

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.

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The purpose of this essay is to identify and critically evaluate the use of educational research, specifically focusing on the evaluation of classroom observations and identification of critical incidents. For context, critical incidents are events that may occur frequently. Therefore, these events may not hold 'sensational' values or may not be labelled 'critical' in daily life (Tripp, 1993). Therefore, the word 'critical' is based on the significance and meaning that teachers or researchers attribute to the incident after the process of reflexive analysis (Shapira-Lishchinsky, 2011).

Identifying critical incidents provides practitioners with an opportunity to recognise steps for personal or professional development, which will work to inform future actions for improving the process of teaching and learning.

In order to critically evaluate and identify next steps, observations took place on the field through the methodology, structured non-participant case study. Observations elicited opportunities to recognise a critical incident, leading to the process of reflection and analysis. Identification of links between the critical incident and the Curriculum for Wales 2022 regarding the four purposes will be discussed. Moreover, the researcher will form connections with prior research and theories that underpin the holistic development of children and young people. Research findings will be organised into three themes (1. the relationship between the student and the teacher, 2. behaviourism, 3. pedagogy). Reflections and evaluations will be discussed at the latter, followed by a conclusion, providing a summary of key points.

Secondary research was used in order to provide contextual information whilst taking into consideration ethical procedures outlined in BERA (2018). This essay will refer to the school and participants through the utmost confidentiality, remaining anonymity to participants involved (BERA, 2018, p.21).

School X is a local-authority-maintained school, located in a small coastal city, whose aim is to promote a positive school community, inviting over 400 students to

feel safe, welcomed and respected. School X's Estyn rating is 'Good', the standards have improved consistently, especially in terms of literacy and numeracy, and the ethos of the school is positive, in terms of being 'caring' and 'child-centred' (Estyn 2014). School X' is located within a residential area where just under half of the population are employed within the routine and manual occupation classification sector. This location is within the top 6 lowest areas of annual household incomes within the city (████████ Council 2020). Concerning the context of education, just over 30% of pupils who attend School X are entitled to the Free School Meals scheme (Estyn 2014).

The observation took place through online pre-recorded film due to the current impact of the COVID-19 pandemic; research was unable to take place within the classroom physically. The filming took place the second week into the school term after the lifting of national lockdown restrictions. Therefore, the class was non-established, meaning the content and relationships were relatively newly formed. The research was gathered from the Foundation Phase setting, from a mixed ability and mixed age range classroom (Reception and Year One), comprising of one teacher, two teaching assistants and twenty-one students.

The methodological approach chosen to identify critical incidents within the classroom was a structured non-participant observation case study. The rationale dominating this decision focuses on the attempt to gather rich data in order to identify and critically evaluate a critical incident within the field, looking at this through a multitude of perspectives, as Brookfield (1995) would refer to as, the four lenses.

The case study approach is appropriate in this context; it allows the researcher to focus on a specific, critical incident within the classroom, allowing researchers to collect rich, in-depth data which contain 'vivid' descriptions of events with a chronological narrative—allowing the researcher to focusing on specific individuals or groups of individuals (Cohen et al. 2011, p. 290) evaluating pertinent matters.

Also, focusing on a small-scale group elicits the process of gaining insight from different perspectives or multiple social situations, such as assumptions of student experiences, assumptions of pedagogic reasoning or assumptions of others involved in the process (Brookfield, 1995, p.30), allowing the recognition of unique features

within the process that might otherwise be misinterpreted or overlooked in a comparative method. Gaining insight from multiple perspectives was particularly useful in the context of this research due to the nature of the pre-recorded film. The researcher could re-watch certain aspects and focus on different perspectives (Brookfield, 1995) at each given time. In terms of cost, case studies are cost-effective, single researchers can research without needing an extensive team.

On the other hand, there are weaknesses using case studies as a research method. For example, results may not be generalisable and may not be able to be applied to broader contexts within similar research fields (Cohen et al. 2011, p.293). Also, case studies may often be selective, biased and personal, despite attempts of reflexivity.

Furthermore, due to COVID-19 restrictions, this research was strictly non-participant, and observations took place through online pre-recorded film. The role of the researcher was covert in the sense that participants were not restricted by a researcher being present within the classroom. However, overt in a sense, that the camera was placed in the room for reflexive research purposes. Of course, non-participant observation offers a sense of rich validity; however, limitations exist through the inability to build rapport to ask questions to the participants to gain a more in-depth insight.

In opposition, participant observation means that the researcher is positioned as the actor within the classroom, embracing the skills and customs of the participants. Therefore, the limitations exist when the researcher becomes involved in the population with a likelihood of informing researcher bias (Cohen et al. 2011, p. 457).

Therefore, it was decided that the most appropriate method was the non-participatory approach. The non-participatory approach allows opportunities for the researcher to observe unique examples of real-life incidents that take place within the classroom without becoming too involved with the research population, this limits researcher bias and elicits the understanding of ideas more clearly than by merely presenting them in an abstract way (Cohen et al. 2011).

The use of this methodology allowed me to observe a critical incident within the context of the classroom and apply criticality, relating the incident to the pedagogical stance of the teacher in terms of the linkage with Donaldson's Four Purposes (Donaldson 2015). The critical incident observed on the field is outlined below. The

researcher's observation notes are available in Appendix 1 at the end of this document.

"The teacher reinforces appropriate sitting on the carpet "let me just check everyone is sitting beautifully with legs crossed" and looks around the carpet. Teacher begins to give verbal praise whilst naming students "well done____" "well done____". As a form of behaviour management. When all students are sitting appropriately and engage the teacher says "da iawn pawb" and as a class, the students and teacher begin to count again. The teacher uses a number line and a finger puppet to direct the students counting, placing the puppet above the number she wants students to say out loud. The teacher repeats this process and students begin to get louder. After the third time of repeating, many of the students are shouting fast. The teacher picks this up and grins "oh, you're going to fast!" And uses the finger puppet to direct the children's speed of counting."

For the purposes of criticality, links from the incident will be made to the four purposes outlined by Donaldson (2015).

"Ambitious, capable learners, ready to learn throughout their lives"
(Donaldson, 2015, p.29)

The teacher is undertaking a specific pedagogical approach by providing a manipulative and prop to enhance the children's learning. The prop the teacher used was a finger puppet, to guide children's reading and counting. The manipulative the teacher used is a number line, to provide a visual aid for learners. These objects provide scaffolding (Bruner, 1977) to meet the diverse needs of learners to ensure that all pupil's progress. Also, the use of counting as a class elicits development through collective social interactions (the teacher and students work together collaboratively) which relates to Lev Vygotsky's theory, Zone of Proximal Development. Students are therefore learning from others who have greater knowledge and skills (Fabian and Mould, 2009, p.18).

"Enterprising, creative contributors, ready to play a full part in life and work"
(Donaldson, 2015, p.29)

The critical incident can be interlinked with this process by the attempt of the teacher engaging children in a creative learning opportunity, promoting children's autonomy

to apply knowledge and skills to teaching and learning. The props add stimulus, providing a rich context for the students' mathematical development and the collective counting as a class provides children with autonomy.

"Healthy, confident individuals, ready to lead fulfilling lives as valued members of society" (Donaldson, 2015, p.29)

During observation, it was clear to identify the early relationship between the teacher and the students and the importance of this development. The teacher adopted a smiley positive stance toward the pupils, proving a warm and approachable character. This led to research of the importance of student/teacher relationships with regards to growing confident individuals within the classroom.

The critical incident observed led to research in three areas—observations of these areas are outlined below.

1. The relationship between the teacher and the student
2. Behaviourism
3. Pedagogy

The relationship between the teacher and the student

The importance of the relationship between the teacher and the student became apparent during observation, particularly the teacher's use of facial expressions and body language. For example, the phrase "Oh, you are going to FAST!" May have been identified as a negative reprimand if the teacher was not grinning. The teacher pointed out the fast counting rhythm by grinning, adopting a playful approach to positive reinforcement, asking the children to repeat the numbers slowly.

Additionally, the teacher adopted a playful approach applying humour to the situation, acting as if she could not keep up with the knowledge of the children. Playfulness inhibits creativity for problem-solving and is beneficial to children in the early years setting, leading to a multitude of benefits, such as confidence and cultural identity (Brodie, 2018, p.109). The role of the teacher in providing meaningful interactions using warmth and humour extracts these benefits within the classroom culture.

