

“A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or group of learners, based on an observed critical Incident.”

Module: ECAD6007 - Cycle 3 Core Studies: The Learner: who am I teaching?

Declan Kevin Lennon

1703779

University of Wales Trinity Saint David

Contents

1. Introduction	3
2. Observation	3
3. Methodology	5
4. Four Purposes	7
5. Literature Review	7
6. Reflection / Evaluation and Next Steps	12
7. Conclusion	14
8. References	14
9. Appendices	19
9.1. Appendix 1.....	19
9.2. Appendix 2.....	20
9.3. Appendix 3.....	21
9.4. Appendix 4.....	22
9.5. Appendix 5.....	23
9.6. Appendix 6.....	24
9.7. Appendix 7.....	25
9.8. Appendix 8.....	26

1. Introduction

The intention of this assignment is to transfer the information gathered surrounding a critical incident observed within a classroom environment located in a school. Tripp (2012) defines a critical incident as an occurrence that appears unambiguous and common in school life but upon closer examination it outlines underlying factors affecting an individual's learning and teaching. Critical incidents are used in teaching as a method of reflection on teaching practice which functions as a form of continuous professional development (CPD).

The work shall follow a tiered framework, beginning with providing contextual information regarding the environment that the observational research was carried out in. This first section shall also provide a brief narrative of what occurred during the observation. This will then lead to the second part of the assignment where research methodology is approached, explaining as to why the method of observation chosen and employed. This section shall also discuss the application, processing, and analysis of the observation. The third part of this research shall discuss how the critical incident observed relates to one or more of the 'Four purposes' mentioned by Graham Donaldson in 'Successful Futures' (Successful Futures, 2015). The links made between the 'Four purposes' and the critical incident will then provide the areas in which the focus of the literature review shall be directed. The fifth section of this work regarding reflections shall link the critical incident to the four purposes and theoretical approaches, with suggestions made on how they could influence myself as a practitioner alongside discussing the influences of critical reflection. Finally, a conclusion shall be reached in which it is expected to be found that learners can achieve a higher level of understanding through the correct use of independent learning through collaboration with their peers.

2. Observation

The school in which the observational research was carried out is an English language comprehensive school which has pupils aged between 11 and 16 in attendance studying Key stage 3 and Key Stage 4. The location of the school is a small-town situated on the outskirts of a city in South Wales. It is stated in its most recent Estyn report (Estyn 2016) that there are 780 pupils in

attendance. Stats Wales states that the school has an attendance rate of 95% against a national average of 94.5% (Stats Wales 2019). Whilst reviewing the schools Estyn report it is noted that 13% of pupils are entitled to free school meals which is significantly lower than the national average of 17.4% (Estyn 2016). The schools Estyn report additionally noted that 29% of pupils in attendance have Special Educational needs, however, only 3% are in receipt of a Statement of Special Educational Needs (Estyn 2016).

During an observation of this kind it is essential to recognize our moral duties as practitioners and adhere to both school policies and guidelines laid out by the British Educational Research Association (BERA 2018). As per the BERA guidelines laid (BERA Ethical guidelines for educational research 4th Ed, p.21, 2018) this case study will not name the school in which the observation was made nor will it give any indication of the names of any individuals, including pupils or school staff members such as teachers and teaching assistants. For this reason the class shall be referred to as 'class 9 ' with the '9' indicating that it is a class from year 9 and in no way provides an indication of the identification of the class or pupils, for that same reason staff member shall be referred to as 'Teacher 1' providing no identification to the teacher.

During my observational research, time was spent observing pupils of various ages and abilities within their classroom settings (See Appendices 1-4). During this research, observations of four critical incidents were made (See Appendices 5-8). The critical incident that will be discussed in this work is the observation of a class during the second lesson of the day on a Monday morning (See Appendix 6). The lesson was a year 9 history class and the subject of the lesson focused on Jack the Ripper and particularly evidence suggesting who Jack the Ripper may have been. Teacher 1 began by providing the class with an overview of six suspects who may have been Jack the Ripper. The teacher then instructed the class to form into pairs by they were sat next to and provided each pair with a handout with the six suspects on. The class were then instructed to use the handouts and discuss in pairs the six suspects and come to a decision who they thought was most likely to be Jack the Ripper. The critical incident that is witnessed during this observation is the teacher's use of investigative discussion through peer-to-peer learning which will be further researched and investigated in this work.

3. Methodology

The critical incident in question was researched through case study which is carried out by means of observational research. A case study is defined by Creswell (2002) as ‘a single instance of a bounded system, such as a child, a clique, a class, a school’. It is also defined as ‘the study of an instance in action’ (Adelman, 1980, p. 213-234). The reason a case study is carried out is that case study methodology maintains deep connections to core values and is “particularistic, descriptive and heuristic” (Merriam, 2009, p.46). There are several different types of observational methods including Structured; Naturalistic; and Participant.

