small groups.	'What did she say?' **'Mrs L just said, "No bullying"'** (He appears to have been listening to the other group's discussion and responds to another child saying, "L, you don't have anything.")	Question statement	Pseudo concept – makes grouping without 'idea' of the concept **Level 1: Remember Knowledge** SEMIOTIC ACTIVITY – Seems to be engaged with 'knowing what others know' rather than constructing knowledge through 'experimentation and negotiation' and 'arguing to solve problems' (Van Oers & Wardekker)
4 September 2012: LESSON 5: (2 x 45 min = 1 ½ hours)				
Big group discussion about making of games Small group discussion – Interrogation of Code of Conduct words/phrases	L does not participate at all in the big group discussion.			
	He participates very little in this discussion, although he does make eye contact with teacher and seems to be looking at each word and writing the answer that was decided on at times. The tutor and children are clarifying the terms in the Code of Conduct that they were given to explore in the previous lessons (Appendix ___). They had to find a definition for each of the terms. The point of this lesson is to ensure that the learners really understand, and can put into their own words, the words and phrases of the Code of Conduct (e.g. 'in this vein', 'philosophy', 'endeavour'). He seems to copy the answers from the child sitting next to him.			
Small group collaborative discussion - Brainstorming the board game	Teacher arranges L into a group. He does not select a group as the others do. He waits to be placed and then goes willingly. He is accepted into the group with no question from the others. Teacher shows concern for him.	(Teacher touches his head) 'Are you okay? You are very quiet. Feeling okay?" (He nods)		
Making the board game	On report back from the teacher, L participated in the making of the game, but most often responded to what other children asked/told him to do. He was sometimes distracted and tended to wait for others to lead the activity, ideas, generation of the game.			Metacognitive application – does not seem to have developed self-regulative aspects of focussing attention and thinking about what the point is of the lesson, so as to actively engage.

6 September 2012 (45 min) 12 September 2012 (1 ½ hrs) 16 September 2012 (45 min)	BOARD GAME MAKING LESSONS: *(The making of the games continued over 7 lessons and, although some of them were recorded, were impossible to transcribe as children were working in two groups that spoke at the same time)*			
26 Sept 2012: LESSON 9: (2 x 45 minute lessons)				
The playing of the board games		L reaches across to put the game in front of himself, even though he is not playing. There is a child who is visiting the school for a day who sits and observes silently throughout.		
	The games are played in a big room with everyone getting a chance to participate in two or three games. They play their own game and two others. L is happy to play the game, but seems to lack awareness of the 'larger picture' of understanding Code of Conduct, being more engaged in the game.	L puts up his hand indicating that it is his team's game		

11 September 2013				
Follow up interview with L	Awareness, Regulation and Evaluation	**Well I remember that we had to think of a way to make it easier for the smaller children to understand the Code of Conduct, so that they could follow the rules.**	statement	**Level 1: Remember Knowledge**
		Um…**we had to take cards and then on each card we had to write down a rule from the Code of Conduct.**	Interjection Statement	Still naming? **Level 1: Remember Knowledge**
		I only remember it a little bit.	Statement	Metacognitive application – He is aware that he does not remember the point of the lesson **Level 1: Remember Knowledge**
		That after she had showed us an example of the game, she said that every game has to have a rule, no matter what game it is.	Statement	Pseudo concept – can name and mimic understanding; **Level 1: Remember Knowledge**
		So that people don't get angry and start fighting and…yes.	Statement	Pseudo concept – can name and mimic understanding; Lacks awareness of reasons for rules. **Level 2: Demonstrate Comprehension**
	IN response to being asked what the purpose of the lesson was, he answered about the activity.	Yes, **we had to create our own board game and on each block was a name of the rule and the cards underneath the card game where the name of the rule was…and you had to try and guess what the rule was if you landed on the name.**	Statement	Immediately introduces TOKEN for board game **Level 2: Demonstrate Comprehension**
	Does not seem to have 'rule' as a concept that can be transferred and applies it specifically to the Code of Conduct and uniform rules	**I think it was good because most of us learnt what to do and what not to do in the school with the Code of Conduct. How to follow it and how not to follow it**….like,	Statement	Metacognition - Still lack awareness; still at 'naming' of rules. **Level 3: Apply knowledge**

		for an example if you were to… you were not allowed to wear…girls for an example are not allowed to wear short, short skirts…we have to come in full school uniform every day…and **not …and not vandalise the school in any way…and not use any vulgar language.**		TOKEN of rules **Level 2: Demonstrate Comprehension**
		Well…**because if anyone did not understand the Code of Conduct well, then that lesson that we had would have gave them an idea of what the Code of Conduct and rules are all about.**	Statement	**Level 2: Demonstrate Comprehension**
	Keeps referring the context of school and does not make connections to outside contexts (e.g. high school, the law)	**Because some people would think it is okay to do anything that they want in the school, when it is not okay to do anything. They have to follow the rules.**	Statement	**Level 3: Apply knowledge**
		R: Oh okay…and why should we follow the rules? L: So that nobody gets hurt or…hurt in any way.	Literal…	**Level 2: Demonstrate Comprehension**
		Even with having rules, you can still have fun. Like…for instance…for an example, **if we were playing a board game without any rules and children might think that it is fun** and then when you add rules to it they will think that it is boring, but it is not…'cos you can make it a way in order to have fun again.		TOKEN **Level 2: Demonstrate Comprehension** **Level 3: Apply knowledge**
	Can only explain rules as a point of safety. Does not expand thinking to encompass living in a society, where there is shared understanding and symbolic code	Um…I also think it's more of a safety thing… For an example…when you're driving…there are rules that you		Metacognition - Transfers knowledge to another context; does not seem to understand Code of Conduct as a symbolic form

		have to…as a **guideline**…that you have to use as a guideline, like for an example, when you go to turn without your…without the… Yes, indicator…so that the person will know that you are now turning or not turning…the person behind you.		**Level 3: Apply knowledge**
	L appears not to habitually examine his learning (or at least did not in this case). Even though he is now a year older, he has not moved beyond the specific application of the Code of Conduct to school.	**I haven't really thought about it**, but I am sure it is a 'yes' because, otherwise, I wouldn't be knowing what to do and what not to do. I would be confused with the rules of the school.		Metacognition; Lacks evaluation aspects; Does not reflect. When he does think about it, he gives narrow answer. **Level 2: Demonstrate Comprehension**

9.7 FOLLOW UP INTERVIEW WITH DIY GROUP (7 August 2013)

KEY

Sentence types to reveal Pedagogic Discourse:

Code – Bold indicates statements
Italics indicates command/instruction
Red indicates question
Green indicates exclamation/interjection (e.g. Aha! Okay)
Blue highlight indicates metacognitive reasoning task

If more than one is used at a time, then both codes are applied e.g. *Right…5…4…3…2…1 zip it!* Which indicates an exclamation and command/instruction.

Wertsch's Theory of Semiotic Mediation Code:

Depersonalisation (D)	**Boundedness (B)**	**Conscious Reflection (CR)**	**Systematicity (S)**

Anderson's revised Bloom's Taxonomy Code

Level
Level 1: Remember Knowledge
Level 2: Demonstrate Comprehension
Level 3: Apply knowledge
Level 4: Analyse Generalisations
Level 5: Synthesise Solutions
Level 6: Evaluate Judgements

Follow up interview 7 August 2013.

(Only 6 of the previous year's students were able to participate in this interview. A number were involved in rehearsals for a show, two were absent and one has left the school.)

Researcher: Today we're going to be discussing what you remember about your Code of Conduct lesson that you did in Grade 6. We are now half way through Grade 7 and I would just like to know what you remember and what your thought about it and what you thought about what you learnt.

J: Oh yeah. That project that we did about the Code of Conduct… we learnt…

Level 1: Remember Knowledge

Researcher: Ja…speak nice and clearly J, otherwise we won't hear you. The Code of Conduct project. Yes.

C2: I remember the games we played and it helped a lot with the rules…well the Code of Conduct…learning everything.

Level 1: Remember Knowledge

Generalisation of 'the rules'

Researcher: What about rules…what about rules do you remember?

C2: I don't remember all of it, but I remember: school uniform; no high shoes and they have to be black, no slippers or Uggs and that…

(CR) TOKEN

Researcher: Okay, and if we were to go back a step, what do you remember about rules themselves, not 'the rules'.

Constraints

C2: You have to obey them.

(Pause)

Researcher: Okay. S1, what were you thinking?

(CR) TOKEN

S1: I was also thinking school uniform…and hair…and the right elastic bands.

(B) introduction of bounds Level 2: Demonstrate Comprehension

Researcher: So what you're telling me is that you remember the specific rules of the code of conduct…

S1: Yes.

Researcher: Um…okay and what do you remember about learning about 'the code' or rules themselves?

B: Well…I remember in the beginning that we had to read the rules and we weren't all too sure about them, so we had to read the diary and make them a bit simpler for younger children to read. I just remember reading over all the rules and seeing different kinds and

Still personalised at this point

Level 1: Remember Knowledge

printing pictures that had to do with rules and things like that…

(CR) TOKEN

Researcher: So understanding them?

Level 2: Demonstrate Comprehension

B: Ja and …

(D)
Others/possibilities

J: And then making it simpler for the young children to understand.

