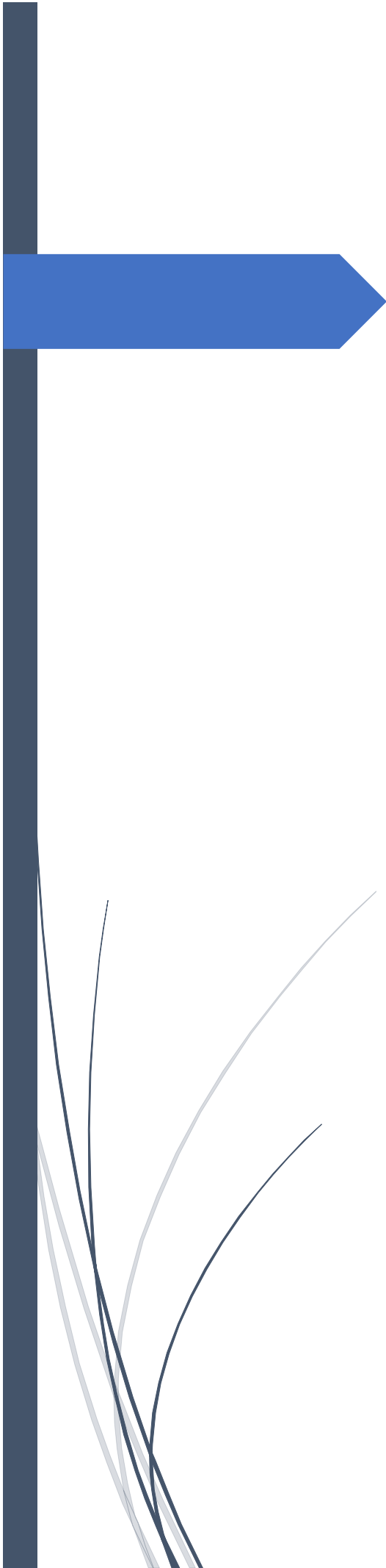




The Learner: Who Am I Teaching?

ECAD6007

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PCGE PRIMARY

The Learner: Who Am I Teaching?

INTRODUCTION

With the aim of identifying the areas of teaching and learning which require further development, student teachers can undertake classroom observations from which they can create a critical incident. Within the realms of education, critical incidents and the process of recording and reflecting on them is recognised as an important means for developing and improving a teacher's professional awareness and practice (Tripp, 2011).

Unlike the name implies, these events do not have to be critical in nature, that is an event or incident which results in serious consequences. The event may simply be a common place event or incident that stimulates a practitioner's interest or generates further questions. It is only through the key processes of critical analysis and reflection, the process during which all aspects of the event and influencing factors surrounding it are scrutinised, that an event or incident develops into a critical incident (Tripp, 2011, Mohammed, 2016).

In this instance a critical incident was created by observing a number of pre-recorded classroom experiences. Once created the critical incident then enabled the areas of differentiation and metacognition to be identified as areas suitable for further research within a literature review. Following on from this a process of consideration of the Professional Standards for Teaching and Leadership, alongside the evaluation and critical reflection on the critical incident and areas of research enabled the successful identification of the researchers next teaching and learning steps.

The Role of Critical Reflection

The defining quality of a professional teacher is having the ability to critically reflect (Winch et al, 2015; Bassot, 2016). This view has long been recognised throughout the international education community (OECD, 2014; BERA, 2014). The practice of critical reflection stimulated by classroom occurrences and practice, is upheld to be important as it can improve a teacher's knowledge, skills and attitudes. By the critical consideration of the many extenuating factors that influence a teachers practice, critical reflection can facilitate a teacher's progressive development and advance the quality of their teaching and learning thus improving learners' outcomes and the quality of the education system (OECD, 2014; Furlong, 2015).

During the recent educational reforms in Wales, the absence of critical reflection within initial teacher education and professional learning for teachers was highlighted by Furlong (2015). Subsequently, to increase the professional perception, standing and quality of teachers' the revised Initial Teacher Education criteria and the Professional Standards for Teachers, now include direct reference to the practice of critical reflection. Both recognise the key function of critical reflection and the role that it has not only in supporting the ongoing development and professional growth of teachers but also in supporting the learner on their learning journey (Welsh Government, 2018 and Welsh Government, 2019).

