

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

Word count: 4288

INTRODUCTION

Within this essay, the researcher will present a personal, critical stance on the role of the professional teacher in relation to meeting the needs of a diverse range of children and young people. To have a better understanding of theories and research that have an impact on wellbeing, child development and learning and apply this to personal practice. The researcher will then critically reflect and evaluate multiple approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.

A critical incident is often thought to be a big incident or major event but not all critical incidents are this obvious. Brookfield states that a critical incident is any unplanned and unanticipated event that occurs during class, outside class or during a teacher's career that is "vividly remembered" (Brookfield, 2017)

There are two phases of a critical incident: one being observing and noting what has occurred, and the other describing why this has occurred, what has happened and what the next steps are.

Reflective practise is described as reflecting on what you do and learning from these experiences. Consider what has happened, look at the result, and determine if you can do something differently should the situation occur again.

To be critically reflective, we need to be able to see situations from different perspectives, or to start seeing things through different 'lenses'. These hypotheses are actively explored by objectively reflective practitioners through seeing practise through four lenses:

- the lens of their own autobiographies as learners of reflective practice,
- the lens of learners' eyes,
- the lens of colleagues' perceptions,
- the lens of theoretical, philosophical, and research literature (Brookfield, S. 2017).

Observation

The observation was situated in a local primary school in Swansea, which was built in response to the increasing demand for Welsh-medium education in the city. At present, there are 137 pupils aged between 3 and 9 years. They are arranged into five classes, including 30 pupils in the part-time nursery class, and one mixed-age class in key stage 2. The school provides Welsh-medium education.

About 10% of pupils come from Welsh-speaking homes. Very few pupils come from ethnic minority backgrounds. About 20% of pupils are eligible for free school meals, a figure that is lower than the average for Wales. About 20% of pupils have additional learning needs (ALN), (Estyn, 2015).

The researcher will be observing a class of 22 pupils aged five and six in Year One.

The researcher will comply with BERA guidelines, such as 'All educational researchers should aim to protect the integrity and reputation of educational research by ensuring that they conduct their research to the highest standards.' (BERA, 2018).

The researcher will ensure that the observation is conducted in a professional manner, by preparing well before the observation, by having an up-to-date DBS check, by reading over BERA guidelines and compliances, and by printing out observation sheets, to make sure the right observations are taken for the assignment.

Good practice ensures the confidential and anonymous treatment of participants' data during the research. The observer will recognise the entitlement of privacy to both the institution and the individual participants, and will accord them their rights to confidentiality and anonymity, by not naming the school or disclosing any names or personal information (BERA, 2018).

Methodology

The methodological approach to this assignment is that of a Case Study. A Case Study is a research methodology which creates an in-depth multi-sided interpretation of a complex problem within a real-life context. The reason is to investigate an occurrence in full detail in its natural setting Crowe et al (2011). Case studies can

help us develop new ideas and provide us with insight for further research (Noor, 2008). One drawback of using the Case Study is that the methodology can sometimes prove difficult to replicate, and the findings taken from a single case cannot always be applied to other settings (McLeod, 2019).

For the methodology of this research this study included an observation day at a local primary school to identify next teaching and learning steps focusing on a case study. A case study is one of the most frequently used qualitative research methodologies, although it does not enjoy a legitimate status as a social science research strategy, because it does not have well-defined and well-structured protocols (Yin, 2002).

On the other hand, Richard and Farrell, 2010 state that “a critical incident is an unplanned and unanticipated event that occurs during a lesson, and that serves to trigger insights about some aspect of teaching and learning” (Richard and Farrell, 2010, p.13). By documenting the important information taken from these critical teaching incidents, teachers can learn more, and improve their practice in the future (Brookfield, 2012).

The researcher will also be using quantitative research methods, such as Observation and Non-participant Observation. Participant observation is where the researcher will communicate with the participants, and become part of the activities (Driscoll, 2011). Whereas The researcher found that due to COVID-19', the use of Non-participant Observation was necessary due to the Welsh Government's guidelines of observing social distancing (Welsh Government 2020). The Non-

participant Observation method consists of standing back and not getting involved in a task or activity, and gathering information by observing the activities (Kawulich, 2005).

