

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.

Introduction

During this essay, I will identify one specific critical incident that occurred during observations undertaken at a secondary school and go on to recognize and evaluate the necessary teaching and learning steps required to attempt to change this behaviour for the better. A critical incident analysis is a pedagogical theory, established by Tripp (Griffin, 2003). His analytical methods let reflections on teaching circumstances or the 'critical incident' take place so that teachers are able to develop their professional decisions and practices. Critical incident analysis aims to recognise the underlying problem that has resulted in strong feelings about a certain teaching situation; it is a vital tool for self reflection in the topic of teacher education (Griffin, 2003). Reflective practice is the basis for which professional development takes place; it makes sense of past experiences and changes insights into practical techniques that therefore aids personal growth and positive impact. Using Tripp's critical incident analysis and reflective practice, the same critical incident will be reviewed many times citing many notable authors literature in order to discover the next learning steps that may be required. This links into meeting the standards for professional teaching in Wales whereby reflective practice is essential.

This essay will begin by providing context to the observation encountered followed by a comprehensive methodology explaining the observation models that were followed throughout the in which Montessori's work is cited. The critical incident will next be critically reviewed with a view to how it links to Donaldson's four key purposes of education. A detailed literature review focusing on three areas of research relating to the case study is then carried out with numerous key authors work studied and three specific areas of research made clear. A subsequent reflection of the critical incident where the potential next steps following the incident are presented which draws upon information from the literature review. This is then followed by a precise conclusion of the findings of this essay.

Observation

The observation in which the critical incident that this essay is built around took place in a public secondary school where the record for students with ALN and SEN is above average. I have used School X as the title of the school in regards to the BERA (2018) guidelines whilst the teacher present shall be referred to as Teacher X and the learner present as Pupil A. The lesson in which the incident took place in was a mixed ability KS3 Humanities lesson at the start of the first term in secondary school where many of the students were settling into the schools routines again. It should be noted that four official observations were carried out (appendices 1, 2, 3, 4); this assignment however focuses on one specific observational incident. (Appendices 4&8)

Methodology

Throughout the observations in which the critical incident took place, Maria Montessori's theories upon observation were used. She states that during observations on children, teachers should observe silently with no pre-conceived ideas present in order to understand the needs of the children (Lillard, 2006). Part of the teacher's role in the classroom is to allow the pupils minds to be open to change. Therefore, no help was provided, as Montessori believes *"Never help a child with a task at which he feels he can succeed"* (Lillard, 2006). This was shown as the observer did not get involved with the incident and merely observed letting the actions of the learner unfold independently. This summarised Montessori's belief that you have to be non-directive during observation as the learner needs freedom during the classroom to decide his/her actions independently. These theories were followed in order to reinforce Donaldson's recommendations that learners should have responsibility (Donaldson, 2015) within the classroom. Following on from Montessori's thoughts, the teacher observation framework of ISTOF can also be considered. In this framework, it is stated that the teacher should show effective classroom management to which they 'deal with disruptions' and this was a major consideration when observing the critical incident. Another domain of ISTOF was observed when considering teacher professionalism and reflectivity. Pupil A was given a second chance to behave in an appropriate way, however this was unsuccessful therefore the teacher 'reflected on their own practice' and then intervened. More details of this occurring is provided for this in the critical incident analysis.

However, although the teacher projected Montessori methods when not intervening in this incident, this was ineffective as Pupil A's behaviour worsened. The following disruptive behaviour of bickering with the learner sat next to them led onto the observational tool of CLASS. The teacher incorporated a CLASS domain when being 'proactive in anticipating difficulties.' This observation was made when pupil A became disruptive the teacher defused an incident from escalating by stopping Pupil A bickering with a fellow classmate. Despite this,

it was noted how Pupil A did not see the teacher as an authoritative figure and perhaps shows how the pupil is “not consistently exposed to effective teacher-child interactions” that is mentioned in “CLASS”. This was recognized as the teacher “had clear rules and expectations that are consistently reinforced” as stated in “CLASS”, however Pupil A throughout the critical incident taking place showed a disregard for these rules as they carried on bickering two minutes after being spoken to by the teacher. This is perhaps a weakness of “CLASS” as giving a disruptive pupil repeated opportunity to correct their behaviour and take charge of their own learning is not when effective when the learner shows no remorse in behaving badly. The CLASS tool of disciplining bad behaviour is also time consuming and can result in the teacher being taken away from the rest of the class’ learning.