Vygotsky discusses the cruciality of children and adult interactions, especially within the context of a learning environment. The role of the teacher is fundamental in

supporting the child in terms of scaffolding. Bruner developed Vygotsky's theory of 'scaffolding' relating it to the development of child interaction; Children can develop from the process of interaction through the help of the adult. When the children are confident, the 'scaffolding' can be gradually removed (Fabian and Mould, 2009).

Therefore, building and developing meaningful relationships within the classroom is considered fundamental in terms of the teacher being able to identify and develop strategies that are considered central to supporting the student on their learning journey (Bruner 1977). Without the development of these relationships, it is difficult to identify strategies that are meaningful to the children's development.

Inevitably, the key to student's learning is to provide an environment offering security and happiness within the context in which they are developing. As mentioned above, providing humour will provide happiness, which will work to inform strong and trusting attachments. Consider Maslow's hierarchy of needs within this context. Practitioners should aim for an environment providing warmth and security in meeting basic needs. Thus, it effectively provides the opportunity to progress in all other areas (Fabian and Mould 2009, p. 147). For example, safety needs, children inhabit a genuine reaction when they feel their safety is being compromised, unlike adults who can mask an appearance of feeling unsafe, children give a true reflection (Maslow, 1943). In this case, the teacher works to promote positive interactions within the classroom, as a newly established environment reassuring the students, supporting new surroundings, especially after returning from a global pandemic, it is even more so important to provide consistent use of positive reassurance.

The teacher offers a welcoming, safe and secure environment that allows students to socially, and confidently pursue learning. Providing this environment ultimately leads to building greater self-esteem and sense of learner fulfilment which directly links to the four purposes within the Curriculum for Wales 2022 (self-esteem can link to healthy, confident individuals, and fulfilment can be linked-to ambitious capable learners). For child development to occur, basic needs must be met. Safety and security must be a priority within the initial interaction between the teacher and the children. Interactions must remain optimistic, in this instance is reinforced by humour that the teacher displays.

Behaviourism

"The teacher reinforces appropriate sitting on the carpet "let me just check everyone is sitting beautifully with legs crossed" and looks around the carpet. The teacher begins to give verbal praise whilst naming students "well done ____" "well done ____".

Behaviourism and learning theory have had a considerable impact within research in the educational field; many theories relate to pedagogy, psychology and behaviour. The critical incident identified, draws upon the use of reinforcement when the teacher uses verbal praise. This was a dominant finding throughout all observations. This can be identified within the Appendix.

Within this critical incident, responses to reinforcement can be observed. Several of the students react directly to the teacher's use of positive reinforcement through verbal praise and model the behaviour of those who are receiving this. Observing this first-hand led me to question modelled behaviour and the impact of verbal praise.

Modelling is a phrase used by Bandura and Walters, which describes a motivational consequence between stimulus, person and response (Bandura and Walters, 1963). There was a clear relationship between this theory and observation that took place within the classroom. For example, the teacher used verbal praise to reinforce acceptable conforming behaviour, which was 'good' sitting on the carpet. Students who are conforming to acceptable behaviour receive praise and the student who are non-conforming, identify the response of the teacher, and therefore model behaviour to participate in 'good' sitting. As a result, the non-conformists are motivated through the teacher's response in the hope they receive verbal praise, too. Verbal praise was a technique used throughout the lesson to re-engage students who may have become disengaged during an activity.

A theorist who would argue against the use of positive reinforcement in particular contexts is Carol Dweck, Dweck outlines that the use positive reinforcement in particular contexts can create 'fixed' mindset, whereby students may often feel judged in terms of their intelligence. Dweck suggests using positive reinforcement in order to encourage a 'growth mindset' and stresses the importance of praising context of effort, focus and determination. The process of this type of praise creates confidence, willingness and resilience to overcome educational barriers with perseverance (Dweck, 2014).

Additionally, behaviourist theory is dominantly concerned with stimulus and response, whereby stimuli gives light to a particular response (Child, 2007, p. 163). The theorist who gives light to stimuli and response is Ivan Pavlov and his theory of classical conditioning. Here, the critical incident links to classical conditioning using props within the classroom. For example, "The teacher is using a finger puppet to direct the students counting. Placing the puppet above the number, she wants students to say out loud. She repeats this process, and students begin to get louder." Observing this with regards to Pavlov's theory, it is clear to recognise links to the students' behaviour as a response initiated by a stimulus. The finger puppet provides a stimulus for children's counting. The excitement and engagement from the use of the puppet is an "unconditioned response" (Smith et al., 2003, p. 235) governed when the puppet is presented directly to the class, the puppet, therefore, is the "unconditioned stimulus" (Smith et al., 2003, p. 235). The "conditioned stimulus" (Smith et al., 2003, p. 235) is the teacher wearing the finger puppet and placing it in context to the number line, which ultimately initiates a "conditioned response" (Smith et al., 2003, p. 235), the children verbally reciting the number directed by the stimulus.

Pedagogy

The teacher provided a manipulative (number-line) to allow children to identify sequenced numbers, from one to ten. The teacher asked students to repeat this process over, and, the students collectively recited the numbers as a class. With the use of repetition, the process of rote learning was taking place and was the basis of pedagogic exploration. Rote learning is often a popular technique used within the foundation phase, providing a process of memorisation for a sequence to be learned (Child, 2007, p. 176). For the process of straight memorisation to take place, a combination of this, and logical build-up from previous knowledge must occur.

As you can see in Appendix 1, the logical build-up of previous knowledge is implemented using a starter activity at the beginning of the session. The teacher creates mystery by displaying an incomplete manipulative (number-line), stating "ooo, but I have a problem. Some of the numbers are missing". The incomplete manipulative gives children a sense of mystery and visual identification of the task in hand, and the teacher encourages students to collaborate to figure out what

numbers are missing from the number line, providing an opportunity to use logical reasoning to identify missing numbers. Once the children take turns in identifying missing numbers, the teacher reinforces their understanding through the process of rote learning, rehearsal and repetition. Here the importance of identification and encouraging children to collaborate, followed by the process of repetition allows the teacher to scan the carpet for engagement and understanding, following the task up through repetition to solidify learning.

Rote learning led to research involving scientific processes in the brain; this is relevant to the previous point made. The process of hearing words (counting the numbers aloud) in memorising and storing verbal information involves the use of both, the left hemisphere and the right hemisphere of the brain. The left, controls spoken language, in this case, the repetition of numbers and the right, controls spatial perceptual functioning, therefore the pattern and sequence of the numbers (Deacon, 1996). Consequently, when rote learning takes place, specific operations in the body occur scientifically.

Additionally, the use of age-appropriate manipulatives within the foundation phase classroom is fundamental when providing students with a visual understanding in response to solving problems, in this critical incident, was counting from one to ten. Piaget would describe this as providing concrete materials to solve problems through practical experience. Piaget called this Stage Theory (Piaget and Inhelder, 2000) and aspects of stage theory took place within this observation. For example, questioning in the starter activity (the teacher asked what numbers were missing from the manipulative) allowed the process of idea formation providing children with first-hand experiences. The use of the manipulative (number line) provides concrete materials for the children to visualise the sequence they are counting. The repetition of counting allows the students to identify prior knowledge which helps students engage with the process of learning.

Contrastingly, this is a pedagogical method that took place alongside Vygotsky's approach, which involves social learning. The students and the teacher collectively count in an orderly sequence, from one to ten. The collaborative environment requires all children to take part, whilst giving children who may not necessarily understand, the opportunity to learn from the more knowledgeable other. This theory

is called the Zone of Proximal Development (Vygotskij and Cole, 1978). This pedagogical technique is especially crucial within the context of this classroom, as mentioned at the beginning, the class is comprised of students with a mixture of abilities. Therefore, the teacher must provide equivalent experiences for all learners supporting the holistic development and individual capabilities which provide opportunities for development and achievement. The teacher is the facilitator of development and encourages the learners to engage. Here, there is a direct link to Bruner's theory of 'scaffolding' as children learn and develop through the use of teacher and peer interactions.

In all, reflection and evaluation as a practitioner should be highly prioritised; the process allows consideration of the effectiveness of current approaches and ways in which actions can be developed and improved. Regarding Gibbs' 1998 Reflexive Cycle Model, several steps make up the process of reflection, the essential part of this process is evaluation of the event, analysis, conclusions and action plan, which allows the practitioner to assess the impact upon future actions (Gibbs, 1988). Therefore, without being critically reflexive within the practice, we are limited to an isolated viewpoint (our assumptions and actions). Thus, it is vital to implement reflexivity, and to considering multiple points of view, Brookfield would call this, the four lenses. For example, by carrying out observations within the context of the classroom allowed me to take a step back and identify incidents that occurred. I had the opportunity to apply meaning by looking at a situation and interpreting the significance of that event (Tripp 1993). In this case, I described some of the deeper structures and divided them into three areas of exploration. I observed a specific approach to behaviour management when I took a step back, applying meaning and significance to the approach the teacher used allowed me to gain insight to the effective use of positive reinforcement in terms of motivation for non-conforming children to model behaviour. This is something I found useful and will be implementing in my practice when appropriate in the future.