Structured Observation is described as extremely methodical and it allows the researcher to use data gathered through observation in a numerical manner (Cohen *et al*, 2011). Different circumstances and environments can then be compared using numerical data gathered. Observations made using a structure method must be entered into an observation schedule. Cohen *et al* (2011) further go on to state that the observer’s role during the research is one that is unintrusive and passive and simply takes field notes regarding the occurrences. It could be suggested that the research carried out was through structured observation as it was non-intrusive and passive. However, the absence of an observation schedule and the fact that numerical data is not gathered categorically implies that the method of observation is not structured. An unstructured observation is where pupil behaviour is simply observed and notes are taken of the critical incidents witnessed, it is not pre-determined prior to observation what behaviours the observer is seeking to witness. It is possible to suggest that this method of observation is being utilised as when observing critical incidents it is not known what critical incidents will occur during observation and thus the observer cannot enter the environment seeking to witness a certain critical incident. However, unstructured observation is simply observing without pre-determining the method of observation. In this instance the method of observation had been pre-determined as observers had been informed not to interact with pupils. It is possible to be critical of the term unstructured observation and describe it as paradoxical. If unstructured observation requires the observer to witness and make notes without predetermining a method of observation, then the

method of unstructured observation has been predetermined and therefore not be classified as unstructured. The reason that this method of observation was not utilised is that all of them include some level of participation, this does not occur in the research that is being carried out in this work and therefore cannot be referred to as naturalistic observation.

A definition of Participant observation is provided by Mac an Ghail (1996) as an observer collecting data by partaking and interacting in the daily life of those they are observing. Becker (1958) also described Participant observation as being “close to everyday interaction, involving conversations to discover participants’ interpretations of situations they are involved in” (Becker 1966). This can be described as pupils being encouraged to use their own language and inference to outline what is occurring. There is a selection of methods that are employed during participant observation, these are outlined by McCall and Simmons (1969) as observation, pupil interviewing, analysis of documentation and self-analysis during participation. Several of these are not apparent during the research being carried out and it is for this reason that the observation model being used cannot be classified as participant observation. There is also a second reason as to why this research cannot be classified as participant observation and that is that a significant length of time must be spent with the pupils in order to limit the effect that the presence of the researcher has on the pupils (Cohen et al).

The method of observation chosen and employed in this research is Naturalistic observation. Naturalistic observation is considered a non-experimental qualitative in which subjects are studied in their natural settings. Behaviours or other areas of interest are observed and recorded by researcher and their presence maybe known or unknown. Cohen et al (2011) express that during naturalistic observation there are degrees of participation, and in the case of the research carried out despite the observer not interacting with the pupils it is argued that their presence in the classroom is a degree of participation. This method is often used to gain an understanding by entering the involved environment whilst staying separate from the activity or individual being observed. Liu and Maitlis (2010) state that this method of observation has three stages; this first is ‘descriptive observation’ where a wider observation is carried out which gathers an outline of the context and setting. The second stage is ‘focused observation’ where attention is concentrated on a more focused area of the activity being undertaken, in this research this is where the critical

incident is observed. The third stage is then 'selected observation', this stage is where inquiries are carried out in relation to the areas of theoretical approach which link to the critical incident. The reason behind selection of this method of observation is that its main employment is utilized in understanding a critical incident by entering the environment or social system involved, while staying separate from the activities being observed.

4. Four Purposes

It is possible to link the critical incident observed all four purposes discussed by Graham Donaldson in 'Successful futures' (Donaldson, 2015). The first off the purposes is 'Healthy Confident Individuals' which will link to the critical incident due to the point; 'form positive relationships based upon trust and mutual respect', this will occur through working with other pupils and will encourage pupils to value and respect other individual's opinions and approaches. The second of the four purposes that link to the critical is 'ambitious, capable learners', this links to the critical incident on several points but particularly 'questioning and enjoy solving problems' and 'can communicate effectively in different forms and settings, using both Welsh and English' while the latter states regarding using Welsh which was not observed during the critical incident the effective communication is still relevant. The third of the four purposes is 'enterprising, creative contributors' and the points; 'give their energy and skills so that other people will benefit' along with 'lead and play different roles in teams effectively and responsibly'. The final of the four purposes that link to the critical incident is 'ethical, informed citizens, this forms a link with the critical incident through the points: 'are knowledgeable about their culture, community, society and the world now and in the past' and also 'respect the needs and rights of others, as a member of a diverse society'.

5. Literature Review

Gardiner *et al* (2000, p. 125-136) state that practitioners in all areas of education have embraced the principle that pupils are the centre piece of education. However, Siencyn (2008) suggests that this has been the case for psychologists for thousands of years. In order to reinforce this Siencyn

(2010:14) states regarding eighteenth century philosopher Jean-Jacques Rousseau that in his book 'Emile', Rousseau relishes the ability of young learners to research and acquire answers for themselves with minimal involvement from the teacher, who allows the natural learning process to occur. However, it must be stated that while the intention of Rousseau's novel was not to enhance the learning environment of the classroom, its influence upon the area of education cannot be understated (Shukla 2004).

