

Student ID: 2006437

Module: ECAD6007 Who am I teaching?

Assignment title: 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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### Introduction

Critical incidents are 'straightforward accounts of very commonplace events' (Tripp, 1993, pp. 24-25). It is the analysis and interpretation of these events that make them critical. More specifically, Tripp defines the analysis of a critical incident as an approved pedagogical theory which allows teachers to reflect on the event, in order to implement improvements for future teaching practice (Tripp, 1993, p. 25). The observed critical incident referred to throughout this assignment conforms with Tripp's paradigm, due to its common occurrence within a classroom setting. The purpose of this assignment is to critically evaluate the incident through the use of literature and linking it to areas of interest in education: health and wellbeing and inclusive education. This assignment will identify the next pedagogical through Brookfield's lenses, which will help me improve my own future teaching practice. Problems in research methods in education will be discussed, alongside links to Donaldson's new curriculum for Wales, and the Four Purposes.

### Observation

When evaluating critical incidents, it is necessary to provide some contextual information about the school and the class observed. I will refer to the British Education Research Association's Guidelines (BERA), which highlights the importance of anonymity. BERA recommends following strict guidelines whilst undertaking educational research to ensure

‘that their actions can be seen to be ethical, justifiable and sound’ ((BERA), 2017). For this reason, this assignment will refrain from naming the school, teacher, and pupil involved in the critical incident. The case study will be named as pupil X and teacher Y. Additionally, this assignment will refer to school A throughout.

For the bridging experience, I was placed in a Welsh medium school in South Wales. In 2015, school A began providing education to around 1,120 students, aged between 3 and 19 (Estyn, 2019). Pupils come from a range of towns in the surrounding area, with the majority coming from a white ethnic background (Estyn, 2019). Furthermore, 39% of pupils come from Welsh speaking homes (Estyn, 2019). 13% of pupils have Additional Learning Needs which is low compared to the national average, with below 1% stating to have Special Educational Needs (Estyn, 2019). School A is a pioneer school for the new curriculum for Wales, concentrating on the Digital Competence Framework. As mentioned in the Estyn report, school A is known for its positive relationships between teachers and pupils, with pupils claiming that they have a safe learning environment, which will prove as crucial when reflecting on the critical incident (Estyn, 2019). Wellbeing and attitudes towards learning at this school were stated as excellent, which is worth remembering whilst analysing the critical incident (Estyn, 2019).

The particular year group that I observed during the bridging experience was a class of year seven pupils, aged between 11-12. Due to the current situation of Covid-19, the pupils had missed out on education for around six months, which could be a contributing factor to the nature of the critical incident.

## Methodology

Choosing the correct method for educational research is vital. Morrison notes that 'methods are a variety of different approaches in educational research used to collect data which can be used for interference, interpretation, for explanation and prediction' (Morrison, et al., 2007, p. 47). Kaplan agrees with Morrison, claiming that the overall objective of methodology in educational research is not only to understand the process, but also the pedagogical techniques used within a classroom t (Morrison, et al., 2007, p. 47).

For this assignment, I believe that observation as a method was the most suitable technique to undertake whilst deciding on a critical incident to analyse. Observation enables spectators to understand the physical setting of the classroom, as well as the general environment, organisation of the pupils, individual personalities, genders, and needs of the pupils in question (Morrison, 1993, p. 80). In addition, observation considers the interactional setting and the resources available to enhance one's teaching and learning (Morrison, 1993, p. 80). Scientific research in general allows observers to develop an understanding of a profession and its disciplines (Morrison, et al., 2007, p. 48). More specifically for educational research, observation permits researchers to gain an understanding of teaching, and encouraged me it to immerse myself into the teaching and learning environment during my bridging experience. The live experience of observation enabled me to develop knowledge of pedagogical theories that I had already learnt and read about, but now in a classroom environment. Cohen agrees that a live observation allows an investigator to gather data from an authentic situation rather than relying on secondary information (Morrison, et al., 2007, p. 296). I intended on fully immersing myself into the observation, however, due to the current global pandemic this was unsuitable. Ideally, conducting interviews with teachers and

members of staff would have been useful to learn about the pedagogical strategies used in school A.

My observation followed a non-participant structure, meaning no interaction, such as conversing with pupils. Subsequently, all pupils acted normally, eventually ignoring my presence in the classroom. The situation could have differed if the method for educational research had followed a questionnaire or an interview structure. Non-participant observation is generally more authentic, with outcomes and critical incidents occurring naturally.