Observation of critical incidents allows adoption of different viewpoints. The teacher can identify the omnipresence (Brookfield, 1995, p.7) gaining universal awareness from different experiences within the classroom; this could be through the perspectives of the students, or other staff members present. Effectively, teachers and practitioners can distort their personal view of teaching by looking through the

lens of others (Brookfield, 1995) considering different points of view. Gaining insight into the experiences of those involved in the process, for example, students will provide the practitioner with a different approach. This primarily occurred to me when identifying the importance of student and teacher relationships, as outlined by Donaldson (2015) pedagogical aspects of teaching are of high importance. That good teaching and learning support social and emotional development in terms of making positive relationships. Therefore, taking a step back and identifying this through observation informed my next teaching and learning steps as a practitioner, allowing me to identify the importance of this.

Overall, critical reflection allows practitioners to develop a rationale for practice, working from a position of informed development. The rationale is developed through the process reflection, to inform action, increasing the opportunity to achieve intended outcomes. This is allowing teachers to approach teaching with greater confidence, avoiding self-laceration whilst improving emotional grounding (Brookfield, 1995). The process of reflection can take place beforehand, in terms of lesson planning (Greenwood 1993). As outlined in Successful Futures, implications of pedagogy can inform more significant learning experiences. For example, good teaching and learning creates authentic contexts for learning, was observed through the use of providing props and manipulatives the Teacher used when developing mathematical concepts. As a practitioner, taking a step back to observe allowed me to analyse the practice and give meaning to the process. Identifying the use of props led me to research and identify the theoretical meaning behind indicative underlying motives, leading to the discovery of the scientific processes within the brain. Moving forward, in my teaching, I will provide props and manipulatives where appropriate to inform my teaching and build creative and authentic contexts (Donaldson 2015) for the holistic development of the child. Effectively solidifying an environment for collectiveness, trust and opportunities for a meaningful experience, for both students, and the teacher.

Moving forward to identifying my next teaching and learning steps in order to be a reflexive practitioner, I will participate in reflective techniques to develop my practice as a teacher. For example, regularly reflecting using a journal or diary entries, daily, weekly or monthly. I will collaborate and liaise with staff members and engage in continuing professional development regularly recording lessons and identifying

critical incidents which will work to improve my practical, diagnostic, reflective and critical judgements (Tripp, 1993) as a teacher. I will ensure I keep up to date with current knowledge in respect of specific areas through engaging in relevant research. As a trainee teacher, I plan to be reflective in practice from the outset, to develop greater self-awareness about the nature of my presence and the impact on my performance. To identify weaknesses, learn from successes and ensure I do not teach in isolation of my assumptions.

In conclusion, the structured non-participant observation case study allowed the researcher to identify a critical incident within the classroom. The approach allowed the researcher to gain an insight into the importance of observing practice from multiple perspectives, which is key to development in terms of being a reflexive practitioner. Critical evaluation and identification of next steps indicates a focus on reflection within any practice and works hand in hand with the Welsh Professional Standards and Values and Dispositions which should be at the forefront of every teacher's aims and values. The role of the reflective practitioner in Wales is committed to continuous engagement in career-long development, engaging in practices to improve pedagogy, collaboration, leadership, innovation and professional learning. Using research as a form of investigation to improve provides practitioners with the ability to recognise, analyse and evaluate critical incidents in the context of their environment. Here reflection and evaluation can take place to identify improvements in future teaching and learning steps.

Overall, as practitioners, we are committed to constant improvement and ultimately "We teach to change the world." (Brookfield, 1995, p.1) in doing so, teaching must be carried out to the best of our ability. Our practice must be underpinned by the strive to continue improving the quality and effectiveness of teaching, drawing upon strategies and techniques observed; thus, the developmental stance is selective, flexible and strategic to impact upon the learner positively.

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Appendices

Appendix 1

Observation 1

OBSERVATION / FIELD NOTES

Date and time, year group:

This lesson was filmed the second week into the school year, after a return from time off due to the COVID-19 pandemic. This lesson was filmed in the afternoon and is of a Reception/ Year 1 Class.

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).

- Filmed during the COVID-19 pandemic.
- Mixed ability Reception/ Year 1 Class
- Non-established, only the second week in school for pupils, therefore it is at the beginning of the unit.
- This lesson was filmed in the afternoon and takes place indoors.
- The AoLE focused on is Mathematics and Numeracy.
- Carpet time counting activity.

Classroom culture

(What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)

- This lesson has taken place after lunch, during the afternoon. The children seem tired, however are engaged.
- Teacher utilizes tone of voice and body language throughout the lesson to engage children, frequently making jokes.
- The children are sat on the carpet and the teacher is sat directly in front of the children.

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?

- From observation, I gather that the purpose of the experience was to encourage students to effectively, correctly and confidently count to 10.
- The teacher introduces the afternoon activity by encouraging children to engage in reflection from the previous activity from the morning. "what were we learning to do this morning" allows children to reflect and expand on existing knowledge. Several children raise their hands. The teacher starts naming children and saying "they have got their hand up nice" and comments "ooo we have got lots of hands up" the teacher calls on the child to answer and the child responds with the answer "numbers" the teacher alters her tone of voice by saying "we were learning to count some numbers weren't we!"
- The teacher introduces the next activity by picking up the 'prop' beside her.
Teacher 1 picks up a prop from beside her [A counting stick whereby some of the numbers have been removed.]
Teacher: "shall we practice our counting again?"
Some of the children respond: "yes"
Teacher 1 chooses the helper of the day to stand up and help her choose a puppet to help count. The teacher goes through the puppets one at a time and gives the student helper a choice. The student chooses the unicorn.
- Teacher creates mystery by saying "ooo but I have a problem.... Some of the numbers are missing". The teacher encourages children to collaborate with each other to figure out what numbers are missing from the prop displayed in front of them (the teacher is holding it). The teacher alters bodily position to hear what the children are saying to each other. Many of the students have their hands raised, seconds after the teacher asks the question. The teacher prompts the children "if you think you know show me by sitting with your bunny ears" [Teacher models the way she wants children to sit by putting two fingers either side of her ears to represent a bunny]. Over half of the children copy. The teacher chooses the child who she thinks is sitting appropriately and the child stands up next to the teacher.
- Teacher 1 : "What number do you think is missing from here?"
Student: "Two"
Teacher 1: "Hands up if you think it was number 2 as well?"
[several hands are raised]
Teacher 1: "Did you all think it was number 2?... Right let's see... Can you find number two [to the student]"
[student identifies the number from the pile and places the number on the number line.]
The teacher encourages student to give reasoning by the use of questioning (**this allows the teacher to identify if the student fully understands the objective and or if he/she needs more help**) "now how did you know? How do you know number two was missing?"
Student: "because I counted from number 1"
The teacher gives verbal praise as positive reinforcement and thanks the child and instructs the child to go and sit down.

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 prop gives the students a physical reference point to start counting.
- The use of questioning in the previous box above allows students to give reason behind their answers and allows the teacher to identify that students are on the right track.
- Another example would be:
The teacher further asks the children to identify what other numbers are missing. The child sitting directly in front of the teacher states what number he thinks is missing and the teacher addresses this by gasping and commenting "Student 1 knows what number is missing"
Teacher: "who else has got their hand up?"
Student 1 [had his hand up] continues to comment "3 and 8"
The teacher gasps again and puts her hand up [uses body language to model appropriate behaviour to children] and comments "don't forget we don't shout out [uses her hands to make a cross] put your hand up" [raises hand in the air twice]. The teacher states "student 1 has got his hand up now" and follows this by giving verbal praise "well done student 1" come and show me what number, tell the boys and grill what number you think is missing"
Student 1 gets up and approaches the teacher with three fingers displaying his answer physically. The student chooses the number from the pile and places it on the number stick.
Teacher 1 prompts the student through questioning to give reasoning behind how he knew it was number three (this solidifies the students understanding and also helps the teacher identify the stage of the learner).
The student responds "because I can count all the way to 10."
The teacher gasps and says, "Student 1 started counting from number one as-well, let's count with student 1".
As a class the students began counting together and stop at number 3.
- However, Student 1 points out the remaining missing numbers. The teacher pauses and says "you know what's missing there as-well don't you, don't tell everybody though [grins and puts finger on lips]. Student 1 puts his hand over his mouth sniggering. Teacher 1 uses verbal praise as positive reinforcement "well done" and instructs the child to sit back down – the use of facial expression and importance of it was apparent here, the teacher wasn't disregarding the child's answer but instead asks him to keep quiet, to initiate to give other children a chance to guess.