There are several philosophers who noted that learners in schools benefit from their own conceptual development (Bruner et al, 1976, p. 89-100). Basford and Bath (2014, p. 241-256) stated in a simpler manner that a young person's thinking comes alive. It has in recent times been reinforced by MacBlaine (2014) who states that young learners connect and interact with individuals that surround them, and it is through this interaction with other individuals that they learn about the world in which they live.

The biggest advocate for the independent learning of pupils rather than teachers providing instruction to pupils is Jean Piaget (1970). In order for pupils to investigate and build schemas Piaget stressed necessary materials must be supplied by schools (Featherstone and Beyley, 2011). This notion of schemas may be utilised in evaluating the structure employed by a pupil during the observation carried out. In the first instance the educator, in this instance the teacher, presents the task to the learners, this task has been created in order to increase the pupils' knowledge on several elements in the subject of History, including, London, Crime, medical during the late nineteenth century, London, and medical sciences during the late nineteenth. This also provides pupils with the desire and stimulation to Independently search for information (Jarvis, 2005). Smith et al also argue that pupils fit this new information received from the teacher into the existing schemas, pupils do this through assimilation (Smith et al, 2011).

During the critical incident observed it became apparent that the pupil through prior interaction with the subject, believed that Jack the Ripper had been identified and captured. The process of assimilation carried out creates a balance alongside the theory that a pupil alters their current schema with the purpose of synchronising alongside their learning environment (Smith et al, 2011). Through observation of this critical incident it became apparent that the pupil had attained

a level of understanding that informed them that Jack the Ripper had not been identified or caught. Due to this it was necessary for the learner to adjust their schema and ensure that their knowledge was factually correct. Benson and Haith (2009) discussed that the alteration in the pupil's thinking process provides proof that the balance that occurs does not simply, support the pupil in comprehending a concept that once proved difficult, but it also assists the learner with associated concepts beyond the pupils present degree of understanding. Despite Piaget's approach to the learner as isolated and independent (Siencyn, 2008, p. 45), through focusing on schemas it becomes apparent that inconsistencies within teaching practices occur which enable a pupil to reach a conclusion providing incorrect information (Schunk, 1996).

The relationship between language and learning was explored by Jerome Bruner and Lev Vygotsky (Featherstone and Beyley, 2011). Vygotsky and Bruner both concurred that through interaction with others, adults or peers, a learner could potentially arrive at a higher level of understanding (Gardiner *et al*, 2000, p. 125-136). Bjorklund and Causey (2017) observed that children who are able to interact with a peer, has increased capability in advancing their learning skills or ability quicker than they would have learning individually. This observation utilises Mercer (1995) who also concurred with Vygotsky in regards that language is critical in the development of a pupil's mind (Mercer *et al*, 1999, p. 95-111). Mercer (1995) also noted regarding language that it is an element within which pupils can learn together and also think together, this was extremely visible in the critical incident observed. Mercer (1995) also stated how discussion through different methods can display what techniques a pupil is able to connect with and improve their social skills, when analysing the critical incident this was apparent through investigative discussions. It is suggested through research undertaken by Mercer and Littleton (2013) that this method of interaction is a characteristic of conversation that intertwines challenges and attempts to describe responses and provide an explanation and justification. This again is reinforced through Mercer and Hodgkinson (2008) who discuss that when peers interact in an investigative manner this instigates an understanding in a subject matter. However, both Mercer and Hodgkinson both reasoned there is an unlikeliness of the learner involving themselves in this interaction until a level of comfort is felt between themselves and their peers. Therefore in this observation as the class were in year nine, , the pupils were familiar and comfortable with each other and thus, it can be

recognised that the method of 'investigative discussion' demonstrates why the learners were capable of finding a conclusion and a deeper understanding of the subject matter. It is possible to be critical of this theory, if pupils are learning and interacting through each other, there is potential that factually incorrect information or misinformation could be transferred between peers and thus there is a need for the educator to closely monitor the learning between pupils to ensure that information that is discussed is factually correct. Investigative discussions are only one method of peer to peer learning between pupils. This is further discussed by McGregor (2007, p. 316-350) who states that refraining from the use of 'investigative discussions' can in fact expedite cognitive development in individuals by means of social interaction. This reinforces the belief held by Vygotsky that social construction is crucial and a valuable tool in a pupil's cognitive development (Vygotsky, 1978). This thought regarding social construction therefore requires an examination into the concept of Zone of Proximal Development (ZPD).