Critical incident analysis

To start, the critical incident analysis aims to describe the nature of the incident as per (Tripp, 2012) guidelines on analysing critical incidents where stage 1 is too “describe the incident”. This will be followed by the explanation of why it is a critical incident and its meaning as Stage 2 of analysing a critical incident according to (Tripp,2012) is “to explain its meaning”. Links to Donaldson’s four purposes shall also be made throughout. It is significant to note it was week four of the first semester for a KS3 Humanities class, and so the teacher was still getting to know the learners within his/her class. For the purpose of this description, the learner will be referred to as pupil A while the teacher as Teacher X.

The lesson began with the learners walking in and taking their seats in a pre-arranged alphabetical seating plan whilst the teacher handed out textbooks. As the class began to settle, Pupil A came to be of note by starting to become disruptive by attempting to begin a conversation to the table directly across the room. This took me by surprise as the rest of the class was showing exemplary behaviour and so this was not expected. This perhaps shows pupil A is not being the ethical learner that Donaldson says is imperative (Donaldson, 2015) as she is not showing respect to both Teacher X and the fellow learners within the classroom. Following this, Teacher X took the action of saying “Pupil A, you were late last lesson and now you are disrupting the start of this one, it is not on now be quiet”. It was noted Teacher A had a tone of annoyance in their voice. Teacher A here is perhaps referencing Donaldson whereby he says learners have to be “enterprising, creative contributors who....are ready to play a full part in life and work” (Donaldson,2015) which Pupil A was not. After teacher X had said this, there was a noticeable face of frustration towards teacher X from pupil A. A minute of silence then followed this while Teacher A took the register with pupil A now coming across as disinterested and evidently not happy at the table they were sat on. This was understood by her quiet bickering with the learner Pupil A

was sat with. Teacher X then noticed this following the conclusion of the register and said to Pupil A “You are the problem every lesson now be quiet before I have to move you”. This led me to believe a critical incident occurred as pupil A had not taken the first warning from Teacher X and had carried on being a disruptive presence. Pupil A’s reaction to this took me by surprise, as through the first half of the sentence they looked very upset whilst being told they are the problem. However when Teacher A mentioned the prospect of moving, her eyes lit up and she poked her tongue out at the learner sitting next to her, out of the view of Teacher X. It was later pondered upon what the motives for Pupil A’s behaviour were and the following thoughts on the matter were noted. Firstly, was that Pupil A was evidently not happy being sat next to the learner the seating plan had situated them next too and so had taken up antagonising them. This was understood through the bickering and tongue poking at her fellow learner whom they were sat next to and the obvious want to be closer to the table of learners across the room. Secondly, the relationship between Teacher X and Pupil A was clearly not one of mutual respect and harmony judging by the encounters observed which were mostly negative and appeared hostile. The combination of bad relationships Pupil A held with the learner they were sat next to and Teacher X perhaps contributed to the learner feeling disconnected and disgruntled with the lesson. This leads us on to the following literature review in which the areas of seating plans, teacher-child interaction, and classroom management are reviewed as a result of these conclusions.

Literature review

This literature review identifies three key areas which can be looked at in conjunction with the critical incident observed. The three key areas, which are reviewed, are, seating plans in the classroom, teacher child interaction and classroom management.