Morrison's argument supports this; he discusses the importance of non-participant observations, which enables researchers to understand the classroom and lesson context clearly. Morrison claims that non-participant observation permits educational researchers to gain an understanding of the classroom environment, by observing incidents and situations that would unlikely occur in interviews and questionnaires (Morrison, et al., 2007, p. 396).

To summarise, observation functioned well as a method for educational research, as it gave me an insight into the structure and classroom environment. To reiterate Moyles, researchers of education need contextual details in order to understand the reason for the critical incident's occurrence (Moyles, 2002, p. 181). This was reinforced during the bridging observation, as due to my presence within the learning environment, I gained a range of information, such as students' abilities and learning needs, which could explain why the critical incident occurred.

#### Four Purposes

Improving education is a constant national aim. The new curriculum for Wales is a hot topic amongst schools, and its mission is to provide the essential 'experiences, knowledge and

skills that our young people need for employment, lifelong learning and active citizenship' (Curriculum for Wales, 2020). Professor Graham Donaldson, who reviewed the curriculum in Wales in 2014, has created the new curriculum which introduces Four Purposes. These purposes promote ambition, creativeness, confidence and ethical awareness, aiming to advertise wellbeing, and to suppress 'ignorance and misinformation' (Curriculum for Wales, 2020). Links to the Four Purposes will be identified within the critical incident.

The critical incident occurred during the fourth lesson of the day; a French lesson following the lunch break. Overall, students were engaged throughout the lesson, and were full of energy, listening intently to teacher Y from the outset. The lesson commenced with a spelling test of numbers 1-31 in the target language. Following a peer assessment activity, the pupils were instructed to announce their marks publicly in front of their peers. Although this technique may have seemed daunting to pupils, teacher Y could have hoped to encourage pupils' development into 'healthy, confident individuals, ready to lead fulfilling lives as valued members of society', as an asset to the new curriculum (Curriculum for Wales, 2020). The final pupil to share his score 'pupil X' seemed upset, ashamed, and held back from answering. Eventually announcing that he had a mark of 0/10 and X started crying quietly. It was clear that the pupil felt pressure to answer as the rest of the class had already announced their marks. Additionally, teacher Y had already expressed his disappointment to a handful who scored 1/10. Teacher Y noticed that pupil X was upset, and whilst the class were assigned a task, teacher Y pulled pupil X aside. Pupil X expressed how he found the task difficult, specifically the spelling of the words in French, highlighting that he had never studied the language prior to the four weeks of lessons. Teacher Y responded in a positive manner, "It's ok, we will work on it together" (see appendix A). As he expressed his emotions to the

teacher, pupil X displayed an example of one of the Four Purposes. Not only did this take courage, but he also took control of his own learning requirements. This behaviour proved that pupil X was on the path to developing into a 'healthy, confident individual' (Curriculum for Wales, 2020). In addition, pupil X developed resilience by expressing his emotions and explaining his learning weaknesses. It is clear from the critical incident that the new curriculum for Wales, more specifically the Four Purposes, will benefit future learning whilst incorporated into school policies and teaching methods.

### Literature Review

This critical incident identifies many possible areas of further analysis, first of which to be discussed is health and wellbeing. The World Health Organization's definition of health was originally formulated in 1948 as 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity' (WHO, 1948). Despite an old definition, this still holds relevance whilst reviewing health in education today. The new curriculum for Wales places health and wellbeing at its core, not only as an Area of Learning and Experience, but as an element covered in every aspect of school life. In hand with identifying elements of health and wellbeing in this critical incident, the concept of connectedness was evident.

Despite uncertainty regarding a specific definition of connectedness, according to Mcneely, it is defined by the social experiences which occur in a school's environment (Mcneely, et al., 2002, p. 268). According to Barber and Schluterman, connectedness occurs from the relationships established between pupils and adults (Barber & Schluterman, 2008). More specifically, Libbey argues that relationships formed between children and adults also contributes to pupils' engagement in school: their contribution to the classroom, engagement in learning, as well as interest in extra-curricular activities (Libbey, 2004). Finn's

interpretation of connectedness mirrors Libbey's; he states that connectedness is based on pupil participation, which is a reflection of the relationship built with the teacher (Finn, 1993). Finn's explanation is apparent whilst analysing this critical incident, as teacher Y was seen to have dealt with pupil X's emotional behaviour, due to their strong relationship. Pupil X expressed his emotions and confided in the teacher. This behaviour is vital to pupils' health and wellbeing in school. Resnick further supports this arguments by declaring that a teacher's relationship with a pupil is crucial, as young people who believe that they are cared for by members of staff are more mentally stable, for example, are less likely to turn towards substance abuse (Resnick, et al., 1997).