The role of the educator in the learning process became a focus of Vygotsky's work, but another focus of Vygotsky which relates to the observation of the critical incident, is the benefit of scaffolding received from a pupils' peer in order to develop to their fullest potential (Vygotsky, 1978). The ZPD is described as the development of individual problem solving, however, it also describes the level of development that is possible when students are asked to solve problems in cooperation with a more able peer (Vygotsky, 1978: 86). It is thought that ZPD is most effective regarding a pupil's learning when the task given challenges a learner slightly above their current level of ability. However, it is necessary for the pupil to receive assistance from a knowledgeable other, this is required in order to transverse the gap between the knowledge which the pupil already knows and the knowledge required in order to complete the task (Shunk, 1996). It was noted by Vygotsky (1978) that learners that collaborated with peers who were more able achieved a higher level than learners who undertook the task independently. Vygotsky (1978) further stated that learners should also be motivated to progress their understanding independently whilst in the ZPD when studying (Siencyn, 2010). The critical incident observed, it was recognised that several pupils' learning had progressed, and their knowledge developed due to their interaction with more able peers through discussion and exchanging of notions. Lewis (2000, p. 36-43) stated

that the ZPD provides proof that learners can accomplish a higher level of learning through collaboration with a peer than working independently.

Consideration must be given to work carried out by Bjorklund (2013, p. 126-150), who stated that an increased level of education is attained when a pupil undertakes learning alongside an adult, in this instance a teacher, than the level of learning that is achieved when collaborating with a peer. Liu and Chen (2010, p. 63-66) however, discuss that a teacher's role is one of facilitation, providing information and constructing learning activities enabling pupils to learn independently.

The concept of young people learning through a method of social interaction has been further advanced. The concept of scaffolding introduced by Bruner, furthered Vygotsky's work regarding the ZPD (Schunk, 2012). There are aspects of both concepts, ZPD and scaffolding, which are intertwined, an example of this is that both concepts are centred on the more able knowledgeable other aiding and supporting the individual enduring difficulty with the task. Despite this commonality between the concepts Bruner's theory states that it is the beginning of the task where the learner relies on support from the more able peer, however, progressively as the learners begin to progress independently and find themselves with the ability to process the newly discovered information, then the support provided by the more able peer can be steadily withdrawn (Jarvis and Chandler, 2001). Wood et al (1976, p. 89-100) discuss how the concept of scaffolding can engage pupils in complex approaches to increased learning, this is owing to the involvement of problem solving alongside collaboration.

In summary, it has been demonstrated that through analysing the critical incident observed that the theories that have been focused on strengthen and will continue to strengthen understanding of methods of progression of pupils learning. This research has provided an insight into the potential that each learner holds to reach an increased level in understanding this is particularly the case if pupils are given the opportunity to collaborate and discuss with their peers. "what the child is able to do in collaboration today he will be able to do independently tomorrow" (Vygotsky, 1987).

6. Reflection / Evaluation and Next Steps

This section shall provide reflection regarding the interpretation of the critical incident observed, and how it was utilised in investigating areas of research regarding independent learning and collaborative learning. It shall also discuss and identify the next steps that the teacher could potentially engage or employ in continuing their professional development. This section regarding reflection shall also be utilised in examining and deciding how it shall influence and effect the continuation of my own professional development.

Brookfield (2005) theorises that there are two functions for reflection in education, firstly reaching a higher level of understanding regarding power and how it constructs and alters education processes. Secondly, questioning practices and expectations that at first seem to aid the educator however, in long term negatively influence teaching practice. Brookfield's theory is focused on the basis that reflection carried out by educational practitioners in turn positions themselves better to carry out curriculum planning, evaluation and undertake trustworthy appraisal of approaches to education. Brookfield suggests that there are four inter-connected, but distinct lenses utilised in reflection these are Self-reflection, Students feedback, Colleagues experience, and Scholarly literature. This reflection shall employ the use of the self-reflection and scholarly literature lenses. The scholarly literature lens was utilised earlier in the essay to further research into theoretical approaches regarding the critical incident observed, this in turn shall influence how the self-reflection lens is utilised in this section.

When discussing the method of observation utilised, it could be suggested that another method of observation would have been more suited to the research carried out, the employment of participant observation may have provided a deeper insight into how the use of investigative discussion between peers affected and increased pupils levels of learning, as interacting with the pupils would have provided myself with the opportunity to further gauge the level of knowledge prior to undertaking the task and in turn allowed to see in detail how much knowledge had been gained during this method of learning.

Making further observations of the same class learning through other methods of teaching could have provided an opportunity to compare whether the pupils level of learning increased through

peer-to-peer learning. This method of observing and the length of time carrying out observation limited the amount of information that could be gathered and thus only provided an outcome for one occasion which may have simply been an anomaly and not a typical result, with a lack of data to make comparisons against. Reflecting upon the areas approached and focused on in the literature review it is reasonable to be critical and suggest that the focus weighed heavily upon a psychology based approach and that there was a lack in approaching the practical elements regarding utilising peer-to-peer learning in education and particularly the classroom.