The physical makeup of the classroom has the means to inspire positive behaviour or add to learner’s negative behaviour (Daniels, 1998). Seating arrangement is also one of the few areas that effects learner’s behaviour that is completely in the control of the teacher. It is stated that seating plans not only affect behaviour management, but also the individual’s achievement concerning their learning (Pace and Price 2005). As well as this, it is suggested that seating plans impact relationships within the classroom due to the social interactions taking place in set out arrangements. It has been argued that varied seating locations can influence both teacher-student and student-student interaction (Marx, Fuher & Hartig, 2000) and the significance of it being varied can ensure that all students are intermingling with varying types of people instead of having the same social conversations each lesson. Studies have exposed that where students are situated within the classroom can influence the quantity of non-academic doings, off-task behaviour, and socialization they partake in

(Benedict & Hoag, 2004; Budge, 2000; Davis & Fox, 1999; Edwards, 2000; Granstrom, 1996; Perkins & Wieman, 2005; Wannarka & Ruhl, 2008). It is maintained by many that *“Different seating locations have the ability to influence teacher-student and student-student interaction”* (Marx Fuher, Hartig, 2000). As many of the above points argue, one may decide that the use of rows and columns as a seating prearrangement increases on-task behaviour and attention when learners are taking part in individual work (Betoret & Artiga, 2004; Budge, 2000; Edwards, 2000; Hastings & Schwieso, 1995; Hofkins, 1994; Wannarka & Ruhl, 2008). However, despite countless arguments for the use of seating plans, the flip side of this can also be seen whereby it is contended that ‘Students may feel empowered by the opportunity to choose their own seats’ (Rates, P, 2009: 22) this can be seen in a way in which to engage the learner more so than a seating plan could. Building upon this, the formation of a seating plan puts the management of the class arrangement exclusively on the teacher, labelling the teacher as the authority character (Holtrop, 1999). This essentially meaning seating plans avoid letting learners have responsibility in the classroom, which has been noted to in fact decrease learners productivity within the classroom environment (Holtrop,1999).

The second area reviewed is Teacher- Child interaction. Teacher-child interactions can be seen as the daily back and forth interactions that occur each day between the teacher and the learner, compromising both social exchanges, as well as instructive exchanges (Hamre et al, 2012). It is seen that the processes that occur with the main people in care (the teacher) and affect learner’s development in a positive or negative way (Bronfenbrenner, 2007). If these interactions/processes are of high quality, then exchanges should be filled with emotionally understanding language that stimulates learning in a well-ordered classroom (Hamre, 2013). There is an increasing quantity of research that concludes that the quality of these exchanges is more important in improving a learners academic and social skills more so than many other parts of the classroom. As an example, it was discovered by Howes that effective teaching defined as complex exchanges with adults based upon instructional information within an encouraging environment was a key sign in predicting children’s literacy and language outcomes in comparison to activities or materials (Howes,2008). Furthermore, it was also discovered that a child’s reading skills were indirectly linked to teacher-child interactions through the medium of classroom engagement (Ponitiz, 2009). Building upon this, it was also found that the training of new teachers in relationship techniques has been shown to directly link to a decrease in bad learner behaviours and an increase in positive learner behaviour (Garbacz 2014, Perry 2010). These studies all show how vitally important teacher child interaction is for both the learners academic progression and behaviour. It also highlights the teachers role in getting the most

out of their learners through interaction *“Curriculum is vitally important, however the teachers actions are paramount”* (Coppie, 2009). This shows that the teacher is in fact always teaching, and not just when speaking about the subject content, it is more a whole package whereby the learners minds are like sponges to a teachers everyday behaviour and subsequent interactions with them.