Begins in the specifics
Description
Process
Awareness of purpose and intent

Researcher: Okay….and what do you remember about that process?

Level 1: Remember Knowledge

J: We got like sheets of paper and then we had to write the different definitions next to the words and certain groups got a sheet of paper with all the rules…uh…different definitions and then we had to make a game around those.

(CR) TYPES

Researcher: Around the rules…mmm… So what you're remembering….I am coming to you now… –(indicating another child) So what you're remembering is the actual process that we went through…

All: Yes.

Researcher: And if I ask you step out of that and to look at what…well… what do you think the lesson was about? What do you think the whole thing was actually about? You had a comment to make, N…

(CR) TOKEN

N: Well I actually remember making a booklet with the rules and stuff with DVDs and we typed out all the rules in simpler ways.

Level 1: Remember Knowledge

C3 : I think we did that so that we could understand the rules with absolute understanding…because not all of us followed the rules.

Personalisation
Possibilities
Metacog awareness

All: Ja.

Level 1: Remember Knowledge

C3 : And it made us all more aware of the rules.

(CR) TYPE
Conscious reflection

J: And some of the words were really big for us when we were in grade 6 and then we would not understand them and people wouldn't listen because they would not understand them.

Personalisation

B: So you had to look them up to actually get what it means.

Level 1: Remember Knowledge

C1: Ja…and even the games… like we had 'responsible' and on the other side you had the meaning of 'responsible' and you would have to put them together to get the meaning of responsible…*(The groups designed games to teach the school rules to other groups and grades. In this game they had a board where one had to move from*

Level 1: Remember Knowledge

one side to the other, finding the matching meaning for concepts in the rules, e.g. what does it mean to be 'responsible'?)

N*: (Inaudible)* … helping people.

Researcher: Do you think it was a learning experience that should be repeated for other people or what would you change? What do you think you did learn, didn't learn. How do you think you are different now because of it…if that makes sense?

C2: I think we are different now because we actually understand what the Code of Conduct means.

METACOG
(B) **(S)** **Level 6: Evaluate Judgements**
Awareness that they did not know

C1: 'Cos last year we didn't actually understand.

Researcher: Take me a little further in there…what do you mean … 'understand'?

C1: Well like some people didn't know what vandalism and all that was.

(CR) TOKEN
Level 2: Demonstrate Comprehension

B: But now we understand about what has to be done properly…

Researcher: Ok…okay.

4:15 min

B: I think we actually also learnt a lot more because in the back of the diary, people don't actually read the code of conduct. *(The Code of Conduct is placed in the diary with all of the terminology of the 'legal document'. It is not explained.)* Like…you don't read it. But if you make it in a fun way people will actually understand what is in the Code of Conduct.

(CR) TOKEN
Sees possibilities/ reasoning
Level 2: Demonstrate Comprehension

Researcher: Okay…so you talk about understanding…take me a little further along that…

B: Well…it's not so much understanding, but people just wouldn't read it so people wouldn't even know what the rules are.

DISTINCTIONS REFINING
Level 4: Analyse Generalisations

C3 : They basically didn't care.

Various: Ja…

Researcher: So separate from you… and now it's been made into something relevant in a way, if I understand what you're saying.

5:00 min

J: To be honest, we all use our diaries every day, but we don't look at the back and you don't unders…you don't look at the Code of Conduct and I think we should make it … like in the middle or the first page.

UNDERSTANDING
(B) GENERALISATION
Level 4: Analyse Generalisations

B: So I think what we're saying is that it *(the Code of Conduct lesson)* is a fun way to do it because students actually learn what it means. 'Cos it is so strongly worded that people will not want to read it *(in the diary).*

Researcher: And so…if I understand what you're saying, you're saying that it's important that people know and that you did not know before because it was not made available to you *(various signs of agreement – nodding, indicating with hands, looks of affirmation to each other and researcher).* If I am getting what you're saying…so…why is it important to know?

PERSONALISATION.. USING YOU

J: So that you don't go wrong in the rules and make other people sad and down…

(CR) TOKEN
Level 2: Demonstrate Comprehension

C2: And it will also stop the bullying…

(Inaudible)

CONSTRAINTS AND **(B)**

C1: It will teach you what not to do…

B: Also with younger children they are not going to go and read the back…they have better things to do…

C1: Ja, they are going to play with the stickers… *(The diary has a set of stickers in it that the children are encouraged to use throughout the year to place as reminders for sports events, homework tasks, newsletter reminders etc.)*

SIGN TOKEN

Researcher: Play with the stickers?

C2: So ja, with the game you kind of get into their minds. 'Cos with the game….I personally would not have gone back…

Researcher: So it's a fun way of doing it.

6:00 min

N: Or if you put some stickers in there with like "Today, I was responsible" and they could just put it there.

(CR) TOKEN OF TYPE.. RESPONSIBILITY

C2: It is also motivational.

PROCESS
Level 3: Apply knowledge

Researcher: Okay…take me a little bit further along that road, C2?

C2: Because children don't want to go and read. I personally as a child don't like reading…but if it is a game or whatever… it's more *(other children say 'fun')* fun and it motivates you by knowing them.

C1: Like monopoly.

Level 2: Demonstrate Comprehension

Researcher: Okay

C1: It's just like…we all know how to play Monopoly.

N: Ja…like with my brother if I showed him the Code of Conduct he should not…but when I showed him the pictures he was like "What was that?" and was kind of *(indicates interest of brother looking at what she was doing)*...and he was …interested.

If/then

Researcher: And so actually the Code of Conduct as a game is a valid and valuable thing you feel? *(They nod and agree).* Okay, take it back a step. Why should we know about the Code of Conduct?

B: 'Cos if you go to a school you need to know the rules and the boundaries…

Understanding of constraints as regulation/ generalisation **Level 3: Apply knowledge** **Boundedness (B)** **Depersonalisation (D)**

7:00 min **Researcher:** Why?

(Speaking over each other)

B: You have to know your responsibilities…

Understanding of personal responsibility **(B); generalistaion Level 3: Apply knowledge**

C1: You have to …know the reputation of the…

Introduction of reputation of institution **(B) Level 3: Apply knowledge**

Researcher: So it is about the reputation? Okay…okay…you were saying…*(indicating child).*

J: But also your future life… so if you're going smoke, it is going to impact your future life and you will probably die sooner or drugs or things like that.

Introduction of 'possibilities for future' ***abstraction*** **(D) (S) connections to future consequence; if/then Level 4: Analyse Generalisations**

Researcher: Okay…

C2: Also, you have got to know where the limits and boundaries are…if you don't, you are going to exceed those… you are going to get punished…

(CR)*Synonyms for SIGN TYPE, form and meaning and constraints* **(B) if/then Level 5: Synthesise Solutions (Explain)**

Researcher: Why should we know the limits, C2?

7:34 min **C2:** 'Cos it is very important. You can't push yourself…you can't push further than what the limits are. You will get punished and demerits and all of that…

constraints **(B) Level 3: Apply knowledge**

Researcher: Okay…Is it just about school? Is it about following the rules at school?

B: You need to have respect for yourselves and other people. You need to have self-pride…so that you're doing the right thing…you're not…

POSSILIBITIES... synonyms **(B)** **Level 3: Apply knowledge**

Researcher: Okay…C1…

C1: And also so that you DO obey the rules of the Code of Conduct, as that will attract more people…ja…let more people to come into the school because the parents are …like… the children are really nice.

Understanding of consequence, **(B)** **(D)** **Level 4: Analyse Generalisations**

C3 : Parents won't bring kids to a school where the kids have no respect and that always litter and things like that.

(S) understanding of consequence and systematicity…interconnectedness of action **Level 6: Evaluate Judgements**

Researcher: So you …if I understand you, you're saying that it is bigger than just us as individuals.

All: yes…

Researcher: Okay… B…

B: It's also about unity.

(CR) synonym for community; generalisation **(S) operates within a system**

Researcher: Okay…carry on...

J: It's also for the school's reputation, like, if you are taking drugs at school they…it's a big news… and they find out…like they are not going to come to the school and let their kids hang around them.

(S) if/then **Level 6: Evaluate Judgements**

8:39 min

Researcher: So is the reason to follow rules the name of the school then?

J: But you will also know in the future…like…

Vision of future possibilities **Level 3: Apply knowledge (Relate)** Abstractions/generalisation **Boundedness** **(B)**

C2: To know what IS right and what is wrong..

Researcher: Okay.

C1: Because [redacted] is like a really popular school all around and then everyone knows that [redacted] is a good school so that's why…we need to keep that up.

Internalised responsibility to the community **(S)** Makes clear distinctions **(CR)** **f/then implied**

Researcher: *(nodding to child and then indicating next child)* C2.

C2: Also like it is very punishable… like offending the rules and all of that …but also if you get expelled, it carries on towards your next school. So maybe, they don't want to accept you because you got expelled and…

Vision of future; interconnected; consequence **Level 4: Analyse Generalisations**

9:19 min

B: And that could ruin your whole life .

Possibilities of future **Level 5: Synthesise Solutions**

Researcher: Okay. J, you had a comment?