Critical incident linked to Donaldson's Four Purposes

The guidance instructed by the Curriculum for Wales is intended to help a school develop its own curriculum and is a starting point and aspiration for every child (Welsh Government, 2020). The Four Purposes of the Welsh curriculum are for children and young people to develop as:

- ambitious, capable learners, ready to learn throughout their lives,
- enterprising, creative contributors, ready to play a full part in life and work,
- ethical, informed citizens of Wales and the world,
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The critical incident occurred as follows during the incident described (see Appendix A), a pupil was observed arriving late during a 'Tidy up time' before lunch. The adult puts on the class tidy up song, and everyone immediately knows it is time to tidy. The adult asks the pupil who arrived late to help tidy up before everyone heads off for dinner. The child asks 'Why do I have to tidy up. I didn't make the mess'. The adult understands that the child didn't create the mess but encourages the child to help clean his usual, favourite area while singing, so they could all go to lunch earlier. The adult praised the child for complying: 'Oh wow, look at everyone in year

one helping, even ____ and he has only just arrived. I will definitely be telling Mr ____ how brilliant my pupils are’.

This critical incident relates to the third of Donaldson’s four purposes (above) by encouraging the pupils to become ethically informed citizens who understand and consider the impact of their actions when making choices and acting and are ready to be citizens of Wales and the world. Learners cultivate key characteristics such as ‘reasoning’ by using logical skills to evaluate evidence and counter evidence, using ‘if or then’ when making decisions (Donaldson, G. 2015).

The adult used this technique during the incident, by encouraging the child to tidy up by giving him the option of where to tidy up - ‘maybe you could tidy up your favourite area so that we can go to lunch quicker’.

Successful futures strategic skills cover a wide range of learning and cognitive habits (such as reasoning, making links and questioning) that can help learners handle information effectively. The process of being an ethically informed citizen may start at school, and this is the time and place to start to learn to ask questions such as ‘Why should I tidy up if it is not my mess?’ The pupils will then start to realise that they can help each other to clean up, even if it wasn’t them that made the mess. Learners need to ask questions such as ‘Why?’ in order to see the benefits of co-operating and to understand why different outcomes may occur (Dabell, J. (2017). Ethically informed citizens make have an understanding of their own and others rights. They contribute to social environments and make choices based on

knowledge and values and are able to take on wider social and ethical issues connected to Health and Well-being. (welsh Government, 2017).

Literature review

As a result of observing a teacher encouraging a pupil with encouragement, and praising the child for complying, it led to study of two areas linking to the critical incident discussed throughout. The first consideration of the critical incident is that of Positive Reinforcement, which is one element of B. F. Skinner's theory of Operant Conditioning (also known as Instrumental Conditioning) (Skinner, 1948).

This theory demonstrates how an individual's behaviour can be encouraged or deterred by an association with its consequence. Learning occurs through rewards and punishments for behaviour. A person establishes a direct link between a specific behaviour and a consequence (Skinner, 1948).

Skinner posits four types of operant conditioning:

- positive reinforcement - the introduction of a desirable or pleasant stimulus after a behaviour, where the desirable reinforcement strengthens the behaviour, and makes the behaviour more likely to recur.
- negative reinforcement - where an undesirable stimulus is removed to encourage behaviour,
- punishment - the opposite of reinforcement because, rather than increasing it, it is intended to weaken or remove a response. It is an aversive event that decreases the behaviour that it follows,
- extinction – the removal of a desirable stimulus, to discourage the behaviour.

Skinner claims that a major influence on human behaviour is that we learn from our environment. Skinner 1951 conducted his study on rats – when the rats were rewarded with food for certain behaviour, the rats quickly learnt to repeat this behaviour. Skinner established a direct link between the behaviour and the incentive, and concluded that the rats had learnt to repeat the behaviour through positive reinforcement and rewards. NHS (2014) focused on the importance of following up praise with a reward, and children between the age of four to eight should be rewarded every or every other day, as witnessed during the observation, the adult followed up the praise with an award of going to lunch early.

Edward Thorndike's 1898 views are very similar to those of Skinner. Thorndike's theory is also based on reinforcements and punishments, both of which can stimulate behaviours. Thorndike's Law of Effect states that rewards are reinforcement whilst punishments do the opposite and makes you less likely to continue a behaviour. This coincides with (Skinner, 1971) who set the following perspective on punishment and motivation as:

The trouble is that when we punish a person for behaving badly, we leave it up to him to discover how to behave well, and he can then get credit for behaving well. At issue is an attribute of autonomous man. Men are to behave well only because they are good (Maag, 2001).