Access and challenge

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

- The use of questioning and the teacher asking students to give reasoning behind their answers, as outlined in the previous two boxes.
- Teacher 1 starts at the very beginning of the number line and asks children "what number would be here?" Even though the number isn't displayed on the number line, several children shout out "zero!" – Even though the number wasn't displayed on the number line, the students engaged with the question and shouted out the answer.

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)?

- Children are asked to reflect on the morning's session (numeracy) to engage with prior knowledge of counting
- The use of questioning (reasoning) as mentioned previously helps the teacher identify the development of knowledge as students give reasoning for why they chose that number, allowing the teacher to identify knowledge development.
- The teacher asks students to collaborate with each other to figure out what numbers are missing, many of the students raise their hand to answer, effectively signifying that they are confident to count.
- As a class, the children count to 10 together. The use of repetition helps solidify and develop children's knowledge of counting. The confidence and engagement from the beginning of the class in comparison to the end of the class can be observed as a development in itself.

Specifics / Critical Incidents

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

- Positively reinforcing appropriate sitting on the carpet through the use of verbal praise.
Example
The teacher reinforces appropriate sitting on the carpet "let me just check everyone is sitting beautifully with our legs crossed" and looks around the carpet. Teacher begins to give verbal praise whilst naming students "well done____" "well done____". As a form of behaviour management. When all students are sitting appropriately and engaged the teacher says "da iawn pawb" and as a class, the students and teacher begin to count again.
- The use of the song at the beginning of the lesson to display appropriate carpet rules
Example
"Eyes are looking [whilst pointing at eyes], ears are listening [whilst pointing at ears], mouths are ready [whilst pointing to the mouth], hands are steady [whilst wiggling hands], bottoms on the carpet, bottoms on the carpet [teacher points to puppets bottom], cross our legs cross our legs [teacher models puppet to signify legs crossed]. (the song was sung together)
- The importance of facial expressions
Example
The teacher is using a finger puppet to direct the students counting. Placing the puppet above the number she wants students to say out loud. She repeats this process and students begin to get louder. After the third time repeating many of the students are shouting fast. The teacher picks this up and grins "oh you're going to fast" — here it was apparent to me the importance of facial expression. If the teacher wasn't smiling at this point the comment, she made would sound more like a reprimand rather than a joke.

Appendix 1.2

Critical Incident 1

Critical Incident 1 - CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	- This lesson was filmed the second week into the school year, after a return from time off due to the COVID-19 pandemic. This lesson was filmed in the afternoon and is of a Reception/ Year 1 Class. - Filmed during the COVID-19 pandemic. - Mixed ability Reception/ Year 1 Class - Non-established, only the second week in school for pupils, therefore it is at the beginning of the unit. - This lesson was filmed in the afternoon and takes place indoors. - The AoLE focused on is Mathematics and Numeracy. - Carpet time counting activity. - The children are sat on the carpet and the teacher is sat directly in front of the children.
<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 students are taking part in a numeracy lesson during the afternoon. The teacher has asked students to help her count on the numberline. The teacher is using a unicorn finger puppet to direct students counting from 1 to 10. The teacher places the puppet above the number she wants the students to say out loud, the teacher does this in the correct sequence (from 1-10). As the teacher repeats this process, the students begin to shout louder every time. After the third time the rhythm of counting gets very fast. The teacher points the rhythm out and grins "Oh your going to FAST!" whilst grinning [as if the children were jokers]. Here it occurred to me the importance of facial expressions and body language displayed by the teacher. If the teacher wasn't smiling whilst making this

	comment, the teacher would have sounded as if she was reprimanding the children, creating a negative environment. <u>Theories this led me to think of</u> Repetition – J.B Watson – Remembering depended on frequency and recency. Assertive discipline – Lee and Marlene Canter (mid 70s) Meeting the emotional needs of the learning – John Holt Erikson's stages of psychological development – could link with behaviours of teacher how she alters a jokey tone to progress the child's psychological development Maslow's hierarchy of needs – safe and secure (knowing the teacher is joking), belonging (working with peers and teacher to identify problems), Esteem (developing confidence and achievement counting), self actualisation (problem solving through use of questioning and reasoning) Positive reinforcement Carol Dweck – Growth Mindset Pupil – teacher relationship
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Appendix 2

Observation 2

OBSERVATION / FIELD NOTES

Date and time, year group:
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 lesson takes place indoors and covers the AoLE 'Languages, Literacy and Communication' and could also tie in with the 'Health and Wellbeing' AoLE due to the enhanced focus on 'emotions.'

The lesson begins to take place on the carpet whereby the teacher introduces the activity, expectations and success criteria through the use of 'WALT' and 'WILF'

('WALT' - What We Are Learning To... Use our reading skills to infer, predict and ask questions

WILF' - What I'm Looking For... good use of collaboration and thinking skills. Clear speaking and careful listening)

Classroom culture

(What is the classroom 'vibe.'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?)

The tables are arranged in groups and not rows. Encouraging a collaborative environment enhancing opportunity for children to enhance their Zone of Proximal Development.

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 purpose of the experience is communicated through the use of success criteria and lesson objectives. The teacher clearly states the purpose of the experiences on the interactive whiteboard and identifies the "WALT" and "WILF". The WALT and WILF are displayed... "WALT' - What We Are Learning To... Use our reading skills to infer, predict and ask questions, WILF' - What I'm Looking For... good use of collaboration and thinking skills. Clear speaking and careful listening"

The teacher starts by reading WALT to the children and uses rhythm and tone of voice to put emphasis on the key words 'infer', 'predict' and 'ask'. Teacher continues by the use of questioning the children of key words to check understanding. "Can anybody remember what infer meant?" (encourages children to think back at previous lesson and investigate their prior knowledge) And reinforces it is a tricky word. Only one pupil had their hand up - may possibly mean that the children are unsure on the meaning. Student 1- The child with her hand up leans across and is focused on something next to the teacher, a board with words and meanings, answers saying "looking for clues". Teacher reinforces this answer by repeating what the student say whilst giving direction for the task ahead "We are going to look in here [holds up envelope]" to look for clues. Teacher utilises her use of body language and tone of voice by giving pupils direction and reinforcing this through altering her pitch when saying key words.

The teacher then repeats this process with 'predicting' by questioning the children of what the term meant. More children had their hands up with the key word 'predicting' possibly meaning that more children knew what the term meant. Teacher calls on one of the students with his hand up and he says 'to predict something is going to happen' teacher points and outlines that his response was fantastic although he didn't actually explain the term, and called on another child with their hand up to answer, the other child states that predicting is "guessing".

Here the Teacher repeats the answer from the second response by saying “its guessing what might happen”. She reinforces positive praise by saying “well done between you, you got a lovely definition there”. Again the teacher reinforces the ‘WALT’ through repetition by repeating the 3 key words again. The teacher also states that, that’s what we are learning to do and introduces then goes on to introduce the WILF.

The purpose of the lesson is clearly outlined by the teacher and reinforced by questioning. The teacher ensured the children knew the meanings of the key words before the activities began.

Activity 1

- **Discussing what is in the envelope**
- The lesson objective relates to the purpose as it allows children to:
- Infer - discussing with peers to guess what they think the images are of.
- Predict - to discuss within their groups what they think the pictures entail.
- Ask questions to the teacher, the teaching assistant and each other about the contents of the envelope and use listening skills and thinking skills within a collaborative environment to communicate individual ideas clearly.

Activity 2

- **Putting the film stills in an order that makes sense**
- The skills the children are using are collaboration (working in groups of 2/3) to investigate and discuss predictions of what order the students think the pictures go in.

Activity 3

- **Watching the video animation film**
- The use of pausing and questioning of the video allows children to think critically of the questions the teacher is asking and communicate clearly speaking within a question and answer environment.