J: Well I think…this is what I have heard from my brother. Lots of people smoke at our High School and they have got a reputation for that…because lots of students say…I say to my friends, "Are you going to [redacted]?" and some people are like, "No, they take drugs and smoke sometimes."

Token/personalisation **Level 3: Apply knowledge**

Researcher: Okay…

B: But it is your choice.

Internalisation of personal choice; intellectualises **(CR)**

Researcher: B?

B: Say sometimes they say they don't want to go because of the things people do. It's your choice. You shouldn't give into peer pressure. You shouldn't do what others…like if others smoke, then don't. It doesn't mean that you stop having a choice that is yours and going to that school.

Level 6: Evaluate Judgements (Argues)

Modal language rather than 'mustn't' ;

personal agency **f/then**

Researcher: So if I am making the connection that I think you're making, B, I think you're saying that if we have learnt 'the rules' or a 'code of behaviour' it becomes something that we own *(general agreement)* rather than something that is outside…

B; Ja…if you know the rules and you respect them.

If/then **Conscious Reflection** **(CR)** **Level 6: Evaluate Judgements (Evaluate)**

Researcher: Okay…so who do we follow the rules for then?

N: Well, for yourself and other people.

Concept of self as part of society

Researcher: Yourself and other people around you, N.

S1: In the future you'll also carry those rules with you.

Level 6: Evaluate Judgements (conclude)
Explores possibility of future, but reverts to SIGN TOKEN of clothing rules that are decontextualised from school
If/then
Understands that rules constrain so that we 'fit' into expected code. **(B)** **(D)**

Researcher: Okay, S1, take me…explain a bit?

S1: Like…like.. how can I say this? If the rules are 'be neat and always look neat' you're not going to go to a wedding in shorts. You're going to go in a dress. It teaches you how manners is…

B: And also…

Researcher: Go a little further…so it teaches you manners and you were going to say something B "And how to…"?

10:57 min

B: Well like how to treat people and how to respect them and yourself. 'Cos if you are brought up with rules you will always follow them, but some children aren't brought up with rules.

Benefits of rules…what the individual gains - **(S)** **web of interconnectedness**
If/then **Level 6: Evaluate Judgements (relate/predict)**

Concept of future behaviour

They just…do things that are wrong…

Researcher: Okay, so if I...so what you're saying is, and that is what I was asking your earlier, it's kind of, N I was asking you, it's about the rules of the school. It's about all of us following the rules of the school. But, if I understand you B, it's about making those rules your own, so that when you go outside of school…like at the end of this year, you won't be at our school any more… um…you carry something with you about following 'the rules'. But are 'the rules' out there the same as these rules?

Creating distinctions; refining **(D) (B) (CR) (S) If/then Level 4: Analyse Generalisations (Contrast)**

B: Well they might not be, but they will be a lot alike…basic respect and responsibility. Because if children aren't brought up with those things, they don't know any better. They don't know what the right thing is.

(S) Boundedness (B) Depersonalisation (D) If/then Level 6: Evaluate Judgements (predict)

Researcher: Okay…C2?

C2: But the Code of Conduct also teaches us discipline. You can't be wild at school and you can't just disobey teachers and be horrible to your fellow peers…

Boundedness (B) Conscious Reflection- Contextualised (CR) Possibilities of future Conscious Reflection (CR) SIGN TYPE reorganise; summarise)

Researcher: And is this just about school? Are you talking about…

C2: No I would also say at home…because…family and all of that.

Researcher: And after school? After you leave here?

Consequence; bigger picture, future possibility

C2: You can't go…you can't go to the shops and have your shirt untucked and your shoes off and rips in your stockings…it is going to give the school a bad reputation. And also, it is going to give you a bad reputation as yourself.

Conscious Reflection : easily refers example (CR) (S) refines distinctions between school and family; shops; SIGN TOKEN and consequence Level 6: Evaluate Judgements (judge)

Researcher: Mmm…so it is something bigger than ourselves.

C2: I would say that the Code of Conduct has to do with your whole primary school career and further on.

Level 4: Analyse Sign token If/then Level 4: Analyse Generalisations (comapare) Depersonalisation (D) Systematicity (S) Possibilities of future

J: And life…

Researcher: Okay…and life, J?

13:00 min

J: 'Cos it helps you teach yourself to have respect for yourself and to respect others and it teaches you to stay beyond the line. That you don't want to cross it and be bad…

If/then Systematicity (S) web of interconnectedness – using understanding of one set of rules to define another Level 6: Evaluate Judgements (interpret) Introduces simile to explore the Sign token of 'the line' Systematicity (S) of related ideas. Conscious Reflection: explores the SIGN TYPE – Freedom and constraint (CR) If/then Level 6: Evaluate Judgements

Researcher: Okay.

N: But sometimes there is too much rules and people will think, "Oh, I can break this rule because …" *(General agreement)* It's like if you

give them too much rules they will break it, as it's difficult to follow and it makes them more sneaky.

Researcher: That's an interesting point and it makes them more sneaky…

An understanding that to learn to control, you have to be given small freedoms; moving away from constraint systematically

N: …and more rebellious to not follow them…

Researcher: So, it's quite interesting in the way you're speaking about it, you're saying that the rules are important as something outside ourselves and then B said something about it becoming something inside ourselves and you're *(indicating N)* saying that if there are too many rules we break them because they are somebody else's rules…so what rules do you think are valuable in our school?

Recognition of freedoms within a system

N: Well obviously respect…

Researcher: Give me a little more about that…respect for? Respect how? Respect who?

If/then
Level 6: Evaluate Judgements

N: Well respect the property and other people and also yourself. Because if you don't respect yourself, other people think, "Oh no, this person won't respect me if you don't…they disrespect themselves".

If/then Refining of true concept of rules and their possibilities; systematicity **Level 6: Evaluate Judgements**

J: And if you treat your friends and family the same.

Others: With respect *(agreeing and nodding heads).*

Conscious Reflection - synonym (CR)
Boundedness (B)
Depersonalisation (D)
Level 6: Evaluate Judgements

J: If you want to treat your friends and family badly then they are going to treat you not nice…

N: Treat people the way you want to be treated.

Moving into generalisations and asbrtractions
If/then

Researcher: Okay.

C3 : So if you have respect for yourself, they will have respect for you. If you respect them, they will respect you.

Depersonalisation (D)
Boundedness (B)
Conscious Reflection (CR) Systematicity (S) Level 6: Evaluate Judgements

Researcher: All right…so it's something about…we don't live on our own really…hey?

C2: I know that this is sort of off the topic but if you think about it, students are like racehorses. You have to give them a bit of room to run in and win the race. But you…teachers sometimes think that if you give them too much rein, they are going to go crashing into the side. But yet you've got to have…you've got to have some…some like…

SIGN TOKEN to express freedoms of choice; Conscious Reflection (CR)

C1: Guidance.

Systematicity (S)refining of the nuances of the rules
Level 6: Evaluate Judgements

C2: You…no….you've got to give them rein or length or whatever…

Researcher: Space to…to…

15:00 min

C2: Space to run and win the race. So you can't have them held back the whole time.

SIGN TOKEN to express choice
Possibilities of choice and opportunity as a TYPE
Level 4: Analyse Generalisations (compare)
Systematicity (S)
refining the understanding that within the constraint there is freedom
Boundedness (B)

B: But Crawford is a school where they do give you space and a chance to be …like an individual.

C2: But just going back to N on the rules…there is …you have to obey the rules, but if you have too many…there is going to be times when you are going to…

N: Yeah…like if you give them too much boundary…if you give them too much space, they'll think I can do anything and get away with it.

Researcher: That's interesting…so if there are not enough rules…it can be…

N: Rules and boundaries…they will do anything they want…

Researcher: But that is just the opposite of what you said just now, N. If there are too many rules….

J: But if there are too many they'll break them, but if there are too less…

Recognition of boundary and choice
Systematicity (S)
Boundedness (B)
If/then
recognition of limitations of rules and the importance for personal responsibility
Depersonalisation (D)
Level 6: Evaluate Judgements

Researcher: That's quite interesting.

J: Ja…enough amount of rules, so then don't break them or don't be kept locked up…

16:00 min

Researcher: So it is about embracing the rules as well isn't it? It's about…

C3 : Like Crawford is a school where you do have to wear the correct uniform.. But now all the girls have to wear a dress. You can wear pants. You can wear a skirt, you can wear shorts.

Level 5: Synthesise Solutions (emphasis on new structure)

Researcher: So there is an element of choice.

C3 : You can still be an individual, but you still follow the correct uniform. Like some schools…

Researcher: Because you realise that it is something that is bigger than just you and your…

Referring to the project itself and ways to augment and promote the teaching of the rules creatively
If/then
Level 5: Synthesise Solutions

C3 : In some schools…like my one friend…in summer they all have to wear the dresses and in winter they have to wear stockings. Like they don't really have a choice. Like Crawford gives you the opportunity…

Researcher: Do you appreciate that…

C3 : *(Nodding)* But yet, you still have to follow the rules…But still wear the correct uniform.

C2: Crawford lets you be individuals…

Researcher: So it is something about choice. That's quite interesting actually. So C3, so you want to take us somewhere along that road with choice?