Specifically to the Welsh education system, the Student Health and Wellbeing in Wales report has subdivided connectedness in schools into four categories : 'positive relationships with adults at the school, feeling happy at school and a sense of belonging there, feeling school is important, receiving a supportive learning environment' (Hewitt , et al., 2019, p. 69). Similarly to Barber and Schluterman, the importance of a supportive learning environment and positive relationships within school is highlighted. Additionally, Hewitt's report links connectedness to Bowlby's attachment theory, which focuses on the relationship between humans (Cassidy, 1999). Bowlby's theory assumes that when parents successfully express emotions such as affection and interest towards their children, they are far more likely to develop confident behaviour and confide in adults later in life. Pupil X presented an element of this theory by expressing confident behaviour by sharing his worries and struggles with the teacher. Therefore, as Hewitt's report highlights, positive relationships with adults are extremely important to pupils' wellbeing, and is a process which should be taught to children

from an early age. Moreover, this is something I will consider during my own teaching practice.

It is vital that teachers build strong relationships with pupils within a learning environment. It is important to remember that not all pupils develop these skills at home, which contribute to their health and wellbeing. This literature review has shown me the importance of how teachers must 'consider the broad needs of children, including not just cognitive but also social and emotional needs' (Duchesne & McMaugh, 2015, p. 263). As Bruner declares, learning will continue to be ineffective if the emotional needs of pupils are not met (Bruner, 1996). Therefore, connectedness should remain at the centre of all school policies and considered by all teachers whilst developing future teaching and learning strategies.

As previously mentioned, Wales is currently undergoing a transformation towards a new curriculum, designed to reconstruct teaching and learning practices across all schools. The new curriculum aims to raise all standards and broaden teaching methods, to create a flexible learning environment which meets the needs of every individual, reinforcing the importance of inclusive education. As part of the new curriculum, change has been applied to the Additional Learning Needs (ALN) programme, presented in the Additional Learning Needs and Education Tribunal (Wales) Act 2018. ALN is a concurrent context which is continually studied in relation to education. It is vital that schools provide the correct support to pupils with ALN, in order for them to feel included and to reach their full potential. This links to the critical incident as pupil X expressed that spelling in French was a difficulty for him, subsequently making him feel excluded.

Ryder and Rees-Edwards suggest that the first point of action in dealing with pupils with ALN is to ensure that terminology is consistent (Ryder & Rees Edwards, 2018, p. 30). Terms to describe ALN change constantly, and it is vital that teachers keep up to date with the evolution. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 adopted the term, ALN, to ensure consistency within educational policies. Dauncey also states that the Welsh government agrees that one term should be used for all learners with ALN under the age of 25, to guarantee equality and inclusion for all (Dauncey, 2016, p. 38). Consistency in terminology should eventually reduce the stigma surrounding ALN, such as the assumption that every individual with ALN needs the same support. This ensures that every pupil is included into the education system fairly despite their additional needs (Ryder & Rees Edwards, 2018, p. 43). This shows that learning terminology to respect the needs of all learners should be reinforced in all future teaching and learning approaches.

As well as providing inclusive education for pupils with ALN, the new curriculum for Wales concentrates on setting an education system which includes all students, regardless of their needs. It has progressed from concentrating on the specific needs of individuals, to the development of teachers' abilities to create authentic learning content to support the participation of every individual (Black-Hawkins, 2017). The Welsh government Inclusion and Support report defines inclusion as a 'process through which all pupils access common opportunities in ways relevant to their needs' (Welsh Government, 2016). The report states that all pupils should feel as though they belong to the school's community. For this to be accomplished, it is the school's responsibility to adapt their responding tactics, such as incorporating inclusion into the school's own curriculum and policies. Peer and Reid state that in today's society 'more demands than ever are being placed upon teachers' (Peer &