Larivee (2000) defines critical reflection as a process which combines systematic critical inquiry and self-reflection, a process which allows an individual to explore and examine their personal beliefs, values and feelings, whilst also considering the implications of theory, legislation, political, cultural and societal beliefs prior to making alterations and enhancements to future practice. Whilst beneficial to teacher training and developing teaching practice, Brookfield (1995) and Ghaye (2011) urge caution, stating that the 'critical' process can be perceived by some to mean 'negative' and may adversely impact on the emotional wellbeing of the reflecting individual. It is, therefore, important that educators and mentors are mindful of these consequences and highlight that 'critical' in this context serves only to deepen and inform the understanding of practice through critical theory (Thompson and Thompson, 2018).

Although Dewey (1933) was the first to introduce the concept of reflection in education, it was Schön (1983) who then built upon the concept of questioning to aid reflection and alter future practice. According to Winch et al (2015) Schön (1983) developed the first critically reflective model (see figure 1). Schön (1983) introduced the two-stage process of critical reflection; reflection-in-action and reflection-on-action.

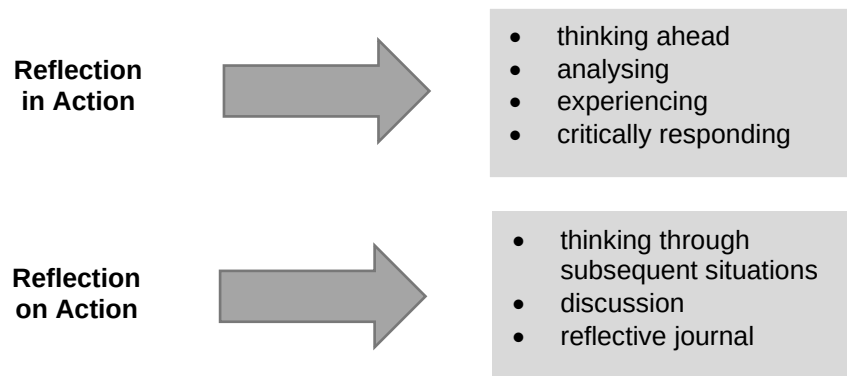


Figure 1. Schön's Reflection-in-action and reflection-on-action (Gordon, 2017)

As the terms suggest, reflection-in-action occurs as teaching takes place; with reflection occurring in real time. The consequential alterations to practice are then based upon tacit knowledge (that is existing knowledge and aptitude developed through personal experience) and previous practice. Further reflection-on-action then occurs after teaching with this then informing and enhancing future practice. This process is regarded as cyclical and ongoing (Schön, 1983; Winch et al, 2015). However, this two-stage model criticised as Winch et al (2015) indicate that it fails to acknowledge the role of theory in reflection, one that Larrivee (2008) sees as pertinent for critical reflection.

Subsequently, further models of reflection have been developed. They are considered as one of the easiest ways of engaging with the process of reflection as they provide a framework of questions for systematic review (University of Edinburgh, 2021). However, Hayes (2014) states that several of these models, for example Kolb's Reflective Cycle (1984) and Gibbs's Reflective Cycle (1988) are too simplistic and consequently fail to address the complex process of critical reflection. With the aim of understanding a learning experience, the cyclical 5R framework leads an individual through reporting, responding, relating, reasoning and reconstructing (see figure 2).



Figure 2. The 5R Framework for Reflection (Baine et al, 2002)

Devised by Bain et al. (2002), it concentrates on five core stages with each one focusing on one aspect of reflection. Individual consideration of each of the 5 stages allows an individual to examine all the important aspects of reflection which in turn assists with the creation of a critical reflection and is beneficial when planning and producing reflective writing (Bain et al, 2002).

Although critical reflection has been identified by many as a beneficial and essential practice for initial teacher education and professional teachers learning and development, Bain et al (2002) and Bassot (2016) assert that reflection is not an innate skill. It is one that some struggle to grasp as to be mastered it needs to be taught, developed and have time set aside for it to be practised. Nevertheless, Larrivee advocates that critical reflection should not just be reserved for teaching, it should be incorporated into all aspects of life (Larrivee, 2000).