C3: Well, we should all have our own choice if we want to be…Because if we are just forced, we are not going to grow up to do what we want to do. We are not going to have children or whatever we want to have. But, like we also have to be given boundaries, because we can't just be running around, wild… drinking and doing all of that. But everybody has to have their own choice to be what they want to be. Because, I mean, if you do want to be smoking and everything it is your choice. It is not ours. I cannot be telling you, "Oh, you're not supposed to be smoking" all the time…

17:00 min

Researcher: Ja, okay. So if you take what you learnt…and it seems as if you've kind of…you've taken on for yourself…um…what the school rules are…What do you think…I don't want to lead you too much…but, it is very interesting to me, as you guys in Grade 7 seem to understand the purpose of the rules more…

C3 : I think you should teach the grades about the rules more, because they won't look back…at the back of the diary to actually read it.

(General agreement)

Researcher: So kind of making it obvious.

C1: Like…

Researcher: C1 and then C2.

C1: Like…maybe we should…because last year we had to make a pamphlet and everything…may we should bring that pamphlet out. Because, if we get a newsletter, we'll always read it in the newsletter and give it to our parents. We are not all going to always check the back of your diary and so if you get something that you can read and see it, maybe you will read and see it and… use some pictures *(laughter)*

18:00 min

Researcher: So maybe it is something relevant for kids then is what you're saying?

C1: …maybe if you…

Researcher: Finish…

C1: If you follow the rules you get now, when you're an adult and have children, you will also get those rules from your parents.

Researcher: That is interesting.

C2: Ja. Also, some of the rules go against what your parents teach you…like not against, but they clash. 'Cos my parents always taught me to stand up for myself. So, if someone is going to hit me, I am going to hit them back. That's what my parents taught me, because self-defence is like a big thing…but in school, if you…if someone hits you and you hit them back, there is going to be punishment.

N: Ja…we all growing up and we are not going to have the Code of Conduct thing with us again…we can sometimes make our own rules and follow other rules… that we will…you know in the future…and you will make your own rules in the future… and you will make your own rules for your children as well and…

19:14 min

Researcher: Very good point…that there comes a point when you need to do it. That's a good point, N.

J: And also we are going to high school next year and you also have to make a choice and then are you going to go to the good side or you're going to go to the bad side? And…

C1: It's hard.

J: And what choice are you going to make or that? And…depends how far…

Researcher: And what do you think helps to make them, J? How do you…

J: Maybe it's personal or some personal reasons. And also, if you make a bad choice it is going to affect your future…like if you want to be a lawyer, you are not going to be a lawyer or it will affect your grades and then you are going to drop down and you're not going to make it law school.

N: It also depends who you are going to hang around with…so people…

B: Like peer pressure…

Level 6: Evaluate Judgements
If/then
Boundedness (B)
Conscious Reflection (CR
Conscious Systematicity (S)
interconnectedness

Systematicity (S)
refinement/distinctions between things/ recognition that the system is open to personal interpretation
If/then Level 4: Analyse Generalisations (Analysis)
Depersonalisation (D)
Boundedness (B) – logical connections
Level 5: Synthesise Solutions Synthesis

Possibility of future. And rules in general/abstract
Level 4: Analyse Generalisations (Comapre/contrast)

Understanding of own freedoms and responsibilities.
Boundedness (B)

Personal versus general
Level 3: Apply knowledge
If/then
Conscious Reflection (CR) sign token

Systematicity (S)building connections
Level 6: Evaluate Judgements

20:09 min

Researcher: What about peer pressure, B?

If/then

B: Well, sometimes if you friends give in to peer pressure, it kind of makes you…but you have to like…

N: Be strong…

B: Be strong…and what you believe in.

Researcher: And what do you think makes it possible to 'be strong'…your words?

Possibility of future;
Systematicity (S)
Depersonalisation (D)
Level 6: Evaluate Judgements

B: Well, just like know kind of where you came from and know what the right choice is to make. Think long term…

Researcher: So it is kind of inside you.

B: *(Nodding)* It's going to affect your life…who you want to be.

Level 6: Evaluate Judgements

C1: I remember that Ms L told us that if we are ever at a party or something and they force you to do this…. "Here just have some" then she said it was okay to tell a little white lie, like , "No, my school tests me…"

Refining and creating distinctions **Level 5: Synthesise Solutions**

Researcher: Ja, blame school!

(Laughter)

B: Or like your parents.

C2: Ja.

Researcher: Okay…so if we were to repeat…because we are repeating the Code of Conduct lesson in Grade 6 this year, what do you think we should do the same? What do you think we should do differently?

C1: The games the same.

(General agreement)

Researcher: The game was very valuable to you…okay.

C1: Yes.

Researcher: So that, C1 said… and C2?

Level 4: Analyse Generalisations

C2: To me the definitions sheet of paper was boring and I know the Gr 6s this year are like, "No, we don't have to do this". So they are probably not going to take the Code of Conduct lesson seriously with that paper..

Researcher: Do you mean when you were learning the terms? Is that the one you're talking about?

B: Yes, I don't think they will take that one seriously.

C2: I know the Grade 6 boys are like head in the clouds and I don't have to do this!

Researcher: And then, B?

B: So maybe they, like could make a game like last year and find a way of presenting it to the school, like a presentation in assembly or something.

Level 6: Evaluate Judgements

22:00 min **J:** But we also need… (22 min)

Researcher: Hang on a second J…thank you, but …so what you (indicating B) saying is "Let's take it outside the classroom…"

B: Well maybe the lesson… they could teach it to the rest of the school. Like maybe make the game available…

Level 6: Evaluate Judgements

Researcher: Coming from the kids? Is that what you're saying?

B: Ja...it's like Grade 1s, 2s and 3s they like that kind of thing…

Researcher: So use the game as a teaching tool.

B: Grade 1- 3 and they get like… a break…

Researcher: So use the game as a teaching tool? Is that what you're saying? Or use the handout that you had at the end, C1…

C1: Maybe they can… when you first start the lesson with them, first talk about the Code of Conduct and say you're going to make a game of it and you guys have to figure it out. Because first they have to do the research of what does this mean… 'responsible'…or whatever they have to do. So first they have to do the research, then they have to make it into a game.

Level 6: Evaluate Judgements
Reflection on knowledge building and learning

Researcher: And why do you think it is important to have the research bit?

C1: Because…um… some of the words are really hard *(laughs)*…

Researcher: From the real Code?

S1: And ja, you have to teach it… you can't…

Level 6: Evaluate Judgements

Researcher: You have to understand.

S1: If they don't understand it and they just say it, it means nothing. They have to understand it.

Extraordinary expression of the purpose; need for deep understanding METACOGNITION – Looking at thinking **Level 6: Evaluate Judgements**

C1: And also some of the teachers…need to say, 'Do you know what responsibility means?' If they tell you, "ja…this…" then you know…

Researcher: It's taken for granted.

23:22 min

N: Also kids do what they see… *(general agreement)* and if they see someone doing the right thing then they will try and follow that.

Possibilities of rules **If/then** **Level 6: Evaluate Judgements**

Researcher: Okay, so it is about setting an example is what you're saying…

If/then **METACOGNITION knowing about how to know; thinking about the way they should be thinking**

J: And I think if you don't understand it, you're not going to really try and if you understand it, you know what you're doing on that path that you know what you're doing and…

Researcher: Okay…you can only make a choice when you understand, is what you're saying…okay… okay…

Level 6: Evaluate Judgements

J: Yes…because it's harder and they are not going to want to try if you don't understand it.

C1: And you're going to want to do it and finish it…and make it fun *(laughing).*

Researcher: And there is something about learning through fun, isn't there. There is something about learning through a game that you feel is…was valuable. And so, ….so… sorry, C2. Yes?

C2: No…for me when I am studying or learning something, I don't just take my papers and whatever and sit there reading over. I maybe make up a song about it, or something. Or I play…

C1: In Afrikaans. *(general laughter)*

Level 6: Evaluate Judgements **Conscious Reflection (CR)** **TOKEN to teach TYPE**

Understanding the mediation of content and curriculum

C2: Yes, in Afrikaans… Or you make a song or a dance about it. So, in Hannah Montana, I remember when I was little, Miley Cyrus used to make a little song about her…part of your body…and that is kind of what inspired me. And it is a lot easier to remember…it sticks in your brain a lot more that just reading over. When you make up a song, you just remember the lyrics and all of that.

Researcher: So what you're saying is that the game becomes a tool…or a way of remembering that is not boring.

Level 6: Evaluate Judgements (solutions)

C1: Ja… and also colour. Colour helps me a lot. Like with my study notes I will always say, "Okay, this side is purple" and in that thing "I will always say purple" (Indicating two sets of information that are necessary to remember and are linked). I will always use colour. When we had an exam, I think it was English or something and they were talking about adjectives. Now, my adjectives were always orange, so then I always think about 'no… orange' and then I could remember.

25:00 min

Researcher: Okay. So it would create a way of remembering.

C1: Ja…

Researcher: So, if we just go back to the lesson, which was "The Code of Conduct"…um… would you say that it was helpful in terms of being Grade 7s…or not?

C1: It was really helpful.