Reid, 2001, p. 1) These demands could include teachers educating themselves on the importance of inclusion, to avoid any conflict of discrimination. For this to be accomplished, it is the school's responsibility to design policies which include pupils with Additional Learning Needs, disabilities, difficult familiar backgrounds, ethnic minorities, More Able and Talented Students, and many more (Enoch & Lewis, 2018, p. 30). Referring back to the critical incident, teacher Y should have considered the needs of every pupil in the class to ensure that they were comfortably included into the activity. As pupil X mentioned, he had difficulty completing the task, therefore, a scaffolding activity could have been prepared. In spite of this, they were a new class, having only attended the school for four weeks, therefore, knowing the needs of every pupil could have been challenging for the teacher. Moreover, the impact of Covid-19 could have contributed to the nature of the incident, and teacher Y would have presumably reflected on its occurrence to ensure future inclusion for all.

Inclusive education encourages fair learning and rejects discrimination. Inclusive learning and teaching recognises the rights of all individuals to an education which removes barriers, considering the diverse range of learning needs. During my own teaching and learning practice, I will have to ensure that each lesson I present is inclusive of all needs, combatting against discriminatory stigmas.

#### Reflection/Evaluation and Next Steps

According to Brookfield, critically reflective practice is a process of investigative work which reveals presumptions (Brookfield, 1998). Brookfield has established four lenses to analyse these assumptions: 'the lens of their own autobiographies as learners of reflective practice, the lens of learners' eyes, the lens of colleagues' perceptions, and the lens of theoretical, philosophical, and research literature' (Brookfield, 1998, p. 197). These lenses are useful

when reflecting on the critical incident referred to in this assignment, as they will enable me to ensure that similar situations refrain from appearing in my own future teaching and learning practice.

An Important lens to consider when reflecting on the critical incident discussed in this assignment is 'lens 2 : Learners eyes. Seeing ourselves through the learners' eyes' (Brookfield, 1998). According to Brookfield, learners are constantly 'interpreting our actions' (Brookfield, 1998). This assignment previously mentioned that students had been out of education for six months due to the global pandemic, therefore, it can be assumed that the pupils were adjusting to the new school and its environment. In future teaching and learning practice, it might be worth refraining from asking pupils to announce their test marks publicly, and to consider their emotional needs beforehand. Additionally, a prime element in seeing ourselves through the eyes of the learner is to ensure that the students feel safe and that we are 'teaching more responsibly' (Brookfield). To avoid a similar incident occurring in the future, an assessment of learning technique, such as asking pupils to announce their score quietly to the teacher would ensure that pupils feel safe within the learning environment.

Furthermore, Brookfield's third lens highlights the importance of discussing with colleagues and is a technique that I intend on adopting in my own teaching practice. As colleagues share their own experiences of dealing with similar scenarios, teachers are able to 'check, reframe and broaden their own theories of practice' (Brookfield, 1998). Additionally, teachers might discover solutions to their own problems, by mirroring how a colleague dealt with a similar scenario. Whilst reflecting on the critical incident's occurrence (seen in Appendix A), teacher Y could have benefited from sharing the occurrence of the incident with other

members of staff within the department. Having spoken to teacher Y following the lesson, I was made aware that he had only been a qualified for 2 years, therefore, in order to prevent a similar critical incident, teacher Y could communicate clearly with colleagues to ensure that each pupil is included and reaches their full potential. A solution established from discussions with colleagues could be the encouragement of differentiated and scaffolded activities to promote learning. This critical incident revealed inclusion as an area of interest, and a useful yet simple way to promote inclusion within a classroom is through the use of differentiated activities and tasks. Not only would this ensure that each pupil reaches their full potential, it would also ensure that pupils are included within the learning environment, despite their learning needs and requirements.

Perhaps the most relevant lens to consider when reflecting on a critical incident is Brookfield's 'fourth lens: theoretical literature' (Brookfield, 1998). Brookfield suggests that this lens provides 'multiple perspectives on familiar situations' whilst reflecting on a critical incident (Brookfield, 1998). Through the study of extensive literature, teachers will realise that their behaviour or reaction to an event was not a personal failure, however, provides one with the opportunity to reflect on behaviour, in order to progress and improve future teaching practice. In relation to the critical incident, literature as an evaluation lens identified many steps which could prevent its occurrence, from happening in my own future teaching practice. Teachers are exposed to the fact that all pupils have different learning strengths and weaknesses; one teaching technique will not work for all. Learning as a process is rather complex to define, however, three main learning theories exist. 'Behaviourism', introduced initially by John B Watson, developed ideas from Russian physiologist Ivan Pavlov, which promotes learning through repetition and reinforcement. (Bélanger, 2011, p. 18).