The third area reviewed is that of effective classroom management, something that is viewed in general as something that is notoriously difficult to deal within education. Effective teachers are those that are experts in classroom management with a high self efficacy present. Effective classroom management comprises the managing of the learner's behaviour, organizing physical space, evaluating students as they teach and including instructional clusters (Tournaki, 2009). If a teacher has these skills within their repertoire, then classroom management becomes second nature. Another component of effective classroom management is whereby learners are provided with a positive comment in regards to their efficient learning and are reminded of their progress in the subject being undertaken. This is where it can be seen that the teachers are being observed as using “effective teaching techniques and communicating with clarity and accuracy” as stated by Scruggs and Mastropieri in (Tournaki, 2009). Positive feedback for learners is essential (Morris-Rothschild & Brassard, 2006). When the above teaching components are combined together by effective teachers, the classroom becomes what (Greenberg 2005) describes as “a laboratory for learning..., for the learning community places a great value on every class member's” developing an understanding of the process of learning, and the classroom atmosphere enhances the possibilities of high quality... learning experiences”. It was also established by (Ashman & Conway, 1997) that learners are not able to achieve their full potential without the support of effective teachers; this is a narrative that runs throughout the literature available on successful classroom management. Further backing up the viewings of many authors on how a teacher can get through to even the most unmotivated child is (Cheung 2008) who reasons that *“If I try hard, I can get through to even the most difficult or unmotivated students”*. Cheung further argues that learners with low motivation and performance are often highly affected by his/her home environment (Cheung 2008). Despite classroom management being noted as something that is typically not easy to deal with, if well managed can turn into places of freedom and safety to learners (Morris-Rothschild & Brassard, 2006). A conducive classroom setting also decreases the quantity of low achievers (Gibson & Dembo, 1984). It has been proven that teachers lacking in self-efficacy, classroom management and organisation may criticize students when they fail as well as showing impatience (Gibson & Dembo, 1984). Also, that they are proven to be unable to manage behavioural problems (Ashton & Webb 1986). These drawbacks have been noted

to act as an obvious limitation to their teaching that also impacts the learners chances of achieving their full potential (Brophy, 2006).

Reflection

Through the medium of reflective practice, I have noted some of the next teaching and learning steps that may be required in order to attempt to challenge and change pupil A's behaviour and lead to them being an engaged and participating member of the class. As a significant part of my reflective thinking was based upon the correct use of seating plans. I concluded I would perhaps implement a structured seating plan for this class. This would not base upon the alphabetical arrangement that is present in school X, but instead created after gaining knowledge upon the learners. As (Daniels, 1998) stated the physical makeup of the classroom has the means to inspire positive behaviour and decrease negative behaviour. By changing the physical make up this would ensure that learners who present challenging behaviour are, separated meaning pupil A, after evaluating the class, would not be seated with someone they typically do not get on with. They would instead be next to someone, they both get along with and is hard working hopefully meaning Daniels beliefs hold true and this inspires positive behaviour. Also it would change the type of social interactions learners have, which may become mundane if every lesson is seated alphabetically. An element of peer learning could maybe also take place here. Pupil A, as well as not being situated next to the learner with whom they were bickering with, also would perhaps be seated facing away from the table they were attempting to converse with at the outset of the lesson. This would be done in the hope that it would lead to a more focused and ambitious learner that Donaldson says is essential. Seating plans compromising rows may be a good idea here, having been noted to improve learners on-task behaviour and attention when learners are taking part in individual work (Betoret & Artiga, 2004; Budge, 2000; Edwards, 2000; Hastings & Schwieso, 1995; Hofkins, 1994; Wannarka & Ruhl, 2008).

A further step I may take in order to hopefully guarantee the avoidance of this event again would be to perhaps attempt to build more of a positive relationship between myself as the teacher and pupil A as the learner. I would attempt to do this by reinforcing the positive behaviour of Pupil A throughout the lesson and remind Pupil A of the progress they have made. This would be done in the hope Pupil A firstly begins to engage with me as the teacher through high quality interactions and then that this would inspire them to work harder and contribute in a positive way to the class with a higher level of effort. This new positive relationship may stimulate learning for pupil A in a way in which is not currently being activated. Perhaps, instead of saying "you are the problem every lesson" the teacher might say "remember how well you worked on X lesson and let's get back to that". Then if the

learner behaves immediately after, reinforce this behaviour by saying “see you can do it, well done!” The building of this new relationship will hopefully lead to Pupil A wanting to impress the teacher in order to get more positive feedback instead of the negative they seemed accustomed too.