Prior to carrying out the research I held the misconception that critical incidents that were going to be observed would be deemed negative critical incidents. I also struggled with the concept that critical incidents could be positive. However, I would define the critical incident utilised in this research and investigation as a positive critical incident, as the outcome for the pupils was one that increased their level of understanding and learning.

The next steps that the teacher observed could undertake may potentially be to utilise discussion and collaborative on a wider scale, possibly using investigative discussion in larger groups of four to five pupils rather than pairs. This idea could even be utilised by undertaking whole-class discussions. These would enable pupils to receive more information from an increased amount of more able peers, this is in line with Vygotsky's theory regarding the ZPD (Vygotsky, 1978).

My initial expectation was that discussion in the classroom created a negative and disruptive learning environment but through investigation into works carried out by Piaget (1967), Vygotsky (1978), Siencyn (2008 & 2010) and Bruner (1976) it became apparent that discussion in the classroom could have a positive effect on a pupils understanding and level of learning. I also found it surprising when looking deeper into the four purposes (Donaldson, 2015), the number of the purposes that collaborative learning and discussion between pupils engaged and achieved. When considering my own professional and personal development prior to undertaking this observation I would have been reluctant to encourage discussions during my lessons however following this observation and research it will now become a key and useful tool that shall be utilised in my teaching career.

7. Conclusion

In conclusion the approach taken to this research was through a case study carried out via naturalistic observation. The critical incident observed was a teacher's use of peer-to-peer learning through discussion carried out between pairs of pupils. When delving further into the critical incident observed, theoretical approaches were researched and the reasons and functions for pupil discussions discussed. Whilst some literature discusses early childhood development, the class observed was of secondary school age. It is necessary in discussing how peer-to-peer learning benefits the learner throughout the school system. The approach taken in this work links to the Professional standards for teaching and leadership (2018), it does this through several of the five professional standards, the strongest of which being the 'professional learning' standard, which discusses how an educational practitioner must consistently develop their understanding and that reflection can influence professional development and progress development in pedagogy. The work carried out links to the role of reflective practitioner in Wales (2015) as it requires practitioners to consider how they educate pupils, and that they don't simply rely on the same methods throughout their career, but that they alter their teaching methods and continue their professional development. This is supported by Schon (2009) who stated that teachers became experts through means of an artform gained via reflection carried out from experiences.

8. References

- Adelman, I. (1980) 'Social Research: An International Quarterly', *Issues in Development Economics*, 47 (2), pp. 213-234.
- Basford, J. and Bath, C. (2014) 'Playing the assessment game', *an English early childhood perspective*, 34 (2), pp. 119-132.
- Benson, J. B and Haith, M. (2009) *Social and Emotional Development in Infancy and Early Childhood*. 1st edn. Colorado: Elsevier Inc.
- Bjorklund, D. F. and Sellers, P. D., II. (2013). 'Memory development in evolutionary

- perspective'. In P. J. Bauer & R. Fivush (Eds.), *The Wiley handbook on the development of children's memory* (pp. 126–150).
- Bjorklund, D. F and Causey, K. B. (2017) *Children's Thinking: Cognitive Development and Individual Differences*. 6th edn. London: Sage Publications Ltd.
- British Educational Research Association (2018) *Ethical Guidelines for Educational Research*, 4th edn, London. Available at: <http://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018> (Accessed: 28th September 2020).
- Becker, H. S, (1958) 'Problems of Inference and Proof in Participant Observation. *American Sociological Review*, 23 (6), pp. 652-660.
- Becker, H. S, (1966) *Outsiders: Studies in the Sociology of Deviance*, New York: Free Press
- Berk, L. E. and Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, National Association for the Education of Young Children.
- Bruner, J. S. et al. (1976) 'The Role of Tutoring in Problem Solving', *Journal of Child Psychiatry and Psychology*, 17(2), pp. 89-100.
- Bruner, Jerome S. (1996). *The culture of education*. Cambridge, Harvard University Press.coph
- Cohen, L., Manion, K. and Morrison, K.R.B. (2011) *Research Methods in Education 7th ed.* London; New York: Routledge.
- Creswell, J. (2002) *Research design: Qualitative, quantitative and mixed method approaches*. London: Sage Publications Ltd.
- Donaldson, G. (2015) *Successful Futures*. Crown Copyright. Cardiff.
- Education Wales (2018) *An Introduction to the professional standards for teaching and leadership*. Available at: <https://hwb.gov.wales> (Accessed: 20th October 2020).
- Estyn (2016) *A report on [REDACTED] School*:
[https://www.estyn.gov.wales/system/files/2020-08/\[REDACTED\]%2520\[REDACTED\]%2520School.pdf](https://www.estyn.gov.wales/system/files/2020-08/[REDACTED]%2520[REDACTED]%2520School.pdf) (Accessed: 7 October 2020)