‘Cognitivism’, another learning theory, based on the Gestalt theory, is learning through processing knowledge, where a learner ‘stores, orders, organises, transforms, retrieves, recovers, and evaluates procedural (know how) and non-procedural knowledge’ (Bélanger, 2011, p. 23). Thirdly, ‘Constructivism’ defines learning as a process where an individual is ‘confronted by a new environment or new knowledge, recurrently modif[ying] his/her knowledge or learning scheme, thereby constructing new meaning’ (Bélanger, 2011, p. 27)

Through reflecting on the critical incident through Brookfield’s fourth lens, I was made aware that pupils will learn differently through different learning theories. Perhaps pupils will favour some lessons and activities over others, therefore, it is important to display a balance of learning theories, techniques and activities, to ensure that each pupil is included and progresses academically.

As this assignment has previously stated, health and wellbeing was raised as an area of interest. Through the lens of research literature, I was able to reflect on the element of wellbeing raised in the critical incident. As wellbeing is at the centre of the new curriculum, it is vital that all teachers and people working with adolescents ensure that they have a sound awareness and understanding of the issues affecting health and well-being, in order to provide appropriate support. This can be accomplished through independent research, understanding some of the challenges that children face in society today, and then establishing the best and most appropriate ways to help them effectively. Enoch and Lewis suggest methods of developing supportive interventions, such as reviewing child referral procedures to appropriate professionals, for example CAMHS - Mental Health and Adolescent Services (Enoch & Lewis, 2018, p. 19). These are interventions that I will undoubtedly familiarise myself with in my own teaching and learning

Critically reflective practice is necessary step towards improving teaching and learning strategies. A critically reflective practitioner is aware of this, and through Brookfield's lenses, one is able to pick out the necessary actions that they must take in order to prevent the same scenarios from re-occurring.

### Conclusion

Critical incidents will continue to occur within schools and classrooms, however, teachers must continue to evaluate and reflect on these incidents in order to prevent similar scenarios from happening in future teaching and learning practice. As this assignment has highlighted, critical incidents reveal areas of interest to an educational researcher, in this case, health and wellbeing and inclusion. The new curriculum for Wales and the critical incident have highlighted the importance of these topics, which I will continue to reflect on and study during my own teaching and learning practice. Teaching as a profession is constantly changing, therefore, teachers must adapt pedagogical techniques in order to ensure that all pupils reach their learning potentials. Eventually, time spent solving and reflecting on difficulties that arise in schools should lead to 'less disruptive behaviour, fewer long-term problems for the student and a significant saving in time for the teacher.' (Peer & Reid, 2001, p. 1).

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## Appendices

### Appendix A

#### **OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Date and time, year group:</b><br>30/9/20 Year 7, Lesson 4 1:05-2:05pm, 26 Pupils                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Lesson details:</b> (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information).<br><br>Subject - French<br>AoLE - Languages, Literacy and Communication<br>The theme of the lesson was Numbers and Birthdays.<br>Year 7 class with mixed ability.<br>Start of the academic year and beginning of the unit of study, so far only been in school for 4 weeks.<br>Lesson indoors. |
| <b>Classroom culture</b><br>(What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)<br><br>Pupils were calm and focused at the start of the lesson.<br>Listened attentively to the teacher - new seating plan in every lesson.<br>After lunch lesson - they clearly had more energy to concentrate and were eager to learn.                                                                          |
| <b>Objectives</b><br>(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?)<br><br>The aim of the lesson was clear on the whiteboard as the children arrived at the class.<br>Teacher asked the pupils - "Do you remember what the lesson is about today?"<br>Spelling test - teacher reinforced the test rules and expectations with the pupils.           |

Peer assessment to mark their tests.

Lesson continued on birthdays – reinforcing the numbers they had previously learnt as well as introducing the months of the year in the target language.

### **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)?

Specific questioning throughout the lesson - "do you understand?" Teacher repeated this as many pupils did not respond. – Assessment of learning technique.

