

Appendix F:

Transcripts

1. Opening the video-based session: the coach's presentation

313 Pnina Thanks to Orit who was the first Nachshon ben
314 Aminadav¹ to jump into the water
315 and before we turn to view the video we'll look
316 we've photocopied (*distributes transcript*),
317 I don't know if there's enough for everyone
318 please open please on page 2
319 when we go to watch a video, particularly as
320 educators
321 we tend to very quickly judge what was wrong as
322 teachers
323 And for us to really benefit
324 we want to learn how to view a video
325 this is something we need to learn
326 how do we view a video and what's the added value
327 uh everybody got a copy? Good
328 And what's the added value we learn from viewing
329 this video
330 so we want to look
331 we have an opening that
332 in our opening, we'll say it briefly
333 we have the ethical code, the ethical code
334 we talked about it last time when Efrat was here
335 when we view a video what's required of us
336 so we don't talk about that teacher
337 and everything we're saying here we say
338 professionally
339 we don't sit afterwards in the teacher lounge and
340 speak about this lesson
341 meaning we have an ethical code that last time
342 when Efrat was here we talked about
343 how this is supposed to happen
344 and what's required of us as teachers
345 That's one thing
346 We're not here to skewer anyone
347 and that's not the goal
348 but our goal is to extract some kind of insight
349 and from here to continue
350 so this is the first thing
351 It's very important for us that Orit will open
352 we see only a small section of what took place in
353 the lesson
354 so don't forget that
355 there's a context here that we won't see
356 So Orit will soon give as an introduction about
357 what happened
358 and then we'll watch
359

¹ Nachshon, the son of Aminadav, is a figure in the Hebrew Bible, a leader of the tribe of Judah. When everyone else hesitated, he jumped into the Red Sea.

360 after our viewing each will have to write what
361 she sees
362 not what she hears or what she thinks
363 what her eyes see
364 practically seeing only
365 no judgment, no thinking about what she meant,
366 not from that angle
367 what do you see, that's the first assignment
368 you'll have to do
369 Then well move to the next assignment
370 But before we begin we want to
371 please, we want to hear the opening

2. Presenting the lesson: Taking a line.

372 Orit We were working on a story called "The Sabbath Pie"
373 which is a piece that we teach from "In the Language
374 of Lines" [a Hebrew literature reader] in sixth
375 grade
376 which worked for me in terms of the timing
377 both because this past Jewish month we learned more
378 about the topic of the Sabbath
379 and also on the first of Kislev [Hebrew month during
380 which Hannukah falls]
381 we taught, uh I taught this unit at the beginning of
382 Kislev
383 that this text very much presents
384 what is Jewish heroism
385 so it was easy for me to make the connection between
386 the two
387 Uh, my goal in language lessons is to use lots and
388 lots of spoken language
389 meaning to have discussions
390 and when I taught this, I also said to Pnina
391 when I see that the class is cooperating and really
392 enriching one another's knowledge, I extend this
393 portion of the lesson
394 I don't run to stop and move on to differentiated
395 work
396 And I, and this lesson, it was really an example of
397 a lesson in which it flowed really nicely
398 in terms of the class discussion
399 and I preferred not to stop
400 And also the page they were supposed to fill out in
401 group
402 which was the flow chart of the text
403 we did it together in the whole group
404 because I saw at that moment
405 I saw that it was much more appropriate
406 Uh, the video doesn't reflect the entire lesson
407 like, how we opened, how we closed, how we analyzed
408 the title

409 really according to the rules that we're like trying
410 to strictly follow
411 I hope that (.) you'll be able to see something
412 ((laughing))

3. Discussing student behavior: Other teachers' face-work.

619 Tamar Uh I see an energetic teacher
620 that the kids are listening to her and
621 cooperating
622 but I'm not kidding
623 it was truly difficult for me to concentrate
624 that kid really distracted me ((laughing))
625 I don't know if it's just, uh, me
626 Pnina You saw one kid who?
627 Tamar Yeah, I don't know
628 to me he, to me he
629 Dan Actually the class
630 it made an impression that
631 Tamar No, they listened and cooperated
632 for me personally it was a little difficult to
633 focus during the lesson
634 a little uh
635 Dan The class isn't distracted by him
636 and it's appropriate work on her part
637 that she doesn't give him the space
638 [by saying] "sit," "why are you doing [that],"
639 etcetera
640 Over- Apparently they've gotten used to it and ignore
641 lapping it
642 Tamar Yes, Orit also continued running the lesson
643 Dan It could flow to the wrong place
644 Pnina Thank you
645 Dan And then he calms down at some point
646 Pnina Yes?
647 Gila Okay, I saw the teacher leading the students to
648 the answers that she wants to receive
649 using encouragement and reinforcing words
650 "excellent," "great,"
651 individual attention to each student
652 relating to the different child
653 occasionally she approaches him, touches him
654 it's very very important
655 This is a child with needs
656 I don't know exactly what his situation in
657 class is
658 but the teacher pays attention to him and
659 despite this, she runs the lesson
660 listen, you uh
661 Pnina We're not giving grades
662 Gila There's nothing to say
663 Pnina Okay