B: I think it was helpful, but I think the Grade 7s know most of these things. I think , maybe like the game…to find a way of getting it to the Grade 1's 2s and 3s..'cos they are not sure about these things…

Level 6: Evaluate Judgements

Reflection on learning and understanding; knowing about what they know METACOGNITION

Level 4: Analyse Generalisations

Researcher: But what I mean is, if you hadn't have done the lesson would you have felt as confident in Grade 7, you know… being the people who have to…um…oversee.

26:00 min

S1: You wouldn't have been as good as a leader. You wouldn't understand…

C1: Ja, because we are not going to go to the diary and read it at the back (laughter)

Researcher: Okay…okay so it's about making it something that is relevant and easy for you guys to remember. You said something about you wouldn't have been as good a leader.

Understanding responsibility and leadership – AGENCY of COUNSELOR

Conscious Reflection (CR) If/then
Systematicity (S)
Boundedness (B)

Level 4: Analyse Generalisations

S1: Ja…'Cos you wouldn't understand all the rules. So, if one of the rules say…I don't know… "wear the right socks" and then you wear a different colour socks, the little kids are also going to wear a different coloured socks.

Researcher: So, that brings us back to understanding. Remembering and understanding.

C2: But, I think in a way…it's not being rude about different genders, but in a way, the girls take it a lot more seriously. Because the boys they don't care about being leaders. All they've got on their minds at the moment is…sports.

C1: Soccer.

C2: Let's do sport…soccer…rugby…cricket…swimming! *(laughter)*

Researcher: Oh, okay…so …ja, J, you're the only boy here representing for the boys. If I understand what you're saying, C2 is that, girls…or your experience is that girls generally follow the rules more? Or more easily?

Interrogation of motivations

C2: Yes… they are more like "let's go and get leadership badges. Let's be good counsellors. Let's go and achieve our academic full colours!" And boys are like…

J: Let's go tackle that guy! *(laughter)*

Researcher: Let's get physical! Let's play a game. Okay…that's actually quite interesting that you think that boys and girls…um…experience things like the Code of Conduct very differently…

C1: But there are some boys ….like Aniket…and he does care about his marks…

J: But also sports. *(The boy about whom they are talking is strong academically and in baKall)*

C2: I remember S2 last year, when we were doing this, he kind of just sat there playing on his iPad.

Researcher: And he was removed…

C2: Ja, he did not really care.

C2: I think that he only wrote in Tippex, "Guess what?" That's all

C1: "Guess what?" for our game…ja… he did…

J: Guess what to what?

C2: Oh that was the game. *(The name of the game was "Guess What?" and the boy about whom they are talking wrote that in Tippex on the game.)*

Researcher: It's about people buying into it as well, isn't it, you know and thinking 'this is a worth while thing to do' or not.

C1: That's why the girls did most of the work…on the laptops. We were always taking chances doing…oh, you're doing the long one now…from those charts. *(She is talking about typing out the rules that they made for their game and regarding the Code of Conduct)*

Researcher: All right. Well thank you very much…I might call you back at another stage, because now I have got to take this to my lecturer and she is going to listen to is and she is going to say you didn't ask or answer the right questions. It is very difficult to give you a question that you can work on without leading you in the direction of a certain answer or not…so that's what…but I really appreciate that all of you were very open and I might call you back in a week or two for another little interview, if that is okay.

All: Yes! Thank you.

Researcher: Thank you. Okay… Have a good day.

9.8 COMPARISON GROUP INTERVIEW FROM SISTER SCHOOL (21 October 2013)

KEY

Sentence types to reveal Pedagogic Discourse:

Code – Bold indicates statements
Italics indicates command/instruction
Red indicates question
Green indicates exclamation/interjection (e.g. Aha! Okay)
Blue highlight indicates metacognitive reasoning task

If more than one is used at a time, then both codes are applied e.g. *Right…5…4…3…2…1 zip it!* Which indicates an exclamation and command/instruction.

Wertsch's Theory of Semiotic Mediation Code:

Depersonalisation (D)	**Boundedness (B)**	**Conscious Reflection (CR)**	**Systematicity (S)**

Anderson's revised Bloom's Taxonomy Code

Level
Level 1: Remember Knowledge
Level 2: Demonstrate Comprehension
Level 3: Apply knowledge
Level 4: Analyse Generalisations
Level 5: Synthesise Solutions
Level 6: Evaluate Judgements

Transcription of Interview from CPL Control Group:

(Six Grade 7 students were interviewed from a sister school in the group. They do not have DIY in their school, but have an enriched curriculum in Option Subjects, discussed later.)

R: Thank you all for agreeing to come and do this interview with me for my Masters Degree. I am not sure how much Mr S has told you, but I am doing my Masters Degree based on a programme that we run at CF instead of Options[5] and it's called *DIY: Dream, Innovate Yourself* and I needed a control group and I am very, very pleased that you could fit in at short notice. So can I just clarify everybody's names first. I've got D and Q and K and Y and X and M. Okay, I will probably need to refer your names during the interview. Thank you very much all for returning your forms so quickly. You obviously wanted to get out of Zulu very quickly! Thank you very much… because obviously I could not do it without having your…your ethics forms returned. Um…okay…so what I'd like to chat about is the Code of Conduct…the Code of Conduct in Crawford Schools. Ours is obviously the same. And the project that I recorded and looked at was one that revolved around the Code of Conduct and I want to see if anything we do in *DIY* changes the way we understand things. So that's basically what my research is about. So I have got a copy of the Code of Conduct for you each here, if you wouldn't mind taking one and passing on… and just initially…um…when I say the words "Code of Conduct" what do you think about? What does it meant to you? How does it impact on your daily life…or not at CPL? Anyone want to start?

No shades of grey Categorial thinking. CF to thinking at beginning of DIY Project

K: When I think of it, I kind of come up with demerits and warnings.

CONSTRAINTS as opposed to POSSIBILITIES

R: And what does 'warnings' and 'demerits' mean to you?

K: They are very bad. That's like the lowest of the low…

Level 1: Remember Knowledge

R: In terms of?

K: Having three demerits…like if you have one demerit it's…I don't want to say it's okay to have a written warning, but it is better than having a demerit.

Level 1: Remember Knowledge

R: So when I say "Code of Conduct", you hear, "Discipline". You hear, "Punishment"? (They all nod agreement) Okay…alright…

[5] Option subjects: Learners from Grade 4 - 7 may choose to go into more depth in areas that interest them in Drama, Art, Music, French, Ecological Education. They may choose two of these options, which are treated as normal subjects with instruction, assessment and tests. There is often a practical and theoretical component that goes into more depth or tackles issues that are not in the accepted curriculum, thus allowing learners to gain a deeper knowledge and understanding. The teaching/ transmission and learning/acquisition is the same as most conventional classrooms.
It was these lessons that were re-assigned to accommodate the DIY programme.

Q: I hear "Rules and Regulations"…things you can't do…certain things…like guidance.

Conscious Reflection **(CR) meanings**
Synonyms

D: Like boundaries…

(B)
boundedness…but also thinking only as boundaries/ constraints…
Level 1: Remember Knowledge

M: Keeping children in check.

R: Okay…the way you're speaking about it, sounds like quite a negative thing…am I misinterpreting what you're saying? Or…

K: I think both.

R: Okay…elaborate for me…

M: Well. It's good because it keeps the school you know, neat and everything.
(2:50)

(S)
Level 2: Demonstrate Comprehension

But at the same time, I think the rules are just a bit overboard at times…

R: Can you give me an example?

D: Like the uniform…it's so…you just like… have to have it the way they you have to have it. It's like different to other schools. It's better than other schools but…

TOKEN **Level 2: Demonstrate Comprehension**

R: In what ways is it better?

TOKEN

D: Okay…so you don't have to wear a blazer all day. … or…

M: Every day…

D: Every day in the summer. Um…You don't have to wear hats and get…ja…

TOKEN

R: So does it come down to uniform?

All: No…

R: Does it come down…oh, are you using that as an example?

All: Yes..yes

R: Okay um..did you want to say something? (3:57)

R: No…I was agreeing with what they said that it is…there are more rules. It's not just that.

Level 2: Demonstrate Comprehension

R: And M you wanted to say something.

M: No I was just agreeing with them.

R: But you said something about rules. What did you understand about rules…what rules are for…what they mean?

M: It's like…I don't know you can't do something and then when you do you get a demerit…so it's like discipline. (4:25)

Level 2: Demonstrate Comprehension

R: So just like some kind of prohibition…

M: Ja…

R: Some kind of…

M: Ja, and then like on the positive side it's like put there so that we don't get hurt and don't hurt others… in other ways.

Seeing two sides REFINING (S) Level 4: Analyse Generalisations

K: I also feel that it is not only for school…like… if you were to matriculate and actually go and do something else at other schools you must also keep in mind that like…I am sure that there is a rule in here that says "You can't destroy someone else's property"…Would you destroy your own property at home? Kind of like…

(D) (S) Level 3: Apply knowledge TOKEN

R: So, if I understand what you're saying… you are saying that there is a logic to it…there is a …whereas M and D were saying that possibly a little 'overboard' (looking at D) if I have quoted you correctly…(turning back to K) What you're saying is that there is actually some logic to it as well… what's your name again?

K: K.