The aim of the lesson was clearly displayed on the whiteboard. Teacher also explained verbally to ensure the pupils' understanding.

Teacher reminded pupils of test rules – setting out his expectations and reminding the pupils of discipline and school expectations.

Specific seating plan - to be able to manage the behaviour of the class.

### **Access and challenge**

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

An extra challenge for all pupils -to answer the register in the target language "Bonjour, ici, salut".

This also introduced French from the very outset of the lesson.

Pupils marked their partners' tests.

Using numeracy techniques within a French lesson - a cross-curricular technique. - Pupils practice numbers in the target language, completed graphs and tables of their peers' birthdays.

### **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)?

Specific questioning throughout the lesson - "Do you understand?"

Any incorrect answers corrected by teacher with pupils' input on the whiteboard. Other pupils trying to fix the mistakes.

Teacher walked around class several times checking children's work - suggesting improvements.

### **Specifics / Critical Incidents**

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

A capable pupil completed the task quickly. Raised his hand several times and asked the teacher to correct the work. Pupil asked if he could have an extra task to complete whilst waiting for his peers. Teacher responded by telling him to wait until the whole class had completed the task. - No challenge for more able and talented pupils. No differentiation or scaffolding/modelling.

### **CRITICAL INCIDENT IDENTIFICATION RECORD**

|                                                                                                                                                                     |                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <p><b>Details relevant to the research context.</b></p> <p>Date/time.<br/>Age/Stage of group.<br/>People involved.<br/>Contextual information from field notes.</p> | <p>30/9/20 Wednesday 1:05-2:05pm, 26 pupils, Yr 7, Ages 11-12. Very wide range of in-class abilities. French lesson.</p> |
| <p><i>What happened?<br/>A detailed description of</i></p>                                                                                                          |                                                                                                                          |

|                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i></p> | <p>Following the spelling test of numbers 1-31, teacher asked each pupil to state their spelling test score publicly in front of the class in order for the teacher to note down their school. Every pupil answered, some scored 1/10 and teacher displayed his disappointment. Last pupil to answer seemed shy and nervous. Clearly did not want to publicly announce his score. The pupil gained 0/10 in the test. Teacher recorded the mark and the pupil started crying. Teacher assigned a task to the class and went to have a quiet word with the upset pupil.</p> <p>Pupil expressed how he found the task difficult. He stated that he found spelling in French extremely difficult, highlighting the fact that he had never studied French before. Teacher responded positively by saying "It's ok, we will work on it together."</p> <p>This event may lead to an analysis of how can consider pupils' health and wellbeing within the classroom environment. Inclusion, as an area of interest could also be identified.</p> |
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Appendix B

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

**Date and time, year group:**

30/9/20 Year 7 Group, Lesson 1 8: 50-9: 50, 26 Pupils

**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).

Subject - Mathematics, AoLE - Mathematics and Numeracy.

The theme of the lesson was Digital Thinking using North, South, East and West directions.

Year 7 class with mixed ability, set into groups based on ability after Christmas.

Start of the academic year and start of the unit of study, so far only been in school for 4 weeks.

Lesson indoors.

**Classroom culture**

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

Very positive class atmosphere, children were prompt and ready to learn from the start. Talkative but the first lesson of the day so concentration level was high. The aim of the lesson was on the whiteboard when the children arrived they all read the details and made links with the last lesson.

**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 this lesson was different, and the teacher verbally explained this to the children after the opening task.

Opening task - 8 question task - reinforces what the children have learned so far.

After the starter task the teacher outlined the importance of the lesson aim and emphasized that the lesson was different and focused on Digital Thinking.

Specific questioning - "Do you understand?" "Do I need to slow 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 teacher repeatedly asked questions to ensure that each child understood the objectives.

Questions for the opening task were clear on the interactive whiteboard with instructions.

Digital Thinking Task explained verbally by the teacher and the pupils had the opportunity to learn independently by applying knowledge learnt in a Geography lesson.

Template of graph on whiteboard prepared by teacher.

### **Access and challenge**

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

Although there was a mixed variety of ability in the class, the teacher had not prepared tasks for the more able and talented pupils to push their potentials. One boy put a hand up to say he had finished the task and there was no more challenging / extra work for him.

### 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)?

It was clear that the teacher knew every child in the class - knew every name.

The teacher asked specific questions and the children raised their hand to answer.