Since methods of punishment can be applied swiftly and conveniently, teachers have found them quite desirable to suppress several classroom disturbances. Patterson believes that punishment is a vicious cycle and leads to a related, and undesirable,

phenomenon called the "negative reinforcement trap". (Patterson, 1975). An example of this might be when pupils are sent out of class, when they are not going to learn from their punishment. By implementing positive reinforcement, we can shape and model children to ensure they repeat positive behaviour. Conversely, punishment often produces quick, although short-term, suppression in most pupils' bad behaviours, (Maag, 1999).

Skinner argues that behaviour is more likely to be repeated if it is based on the actual reinforcer (such as praise or social attention), rather than whether the stimulus is positive or negative (Skinner, 1984). A study by Wielkiewicz, (1995) concluded that positive reinforcement is a universal principle that is effective and diverse, regardless of the learners' characteristics or background. Other authors such as Maag (2001) have recognized that there is a higher probability that behaviour will improve and persist in the future, by using positive reinforcement.

During a study conducted by Burnett (2010), students indicated that they felt good when they were praised loudly to their peers and quietly one-on-one. By being naturally reinforced, meaning praised directly and also socially reinforced by teachers praising by telling the pupils they had done a 'good job'. Many students commented that they felt a sense of accomplishment, and felt generally motivated and wanted to work harder to get more praise.

Skinner's Operant Learning Theory (1938) is implemented in the classroom by adults by adding a rewarding stimulus such as praise, or a reward, after positive behaviour. Good behaviour becomes reinforced and is, therefore, more likely to occur again. People find positive reinforcement easier to practice than other training strategies,

since it doesn't require taking something away or having negative outcomes. It is also much easier to encourage behaviour than to prevent it, making positive reinforcement (such as encouragement) a more effective method than punishment in most situations (McLeod, 2018)

There are many other ways the adult could implement positive reinforcement. A study by Ruth Payne showed that younger age pupils were more likely to enjoy, and to respond to, positive school-based behavioural rewards systems (such as school trips, certificates, badges, prizes) than their older peers. Payne found this by asking children what motivates them and makes them eager to learn (Payne, 2015).

Defining a good teacher / student relationship

A significant correlation between the quality of teacher-student relationships and outcome variables such as engagement in learning activities was found in several studies. (Skinner, Wellborn, & Cornell, 1990). Over time, relationships may develop to be either short term or long term. Research indicates that people with diverse and rewarding relationships tend to live healthier and longer lives. Good relationships help expand the network and increase resilience, wisdom and physical health (Frederickson, 2013). A positive relationship requires evidence of an ability to create and build such a relationship, with trust as a central attribute, to establish fair, respectful, trusting, supportive and constructive relationships with children. Here, the duty appears to move to the instructor to begin and maintain the relationship within their environment.

The importance of a good teacher student relationship

A positive school relationship is central to both students and teachers' well-being, and is necessary to underpin an effective learning environment such as face-to-face learning in a classroom (Roffey, 2012). Rogers believes that certain behavioural characteristics that exist in the personal relationship between the facilitator and the learner are important for learning (Rogers, 1969). These characteristics include attributes such as trust, conscientiousness and honesty. Cornelius-White found in a meta-analysis study that learner-centred education which emphasises the role of teacher - student relationships reduces disruptive behaviours, and has a significant association with learning achievement (Cornelius-White, 2007).

Gordon agrees, and focuses on communication and relationships in his theory. His research is based on how we can promote problem-solving techniques, positive relationships and communication strategies. He states that there are four basic components of a behaviour window designed to help teachers recognise issues that interfere with instruction in the classroom. One of these is an active listening model, which is crucial for the child to be able to express their feelings, knowing that the teacher will understand and accept what they are feeling (Gordon, 1974).

Alessandra et al demonstrate that active listening is not limited to aural messages alone. Active listening also involves receiving non-verbal messages; for example, body placement, eye contact and facial expressions. Therefore, active listeners could then provide the speaker with both verbal and non-verbal feedback (Alessandra et al, 1987). Lastly, instead of creating consequences, we can instigate

a no-lose conflict resolution, and compromise, or come to a conclusion as a team (Gordon, 1970).

How relationship quality motivates learning and determines job satisfaction

Menuhin states that positive attitudes and motivation create a better teacher-student relationship for all students and, in conclusion, found that students worked more effectively when positive attitudes were created (Menuhin, 1969).