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 clear communication of ‘WALT’ and ‘WILF’ allows children to understand what is expected of them and how to engage with this.
- The tone of voice used by the teacher to outline Key Words within the WALT and WILF - The Teacher continues to read the ‘WILF’ from the whiteboard and uses tone of voice to again reinforce the key words. Teacher alters her tone of voice to a higher pitch and slower rhythm when reading ‘collaboration’ and continues by asking children “who knows what collaboration means?”
- Teacher then refers to the rest of the “WILF” by reading out loud to the children, whilst referring to the oracy display on the wall which had key words and meanings on the wall.
- Clear instruction - Teacher uses body positioning to explain further to the children what is expected from the task. Teacher is hunched over at a lower

level and addressing the children directly “I want one envelope between you and your partner and I want you to take out what is inside have a good look” Teacher then reinforces the WALT and WILF by stating “look for clues, predict” and prepares the children to be stopped half way through by stating she has another challenge for them.

- Reinforcement of instruction is given from the transition from the carpet to the table. Teacher calls names of groups one by one. And children start to disperse. Instructing them to sit on a table between them and reiterating instructions. The use of tone of voice is dominant here as teacher puts emphasis on “‘ONE’ Envelope between you”. The teacher repeats this process until there are no remaining children on the carpet. The classroom is getting louder, children and teachers are collaborating, talking about the task, seeing what is inside of the envelopes.
- The WALT and WILF remained on the board when the children dispersed into activities, allowing learners to continuously identify what is expected of them when engaging in activities.
- When the teacher asks the children to make cross curricular connections, the displays around the room are a good reference, the teacher uses bodily language to display that this is what she was referring to

Access and challenge

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

The grouping of the children was purposeful. When getting ready to disperse from the carpet into groups the teacher uses body language to display what she expects from the children “sit like this if you're ready for the challenge” encourages children to conform, all children conform to show they are ready and teacher begins to talk about the groups. Teacher states “Some of you are in groups of 3. Some of you are in groups of 2.” Possibly ability grouping? One child asks the teacher “Can we use Dojo” (Dojo is an app to randomise groups) and Teacher responds by saying “we are not using Dojo today; do you know why? Because there is a few people away”. The teacher states this to the children on the spot to prevent them from thinking any different because the children are grouped accordingly to chosen by the teacher.

The use of group work encourages collaboration between the children. The children collaborate in pairs or groups of three discussing the contents of the envelope, the teacher is moving around the classroom from group to group discussing. Which enables continuous engagement of learners and allows the teacher to identify which groups are on task and which group she needs to approach next. Whilst the teacher is moving around the classroom, she continues to use questioning by asking “what do you think?”, “what make you think that?”. When the pupils respond the teacher gives positive reinforcement “Oh.... I love that idea”. When the teacher makes her way around the groups the use of questioning allows children to think deeper with their ideas “why do you think that?” encourages children to give reasoning behind answers. Encouraging deeper engagement with the activities.

The Teaching Assistant remains with one table - possibly providing more support for children with ALN or behavioural needs?

Behaviour management technique to re-engage learners from a collaborative environment to a quiet environment where the teacher is at the forefront of teaching. The technique used was a phrase "Flat Tyre Shhhhh". The phrase is matched with the actions of the teacher as she puts fingers on lips this technique engaged learners very effectively and the classroom became silent instantly.

The teacher ends every collaboration activity through the use of positive reinforcement and making positive statements of what she had witnessed. For example, after the end of collaborative activity 1 the teacher says "I have heard some really good ideas" this reinforces that the children are on task. And another example from closure of activity 2 where the teacher stated "I am glad you have very sensibly put the film stills into a sequence."

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)?

The use of questioning in the WALT and WILT allows children to engage with prior knowledge of key words, allowing the teacher to identify if the children know what is expected of them and what may need to be covered again.

Also, the use of questioning again, allowing children to make connections with prior knowledge particularly relating it to cross curricular skills. For example, children link the video animation they watched in the classroom with other videos, books and previous topics they think relate. The responses were "Matilda" "The unicorn" which the teacher reinforced was a story about a war hero that lost his leg.

The effective use of questioning throughout the lesson gave students the opportunity to engage with materials and put their hands up to answers to the questions asked. For example "What was that noise? Put your hand up" one child has their hand raised, so the teacher rewinds and lets the children listen again. After the second play, several students put their hands up, and the teacher calls on some. One of the students outline that it sounds like "gun shots", another student says "drilling" another children answers, this time relating back to the previous activity with the film stills, making connections with prior knowledge, critically thinking. The teacher further asks "any connections with any other learning we have done" and a child responds by saying "WW2" The teacher again uses positive reinforcement to reinforce brilliant connections within learning "Well done_____ excellent connection".

Also, during the collaboration activities, whilst the teacher is moving around the classroom she continues to use questioning by asking "what do you think?", "what make you think that?". When the pupils respond the teacher gives positive reinforcement "Oh.... I love that idea". When the teacher makes her way around the groups the use of questioning allows children to think deeper with their ideas "why do you think that?" encourages children to give reasoning behind answers.

Specifics / Critical Incidents

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

The use of questioning

Tone of Voice

Positive Reinforcement – not just on right answers but when students engage with materials too.

Appendix 2.1

Critical Incident 2

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	<u>Context:</u> The children sat on the carpet during the introduction of the lesson before the teacher dispersed students onto first collaborative group activity, the teacher explained the 'WALT' and the 'WILF': 'WALT' - What We Are Learning To... Use our reading skills to infer, predict and ask questions WILF' - What I'm Looking For... good use of collaboration and thinking skills. Clear speaking and careful listening This was displayed clearly on the interactive whiteboard for all students to see. And was displayed to allow children to identify what was expected throughout the lesson and what skills children were going to engage with.
<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>	<u>Observation Notes:</u> Teacher identifies to children that they are going to be using some "skills" and turns to the computer to display the

“WALT” and “WILF” on the interactive whiteboard. The WALT and WILF are displayed and read...

‘WALT’ - What We Are Learning To...
Use our reading skills to infer, predict and ask questions

WILF’ - What I’m Looking For... good use of collaboration and thinking skills. Clear speaking and careful listening

The teacher starts by reading WALT to the children and uses rhythm and tone of voice to put emphasis on the key words ‘infer’, ‘predict’ and ‘ask’. Teacher continues by the use of questioning the children of key words to check understanding. “Can anybody remember what infer meant?” (encourages children to think back at previous lesson and investigate their prior knowledge) And reinforces it is a tricky word. Only one pupil had their hand up - may possibly mean that the children are unsure on the meaning. Student 1- The child with her hand up leans across and is focused on something next to the teacher, a board with words and meanings, answers saying “looking for clues”. Teacher reinforces this answer by repeating what the student say whilst giving direction for the task ahead “We are going to look in here [holds up envelope]” to look for clues. Teacher utilises her use of body language and tone of voice by giving pupils direction and reinforcing this through altering her pitch when saying key words.

The teacher then repeats this process with ‘predicting’ by questioning the children of what the term meant. More children had their hands up with the key word ‘predicting’ possibly meaning that more children knew what the term meant. Teacher calls on one of the students with his hand up and he says ‘to predict something is going to happen’ teacher points and outlines that his response was fantastic although he

didn't actually explain the term, and called on another child with their hand up to answer, the other child states that predicting is "guessing". Here the Teacher repeats the answer from the second response by saying "its guessing what might happen". She reinforces positive praise by saying "well done between you, you got a lovely definition there". Again, the teacher reinforces the 'WALT' through repetition by repeating the 3 key words again. The teacher also states that, that's what we are learning to do and introduces then goes on to introduce the WILF.

The Teacher continues to read the 'WILF' from the whiteboard and uses tone of voice to again reinforce the key words. Teacher alters her tone of voice to a higher pitch and slower rhythm when reading 'collaboration' and continues by asking children "who knows what collaboration means?" Many of the children on the carpet remain engaged and student 1 raises her hand again to answer the question. Teacher calls on student 1 to answer and reinforces students 1 answer by repeating it "you are going to be working together". Teacher then refers to rest of the "WILF" by reading out loud to the children, whilst referring to the oracy display on the wall. Reinforcing "listen carefully, listen and talk within a group and within a partner" reiterating what is expected throughout the first task.