The same children were always raising their hands, but the teacher was choosing different pupils to answer and contribute.

The teacher praised correct answers and corrected the wrong answers on the whiteboard with the children.

Asked how and why a lot - expect an explanation, not just the correct answer.

The teacher praised correct answers - "Great", "Well done."

Teacher walked around and corrected children's work.

Questioning - "Does everyone understand?" "Do you want me to slow down?" - no response from the children.

### Specifics / Critical Incidents

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

Girl broken her arm - in a cast. She had an iPad but no books. The girl was unable to do the first task - the teacher had not prepared any work for her. During the second task the teacher asked the girl to come up to the whiteboard to be able to complete the task. She didn't have to write anything in a book so when reviewing / trying to remember the work, she had no evidence. During the lesson the teacher gave the class an announcement, he had to write the details into the girl's diary in order for her to remember.

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### CRITICAL INCIDENT IDENTIFICATION RECORD

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| <p><b>Details relevant to the research context.</b></p> <p>Date/time.<br/>Age/Stage of group.<br/>People involved.<br/>Contextual information from field notes.</p>                 | <p>30/9/20 Wednesday 8:50am, 26 pupils, Yr 7, Ages 11-12. Very wide range of in-class abilities. Mathematics lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><i>What happened?<br/>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></p> | <p>One pupil had broken her arm - in a cast. She had an iPad but no books or writing resources. The pupil was unable to complete the opening task (8 questions). The teacher realized that the pupil could not complete the task. The pupil sat quietly in the corner of the class as the other pupils completed the 20-minute task.</p> <p>During the second task (Digital Thinking) the teacher tried to ensure that the pupil was able to complete the task. Everyone else had to do the task in their books. The pupil in a cast came up to the whiteboard to complete the task with the teacher (a technique of adapting the teaching for the pupil to learn). However, there was no evidence of her learning as nothing was noted in a book for future revision.</p> |

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Appendix C

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

**Date and time, year group:**

30/9/20 Lesson 2, Year 7, 10:05-11:05

**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).

English lesson.

Year 7 class.

Mixed ability, set in year 9.

Towards the end of the unit of study - Loch Ness Monster.

Lesson indoors

AoLE - Languages, Literacy and Communication.

**Classroom culture**

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

Children listened attentively to the teacher from the beginning of the lesson. Teacher firmly asked children why they were arriving late for the lesson. Shows a lot of authority and this showed in the children's behaviour. Children were punctual and responded well to group work tasks - able to share learning and extend knowledge and understanding.

**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 aim of the lesson was clearly presented on the whiteboard as the children arrived at the lesson- Skills they were going to use identified - reading, group work on the Loch Ness Monster. Questioning a lot to remind the children of the last lesson and to make connections. E.g. "We did this, didn't we", "Can you remind me".

Classroom layout - specific areas for different tasks, children can see this.

Different areas of the class for different tasks – group work, reading, writing etc.

### **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)?

Clear references written concisely on the whiteboard and clearly explained verbally by the teacher. Questioning for the children to understand - "We did this", "Do you remember?" "Are there any questions so far?"

### **Access and challenge**

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

Pair work - so that children could broaden understanding. Vary the learning. Reading comprehension tasks.

Several tasks - 3 pages to complete, children finished at different times. An opportunity for the more able and talented pupils to complete more tasks.

Individual task - to finish next lesson – varied the learning styles again. Children to create a poster using the information they had learned in the lesson as well as during previous lessons. A more creative task.

Lot of scaffolding prepared - template on whiteboard (individual poster creation task) with subtitles to ensure all children have the information and the success criteria.

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| <p><b>Assessment</b><br/>         (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)?</p> <p>Regular questioning to ensure class understanding, specific questioning. "Do you understand?"<br/>         "Should I repeat?" "Do you need me to slow down?"</p> <p>Lots of praise - to make sure the children understand that they have answered correctly.</p>                                                                                                                        |
| <p><b>Specifics / Critical Incidents</b><br/>         (Are there moments which cause you to consider aspects of practice when you come across them in future teaching)?</p> <p>Counting down from 3 technique - children calmed down immediately and dropped their pens and listened to the teacher. (Classroom management).</p> <p>One child asked teacher how to spell the word 'independent' - The teacher immediately responded by spelling the word verbally so that the pupil could write the word in her book. There was no independent learning here e.g. using a dictionary to spell the word.</p> |