After the resurrection of a new seating plan and an attempt at building a positive relationship with pupil A, classroom management would next be required as it would need to be assessed whether these techniques had in fact worked or not. This would be done through classroom management whereby, I as the teacher, would have to then evaluate the Pupil A's behaviour, whether positive or negative and how the new organizing of physical space worked out. Also, an evaluation of how the cluster in which pupil A was now working, was doing well or not (Tournaki, 2009). These are all vital skills a teacher must have to display effective classroom management and also skills that would be required in order to check pupil A was responding in a positive light to the previous steps carried out (Tournaki, 2009). If any tweaks needed to be made, they could be carried out through the use of effective classroom management to ensure there is the best chance possible of pupil A becoming an engaged member of the class.

Conclusion

This essay has first introduced what in fact a critical incident is before moving on to discuss the observations that took place at school X. A methodology of the steps taken during observation followed where Montessori's theories was looked at in conjunction with a critical incident case study. A description of the critical incident follows where Tripp's theories upon describing a critical incident were followed while first thoughts were given on three areas in which may improve Pupil A's behaviour were stated. These three areas were next reviewed in depth throughout a comprehensive literature review where many prominent authors work was cited. Following the conclusion of this, the next teaching and learning steps that may be required to help change pupil A's behaviour were presented in a reflection section that draws upon information from the literature review to help formulate opinions and ideas. Throughout this work, reflective practice was used in order to meet the professional standards required for education in Wales. Reflective practice is a process of thinking through professional issues which do not have a clear solution, this is essentially what this essay is about, a case study was reviewed and reflected on in order to discover the required next steps. These new professional standards reflect practice that is consistent with the realisation of the new curriculum in Wales for which reflective practice is essential. After the completion of this reflective practice I have concluded that changing the seating plan to one which is based off knowledge of the learners is needed. Also, improving the quality of teacher-child interactions

between pupil A and the teacher are required in order to get Pupil A reengaged with the class and return to having an ambition to learn (Donaldson,2015). Classroom management I think, should next be used to evaluate and asses whether these techniques are working so any tweaks can be made if necessary to give Pupil A the best possible chance of becoming the model student which Donladson describes.

Appendices

Observation/Field notes (Appendice 1)

Date: 02/09/19

Lesson details: Humanities KS3. The class were completing an end of topic assessment.

Classroom culture: Learners were placed into a pre-arranged seating plan upon arrival by the teacher. The teacher got the class to settle quickly by tapping the desk for silence. They then began to explain the instructions for the questions in the test, all students were listening carefully.

Objectives: The teacher started explaining why the test was necessary, as they had finished their previous topic and needed to asses it before starting a new topic. The scheme of work up until Christmas was on the board so was very clear for students to see what was going on.

Direction: The teacher and the learners have a question and answer session before the start of the assessment. All students asked to answer questions very knowledgable on what is required and subject content. The teacher hints at using notes from previous lessons that may help them. This is perhaps activating prior knowledge.

Access and challenge: The teacher gives the learners the choice of answering any of three questions for each part of the assessment meaning options for all abilities.

Assessment: There was a discussion with questions and answers at the start of the lesson. Throughout the assessment a hands up system was used for those learners requiring help.

Specifics/critical incidents: Seating plan present. One student late- classroom management required. During discussion at start of the lesson the teacher individually picked out learners to answer questions. A mention of the upcoming parents evening, perhaps activating behaviour management. There were no reinforcements throughout the

assessment, only a reminder 10 minutes before then end about reading through work.
Showing pupils must be in charge of their own learning- no scaffolding.

Observation/Field notes (Appendice 2)

Date: 02/09/19

Lesson details: Physics KS3, Learning about Newton's laws. Teacher led activity. First students read information and then answer questions on the board in their books about the information. Low amount of instruction from the teacher.

Classroom culture: A chilled classroom environment with quiet discussions among tables present. The learners understand what they have to do, and get on with it while chatting. Some tables evidently not chatting about the work, others, noticeably the ones, who put hand up for one to one help, are getting on with it without fuss. 1 to 1 teaching present.

Objectives: To understand each of Newton's three laws. Questions on the board and information in textbook to read and answer questions on. Self-education through reading present.

Direction: Good understanding of what is required; Teacher instructs that without reading the information, learners will struggle to answer the information. Majority of class get on with work, some talking too much, others hands up for help.