Instruction of the task - Teacher uses body positioning to explain further to the children what is expected from the task. Teacher is hunched over at a lower level and addressing the children directly "I want one envelope between you and your partner and I want you to take out what is inside have a good look" Teacher then reinforces the WALT and WILF by stating "look for clues, predict" and prepares the children to be

	stopped half way through by stating she has another challenge for them. <u>Thoughts on Pedagogy and Practice:</u> - The effective use of questioning – allowing children to activate prior knowledge (LTM and STM) to identify what is expected of them for the activity - The use of positive reinforcement, not only for correct answers but for answers that didn't cover what was asked. - Encouragement of a growth mindset Carol Dweck
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Appendix 3

Observation 3

OBSERVATION / FIELD NOTES

Date and time, year group: Straight Year 6 Classroom. During COVID-19.
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 lesson took place during the current COVID-19 pandemic, this is clear through the formation and structure of tables. The tables are set out in rows, seating 6 children per row. - Literacy, Language and Communication Session of AoLE and Teacher 1 is covering 'reading skills' and 'thinking' skills through the use of media pictures. - The lesson takes place indoors and the class is a straight year 6 class. - The lesson takes place in the afternoon, after lunchtime.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) It is clear to see throughout this observation that Teacher 1 has structure to teaching. As an observer, the structure was clear to me and is structured as follows:

1. Displays and explains activity through verbal instruction, using repetition to support reinforcement of instruction given to students
2. Gives a small amount of time for students to collaborate (specific amount of time: 35 seconds, 37 seconds, 42 seconds) — this worked really well keeping the children on task
3. Class Dojo to randomly select students to answer
4. When the student is giving the answer - teacher uses verbal praise as a form of positive reinforcement
5. Teacher repeats the answer the student has given and possibly develops it or asks student to give reason
6. Rounds up by giving verbal praise and moves on to the next name.

- The children seem to have utmost respect for the teacher and follow his teaching accordingly, speak when directed to speak and raise hands if needed to express or ask something. The students in this class show a high level of maturity.

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 purposes of the activities Teacher 1 have set are directed clearly through the success criteria written on the white board.
 - Example

Teacher 1 refers to the whiteboard next to the interactive whiteboard and utilises his body language to outline specific success criteria the students will be using throughout the lesson. Teacher 1 uses his tone of voice to depict key words from his questioning to reinforce the question further. The use of tone of voice also gives the students a focus. Whilst teacher 1 is reading the success criteria from the board his rhythm of voice slows down so students can really focus in on what is accepted. The teacher cross references the success criteria with the resources displayed on the board to outline what skills are used when.
- Teacher 1 uses his tone and rhythm of voice to reiterate key words when questioning students.
 - Example

At the beginning of the lesson, Teacher is addressing the students directly using verbal and body language to engage students. Teacher 1 uses his tone of voice to address today's task altering the tone and speed when giving direction "what does that QUOTE mean to YOU?" [said slowly], "Can you INFER the message behind it?" and uses repetition to reinforce the task "what does that QUOTE mean to YOU?".
- Also, when Teacher 1 wants students to develop their answer further, he uses prompts and effective questioning throughout the activities set.

- Example 1

Throughout the main activity the teacher refers to the image and gives students prompt/ questions to think about the images deeply “look at the art work”, “is there any reason why this would be an old book?”, “what can you tell me specifically about the art work?” “does the art work look old fashioned” — this effective use of questioning and use of prompts gives students the opportunity to delve deeper and give reasoning for their answers, looking more in-depth of the images.

- Example 2

Again Teacher 1 uses class dojo to randomly select names from a generator to share ideas. Teacher 1 calls on the name ‘dojo’ selected and asks questions in both welsh and English. The student responds and Teacher one states “okay so that is your idea, that is your inference, your prediction” and also points out that it is important to justify predictions and give reasoning behind the answer. He encourages the student to develop his answer further. When the child gives reasoning, he makes links with prior knowledge (the student outlines the image has the Guinness word record logo on the image). Teacher 1 gives verbal praise to positively reinforce the Childs answer and outlines that “you have been able to make links with your prior knowledge there, that is fantastic”.

- The use of ‘Class Dojo’ – a random name generator elicits fairness in the classroom and gives all students the opportunity to share ideas. It also gives students who are not so confident an opportunity to share by almost putting a small form of pressure on them to develop their confidence as a learner. However, if the teacher just used ‘hands up method’ the non confident learner wouldnt have an opportunity to share.

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 structure of the teachers teaching as mentioned previously..
- Example
It is clear to see throughout this observation that Teacher 1 has structure to teaching.
- 1. Displays and explains activity through verbal instruction, using repetition to support reinforcement of instruction given to students
The teacher displays the activity on the interactive whiteboard and explains the activity verbally manipulating key words thorough his tone of voice, putting emphasis on certain words (such as INFER). The teacher uses repetition to reinforce instruction by giving instructions more than once or repeating throughout the activity, here this helps learners understand thoroughly what they are engaging in. For example: Teacher 1 uses his tone of voice to address todays task altering the tone and speed when giving direction “what does that QUOTE mean to YOU” [said slowly], “Can you INFER the message behind it” and uses repetition to reinforce the task

“what does that QUOTE mean to YOU”.

2. Gives a small amount of time for students to collaborate (specific amount of time: 35 seconds, 37 seconds, 42 seconds) — As an observer I found this worked really well keeping the children on task, it gives children incentive to not go off track because there is such a short amount of time to discuss. This small amount of time also solidifies and helps learners engage with the task as the time frame doesn't allow time to get side-tracked, talking about other topics.
3. Class Dojo to randomly select students to answer
The pressure of Dojo may increase collaboration between students to discuss the task and formulate answers due to the pressure of getting chosen possibly?
4. When the student is giving the answer - teacher uses verbal praise as a form of positive reinforcement
It was clear to see that positive reinforcement was given to children when contributing. For example the teacher would use verbal praise such as “Well done” or “fantastic”. This helps children confirm and solidify that their answers are on track and relevant to the task on hand and informs them of a sense of achievement.

5. Teacher repeats the answer the student has given and possibly develops it or asks student to give reason

Example 1

Student 1 gives an answer very quietly and Teacher 1 gives positive reinforcement through the use of verbal praise “Brilliant”. The teacher then goes on to reinforce Student 1's answer by repeating it to the class “So what Student 1 mentions if you were to go somewhere and you take a photo, the photo represents a story behind it, so the image will help you remember more about that event” and then continues to again, give positive reinforcement through verbal praise “brilliant, fantastic, well done Student 1”

Example 2

This process is repeated again with another student “next up we are going to go to Student 2” —

Teacher 1: “Student 2, Beth wyt ti'n medw, please” Uses a welsh phrase to outline the question to student 2 (student 2, what do you think, please?)

Student 2 gives a response confidently

The teacher repeats the process (Gives verbal praise and repeats the answer to the class)

Teacher 1: “Brilliant fantastic, so what Student 2 says is an example being, if you look at a book, you've got a picture on the front, normally the front cover and from it, you can usually...” He further gives Student 2 positive reinforcement by giving verbal praise outlining his fantastic use of vocabulary Teacher 1 : “the word you used then was fantastic, can you repeat that word for me”

Student 2: “infer”

Teacher 1: "Infer, brilliant, so when you infer, you can infer what the story is about"

By the teacher repeating the answers formulated by the student, it solidifies that the knowledge content within this answer is correct and reinforces this to the other children.

6. Rounds up by giving verbal praise and moves on to the next name.

Positive reinforcement was apparent throughout the lesson through the use of verbal praise. Verbal praise was so lengthened when students gave particularly good quality answers. This is shown in example to at stage 5 of teaching structure.

Access and challenge

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

- The use of 'Class Dojo' – random name device enables all learners to engage in preparation to answer the question.
- The use of peer collaboration engages students to discuss the topic.
- Level of challenge can be observed when the teacher asks the student to give reasoning to their answers, this allows students to give thorough answers and to be able to explain why they came to that conclusion.
- The teacher starts off the lesson with three activities as a class and uses questioning and prompts to ensure children understand what the main task entails.
- One important pointer was one student wasn't sat in a pair and didn't participate in two collaborative activities, the student sat disengaged for the first two activities sat by the teacher due to not having a partner to collaborate with. In turn, the child may have found this task particularly hard due to not having someone to discuss and share ideas with – therefore when I practice my teacher training, I will ensure all children are placed within a group when set collaborative work.

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 are asked to give reasoning behind answers to solidify why they think that answer/ response is correct.

Example

Again Teacher 1 uses class dojo to randomly select names from a generator to share ideas. Teacher 1 calls on the name 'dojo' selected and asks questions in both Welsh and English. The student responds and Teacher one states "okay so that is your idea, that is your inference, your prediction" and also points out that it is important to justify predictions and give reasoning behind the answer. He encourages the student to develop his answer further. When the child gives reasoning, he makes links with prior knowledge (the student outlines the image has the Guinness word record logo on the image). Teacher 1 gives verbal praise to positively

reinforce the Childs answer and outlines that “you have been able to make links with your prior knowledge there, that is fantastic”.