4. Discussing dictation: Orit's face-work.

906 Pnina What was the issue and why did you want to focus
907 on this particular segment [of video]?
908 Orit Ok so really because this segment is really uh
909 active learning
910 there was this stage of
911 more of having them copy more XXX
912 First it was, they said, I wrote
913 It was less important to me to show how I
914 organize the white board
915 and how I write all the details for them on the
916 whiteboard
917 It was more important for me to show really the
918 their knowledge
919 the classroom talk
920 I even told Pnina this morning that I really
921 took upon myself the topic of encouraging
922 classroom talk this year
923 And I'm - I'm a person who likes to talk
924 it's not a problem for me
925 but like with the class it's something that we
926 work on a lot
927 It was also important for me to show the topic
928 of uh uh let all the students be heard
929 It's very very important in my opinion after
930 that to dictate to them
931 like so they'll have some kind of uniform answer
932 because what happens is that when each one
933 writes what he thinks
934 there isn't always
935 I don't always manage as a teacher to go over
936 all the pages
937 so things aren't always correct
938 sometimes a kid understands, a kid gives an
939 interpretation
940 meaning you can give space to all the students
941 in the class
942 to give answers orally
943 but afterwards [you need] to put them into some
944 kind of framework
945 Noya But where -
946 ? Meaning that you always do that?
947 Noya free expression or
948 ? I wanted to ask that too
949 ? Or written expression that each kid
950 Orit I give them space, for each to write, in the
951 differentiated group assignments
952 for each
953 but I also know I'm obliged to check
954 and they know
955 once a week I take a bunch of folders to check
956 each time I take writing assignments of some
957 kids because I can't leave it with 'ok, write

958 what you think' and not check if they worked
959 according to the right structure
960 and presented arguments
961 and convinced or didn't convince

...

989 Pnina Meaning, the issue, if I understand from what
990 you explained, that arises, is is wondering if
991 part of the lesson is dictating to them
992 if it's appropriate to operate this way?
993 Orit Depends on what, depends on what
994 Pnina Meaning it's something we can discuss?
995 Orit That when I want
996 Zehava She exercised judgement here
997 Orit When I want them to know how to use
998 Pnina Are we asking if this was the issue?
999 Orit Yes, when I want them to know how to use a
1000 concept correctly

5. Discussing group work: Managing face while confronting the principal.

1162 Efrat For me it's very difficult
1163 the class, it wasn't really open in front of us
1164 it was just one group, that in all
1165 in my opinion, they really were very much with
1166 Orit, this group
1167 But along with this I say that there's no doubt
1168 listen, studies have also shown, that the
1169 proportion of concentration
1170 or the amount of time that children can
1171 concentrate in a frontal lesson
1172 is seven to ten minutes maximum
1173 not more than that, you understand?
1174 So here it's entirely possible that the kids
1175 made great efforts
1176 because they knew that there's a camera, of
1177 course, and so on
1178 meaning it was something kind of, you know,
1179 staged, yes?

...

1284 Efrat We, it's very easy for us, again I'm saying
1285 it's very easy for us to be, again I'm saying to
1286 be the leading actor
1287 very easy
1288 of course it's very easy, there's no doubt about
1289 it.
1290 But again, we, in order to really reach them

1291 no, it's easy for us
 1292 Noya But it -
 1293 Efrat From that perspective
 1294 Noya She wasn't the leading actress here
 1295 because there was a really big discussion with
 1296 the kids
 1297 Efrat Again, she was the leading actress and I'll
 1298 tell you why.
 1299 She was the leading actress but that doesn't mean
 1300 that she didn't let others talk
 1301 in being the leading actress, she really did let
 1302 them talk
 1303 it really doesn't mean
 1304 Noya Exactly, because there was a discussion that was
 1305 very -
 1306 Efrat No, she was the leading actress, in that she
 1307 stood and everyone was looking at her and only
 1308 at her were they looking
 1309 she was pretty and nice and modest
 1310 but only at her ((background laughter)) did
 1311 they look the entire time
 1312 that's the leading actor.
 1313 I mean, for example, the minute there was group
 1314 work, when they had to study with peers
 1315 that's something else
 1316 that's already a different lesson design
 1317 Noya So you're saying it depends on the dosage
 1318 Orit it's much easier for me to work with them in
 1319 groups than to stand and be the lead actor
 1320 Efrat Depends on what
 1321 Orit The groups it's
 1322 Efrat Depends on what
 1323 Orit you walk among the groups
 1324 instruct 5 to 6 students
 1325 Efrat It's not exactly so because here you have the
 1326 problem of controlling the class that you don't
 1327 have when you're playing the leading actress
 1328 Issues of behavior, issues of
 1329 Here you enter, listen
 1330 when it's group work you need to invest energy
 1331 in other things
 1332 there's no doubt about it, yes?
 1333 that's why I'm saying
 1334 in a class with habits it's less of a problem
 1335 a class with no habits it's more of a problem
 1336 Orit so possibly because today I'm already in group
 1337 learning for the second year
 1338 I feel entirely in a different place, I mean -
 1339 Efrat maybe
 1340 Orit I don't feel I -
 1341 Efrat maybe
 1342 Orit waste energy when we work in groups.
 1343 You [singular, addressing Efrat] can come in
 1344 and see
 1345 Efrat good
 1346 Orit It's a process of course

1347 Efrat right
1348 Orit we went through hell until we reached this
point