Onyx and Bullen identified levels of participation, and feelings of trust and safety in the classroom, to be factors for measuring social relationships in schools. Teachers need to appreciate their students, and be able to connect and understand them on a real-life level. Teachers need to respect their students, and show them that they are worthy of receiving the best education (Onyx and Bullen, 2000). It is the teacher's job to ensure that students are comfortable in the classroom environment and ensure that their learning isn't adversely affected (Hobson, 2002).

A study with pupils ranging from primary school to undergraduates, conducted by NSW Commission for Children and Young People in 2009, support this strategy, by stating that:

A good teacher knows how to control students without screaming at them, teachers make people feel good about themselves, because they've achieved something, and they helped you achieve it.

Martin et al (2010) claims that positive relationships between teachers and pupils help reduce maladaptive behaviour, while negative behaviour can lead to increased academic, social and behavioural difficulties.

The researcher observed that the adult encouraged the pupil to help tidy up with his classmates without shouting, and that the adult was able to maintain a positive relationship with the pupil, through knowing the pupil as an individual, and being able to connect with him on a real level.

(Toropova et al, 2020) found that job satisfaction is both closely linked to the retention of teachers, and contributes to the well-being of teachers and their students. Teachers' job satisfaction increases cohesion in the school and the status of the teaching profession. In our situational Case Study, the adult provided a motivational trigger for the pupil to be able to go to lunch sooner by coming to a agreement together of where to tidy up. This demonstrated a respectful relationship between the teacher and the pupil, averted any potential disagreements, and contributed to the adult's job satisfaction.

REFLECTION / EVALUATION & NEXT STEPS

The following text will consist of some information of the critical incident and explanation of the scenario along with the following stages of the Gibbs reflective cycle, which consists of my feelings, evaluation, analysis, conclusion and action plan for future practice.

During my first observation, I observed three sessions, and from these, I was able to identify three separate Critical Incidents, and selected one of these to discuss. The incident that I decided to focus on was the one that offered clear learning areas, where I could develop my knowledge and understanding. My critical incident involved a child arriving late to 'tidy up time', and asking why he needed to tidy up other people's mess. The teacher encouraged the child with positive reinforcement providing praise.

This critical incident was appropriate, as I noticed how the child's attitude towards the task changed after a quick chat with the adult. Positive reinforcement was effective during this situation, and many other similar incidents in the classroom. Putting Skinner's theory into practice in the classroom setting made a significant positive impact, and I will definitely be implementing positive reinforcement into my classroom in the future.

After researching positive reinforcement, and how it works, I found that the next teaching steps that could be implemented could be by using strategies. The NHS (2014) suggest the way to success could be by setting up reward systems, (for instance a star chart, or marbles in a jar), one is able to follow up the praise given as soon as possible with an award, to make sure it is most effective and, thus, the behaviour is likely to recur.

The adult had a positive relationship with the child by responding with a positive attitude to the child asking 'Why?' A study by Menuhin (1969) found that positive attitudes and motivation create a better teacher-student relationship for all students,

and it was clear during my observation that the children worked harder, and were more compliant, when the teacher followed with some sort of praise. It can therefore be assumed that students work more effectively when positive reinforcement and relationships are implemented in the classroom.

My analysis of the critical incident is that implementing positive reinforcement has a long-term effect by modelling children to ensure they repeat positive behaviour. Conversely, punishment produces quick, short-term, suppression in most pupils' bad behaviour. And Skinner's findings help us to understand why positive reinforcement is easier to practice than other training strategies, since it doesn't require taking something away or having negative outcomes. I have also learnt to use positive points only. During the adult's next teaching steps, a reward system would be of huge benefit to continue the behaviour, although it is crucial that rewards are used correctly. The NHS state that we should not give a reward for something good, and then take it away, as this would have a negative effect on the reward given. Reward systems are most effective when they are used correctly.

