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| Fieldnote Note | 11 | Date | 25/5/21 |
| Locations | School (Ed Team 2)  Residential campus | Weather | Cold, wet and windy |
| Child interactions | Eva, Dom, Dennis + 3 other children | Staff Interactions | Tanya, Geraldine and Pepper |
| Times | 8.30am – 2pm | Total Time in field | 5.5 hours |

Arrived early again today and there were discussions again about the approach to Dom and this was to be similar to it was yesterday. (As it turned out, he seemed much more settled today and did not have to leave the class at all, though there was some careful discussion and managing of his behaviour across the day). It seems that he may be getting his (ADHD) medication changed soon and this was also discussed with Fraser noting that he was instinctively against medication for these types of issues with children but, in since working here, he has seen how it can assist some children to engage etc.

The two day-pupils arrived early and the staff engage one of them in some banter about the lunch choices – knowing that he liked fish and chips (and especially the beetroot that came with it) they were suggesting he would like the stovies instead – it was good fun and he was well engaged in it. Joan came into the class to talk to Tanya and this boy sought a hug from her immediately and she ensured she got one from the other boy before she left – she clearly knows all of the children well and they know her well too.

Once most of the children had arrived (Eva was a little later than the others) the first task was a listening exercise whereby the children have to listen to instructions on how to colour different shapes on their sheets. There’s lots of repetition and helping to keep them on track. Tanya, Geraldine and Pepper are positioned strategically in the class (as am I - away from Dom) in order to provide support and guidance to the children as required. Geraldine has largely taken on the role of working with the new child who started yesterday and is younger and developmentally in a different position to the other children. Pepper is positioned to respond to and manage Dom but also provides a lot of support for Dennis as well. Pepper had told me that Dennis struggles when other children’s behaviour becomes problematic and, because she has been managing Dom’s issues, Dennis feels like she is protecting him and subsequently seeks her out for a lot of physical contact – hugs, sitting on her knee - and lots of verbal interaction and reassurance.

During the numeracy task – most of the children were carrying out the main task which Tanya had set with a couple of other children doing other tasks that were suited to their stage of development. As I helped the boy next to me, who had been given a different task, I tried to allow myself to be in the moment and engage in helping him. He looked for a lot of reassurance and was keen to get things ‘right’ by checking with me. We discussed the tasks and the colours he was using (colouring/counting task). Suddenly, he told me that he used to not do things at his other school he would ‘just refuse’ to do it. When I asked him about the difference, he said it ‘feels easier’ here but I couldn’t get him to elaborate on what he meant by this, so we turned our attention back to the colouring and counting.

At break, the boy I had been helping and Dennis played out the back in the basketball court with Tanya supervising – this was allow them to play without being stressed by Dom who was out front with the other children, Pepper and Geraldine. Tanya and I discussed the different activities and also how to manage Dom’s behaviour and help his learning.

After break, there were visitors to talk with the children about their project investigating the history of the school including a curator who talked through with them the different ways they could think about presenting their various items for the exhibition, which is in a month’s time. More of the Bal-a-vis-x was used for PE, and much fun and concentration was had with this activity before ‘free play’ was initiated in the gym and the crash-mat-collapse game from yesterday was reinitiated – what a joyful time this is with much laughing and shrieking. I really enjoyed it and all of the children were fully engaged in having fun.

After this we all drew our ‘worry’ based on the story from yesterday with the boy next to me helping me with mine and me with his. After this we did a ‘blob tree’ where different scenarios are described and you are asked about how you feel about those situations (I was again helped by the same boy and we seemed to be developing quite a nice rapport) [picture saved separately]

There is a lot of work on language and emotions – being able to identify and describe emotions generally and to think about how one might feel in certain situations.

Lunch was relatively quiet with a few conversations here and there and, afterwards I took the opportunity to play with some of the children at football etc out front. When we returned I thanked all of the class, children and staff, for having let me be in their class these last few times and gave a few requested hugs before making my way up to the residential campus.

Up at the residential campus a few members of staff and the managers were around. I managed to find the relevant people and go to the 1.30 managers’ meeting where they discussed issues relating to children in each of the bungalows and made plans about how their transitions from school to home were going to be managed. I agreed to move over to Bungalow 1 for the upcoming fieldwork and agreed that I would move over without too much fanfare from Bungalow 2 given that there had been a natural break with me being at the school the last couple of weeks.