# **CRITICAL INCIDENT IDENTIFICATION RECORD**

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| <p><b>Details relevant to the research context.</b></p> <p>Date/time.</p> <p>Age/Stage of group.</p> <p>People involved.</p> | <p>30/9/20</p> <p>10:05am (Lesson 2)</p> <p>Year 7 mixed ability class</p> <p>English lesson</p> <p>Ages 11-12</p> |
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| Contextual information from field notes.                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><i>What happened?</i><br/> <i>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></p> | <p>During the lesson the pupils had to complete an individual task (creating a poster for the Loch Ness visitors in Scotland). The purpose of the task was for the pupils to use the knowledge they had learned within the lessons to complete the poster. One pupil asked the teacher how to spell the word 'independent'. The teacher immediately responded to the pupil and spelled the word verbally. This incident struck me instantly. As the English lesson is part of the AoLE of Languages, Literacy and Communication, the teacher could have encouraged the pupil to look for the specific word in the dictionary.</p> <p>As the new curriculum supports independent learners, this event could become critical and a base for further investigation.</p> |

Appendix D

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

**Date and time, year group:**

30/9/20, Year 7 class, Lesson 3 11:05am-12:05pm, 26 Pupils

**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).

Lesson 3 - Humanities

AoLe - Humanities

Focus on Geography

Year 7, 26 pupils

Mixed ability

Lesson indoors

Start of unit of study - Human Impact on the Environment

**Classroom culture**

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

A class with a lot of energy - perhaps because it was the final lesson before lunch. Fairly talkative but showing an interest in the subject. Teacher knew the pupils well and had an informal chat with individuals as they entered the classroom.

**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?)

Lesson objective written clearly and concisely on the interactive whiteboard as the children arrived at the lesson. Verbally explained by teacher as lesson began.

Link the lesson to what the class learned in the last lesson by asking the class specific questions.

"Do you remember what we did in the last lesson?"

ALN pupil - teacher has a quiet word to ensure their understanding before they continue with the task.

**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)?

Specific questioning throughout the lesson - "do you understand?" "Why do you think this?" "How does man affect the environment?"

Tasks 1,2,3 briefly explained on the whiteboard and remain there throughout the lesson so that the pupils can re-visit the purpose of the lesson.

Specific seating plan - to be able to manage the behaviour of the class.

**Access and challenge**

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

Not much of a challenge for the pupils, same work for everyone although the class was mixed in ability.

Teacher helped the pupils who were having difficulty with the Welsh terms by writing the English translation on the white board.

Wide range of tasks - start with the 'Speed Dating' pair task - encouraged the children to discuss their answers and work more independently. Build a range of knowledge and understanding of the subject by sharing knowledge with peers.

**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)?

Lots of questioning throughout the lesson. Teacher asked children to explain how and why they knew the answer in order to extend their answers.

Praised the correct answers. "You have some great ideas." "Think about this too." - to broaden their understanding.

### **Specifics / Critical Incidents**

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

Teacher used the classroom control technique of counting down from 3 (as also seen in the English lesson). Children dropped their pens and calmed down immediately. Everyone listened to the teacher. Useful technique to manage children's behaviour and concentration. Perhaps works better with this group because of the young ages (11-12).

### **CRITICAL INCIDENT IDENTIFICATION RECORD**

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| <b>Details relevant to the research context.</b><br><br>Date/time.<br>Age/Stage of group.<br>People involved.<br>Contextual information from field notes. | 30/9/20 Wednesday 11:05am-12:05pm, 26 pupils, Yr 7, Ages 11-12. Very wide range of academic abilities. Humanities (Geography) Lesson. |
| <i>What happened?<br/>A detailed</i>                                                                                                                      |                                                                                                                                       |

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| <i>decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i> | <p>During the lesson the pupils had a 'Speed Dating' task. The pupils had to discuss 'Human Impact on the Environment' cards with a partner. After the pupils had discussed in small groups, the teacher asked for their views.</p> <p>One pupil raised his hand and asked the teacher if he was allowed to explain the answer in English (this was a Welsh medium school). The teacher agreed and the pupil explained his answer in English. Following this, the teacher attempted to translate the answer so that the pupil could hear the response in Welsh.</p> <p>This critical event can be seen as extremely interesting to investigate. - ALN, independent learning, scaffolding and differentiation.</p> |
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