I consider that I was able to get enough information by focusing on the observation itself, and gained excellent skills for my teaching future. Overall, although the pupils knew I was there observing, it had little impact on how they acted throughout their day, and they felt comfortable with me observing their learning. During this experience I felt nervous, as it was the first time that I had visited the school. I was warmly welcomed by the class and this made the observation a lot easier to conduct. Overall it was a very positive experience under Covid19 circumstances. I was able to leave school with a critical incident and an idea of what I would be researching, i.e.

positive reinforcement and student teacher relationships. My action plan was to note down all key areas on my research, and see how the theory would link to practice. The combination of findings in the literature review provides us with some support that positive reinforcement is of benefit to teachers and students. As in most previous studies of the subject, Wielkiewicz (1995) concluded that positive reinforcement is a universal principle that is effective. I feel strongly about using positive reinforcement and implementing a good student teacher relationship into my future teaching through witnessing Skinner's theory being put into practice during my observation. I found that there are implications for developing positive relationships as there are many steps that need to be addressed before the positive relationship is built.

I found that during a meta-analysis study (Cornelius-White, 2007), learner-centred education emphasises the role of teacher - student relationship while reducing disruptive behaviours, and has a significant association with learning achievement. This combination of findings provides some support for the conceptual premise that teachers need attributes such as trust, conscientiousness and honesty in order to build positive relationships with their students. The adult most definitely took these aspects into consideration, as trust and respect were clearly shown to one another.

This is where the next step should be more focused - on the class as a whole rather, as in this situation, being focused one to one. I would plan an 'Inspiration Week' during the first week of school, to develop fun activities to bond and create a positive relationship. This would give me time to get to know my students and build trust and respect from day one of school.

These observations, and my findings, have led me to think about my future teaching strategies, and how I would adopt the teacher's approach by using reward charts, stickers and encouragement. It is clear that the same process that helps children to develop and learn through encouragement and feeling safe in their environment could next be focused on what the practitioners can do to scaffold an interest.

If we started by asking the pupils what they would like as an award, or asking more questions, a class could come up with their own classroom rules, such as to work as a team. Subsequently, it would be possible to be able to refer back to these class-determined rules when a question arises such as "Why do I need to tidy up someone else's mess?" This would encourage the pupils to work as a team, and become more ethically-informed citizens, by understanding and considering the impact of their actions, and wanting to help their peers.

CONCLUSION

In order to start gathering information for this assignment, it was important to find a clear conceptual framework and a common language. This framework underpinned the practice and information used in the assignment, and gave a knowledgeable understanding of professional standards for teaching and leadership. By taking a critical incident that is classed as a 'real life situation' and putting theory to practice, it is clear that the teacher exercised new professional standards for teaching and leadership by maintaining pedagogy conditions, and realising the four objectives for students to achieve the best in terms of standards and progress. The critical incident showed that the teacher demonstrated leadership skills, by having a professional

attitude with the learner which displayed commitment to the standard principles of equity, to maximise the potential of the students (Welsh Government, 2019).

While the literature on this topic is plentiful, there is agreement about the factors that contribute significantly to teachers applying positive reinforcement. Having good student-teacher relationships in the classroom has many benefits for the students' education. On the other hand, these relationships need to be developed in the right way and a strategy needs to be put in place. Otherwise positive reinforcement would not be as effective, and the relationship between the pupil and teacher could differ.

The researcher has been able to have an

My insight on how theory links to practice has developed, as has a deeper academic understanding on how it can be applied to future teaching and learning.

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APPENDIX A

Critical Incident A

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 28/9/2020 Blwyddyn 1
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). Theme tasks before dinner time included expressive arts and design, where the children painted 'people that help us in our community' and dressed up as doctors, teachers, dentists and enjoyed role play. These activities took place both inside and outside the classroom.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) The children enjoyed this theme and worked well and understood the concept of the lesson being to know and understand how these key workers help us in everyday life. They enjoyed that it was a real-life theme and they could understand job roles and link it to their lives such as their parents' jobs.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) The teacher explained the task as a class to ensure everyone had an idea of what was expected and had clear/obvious learning outcomes, the children were set in their groups to rotate around the tasks.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well)? The teacher explained each task on the carpet together before setting off to do them. And designated each corner and signposted with a chalkboard what the aim of each task was.

Access and challenge

(What can be observed in the environment that enables engagement of learners?
What can be observed regarding levels of challenge?)

The teacher setting clear learning goals helped the children perform better as they knew what was expected from them. They were set class rules for the activities including

- Help a friend
- Be patient
- Speak welsh

Assessment

(Can anything be observed about how student's existing knowledge is used?
Can anything be observed regarding the development of knowledge during or after the experience?)