- Featherstone, S and Beyley, R. (2011). *Independent learning in the Foundation Phase*. London: A&C Black Publishers Limited.
- Gardiner, J., Hudson, B. and Povey, H. 'Aspects of Construction and Proof in a Hand-held Dynamic Geometry Environment', *Research in Mathematics Education*, 2(1), pp. 125-136.
- Grigg, R. (2016) *Big Ideas in Education what every teacher should know*. Carmarthen: Crown House Publication.
- Harris, M. and Butterworth, G. (2012). *Developmental Psychology*. Hoboken: Taylor and Francis.
- Jarvis, M. (2005) *the Psychology of Effective Learning and Teaching*. Cheltenham: Nelson Thornes Ltd.
- Jarvis, M. and Chandler, E. (2001) *Angles on Child Psychology*. Cheltenham: Nelson Thornes Ltd.
- Lewis, D. M. (2000) 'Child Development', *the Promise of Dynamic Systems Approaches for an Integrated Account of Human Development*, 71(1), pp. 36-43.
- Li, Ch. Ch. and Chen, J. (2010) 'Evolution of Constructivism', *Contemporary Issues in Education Research*, 3 (4), pp. 63-66
- Liu, F. and Maitlis, S. (2010) *Nonparticipant Observation. Encyclopaedia of Case Study Research*. Thousand Oaks, Ca: Sage Publications.
- MacBlaine, S. (2014) *How Children Learn*. London: Sage Publications Ltd.
- Mac an Ghaill, M. (1996) *Understanding masculinities: social relations and cultural arenas*, Buckingham: Open University Press.
- McCall, G. J. and Simmons, J.L. (1969) *Issues in Participant Observation*. California: Addison Wesley.
- McGregor, J. A. (2007) "Researching wellbeing: from concepts to methodology," in Gough, I. and McGregor, J. A. (eds) *Wellbeing in Developing Countries: From Theory to Research*. Cambridge: Cambridge University Press, pp. 316–350.

- McLeod, S. A. (2015). *Simply Psychology*. Available at:
<https://www.simplypsychology.org/cognitive.html> (Accessed: 25th of October 2020).
- Mercer, N. (1995) *The Guided Construction of Knowledge: talk amongst teachers and learners*. Clevedon: Multilingual Matters.
- Mercer, N. and Littleton, K. (2013) *Interthinking, Putting Talk to Work*. Oxon: Routledge.
- Mercer, N. and Hodgkinson, S. (2008) *Exploring Talk in School*. London: Sage Publications Ltd.
- Mercer, N., Weigerif, R. and Dawes, L. (1999) 'British Educational Research Journal'
Children's Talk and the Development of Reasoning in the Classroom, 25(1), pp. 95-111.
- Merriam S. B. (2009) *Qualitative research: A guide to design and implementation*. 3rd ed.
 San Francisco, CA: Jossey-Bass.
- Piaget, J. (1970) *Science of Education and Psychology of a Child*. New York: Orion Press.
- Schon, D. A. (2009) *Educating the Reflective Practitioner*. New Jersey: John Wiley & Sons.
- Schunk, D. H. (1996) *Learning Theories: An Educational Perspective*. 2nd edn. New Jersey:
 Merrill.
- Schunk, D. H. (2012) *Learning Theories: An Educational Perspective*. 6th edn. Boston: Pearson
- Shukla, R. P. (2004) *Teacher Education, Problems and Issues*. India: Sarup & Sons.
- Siencyn, S. (2008). *Y Plentyn Bach: Cyflwyniad I Astudiaethau Plentyndod Cynnar*.
 Caerfyrddin: Cyhoeddiadau Coleg Y Drindod:
- Siencyn, S. (2010) *Y Cyfnod Sylfaen 3-7 oed. Athroniaeth Ymchwil ac Ymarfer*. Caerfyrddin:
 Prifysgol Cymru Y Drindod Dewi Sant.
- Smith, P.K., Cowie, H. and Blades, M. (2011) *Understanding Children's Development*. 5th edn.
 Oxford: Wiley- Blackwell.
- Stats Wales (2019) *Number of pupils taking free school meals on census day by local
 authority, region and year*. Available at : <https://statswales.gov.wales> (Accessed: 7
 October 2020).
- Teaching and Learning Improvement Branch (2015) *Reflective Practice*. Available at:

https://dera.ioe.ac.uk/23376/2/150611-reflective-practice-booklet-en_Redacted.pdf
(Accessed: 5th of October 2020).

Tripp, D. (2012) *Critical Incidents in Teaching: developing professional judgement*. London: Routledge.

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1987). 'Thinking and Speech', in Rieber, R.W and Carton, A.S. (ed) *The Collected works of L.S. Vygotsky*. New York: Plenum Press.

Wood, D., Bruner, J., and Ross, G. (1976). 'The role of tutoring in problem solving'. *Journal of Child Psychology and Child Psychiatry*, 17, pp. 89–100.