R: K…um. All Right. Then if I ask you….if we just open the Code of Conduct and we have a look at umm…let's see. If you just start reading the Statement of Intent: 'At Crawford Preparatory Schools we endeavour to promote positive behaviour and interaction amongst all our pupils and staff…each school practices positive reinforcement to encourage all our creative and talented pupils to realise their full potential within a healthy, balanced and safe environment'…umm… and then if you go to 2.2 'A commitment in endeavour to forms the bias…um the basis of the Code of Conduct. In line with this philosophy a commitment to excellence' and so on and so on. Is there anything in that language that is a mystery to you? Or that is…you go, "Actually, if I was asked to explain that I wouldn't be able to" Or do you feel that you understand it? If I was to ask you to explain, what does it mean to say, "in this vein" would you be able to explain it to me? (6:01).

(Silence)
Q: No
All: Noooo! (Laughing)

R: So do you think that that might have an impact on our understanding of the Code of Conduct?

M: Yes…

R: So what do you think happens in a situation like that?

Q: Well, you kind of misinterpret what is being said. Like in my personal opinion, I think that they should have a more formal language for parents and then have a simpler language that is used for pupils that we can all understand.

Need for boundedness
Level 2: Demonstrate Comprehension

D: Or they should go through the Code of Conduct and explain it thoroughly.

Q: Exactly (7:00)

R: Okay so in terms of the Code of Conduct, I mean certainly the document that your parents signed when they brought you into the school and if you were in Gr 4 – 7 you were supposed to have signed it too…(they all indicate that they have) Um…did it mean anything to you when you signed it? I am assuming that you have gone through it and signed it…have you all signed it?

All: Yes.

R: Okay…so did you go through it with your parents or teachers or did you just quickly sign it? What happened?

M: Well, when we were in Grade 4, I remember going through it with our teacher. But then our teachers just read it through and did not explain every…like…things to us and then she was like, "Oh you can just sign it at the back".

Level 1: Remember Knowledge

D: I know, when I look at the Code of Conduct, I start from number three 'Dress and Appearance'. *(1 is Statement of Intent; 2 is Purpose).*

R: That seems to be an issue for you!

(Laughter) (7:54)

Does not attempt to understand

D: No, no, no…I start from there …I don't read 1 and 2, I just start there.

R: So you kind of just skip over the bit that didn't mean that much to you…

D: Ja, because if I don't understand something I just skip it.

R: Okay…fair enough…um… so what you're saying is that you haven't

made any attempt to try and understand it from a personal point of view.

D: Yes…

R: Okay…but you do understand the bits that you are not supposed to break.

D: Yes.

Level 1: Remember Knowledge
Limited view of freedoms...absolute ...lacks distinctions; lacks **(D)**; **generalisation; systematicity;** Level 1: Remember Knowledge

R: And you… say…you go from Dress and Appearance. And those are the bits where you think we've gone a bit overboard.

D: Mm hmm. That's why I like the College because we can just wear our own pants because these skirts are a bit… 'kiltish' *(she indicates her skirt length and pulls it down. They all laugh).*

M: But I mean at the College, you can wear whatever you want at the bottom. *(This is not strictly true. At the College the learners are allowed to wear any black pants or shorts or black skirts that are not too short, mostly to about the knee area. Everyday dress is the school golf shirt with any suitable black 'bottoms' and black or white shoes. They have a step out uniform, which involves collared shirts, ties and blazers.) (8:34)*

Lacks boundedness…few if any connections are made; Lacks conscious reflection

R: Have you been here since Grade 1?

M: Since grade 000. *(3 years old)*

R: Grade 000, so you've never been in a 'formal' school environment. Have all of you been here forever… or?

(General agreement except for Y)

R: And where were you at school before?

Y: At St TA *(Mentions a Catholic traditional school)*

R: And how were the rules at St TA? *(Note of humour in voice)*

Y: Sjoe!

R: Hey? In comparison to this uniform? I mean these guys are complaining about the 'kiltish' skirts. (9:00)

Y: Ja…I did not like that. I did not like it because it was straight up and we always had to wear really thick shoes and you always had to wear your shirt with a jersey and a tie and shoe…it was…

Personalisation
Level 1: Remember Knowledge

R: Okay, so what these guys think of as strict school uniform rules, in terms of your understanding, are not at all….

Y No.

R: Okay…so all right, let's have a look at why we think we have that. I mean, we're talking about the uniform so let's have a look at that. Why do you think, even with a more relaxed uniform that we have, why do we have to have the rules?

Lacks distinction all/nothing
Still focused on constraints
Control **Level 2: Demonstrate Comprehension**

D: Well, no one follows the dress and appearance Code of Conduct. Some people wear track suit pants with any jacket so…

Q: But, I think the rules are there so that we don't stick out and we all look neat and formal, rather than all just looking different.

M: But if we had to look seriously neat, we'd all have blazers, we'd all be sitting here with you *(indicating researcher)* with a blazer on, but since it is cold outside, I don't want to wear a blazer, I prefer my jersey, so I think that the rules are…like…pretty relaxed in terms of the school uniform, but let's say in the same way they are sort of strict, because like if your shirt…I don't know…your shoes. You have to have black shoes and you can't have 'no laces' and have to have specific socks and…

e.g of if/then thinking
distinctions; refining definition
Level 4: Analyse Generalisations
TOKEN

R: So there's a boundary within which you're allowed freedom.

All: Yes…

R: And you all understand that and what you were saying *(To D)* is that most people break those rules.

D: Yeah

R: Are they not enforced? Are they not…?

D: They are. I think that some people just don't take them as seriously.

M: Because some people will say, "I can wear whatever jersey and they do that and that's how they…read… (11:00)

TOKEN

R: Some people just don't bother to read it…

All: Ja they…ja..

M: They gen…

R: And does anything happen to them?

D: Yes…but you get certain people and you can like shout at them forever and they're like *(shrugs)* and it just means nothing to them.

K: Also, in the beginning of Grade 7, we were all called into the auditorium and we had like a slide show of what's…what we're allowed

to wear and what not…so that probably reinforced…'cos like last time I heard about the Code of Conduct was like in Grade 4.

Level 1: Remember Knowledge

R: Okay…so if I understand what you're saying, the way that it's run at CPL, is that it is something that is called an 'implicit Code of conduct'. It's almost invisible. We don't talk about it. We kind of all know about it, somewhere from something and we sort of know that we should wear our shirts in this way…I mean at CF, we insist that the kids tuck their shirts in and at CPL they don't. So you *(Indicating D)* you talk about things being overboard… there's kind of slight different interpretation. We wouldn't allow for example tracksuit pants or…I don't know what your jewellery, for example, policy is…

Level 2: Demonstrate Comprehension

CONSTRAINTS

D: You're allowed one set of earrings and religious bracelets, for example.

Level 1: Remember Knowledge
TOKEN
SEES POSSIBILITY
Level 2: Demonstrate Comprehension

(12:30)

R: So I mean… it obviously always comes down to an individual interpretation of it. So, all right, if we go back a step and I say to you, "What is a rule? What is it for? What does it mean?" Can anyone try and explain for me…what do you understand if I say to you, "But, it is a rule!"?

REFINING SYSTEMISATION

Y: It's like when it's something you can't do or you have to do it, otherwise you'll get into trouble or be disciplined…like…

CONSTRAINTS Level 1: Remember Knowledge Level 4: Analyse Generalisations

R: Okay. Anyone else got anything to add about what you understand about what a rule is?

M: I think maybe a rule is **there to keep you safe** from … like doing something that will hurt you…so they say, "Don't climb that tree" and you climb it and they told you it was a rules that you were not allowed to climb it…but they still did it and hurt themselves.

Thinking in possibilities of rules still TOKEN Level 3: Apply knowledge

R: So, if I understand you, until the beginning of Grade 7, you had not really discussed the Code of Conduct, and even then you didn't really discuss it, they just spoke to you about uniform. Am I correct in my understanding?

Bound

K: Yes, at the beginning of the year they were only talking about uniform, yes.

TOKEN Level 2: Demonstrate Comprehension

R: So, when I say the words 'Code of Conduct'…what does that mean to you…if anything. I mean either the words, "Code. Of. Conduct" or when I say to you "Code of Conduct'" what does that mean to you?

Literal; lack of understanding of greater context – neatness; image self pride etc.

M: Discipline. Rules.

D: Ja, I still think of it as discipline.

TOKEN Level 1: Remember Knowledge

Q: Yes, same. (14:13)

R: Okay, as something that is enforced or pushed down on you?

K: At times it can be pushed down on you.

D: But, it is really just there to keep you safe and to make sure that you are in a safe comfortable environment.

R: It's actually there to help.

M: Ja…it's not that bad.

R: And is it relevant to each person? Is it relevant to us as a group?

PERSONALISATION
TOKEN Level 1: Remember Knowledge

BLACK White THINKING

K: Well it's relevant to the individual, because the way you taking the Code of Conduct…you might be very strict with enforcing the rule, but your group might not, like if you are hanging out with the wrong crowd…

R: Okay so if I understand what you're saying then, it is relevant to both. The group and the individual. It kind of controls the individual as part of a group, but it sets the rules for the group so that individuals follow it. So it's kind of both, isn't it?

All: Ja; yes.