Students existing knowledge of the task was clear by questioning.
The teacher asked what do we need to remember about the role play area?
And students reply – Shoes off and place back on the hanger for the next group.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

Good classroom management and the relationship between the students and the teacher.

Observing a pupil coming in late during the tidy up time, not wanting to tidy up other people's mess. Leading to questioning why he needs to tidy up.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28.09.20 The focus for the first lesson of the day was expressive art and design, which took place in the classroom, with four different ability levels (Named after the seasons) spring being the highest, lowest being winter. All taking part in four set activities rotating up until dinner time, including role play and arts and crafts.
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	A pupil was observed arriving late during a 'Tidy up time' before lunch, the adult puts the class tidy up song on and everyone immediately knows it's time to tidy. The adult asks the pupil to help tidy up before everyone heads off for dinner and the child asks 'why do I have to tidy the mess, I didn't make the mess' the adult was understanding that the child didn't make the mess but encouraged the child to help clean his usual favourite area while singing so they could all go to lunch sooner, and praised the child for complying 'oh wow look at everyone in year one helping, even ___ and he has only just arrived, I will definitely be telling Mr ___ how brilliant my pupils are' I found that from this observation, the positive relationship between the students and the teacher is important for a classroom environment, and positive reinforcement is implemented in class showed positive attitudes and willingness straight after the discussion. And will go on to research these aspects Looking towards my assignment.

APPENDIX B

Critical Incident B

Date and time, year group: 28/9/2020 Blwyddyn 1
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). The observation was taken at the start of the unit of study. The focus for the first lesson of the day was language literacy and communication skills, which took place in the classroom, with four different ability levels.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) The classroom was a happy friendly environment, where the children obtained excellent work attitudes, and clearly stuck to class rules that the teacher had set. Their behavior towards learning and starting the task in their set groups were promising and they were all willing to help one another by using one of the rules "ask a friend first".
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) The teacher explained the task as a class to ensure everyone had an idea of what was expected, and had clear/obvious learning outcomes, the children were set tasks in groups to have a discussion about their weekend and respond to what their partner did in full sentences. Followed by drawing a picture of the event and writing a full sentence next to the picture "I went to the shop to buy sweets" the purpos of this lesson was to be able to preent information and develop oracy and wting skills.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) By going over the task as a class first before going off into set groups, to ensure they understand the task given. The teacher filled out a sheet on the white board and had a conversation about her weekend with the children, asking how she could put "shopping" into a full sentence before writing it down, this way they had a structure and an idea of what to follow. There are key words around the classroom to help build sentences.

Access and challenge

(What can be observed in the environment that enables engagement of learners?
What can be observed regarding levels of challenge?)

The teacher setting clear learning goals helped the children perform better as they knew what was expected from them. They were able to get creative while writing, making it a fun experience finding out what their friends did over the weekend and sharing their experiences while learning.

Levels of challenge differentiated by the

Spring- being able to have a discussion and draw a picture to coincide with the activity.

Summer- Having a discussion drawing up two or three activities discussed.

Autumn- Discussing with the group about what they did over the weekend, followed by two pictures and two sentences

Winter- Discussing with the group about what they did over the weekend, followed by two pictures and two full sentences.

To push them further: asked pupils if they could write adjectives that describe what they chose.

Assessment

(Can anything be observed about how student's existing knowledge is used?
Can anything be observed regarding the development of knowledge during or after the experience?)

Students existing knowledge to the task was clear by questioning, such as
"remember when we did this last week"

"We always put a capital letter at the start of a sentence"

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

A pupil was unengaged swinging on his chair while the work was being explained, when the adult noticed she called his name and got his attention, five minutes later he went back to swinging on his chair and asked what he needed to do to complete the task.

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28.09.20 The focus for the first lesson of the day was language literacy and communication skills, which took place in the classroom, with four different ability levels (Named after the seasons) spring being the highest, lowest being winter.
<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>	A pupil was unengaged swinging on his chair while the work was being explained, when the adult noticed she called his name and got his attention, five minutes later he went back to swinging on his chair and asked what he needed to do to complete the task. The observers thought on pedagogy are that effective pedagogies include a range of techniques and maybe the child needed a more strategic approach to have a better focus about how he will get involved and how he will start thinking about what he can discuss, he may not have done anything exciting over the weekend so this made him switch off, as a result looking towards my research I will think about these outcomes and ensure to include other questioning, such as "what did you watch over the weekend" "what did you eat" other than what did they do and where did they go. being aware of, being sensitive to the feelings and thoughts of all children.