Example 2

Teacher 1: “first person class dojo selected is student 4, we are going to come to you, Beth wyt ti’n medw?”. Student 4 responds quietly. Teacher responds instantly by giving verbal praise. Teacher 1 “Okay brilliant, I really like the fact you said...” “Fantastic”. Teacher then repeats the students answer to the rest of the class further giving verbal praise “fantastic that’s great” and reinforces to the student that he clearly sees why Student 4 has made that connection. Teacher questions if the children think whether the photograph was taken in Britain and asks student to give reasons why they think why or why not. And encourages students to make connections with their prior knowledge (prompts them to look at what side of the road the vehicles are on). Teacher 1 encourages to analyse the picture, looking deeper at the picture.

Example 2 in particular it is clear to see the childrens knowledge develop as many students raise their hand to develop the answer (numerous students state that the car was driving on the left hand side of the road, therefore the photograph must have been taken in Britian.

Specifics / Critical Incidents

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

- Small specific timings given to students to complete the task
- Random name generator
- Positive Reinforcement – Verbal Praise
- Tone of voice to outline specific words
- Use of questioning and verbal prompts

Appendix 3.1

Critical Incident 3

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved.	- This lesson took place during the current COVID-19 pandemic, this is clear through the formation and structure of tables. The tables are set out in rows, seating 6 children per row.
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Contextual information from field notes.	- Literacy, Language and Communication Session of AoLE and Teacher 1 is covering 'reading skills' and 'thinking' skills through the use of media pictures. - The lesson takes place indoors and the class is a straight year 6 class. - The lesson takes place in the afternoon, after lunchtime.
<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>	- Use of short spikes of collaboration between pairs/ in groups to discuss ideas/ questions the teacher has addressed. - Teacher 1 outlines that he is giving his students 36 seconds and reinforces this number in welsh "tri deg chewech seconds" and gives the students directions to talk to the person next to them and further reinforces "what does that quote mean to you" "off you go". As soon as direction is given to talk, students collaborate with each other straight away. Students collaborate with each other in pairs. Teacher 1 makes his way around the left hand side of the classroom and collaborates with children by getting down on their level to talk to them. Teacher 1 re-engages children back to the lesson by saying "ok boys and girls, so hopefully now you've had the opportunity to have a little conversation" he introduces 'class dojo' using a hand device and explains "now when I use class dojo to randomise pupils, it could be your idea, it could be your friends idea or it could very well be the case that you're not quite sure, and its absolutely fine for you to say that as-well" — Here teacher 1 is preparing the children I expectation that they might get picked, but reinforces

	that its ok to say that they do not have an answer, effectively, talking pressure off the child to formulate an answer. The use of collaboration allows students to discuss with eachother the question or idea the teacher has set. Within the observation, I made connections with Lev Vygotskys Zone of Proximal Development whereby learners rely on one another to acomlish the tasks that they otherwise wouldnt have been able to complete individually. Collaborative learning helps children develop critical thinking skills which was at the forefront of Teacher 1's lesson within the AoLE Language, Literacy and Communciation. The children had to critically think the about the meaning of the picture displayed on the interactive whiteboard and give reasoning for their answers. The use of pair work gives students the opportunity to foster deep thinking and allow students to discuss resoning for their answers. Within this, the practice that occured to me that encouraged me to do further research is the specific timing Teacher 1 gave to students (36 seconds) is used as a possible behaviour management strategy to keep the pupils on task.
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Appendix 4

Observation 4

OBSERVATION / FIELD NOTES

Date and time, year group: Middle of the school year. Reception Class.
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). - Striaight Reception Class – filmed Last Year. - Established class – video clip taken from the middle of the year. - Rules and relationships in the classroom have been established.

- The focus of this observation was underpinned by the Language, Literacy and Communication AoLE focusing on forming sentences and sentence building, drawing upon the theme of superheroes, the term the teacher described as 'superhero sentences'.

Classroom culture

(What is the classroom 'vibe.'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?)

- The utilization of superheroes within the literacy session seemed to engage the students fully.
- Children seem to be engaged within the lesson and frequently shout out answers, showing that many have knowledge and can make connections with current learning.
- The teacher reinforces "hands up rule" and throughout the lesson calls on students with their hand up. But students continue to interrupt.
- Children are very engaged with the 'mystery' aspect laid out by the teacher to create imagination within the classroom. This engaged the learners into a field of imagination as they thought 'the joker' rearranged the sentences for the students to put back together again.

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?)

Teacher introduces the lesson by referring back to yesterday's work "who can remember what yesterday challenge was with sentences" teacher then calls on children with their hands raised. The child answers the question with what superhero she used during her sentence activity. The teacher reinforced yesterday's task by reinforcing "we had to sort out sentences, and you had to sort out batman" relating it to the child that answered the question. Teacher asks, "who else" and children begin to interrupt by shouting out. The teacher puts her fingers on lips and alters her bodily position to a hunch, getting closer to the children, drawing her hands together loosely clasped. The teacher reinforces the hands up rule by stating "without shouting out". And continues to call on pupils with their hands up. The teacher began use bodily language to signify a list with her fingers of the superhero's after the responses from the children "Batman, Wonder Woman...", After the 2nd superhero the children began to shout out again, the teacher reinforced the rule through repetition "not shouting out" and continued to call on the children with their hands up. "The Hulk, uh 'Student Name'?" "Spiderman" "Spiderman, and 'student name'?" "superman". Even though the teacher had repeated the rule throughout the 'starter' children continued to shout out before the children called on got a chance to answer.

- Children begin to make connections with previous work.

The teacher introduces a mystery within the classroom by saying "We had 5 superhero's we had to sort out their sentences. But... I just had a little look over on

the wall where we sorted them out and I think there is something a little bit different” Here the tone of voice was used to create mystery and body language too. The teacher used hands on hips to state this to the children. The children began to recognise, and one student shouted out “they are all mixed up”. The teacher encouraged children to have a look at the wall and the energy of the children seemed to increase. A lot of the children began to talk and make comments, numerous children shouted “joker”. The use of the display allowed children to recognise that the sentences were mixed up. When the children investigated this area of the classroom there was a hanging picture of the ‘joker’ this created a sense of imagination for the children, the children thought the joker re-arranged the sentences. Mystery was further provided by the yellow note. Whereby one of the students outlined “I found something” The children and the teacher then read the note together. The teacher used visual aids (pointing) to the word to reinforce which was the start of the sentence and the children followed and read with her. The teacher again referred to the previous lesson to reiterate what was covered and used open questions to ask the children what they can remember “Who can remember what comes at the beginning of the sentence?” Use of visual - “What comes at the end of the sentence?” Hand in high 5 stance to reinforce (Stop) direction = full stop and children repeated this.

- The children were dispersed into groups to sort out more superhero sentences after briefly recapping the previous session.
- The purpose of the joker creates mystery and imagination for the children to create a more theoretical/ playful learning environment.
- This brief recap allowed time for children to identify the opening and closing of a sentence and also become familiar with the superheroes again.

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’s group are sat on the carpet. The teacher disperses words onto the carpet allowing children to see. Children identified that the joker ‘mixed’ all of the sentences up by using their hands to visual mixing. Many of the children were really enthusiastic by stating “I don’t like him” “he’s a naughty joker”, “he tells jokes” the teacher re-engages them by reminding them “shall we sort these sentences out?” The children start to form the sentences by choosing from the words on the carpet. One student chooses “I” to start the sentence off. Another student leans to the word “am”, and the teacher prompts the children to think about the superhero by questioning “who do you think we are sorting out” two of the children choose “wonder” “woman”. The teacher then prompts the children to think whether or not the sentence is correct by asking “How do we know that this sentence is right? What have we got at the beginning and the end?” This questioning allows the children to participate in reasoning, explaining why they think what they think. A child leans to the sentence and points to the beginning “a full stop at the end and an I at the beginning” The teacher uses positive reinforcement by praising the child “super-duper, well done you” and encourages another student that hasn’t yet contributed “Can you see that? Can you read it for me?” The student then reads the sentence quietly-possibly conveying lack of confidence. Again, the teacher gives positive reinforcement “good boy”