R: All right. So, let us go back to this idea of rules. I just want to explore it a little further…Y said that it is either something to guide…you did not use the word 'guide', you said that it is either something you should do or you shouldn't do. if I understood what you were saying. (15:38)

PERSONALISATION

TYPE Level 3: Apply knowledge
Systemisation
Refining
TOKEN

Y: Ja, I get the idea that if your hair is in your face or longer than your shoulder you have to tie it up, so you have to tie it up.

R: And what do you think the reason for that is?

Y: It's difficult working with your hair in your face.

R: So if you're working it's going to get in your face. But it's your hair…who cares?

K: Also, if you can see your hair through your eyes, it damages your eye sight, it will make you near-sighted, so you need to tie it up. So those who enforce that are doing it so that you can protect your eyes. I think the reason was so that you can protect your eyes because …

R: Have you seen the kids at the college?

K: Ja…

R: Have you seen how many of them have hair hanging over their eyes?

K: Ja…

Level 2: Demonstrate Comprehension Level 3: Apply knowledge

M: Yes, but that's the thing with the College, you can have your hair down ..you can have it up…you …

D: At the College, you've got a lot of freedom. At the College they try and tell you to make your own decisions…

TOKENS..synonyms

D: Ja…no one is going to give you a Code of Conduct, 'cos you're older. *(In actual fact the learners will have to sign the Code of Conduct from their first day in Grade 8)*

Synonyms

R: Now that is an interesting concept.

(16:49)

R: So when you go out into the real world, no one is going to give you a Code of Conduct…

D: You'll have to make your own decisions.

Q: There still are codes of conduct in the real world…like in the work environment, like things you should and shouldn't do. Like some workplaces you have to wear a set uniform, set…like say a business top and jeans or whatever…and then like casual Fridays…like, yeah.

R: So there's still, you're saying, even outside of school there are codes of behaviour.

Refining, but still seeing limitations and constraints; control

Level 2: Demonstrate Comprehension

All: Yeah.

R: What do we understand by 'code'? Any description of it. If I say to you, "There is a code"… What does that mean to you? *(Silence)* It's not a trick question. I am just asking, do you know what a 'code' is? *(Silence)* It's quite difficult to explain isn't it?

All: Ja!

R: Okay, if I take it away from Code of Conduct and I just said, "You don't know the code"…

Q: I just think of numbers and safes and all.

R: Okay, because what is it?

Q: It's like it's …

Q: Security…

Q; Ja…oh ja!

Q: Something secure with a key.

R: Okay, so you're talking about something with ..um.. like a pin code to stop other people stealing…

Shades of seriousness; trying to systematise? **Level 3: Apply knowledge**

D: Hacking…

R: Hacking or whatever. So if we just take the word…the noun 'code'…um…who would like to try and explain what the noun 'code' means. Remember there is no right/wrong. I am not going to report this back to anybody. What does it mean? What is a code? And why do you think it is called a Code of Conduct? What is conduct?

No sense of the infringement…

D: Sjoe! (18:48)

Y: It's the security of the school or, like what you should and should not do, like it's a closed thing, so that you can keep the good stuff in and the bad stuff out…

R: The good stuff in and the bad stuff out… all right… Okay…so it's a set of…a code is actually a set of rules. Even if it is a coded language there is a set of rules that makes up the secret bit. So I think we'd all agree that this is not a secret Code of Conduct, but it is an agreed set of rules. That's what a code means. So what is 'conduct' then? *(Silence)* It's interesting that we don't know what they mean, isn't it? It's interesting that when I said to you, what does the 'Code of Conduct' mean, you could immediately say to me, "It means rules, demerits, dah, dah, dah", but if I say to you, 'what is a code'? 'What is 'conduct?' you've kind of made a meaning from something. It's interesting isn't it how our brains work? We kind of make meaning. Nobody said, "Okay guys, here's what a code is; here's what conduct is; here's what the Code of Conduct is. We just kind of work out our own meaning based on what we hear other people say and we create a meaning from it and it is quite obvious that as grade 7s, that's what you've done, you know. And I am pretty sure that is…Okay…what would you say if a Grade 4 came to you and said "I've made a mistake and I have broken the rules of the Code of Conduct!" What would you say to someone, who is younger than you? How would you explain? *(Silence)* 'There, there…' first of all *(laughter)* and then what?

TOKEN
Personalisation
Level 1: Remember Knowledge

Q: Well it depends on how bad it was.

Personalisation
TOKEN **Level 1: Remember Knowledge**
Limited view of learning – complex – still concrete; lacks hierarchy; slips from one feature to next.

R: Okay, "I've got to go to Mr A's office 'cos I took someone's pencilcase."

D: Most Grade 7s would probably be dismissive. Like it's such a small thing. Why are you worried about it?

R: Okay…really? Ok, let me clarify. Are all of you Counsellors?

Recognition of more than one way of looking at it
Level 4: Analyse Generalisations

K: We have all been Counsellors.

R: Do you have terms?[6] One term? One Term? Taking turns? Okay…so each of you has had a turn to be a counsellor. When you were a counsellor, did you ever think about how as a counsellor you need to uphold the Code of Conduct of the school? That you are actually helping to keep the people within the rules. Have you thought about it at all? *(They shake heads)* Not? So there was not a connection for you *(indicating D who shakes head)?* And for you? *(Indicating Radi)*

TOKEN Level 1: Remember Knowledge

Q: No. I think as a Grade 1, I remember all the counsellors saying, "Don't run on the corridors" and now that I was a counsellor, I told the other kids who were running on the corridors not to run on the corridors and that was basically all I did. Made sure that the kids did not run on the corridors…

TOKEN Level 1: Remember Knowledge

R: So there was one rule that you enforced?

Q: Yes.

R: Okay, if I asked you to consider it, when you were a counsellor do you in retrospect, in other words looking back to when you were a counsellor, do you realise that part of your job was supposedly to enforce these rules?

Q: When you're in Grade 1 and a counsellor does tell you to stop running you get…like angry and think, "Why can't I just run if I am in a rush?" you get annoyed if you can't go fast. But then it teaches you that when it is your turn to be a counsellor you actually feel what it is to tell someone not to run and you think to yourself, "7 years ago, I was the one who got annoyed when someone stopped me but they were actually just doing this for my own good". So in a way it feels…

Constraints of being in position of counsellor; punitive
Level 1: Remember Knowledge

R: That's interesting, so in a way you understood something different about rules when you were six or seven to when you were 13. It is interesting to look at rules from both sides, isn't it? *(Agreement)* Because you were saying *(indicating D)*, "Oh this uniforms a little bit heavy handed."

Limited understanding of how to enforce rules or engage other children
TOKEN

[6] At the school under study the Grade 7's take a counselor role from January to November, whereas at the control school they are made counselors for a term only and take turns through the year.

D: Then I looked at Y's and I realised…(23:11)

R: So there's always two sides. There is always the person, who is enforcing and the person who is testing the rules, or learning the rules. It's interesting to me that you had not made the connection…um…you know, "Why should we be safe on the corridor? Why should we follow the school rules in terms of uniform?" What other rules did you enforce when you were counsellors?

M: No bullying. Like if you see someone hitting someone, you go there and you try to stop it…

R: Stop it…

M: Or you run to a teacher and then you tell them about it and they will sort it out.

R: So for example, in the Code of Conduct you've got, "No pupil may, through behaviour or attitude, disrupt the learning process of other pupils…um there…Whilst pupils are encouraged to think independently and to question, insolent or insulting behaviour will be regarded as unacceptable…either to teachers or other pupils…um…No rough play or unruliness in the playground." Can you see that the rules that are here, you were enforcing without even knowing that you were enforcing them? It is quite interesting that it is so much inside you that you had not really thought about it as a code at all. Okay…so how do you think, I think you've mentioned one way…how do you think you are shown to follow the rules? As a person? As an individual?

TYPE **Level 3: Apply knowledge**

TOKEN
Uses token to describe; does not give synonyms or build systematicity. **Level 1: Remember Knowledge** **Level 2: Demonstrate Comprehension**

TYPE

M: By shouting or…if a Grade 7 tells you to stop running you should stop, but the grade 6s just carry on running…but um…

Q: *(Exasperated sigh about Gr 6 behaviour)*

R: Do you remember being those grade 6s?

Q and M: Mm hmm… *(Smiling)*

M: Ja…by shouting at them and then another is just like by stopping it…like going in front of them and actually go and like, so they run into you.

Explanation of how learning happens…copying…pseudo concepts; syncretic understanding/ complexes? **Level 1: Remember Knowledge**

R: Physically using your body as a barrier.

M: Yes.

R: Okay and then you, what's your name again?

Q: Q.

R: Q, you had a very interesting thing about how when we leave school there are codes of conduct.

Q: Yes…

R: And we spoke about the way that you would dress in a specific environment… work shirts and all those sorts of things…can you think of other sets of rules outside of school that are relevant.

PERSONALISATION

M: The law.

R: Okay, what do you mean?

M: So you can't sexually abuse someone. You can't steal someone's phone without having a reason. You can't break into someone's house and steal their things. 'Cos it's not yours…so that is the rule. And you can't kill someone…'cos those are the rules of …that's like… the law.

R: Okay…so in the way that you're explaining it, M, the rule, the law out there is a Code of Conduct. It's an agreed set of rules for behaviour…because 'conduct' means 'behaviour' by the way…umm. The code of behaviour that we all understand. Do any of us ever have the rules explained to us? The law out there?