9. Appendices

9.1. Appendix 1

OBSERVATION 1

Date and time, year group: 8:45am 28th October 2020
Lesson details: • Year 10, History Class • End of Unit 2 – The USA: A Nation of Contrasts, 1910-1929 • Lesson recapping the unit.
Classroom culture • Pupils aware of what is expected of them regarding behaviour. • Mixture of engaged and non-engaged pupils. • Animated dialog between pupils and teacher. • Mixed levels of participation amongst pupils.
Objectives • To revisit previous knowledge and information gained in the current unit. • To prepare pupils for shorter exam questions that will appear in the GCSE. • To motivate students in critical thinking regarding source material.
Direction • Questions written on the board and pupils instructed to answer questions while referring back to information from previous lessons in their workbooks. • Pupils encouraged to utilise mind maps to remind themselves of current knowledge.
Access and challenge • Pupils were challenged to Access previously acquired knowledge • Provides pupils with awareness of their current level of attainment. • Terminology sheets provided to pupils as prompts for key ideas.
Assessment • Lesson targeted learner's prior knowledge base, ensuring that they were able to recall information previously learnt. • Visual aids by way of diagrams and video clips were provided for reinforcing knowledge.
Specifics / Critical Incidents • Lack of engagement from several pupils, potential to look at methods for engaging the class as a whole. • Discussions amongst pupils often went off on a tangent, causing a disruptive lesson, look at classroom management methods to ensure pupils stay on task.

9.2. Appendix 2

OBSERVATION 2

Date and time, year group: 10:05am 28th October 2020
Lesson details: • Year 9, History Class • Jack the Ripper • Lesson final lesson prior to assessment
Classroom culture • Pupils aware of what is expected of them regarding behaviour. • All pupils deeply engaged • Animated dialog between pupils and teacher. • Mixed levels of participation amongst pupils, some displaying lack of confidence.
Objectives • To revisit previous knowledge and information gained regarding suspects. • To prepare pupils for an essay style assessment. • To motivate students in critical thinking regarding source material.
Direction • Pupils given ten individuals suspected of being Jack the Ripper. • Instructed to work in pairs to discuss and ascertain which suspect was mostly likely Jack the Ripper.
Access and challenge • Pupils were challenged to access previously acquired knowledge • Pupils encouraged to discuss and debate source material • Handouts provided to pupils as prompts for key ideas.
Assessment • Lesson targeted learner's prior knowledge base, ensuring that they were able to recall information previously learnt. • Visual aids provided to pupils as prompt of previous information covered.
Specifics / Critical Incidents. • Discussions amongst pupils often meant increased classroom volume, causing a disruptive lesson, look at classroom management methods. • Practical use of the ZPD and knowledgeable other.

9.3. Appendix 3

OBSERVATION 3

Date and time, year group: 12:55pm 28th October 2020
Lesson details: • Year 7, Music Class. • Middle of unit regarding 'Train journey through the jungle'. • Lesson preparing for assessment.
Classroom culture • Pupils aware of what is expected of them regarding behaviour. • Mixture of engaged and non-engaged pupils. • Animated dialog between pupils and teacher.
Objectives • Further develop a composition using self-made noises and homemade instruments. • To prepare pupils for performance of a short piece. • Critically evaluate work carried out by peers. • Demonstrating knowledge of Key musical language.
Direction • Instructed to work in groups, collaborating with their peers. • Encouraged to consider how sounds can represent imagery.
Access and challenge • Pupils were challenged to consider previously acquired knowledge. • Provides pupils with awareness of their current level of attainment.
Assessment • Question and Answer method utilised by teacher to establish pupils' level of understanding of key phrases in music. • Pupil performance of their progress so far with composition via peer assessment and feedback.
Specifics / Critical Incidents • Lack of engagement from several pupils, potential to look at methods for engaging the class as a whole. • Pupils struggled with the concept of utilising critical evaluation from peers positively.

9.4. Appendix 4

OBSERVATION 4

Date and time, year group: 2:00pm 28th October 2020
Lesson details: • Year 7, Humanities Class. • Middle of unit regarding 'Tesco project'. • Lesson studying 'Green belt and Brown belt' land.
Classroom culture • Pupils aware of what is expected of them regarding behaviour. • All pupils thoroughly engaged with tasks. • Quiet classroom atmosphere.
Objectives • Revisit previous activities of the unit. • Peer feedback and assessment. • Critically evaluate work carried out by peers. • Demonstrating knowledge of Key Geographical concepts.
Direction • Instructed to exchange workbooks with peers and peer feedback with guidelines set out by the teacher. • Encouraged to consider grammar and spelling when marking peer work.
Access and challenge • Pupils were challenged to consider previously acquired knowledge. • Provides pupils with opportunity to consider the level of their own work when marking, reading and evaluating their peers' work.
Assessment • Questions asked by pupils as to whether their peer had answered the question correctly provided the teacher with feedback regarding level of understanding from the pupils. • Pupils were able to assess their current level of ability through comparisons made to their peers.
Specifics / Critical Incidents • Lack of understanding from the pupils as to the reasons for peer assessment. • Pupils struggled with the concept of utilising critical evaluation from peers positively.