Access and challenge: Teacher walked around each table, helping learners with their hands up individually on some of the harder questions, making sure others quietened down.

Assessment: After each question and answer section is completed, the teacher writes a summary on the board for all learners, drawing on learners to give feedback on their answers. Teacher can then assess class's knowledge.

Specifics/critical incidents: Teacher individually teaching does not see many of the learners not doing the work and just having discussions on their table. This can be seen as disruptive behaviour and poor classroom management.

Observation/Field notes (Appendice 3)

Date: 26/09/19

Lesson details: KS3, Low ability Humanities lesson. The history of Wales

Classroom culture: Seating plan in place but attempted to be ignored by the learners. Very low concentration apparent with students walking around chatting and pretending to get resources.

Objectives: To explore the History of Wales, especially the history of coal mines. Learners have to label a picture of a coal miner and what he is wearing, e.g. a helmet or protective clothes.

Direction: Teacher instructs that the image must be coloured in so as to bring life to the picture. Teacher walks around giving guidance throughout.

Access and challenge: There are tasks in place that ask learners to describe the picture, instead of simply labelling and colouring. E.g., describe why the miner dresses that way.

Assessment: Constant questions and answers to check learners are doing the work; Teacher also makes it very clear the teacher will mark this piece of work at the end of the lesson.

Specifics/critical incidents: Classroom management. An ineffective seating plan. No discipline for learners walking around at start of the lesson. Learners not very engaged by the activities, seem too find it boring.

Observation/Field notes (Appendix 4)

Date: 26/09/19

Lesson details: Humanities KS3, map reading skills. Read information within the textbook and then complete the activities present using the information.

Classroom culture: Quiet chatting from the class while completing the task, All students apart from one learner behaving well. The problem learner evidently not happy with whom seated next to while a bad relationship with teacher evident after some early exchanges between the two of them at the start of the lesson.

Objectives: To understand the basic map reading skills required and be able to implement these when required. This was assessed through the activities within the textbook. Clear double page lay out in textbook that learners were required to complete with extra work available if completed.

Direction: Teacher walks amongst tables offering guidance on questions when learners put their hands up.

Access and challenge: Questions begin at a low ability level required and get harder throughout so to test students as they progress. Extra work also set for those that finish all required.

Assessment: Questions while walking around the room to groups of learners to check which question they are on and if they need any help, others put their hand up so teacher can evaluate them by interacting with them.

Specifics/critical incidents: At the beginning of the lesson one student was noted as being disruptive by talking when teacher was taking the lesson. It perhaps magnified this learners behaviour due to the fact the rest of the class were behaving impeccably. The teacher spoke with the student but it led to a very disinterested learner as their relationship did not appear to be one of strength. The learner then throughout the lesson was evidently disinterested and not getting along with the learner they were seated next too. The evidently disinterested learner then seemed to have a negative effect on the learners around her. Seating plans, Teacher child interaction, classroom management.

Assisted Reflective Conclusions (ARC) Model (Appendice 5)

Date: 02/10/19

Critical incident: Selection of specific pupils during question and answers at start of lesson.

Feelings: Evident from the start that teacher knew their learners well as all learners who answered questions provided very knowledgeable answers and seemed like they did not need help. These were beneficial to the overall class however may have been better to ask some of the chatty clusters of learners to assess if they had the same knowledge base.

Remember and Understand: A hands up approach was used, however, as many hands were up, it then fell to the teacher to pick out specific learners to answer. Teacher could use APK here and check learners understanding. However, unsure if answers were a true representation of the whole class.

Evaluate and Analyse: The teacher was well aware who would have the required knowledge to answer the questions and who would not. Perhaps used the technique of peer learning as students selected to answer could teach the rest of the class.

Conclusions and Actions: As Donaldson states, learners have to be challenged within the classroom. This was not happening as only capable learners were being asked to answer

questions. This meant no opportunities for other learners to be challenged. If done again, perhaps use a lollipop stick system for picking out students at random, meaning a true evaluation of the classes knowledge can take place.