Little sense of ownership of the Code. Or of its purpose... or their responsibility as counsellors

K: Yes…

M: Well, I remember…

R: When it is explained to you? *(Indicating K)*

K: On the news. You can tell if someone was doing something. You can tell that if you get arrested for it, it is obviously bad…

R: Ah…

K: So you shouldn't do it.

PERSONALISATION

R: You kind of work it out by making connections between things. It's called being implied, if something is implicit you kind of…nobody ever says, "This is the rule. You shall not break it." But actually you've all worked out that possibly beating somebody up in a pub is not a great idea *(laughter)* or driving at 215 miles an hour is, you know, not a good idea. Okay umm… if you were to do this year again, as Grade 7, or even when you get to matric, now understanding that there really is a connection between the Code of Conduct and what we are asking you to do and enforce, what would you suggest is done differently? How would you do it differently? Or not? Do you think it worked…the way you did it?

CONSTRAINTS

Y: I would say if you see some of your friends, and you see them breaking the …one of the rules…just try stop them instead of just watching them instead of looking and being a bystander and watching. (27: 50)

R: So if I understand what you're saying, Y, is that… it's really hard to enforce the rules as a Grade 7 with other Grade 7s.

All: Yeah.

R: Not so difficult with the younger kids. But it's our peer group that we find it really difficult and stressful. Why do you think that is?

No concept of how the 'law' is not a goody two shoes issue

Y Because they are your friends and you confront them they get angry with you …*(unintelligible).*

PEER PRESSURE is top as opposed to independent self-reflexivity...self regulation

R: These are your good friends…

Y *(shrugs)* No but…

R: Okay…so your peer group. Okay. You wanted to say something? *(indicating K)*

K: Ja, he just summed it up.

R: So why do we find it so difficult to tell people, if they really are doing something wrong, why is it so difficult to tell them, "No, actually you can't do that. Please will you wear your uniform correctly"?

(Talking over each other)

D: You could like…You could get scared.

Level 2: Demonstrate Comprehension

Focus on the 'unfairness' of the code and its enforcement...no voice

M: Ja *(laughing)* you could….

R: People our own age…are you saying that there is some kind of thuggish…

Q: Yes, because people will be like, "Who do you think you are?" *(indicating aggressive body stance).*

Level 2: Demonstrate Comprehension

(28:55)

M: Like, "Who cares?"

Q: You feel judged.

M: And then if you're the kid that's like, "No, you mustn't do that"…

D: Then you're the goody two shoes or something.

M: So you're the goody goody.

Q: And you feel judged.

M: And you feel like you don't fit in anywhere because you're enforcing the ..well let's just day…the Code of Conduct…but no one else is. So, I wear my shirt properly, but D doesn't, so don't tell her off, because I don't want to feel like left out…

R: But isn't it interesting though…by the way D does not wear her shirt out *(Laughter)*...isn't it interesting then that the rules apply, but not to us? I mean that's kind of what you're saying.

M: Ja…no, it should apply to us, but let's say the boys do something and then…

R: The boys…

Lack of ownership; engagement

M: Let's say they do something bad, I think they should get demerits, but when the girls do something bad that means, if we do the same things…at least we should get demerits too, because just because we're girls, it doesn't mean…

R: Aha…so there's a whole debate about girl/boy behaviour.

K: I think it's quite biased in a sense, because if you try to defend the girls, because it is the right thing to do…but like…for example if something happened on the field, there is no actual physical proof that that happened, but Maybe the girl is just being spiteful and tells the teacher that a boy did something but they really didn't, the boy does not have a say in it, so they'll just get in trouble anyways…

M: And also…

R: Sorry, just hang on a bit, M. What do you mean, the boys do not have a say?

K: Like even if you defend yourself, like whoever is like talking to you about it, thinks you're being defensive and then so really…

R: You're damned if you do and you're damned if you don't.

K: All you can do is just sit and take the punishment.

TOKEN

R: So what you're saying is that it is actually quite unfairly applied. And that if you are accused as a boy, if I understand you, you don't have a voice to say, "No actually, I did not do that".

K: Yes.

R: You feel that you can't stand up and say that, so you just have to take the punishment.

K: Basically, ja.

R: That's quite unfair.

TOKEN

K: That's how it is. *(General agreement).*

D: I think sometimes that when a small group of boys do something, the whole grade of boys is called in and then they all get …

R: So everybody gets named…or …

All: yeah.

R: And would you say that there is a difference in behaviour between boys and girls? Or a difference in 'awarding', in inverted commas, of punishment?

TOKEN

K: ja.

R: Would you say that boys are treated differently to boys?

(Some nod others shake heads)

R: The girls say no, but the boys say yes!

D; I don't think…girls don't really get into much mischief, so you can't…well, Maybe I am generalising…but like we don't …I don't know how to put it.

Learning from example of others...making meaning

R: You don't go as far as some of the boys…

D: Ja…like when you're pregnant with a girl you go, "Ah she's so sweet", but when you're pregnant with a boy, you're like, "Ah gosh, he is going to be so naughty…and I am going to have to put up with this and put up with that…" (Laughter)

COPYING

R: So, from when we're pregnant, we as women or parents, already give different kinds of behaviours to boys and to girls? So you're saying that you're kind of socialised into being a boy and you're socialised into being a girl. So are you saying is that there are girls who never break the rules?

CONFORMING THROUGH OBSERVATION

M: Some…Some girls break the rules. But, I mean the most trouble that I have got into is probably saying to another girls, "Ah, look she looks…you know…her hair is ugly today".

Observation about how we learn and make meaning...

D: It's mostly the …well the gossip and that gets you in trouble, but most of the boys…

R: So it's verbal with girls (all the girls agree) and physical with boys. And so it is easier to punish the physical than the verbal.

Q: Yes, much easier.

M: Yes, because physical…someone actually saw you doing that, but with verbal you can BBM someone and then they can delete it off their phone and say, "No, I never sent that."…so it's easier to…

R: It's kind of a hidden thing…

M: Ja…

R: Okay…So, we've agreed that the way we learnt to do things the "Crawford way" was being told by older kids not to run on the corridor, or being shouted at. I think that those were the words that you used, M… How else do we learn the Crawford way?

(33:52)

Q: From our teachers.

M: Ja…like principals and deputy principals.

K: And we saw others…

R: So we copied.

Level 4: Analyse Generalisations

Description of the DIY lesson as a suitable way to 'transmit' the Code of Conduct to the children…posters; games; discussion; decoding; kids language

All: Yeah.

D: You didn't want to stick out so you just did what they did…

R: Oh, okay, "I'll just do what they do". Okay and K, you were saying that we learn the law that M mentioned, in the same way. When we do something, we don't want to stick out so we modify our behaviour to suit it.

K: *(Nods.)*

Level 4: Analyse Generalisations

Q: Also, when we are young, I think we learnt to imitate other people's actions, like you learn to speak by hearing other people speak, how you learn to walk is by seeing other people walk and so, like that instinct doesn't go away, like, it carries on throughout your whole life.

R: So, if I understand what you're saying, so much of what we learn is making meaning from watching other people and kind of

being…like having the rough edges knocked off us as we go along and learn.

Q: Yes.

R: Okay, um… if, going forward…how would you suggest, if at all… the introduction of the Code of Conduct could be changed? You mentioned *(to Q)* having it put into kids' language…

Q: Yes…

R: And having it made available to kids in a way that is relevant to them. Anyone got another suggestion? You haven't said anything for a bit. (to Q). (35:30)

Q: Maybe they should talk about it more.

R: Explain your thinking.

Q: You know, make it understandable, discuss it in detail, so that he kids know what it really means to them.

D: Yes…put it in kids' language, so that …

Level 1: Remember Knowledge

R: It's accessible to the kids?

D: Ja and like make posters or something…

K: Like the Bravehearts programme we did.

R: Bravehearts?

K: Ja…we had an assembly and they told us about not being a bystander and rather being a Braveheart.

Q: Ja and we got bracelets to wear to remind us to be a Braveheart and stand up to bullying…

R: Oh, so making a physical reminder of the call to action. Did that work?

M: Well, it did in the beginning because, like… the teachers were all talking about it and saying, "Remember to be a Braveheart" and there were posters in the classrooms.

Q: But the bracelets faded and I forgot to wear mine after a few days, even though we wear supposed to have them on. So it was good in the beginning but …

R: Lost steam? (Agreement) Okay, so you're saying that if you want the Code of Conduct to work, you have to make it something that is visible to people and is constantly in the forefront of people's minds,

so that everyone understands it and there is a common frame of reference…

The conversation continued about the Bravehearts programme with mixed reviews. Initially, the children said that it had been a great idea and that they enjoyed it, but that it became a 'tattle tale thing' after a while. They did agree that it gave a language and a strategy for dealing with bullying, and that they had felt empowered to stand up, although they weren't always sure of whether they would do something about perceived bullying, as it is difficult to know when something is teasing or bullying, joking or being mean.

The general agreement at the end of the conversation was that children should have an understanding of how to the Code of Conduct works and it should not just be something that is implied at school. They felt it should be more overt and that there may be ways to make it available to the children though posters, shows, talking and discussion, examples, etc.