APPENDIX C

Critical Incident C

Date and time, year group: 28/9/2020 Blwyddyn 1
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). This observation was taken outside during a mathematics session with 23 children, with four different ability levels.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) The pupils were happy to be outside on the yard ready to start adding and subtracting to make the number five. Most of the pupils were eager to answer but the bottom group seemed to be adjudged and distracted.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) The teacher explained the task as a class to ensure everyone had an idea of what was expected, and had clear/obvious learning outcomes, the children were sat in a circle on the yard ready to listen and answer to try and solve mathematic problems.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) The teacher used lolipop sticks with each students' names on them to pick out a pupil randomly to answer a question, she explained to the class that they should think of an answer (how to get to five) ready incase they were picked next. They were given clear instruction and were given numbers that could creat the number five on a board infront of them.

Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) The teacher setting clear learning goals helped the children perform better as they knew what was expected from them.
Assessment (Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?) Students existing knowledge to the task was clear by recognising numicons and building blocks to help count.
Specifics / Critical Incidents (Are there moments which cause you to consider aspects of practice when you come across them in future teaching?) A name being picked out of the box with a question too difficult for the child, resulting in having to ask a friend, or come back to the pupil giving more time to think.

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28.09.20 The focus for the first lesson of the day was mathematics, which took place in the classroom, with four different ability levels (Named after the seasons) spring being the highest, lowest being winter.
<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>	While the researcher observed a maths session using a tub full of lollipop sticks with each pupils names on them, the question asked was 'what makes the number 5' and a name was picked randomly from the pot where most children loved the idea of the colourful named lollipop stick, the adult couldn't adjust the question to suit the level of that particular child by giving the question first then picking a name out of the tub, the researcher noticed that a child was left unsure and could not give an answer and was told 'think harder and I will come back to you' here it is clear that all learners have individual needs and it's important to think of changing it to meet the needs of each level.

APPENDIX D

Critical Incident D

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 28/9/2020 Blwyddyn 1
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). The focus of this critical incident was taken place during carpet time. The children come into class and go to an activity of choice, before being called onto the carpet for the register and carpet time for sentence building.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) The children enjoyed carpet time, very excited to see their friends on a Monday morning after the weekend. They sat loudly waiting for the adult to take the register.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) The teacher explained to the class that they need to be quiet on the carpet to proceed to the register. Children sat in designated places on the carpet, this seemed to help reduce fuss on the carpet.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) The pupils know that during carpet time they need to follow the carpet rules -Quiet voices -Hands up -No shouting out The adult had pictures shown to represent these rules for full understanding.

Access and challenge

(What can be observed in the environment that enables engagement of learners?
What can be observed regarding levels of challenge?)

The teacher set clear rules on the carpet to ensure full engagement.

- Be patient
- Speak welsh
- Hands up

All having an impact on their learning by knowing when it is time to listen.

Assessment

(Can anything be observed about how student's existing knowledge is used?
Can anything be observed regarding the development of knowledge during or
after the experience?)

Students existing knowledge to the task was clear by questioning.

The teacher would ask a question and the children would raise a hand ready to
answer a question.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you
come across them in future teaching?)

Classroom management, communication and the relationship between the
students and teacher.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28.09.20 The focus for this critical incident took place during carpet time before the register, with 23 pupils the teacher and a teaching assistant. -Children sitting, talking loudly and excitably catching up with each other waiting for the register to be taken
<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>	The researcher observed carpet time with 23 year one pupils sat talking loudly and excitably catching up with each other waiting for the register to be taken, the adult spoke firmly and asked the children to talk quietly until the computer loaded to proceeded with the register. The researcher observed a pupil trying to tell the adult that she had missed an absent pupil, to her reply being 'finger on your mouth' and leading to confusion of the pupil 'but you have' resulting in her answering back resulting with the child sat in 'quiet tears' holding a 'worry monster' after the adult realising the outcome she addressed the situation with 'okay thank you for your help, I haven't yet got a code for the absence and this is why I have left it out for the time being. The researcher found that from this observation, there was confusion between communication with the student and adult at the beginning of the conversation, resulting in frustration. The adult picked up on this and was sure to explain why to the pupil and thank her. It was obvious from this critical incident that communication and pedagogy, making sure the child understands and is in the know that they have the right to question is important.