Assisted Reflective Conclusions (ARC) Model (Appendice 6)

Date: 02/10/19

Critical incident: Disruptive behaviour

Feelings: The chatty environment spread across the classroom from one table, this should have been shut down straight away instead of allowing it to engulf the class while they were completing the directed task. Perhaps seat chatty learners next to quiet learners in order to gain a more even balance within the classroom.

Remember and Understand: Learners were given a task to get on with independently; they had to read the information and answer questions upon it. Perhaps too much independence and maybe should have been teacher led by going through each question instead of giving learners sections too get on with. Some learners knew they would get answers of each section at the end so were not too interested in completing it themselves.

Evaluate and Analyse: It does tie in with Donaldson's belief of giving the learners independent study time however, this acted as a trigger to become disruptive and chatty.

Conclusions and Actions: The teacher showed little classroom management. The class seemed to know this as when warned break was next and they could be kept behind, they ignored the teacher perhaps knowing no consequences were too come. Perhaps use seating plans to place problem students next too quiet learners in the hope behaviour would rub off. Also walk around the class and discipline clusters of noisy learners. Class rules would then be in place- learners would know the discipline procedure if being disruptive.

Assisted Reflective Conclusions (ARC) Model (Appendice 7)

Date: 26/09/19

Critical incident: Classroom management

Feelings: A good lesson plan for the learner's ability level. Problems arose where some of the learners with low ability evidently had no interest in listening or completing the task. They were more interested in walking around the classroom chatting.

Remember and Understand: There was little control over the class from the teacher when learners were wondering around at the start of the lesson. Teacher seemed to praise good behaviour more than discipline bad behaviour.

Evaluate and Analyse: The task set was good as it got some learners engaged through colouring before moving onto describing, still however some learners had no interest and were not disciplined for this attitude.

Conclusions and Actions: Classroom management- Have maybe a set list of classroom rules on the board with the discipline procedures that would follow the breaking of these rules. Learners would all be aware of the consequences of their actions. Vital teacher implements this strictly to assert control over the class.

Assisted Reflective Conclusions (ARC) Model (Appendice 8)

Date: 26/09/19

Critical incident: Seating plan/Teacher-child interaction.

Feelings: A good lesson plan with clear objectives that challenged the learner as they worked through it. Only issue was one disruptive student chatting at the beginning of the lesson, and after a few interactions with the teacher, became disconnected from the rest of the class and the work required. Learner did not appear to along with either the learner they were seated next to or the teacher. This led me to question the reason for this. As well as wondering how the learner had become so disconnected from a obviously hard working class with a good classroom culture.

Remember and Understand: There was good control over the whole class, apart from one disconnected learner. This may be perhaps due to repeated previous problems with this learner ensuring the teacher is at the end of their patience with them. The learner seemed to take issue to being singled out however it appeared there may be a reason for this happening on a regular basis. Teacher attempted to discipline the learner by first giving them a chance to be quiet before a second warning of being moved if behaviour continued. Teacher evidently left the choice up to the pupil. Despite not obviously misbehaving again, the learner seemed disinterested following this perhaps due to a bad relationship with the teacher and person sat next too meaning it was a lesson they weren't interested in succeeding in.

Evaluate and Analyse: The teacher knows the learner better than the observer does, and there may be repeated problems and lack of effort on the learners behalf helping cause the

situation of hostility between them. Learner may also have already been moved away from friends to sit next to learner they did not want to be next to, and so that may be a reason for being disgruntled with where they were sat.

Conclusions and Actions: Seating plan- Ensure all learners are sat somewhere they feel comfortable and able to work, perhaps pair the problem learner with someone who they both get along with and works hard (If possible). Teacher-child interaction – Build a positive relationship with the learner and make them feel valued instead of seeing themselves as a problem. They may play up too this. Classroom management – After the new seating plan has been put in place and a new relationship attempted to be made. Teacher could exercise classroom management by ensuring they are now in control of the whole class with this problem pupil now part of that and not seen as distant to the rest.

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