9.5. Appendix 5

CRITICAL INCIDENT IDENTIFICATION RECORD 1

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	• 8:45 am, 28th October 2020 • Year 10 History class • End of WJEC GCSE Unit 2 – The USA: A Nation of Contrasts, 1910-1929 • Students instructed to write notes and summarise an extract that had been displayed on the board at the front of the classroom.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Teacher provides the extract which pupils are instructed to take notes from and summarise. pupil appears disengaged with the lesson and subject, places his arms on the desk and lowers his head resting on his arms. His eyes were not facing the board nor was he writing any notes. Teacher addresses the pupil and instructs him to carry out the task given to him. The pupil replies to the teacher stating that they are unable to see the board. The teacher then explains that if the pupil sat upright and looked at the board they would be able to see the extract. This would provide several areas of investigation. • Teacher pupil relationship, investigating whether the relationship between the pupil and teacher influences a pupil's engagement. Including communication methods and language use between pupils and teachers. • Pupil well-being, addressing whether lack of sleep or other environmental factors may have an impact on a pupil's engagement level • Classroom management methods, investigating whether other classroom management techniques could be explored and employed which would result in a higher level of engagement.

9.6. Appendix 6

CRITICAL INCIDENT IDENTIFICATION RECORD 2

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	• 10:05 am, 28th October 2020. • Year 9 History class. • Jack the Ripper, final class prior to assessment. • Students instructed to form pairs, discussing and debating as to which out of the ten suspects provided would prove most likely to be identified as Jack the Ripper.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Teacher instructs pupils to form pairs and then proceed to provide the pairs with handouts containing information on ten individuals suspected of being Jack the Ripper. The teacher then instructs pupils to discuss and debate within their pairs and arrive at a conclusion regarding which suspect they would deem most likely to be identified as Jack the Ripper. During the task, noise level of the class escalates due to pupils attempting to talk over each other. The teacher proceeds to explain to the pupils that each other must be listened to and opinions respected. This would provide several areas of investigation. • Discussing the practical implementation of Piaget's theory of pupils being independent learners. • Peer-to-peer learning and teaching methods that utilise this skill. • The need for peer-to-peer learning to be closely monitored by the teacher to ensure transfer of knowledge between pupils is factually correct. • The role of the teacher as facilitator for peer-to-peer learning.

9.7. Appendix 7

CRITICAL INCIDENT IDENTIFICATION RECORD 3

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	• 12:55pm, 28th October 2020. • Year 7 Music class. • Middle of unit approaching the concept 'Train Journey through the Jungle'. • Lesson preparing pupils to perform their compositions. • Students instructed to form pairs and continue their work from previous lessons creating a composition.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Teacher instructs pupils to form the same pairs from previous the previous lesson and then continue creating their compositions. During this task pupils appear to become excitable and fidgety. Several pupils then appear to leave the environment of their pairs and disrupt other pupils. One pupil, referred to as pupil 'A' requests to go the bathroom, the teacher allows pupil (a) to go. When the pupil 'A' attempts to leave the classroom, they push their way past another pupil referred to as pupil 'B' who refuses to move, this then causes an argument between the two pupils. The teacher raises their voice and informs pupil 'A' that they must say politely "excuse me" to which pupil 'A' insists they did. The teacher then informs pupil 'B' that it is politeness to move out of a person's way. Pupil 'B' then proceeds to stick his tongue out towards the teacher while the teachers back is turned. This would provide several areas to research. • Behaviour management, and classroom management methods and skills establishing other methods of classroom and behaviour management that could be utilised. • How educational practices link to Graham Donaldson's 'Four Purposes', particularly forming trusted and respected relationships. • The use of restorative practices to avoid confrontation.

9.8. Appendix 8

CRITICAL INCIDENT IDENTIFICATION RECORD 4

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	• 2:00pm, 28th October 2020. • Year 7 Humanities class. • Middle of unit entitled 'Tesco Project'. • Lesson studying 'Green belt and Brown belt' land. • Students instructed undertake peer reviewed marking.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Teacher instructs pupils to exchange their workbooks with one another in order to review and mark previously undertaken work that their peers have completed. The teacher then goes through each piece of work that the pupils have completed dictating what constitutes a correct and incorrect answer for each question. Pupils regularly raise their hands with questions asking the teacher which question they were on? What colour pen they should be using? what method of marking they should use e.g. ticks, numerical values? The teacher on several occasions had to stop the task to provide instructions. This would provide several areas to research. • The use of instructions from teacher to pupil as a learning aid. • How pupil assessment can be employed as a useful classroom tool. • How a whole-school approach to peer assessment can be implemented. Thus, leading to consistency throughout the school.