The process is then repeated for the next sentence. For the next sentence the teacher asks “who can tell me what letter might come for the next sentence?” 2 of the children pick up words, however, the teacher takes the words off them and says “I am going to see if [students name] can find them”. The teacher then calls on another pupil to ask what might come after “i” and the child points to the word she thinks comes next and asks the child to read it. Teacher encourages engagement by naming the student. The student chooses the “I can” and the teacher uses positive reinforcement and says “Da iawn”. The teacher prompts children to think about the superhero by the use of questioning “What does Wonder Woman do? What does she have? The children shout out ideas to investigate “shield” what wonder woman uses (a shield) and the teacher uses her body language to show that she is using a shield [puts hands out in front of her in a cross]. She further questions “Have we got the word?” And says “I can use.... [pauses]” and prompts children to pick another word. One student chooses the word “shield”. The teacher places the word in the sentence and questions “let’s see if that makes sense... I can use shield”. Before the teacher could ask if the sentence made sense, one student shouted “no” another added “I can use a shield”. The teacher encourages students to look for “a” and prompts the children “maybe it’s not a, maybe it’s something else” a child calls out “my” the teacher gasps “have we got my here?” And gives positive reinforcement “well done” whilst further repeating the question. The teacher further prompts the children “what is missing at the end there?” And a child calls out “full stop” whilst another child identified another word “too.” And positively reinforces the ‘too Answer’ by saying “Well Done! [Students Name].” The teacher further identifies the remaining words on the carpet and one student recites these words and identifies the words by picking them up and passing them to the teacher. The teacher again, uses positive reinforcement “Well done, I am so impressed!”. The teacher goes on to prompt the children through the use of effective questioning of the meaning of key words “Who can tell me what does innocent mean?” The teacher encourages the quieter children by calling out their name. “[Student Name] can you tell me what innocent means?” The child answers and the teacher replies “almost”. Another student calls and says, “I know” and the teacher asks them to share and then goes on to praise the child “Well Done Super Duper.”

- The use of the jumbled words allows children to engage with prior knowledge to identify the start and end of sentences, and also structuring the middle of the sentence in order for it to make sense.
- The use of prompting from the teacher helps students lead their thinking, keeping them engaged to think and give reasoning to their answers.
- The use of effective questioning by the teacher also keeps students on track to the task in order to keep formality onto the topic they are studying, in this case, sentence structure and superheroes.
- The use of mixed ability grouping may help less knowledgeable learners understand what they are engaging in, in terms of working with the ‘more knowledgeable other’ within the learning environment. This will also help children identify what is expected to achieve well in learning.

Access and challenge

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

- Reinforcement of classroom rules “without shouting out” – encourages children to raise hand if they have the answer
- Breathing techniques at the beginning of the lesson - The teacher is sat with her hand raised in front of her mid torso (palm facing opposition). Teacher is using her hand as a prop to guide breathing. The teacher is using her opposite hand and finger to guide breathing. As she draws up her thumb, she breathes in, as she moves around and down, she breathes out. As she moves up her index finger, she breathes in, and the same process is repeated after the five fingers are completed. The children are sat on the carpet in front of the teacher mimicking her actions.
- Positive reinforcement – encouraging appropriate behaviour through positively reinforcing good/appropriate sitting using verbal prompts such as “da lawn...” “beautiful sitting....”.
- The use of Mystery - “We had 5 superhero’s we had to sort out their sentences. But... I just had a little look over on the wall where we sorted them out and I think there is something a little bit different” Here the tone of voice was used to create mystery and body language too. The teacher used hands on hips to state this to the children. The children began to recognise, and one student shouted out “they are all mixed up”. The teacher encouraged children to have have a look at the wall and the energy of the children seemed to increase. A lot of the children began to talk and make comments, numerous children shouted “joker”. The use of the display allowed children to recognise that the sentences were mixed up. When the children investigated this area of the classroom there was a hanging picture of the ‘joker’ this created a sense of imagination for the children, the children thought the joker re-arranged the sentences. Mystery was further provided by the yellow note. Whereby one of the students outlined “I found something” The children and the teacher then read the note together. The teacher used visual aids (pointing) to the word to reinforce which was the start of the sentence and the children followed and read with her.
- The levels of challenges can be observed through the dispersement of groups – children were grouped by different abilities and tasks were set accordingly. For example, the teacher had a mixed ability group. The group was sat on the carpet and the teacher identified the words the children were going to be using to form sentences by dispersing them in front of the children out on the carpet. The teacher used different techniques to encourage children to form sentences.
- By having a smaller group, the teacher was able to see the level of engagement between pupils and also identifying the stage of the pupils learning. An example of this would be that there were 3 children who dominated answering the questions of the teacher, but the teacher encouraged the quieter, less confident kids to engage by calling on their name to see what they think. For example (The process is then repeated for the next sentence. For the next sentence the teacher asks “who can tell me what letter might come for the next sentence?” 2 of the children pick up words, however, the teacher takes the words off them and says “I am going to see If [students name] can find them”.) The use of positive engagement was particularly apparent here, when the quieter kids engaged.

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)?

- Use of questioning and prompts - referring to the previous lesson – allows children to engage with prior knowledge – LTM and STM. For example... The teacher prompts children to think about the superhero by the use of questioning "What does Wonder Woman do? What does she have? (use of questioning to prompt children to use prior knowledge from previous lesson). The children shout out ideas to investigate "shield" what wonder woman uses (a shield) and the teacher uses her body language to show that she is using a shield [puts hands out in front of her in a cross]. She further questions "Have we got the word?" And says "I can use.... [pauses]" and prompts children to pick another word. One student chooses the word "shield". The teacher places the word in the sentence and questions "let's see if that makes sense... I can use shield". Before the teacher could ask if the sentence made sense, one student shouted "no" another added "I can use a shield". The teacher encourages students to look for "a" and prompts the children "maybe it's not a, maybe it's something else" a child calls out "my" the teacher gasps "have we got my here?" And gives positive reinforcement "well done" whilst further repeating the question. The teacher further prompts the children "what is missing at the end there?" And a child calls out "full stop" whilst another child identified another word "too." And positively reinforces the 'too Answer' by saying "Well Done! [Students Name]." – with this, the teacher can effectively observe what children are engaged and know the answers straight away and how the children develop knowledge throughout the lesson.
- The teacher engages the quieter/ less confident children to read the words. The teacher displays the word in front of them and encourages them to sound the word out. One child uses her finger to guide her reading and reads the word correctly. The teacher praises the child saying, "well done". It was clear to differentiate the levels of ability within this group and the theory relating to the Zone of Proximal Development will be present here, whereby, the less knowledgeable student can learn from their peers in a collaborative environment.

Specifics / Critical Incidents

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

- Positive reinforcement
- Uses of questions
- Techniques to gather responses from children to differentiate what works best
- Use of smaller mixed ability groupings
- Creative pedagogy – the use of the 'joker' mystery.
- Tone of voice
- Body Language

Appendix 4.1

Critical Incident 4

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Reception Class – During carpet time at the beginning of the lesson. The teacher uses breathing techniques to engage learners and uses positive reinforcement to differentiate engaged and non engaged students on the carpet. The teacher is sat at the front of the class on the chair, at the side of the computer and interactive whiteboard. The teacher is sat with her hand raised in front of her mid torso (palm facing opposition). Teacher is using her hand as a prop to guide breathing. The teacher is using her opposite hand and finger to guide breathing. As she draws up her thumb, she breathes in, as she moves around and down, she breathes out. As she moves up her index finger, she breathes in, and the same process is repeated after the five fingers are completed. The children are sat on the carpet in front of the teacher mimicking her actions. Teacher finishes breathing activity by positively reinforcing good/appropriate sitting “da lawn...” “beautiful sitting....” To encourage students to engage in appropriate carpet rules (sitting with their bottoms on the ground, legs crossed, silently)
<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>	The teacher selectively positively reinforces good/appropriate sitting by using positive praise terms as follows “da lawn [students name]” “beautiful sitting [students name]” “da iawn [students name]” This ultimately engaged students to become aware of the students who were acting appropriately. To encourage students to engage in appropriate

	carpet rules (sitting with their bottoms on the ground, legs crossed, silently) She uses positive reinforcement to differentiate good sitting and students who are not particularly 'ready' and may be figiting or have legs uncrossed or appear to be sitting on their knees. By listing the names of the numerous children who are sitting correctly "Da lawn [Student 1]" "Da lawn [Student 2]" "Da lawn [Student 3]." The verbal praise these students were recieveing were encouraging the non conforming children to behave accordingly. Thus reinforcing good behaviour. Looking towards research I will identify behaviour theorists who support postive reinforcement and link this to behaviour management strategies and I will identify the oposing view of this to gain an understanding on how I can take this forward within my practice.
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