

## **Ballinteer Community School, 5th Year History of Art - Pre-Christian Ireland**

Learners were generally content to carry out the clay task, although one student asked for gloves. I had none, but perhaps something to consider the next time. However there was soap and fresh towels for cleaning hands afterwards, so that should suffice.

One learner whom I have had behavioural issues with before complained about the seating arrangement and was aggressive when I told them to sit where their name was placed, slamming their book down and tossing their bag aggressively. I immediately addressed this with a firm assertion that there would be zero tolerance of aggressive behaviour in the classroom and pointed out that people are to feel safe in lessons therefore others would not be permitted to just act out in an intimidating manner. This was received well and quietly (well, no response I felt was better than 'back talk' or further 'acting out').

This conflict gave me a chance to see a recurring behaviour from another student. I recognise that they tend to jump in and 'rescue' their fellow students when they are being disciplined. I feel this is important to note. I am not sure why just yet, but having noticed how recurrent it is, I feel it is a quality of this learner's personality that is worth paying attention to.

The labelling activity was less well received than I anticipated. The groups did not communicate and the stronger students assumed the singular role of assigning labels to specific structures and features of the models.

The demo was brief but I needed it that way, so it just meant I was going around one to one that bit more during the pinch pot process. The slideshow was well balanced and took us through the lesson smoothly.

The handouts were wise as some people did not have the homework done in order to have a reference to stone decoration. I did a lot of revision and clarified many points around Newgrange as well as demonstrated, including the screening of the RTÉ solstice vid which failed last week.

I received homework and highlighted several times the particular work due to date and what was outstanding. Students were approaching me afterward with journals open taking down details of previous homework, so this is positive.

The students weren't majorly impressed with the models or the mini Solstice reenactment but it was still worth it to show them how much my own fascination with the topic and phenomena grew. I understand they are tired on a Monday morning. I think keeping a consistent standard and expectation is reasonable and more constructive than reducing the level of learning.