OBSERVATION School and Class Context

The observation process for this assignment took place online. It involved the viewing of several pre-recorded video clips of teaching and learning taking place in classroom environments. The pre-recorded clip which led to the identification of the critical incident used to inform this assignment featured a year two class of 24 mixed ability learners. Further contextual information such as the size of the school, the background of the pupils, how many were eligible for free school meals and the percentage of those who had additional learning needs was not available.

When it comes to reporting on school experiences it is important to adhere and comply with the confidentiality and anonymity guidelines as set out in the Ethical Guidelines for Educational Research (BERA, 2018). All staff and pupils should be anonymised by using terms such as practitioner A or practitioner B or pupil A and pupil B, with any possible identifying information such as specifics regarding a pupil's gender, religion or ethnic group not being mentioned unless the school and parent or carer specifically waives their right and written consent from both parties is gained. Whilst within the school respect should also be shown in relation to privacy, autonomy, diversity, values and dignity of individuals, groups and communities (BERA, 2018).

Critical Incident and Its Links to Donaldson's Four Purposes

The language used by a teacher when summarising her year two multiplication teaching and learning plans caused me to stop, think. Certain words and phrases stood out, they sparked interest as I recognised some of the words from lectures, and this started me thinking about the possible avenues of research I could pursue (Appendix 1.1).

The critical incident for this assignment was created when the researcher observed a teacher discussing the multiplication learning objectives for a year two class of mixed ability learners. The teacher said that they were revisiting the early stages of multiplication previously covered earlier in the academic year. At the beginning of the week the teacher had posted the word 'multiplication', and this had prompted a discussion and the creation of a poster where the learners stated what they already knew about multiplication and what they wanted to find out about it. To 'narrow down a method that each learner needed to focus on' the teacher aimed to 'unpick what the learner already knew' and in doing so address any 'gaps that the learners may have'.

The teacher then proceeded to say that the class had then been split into three groups, one group of learners were working on repeated addition, another group were working on a different area of multiplication and then the higher ability group were working to 'consolidate their knowledge'. The teacher hoped that by addressing 'their misconceptions' and what the 'learners didn't know' that by the end of the week the learners would be able to recall some of their previously learnt multiplication facts by memory.

The teachers process of creating a poster enabled the learners to reflect on what they already knew about multiplication which then allowed them to think about and identify what they then wanted to find out about multiplication. In doing so the teacher was engaging the learners in the process of reflection, encouraging them to focus upon their own learning and then in asking them what they would like to know was facilitating them in identifying their next mathematical and numeracy learning steps that would improve their performance.

On closer examination it could be considered that the teacher used the principles of the ambitious capable learners' purpose to guide and plan her multiplication teaching and learning experience. In asking the learners about what they knew about multiplication the teacher was getting them to explain and demonstrate their understanding and ideas surrounding the concepts behind their mathematical learning. In then asking them what they would like to know the teacher was encouraging the learners to enjoy challenge and problem solving. In getting the learners to identify their areas for improvement and setting

goals the teacher then proceeded to develop the learner's integral skills of personal effectiveness, planning and organising respectively. The inclusion of these skills is also significant as they underpin the four purposes (Welsh Government, 2015; Welsh Government, 2020).

LITERATURE REVIEW

The purpose of this literature review is to explore the areas of differentiation and metacognition. These areas were highlighted by the critical incident through the use of the phrases 'group work', 'each child' and 'their method' and the words 'consolidate', 'recall facts by memory', 'establish existing knowledge' and 'what learners would like to find out' respectively. A preliminary investigation of these areas indicated that they required deeper research due to the valuable professional learning and development opportunities that they afforded the researcher but also as they are regarded as significant in delivering the new curriculum and improved outcomes for all learners.

Differentiation

The differentiated delivery of education is not a new concept, it is supported by theory and research which substantiates its endorsement and application within education not only here in Wales but also internationally (Dixon et al, 2014; OECD, 2014; Sousa and Tomlinson, 2020). Following recent education reviews, the OECD (2014) recommended the use of differentiated teaching here in Wales. It highlighted that a whole-class, single subject didactic approach, implemented following the Education Reform Act 1988, was no longer fit for purpose and recommended that due to the increasing diversity of learners a more individualised approach to teaching and learning should be taken (OECD, 2014). Whilst not without its challenges, differentiation of teaching and learning affords this opportunity and assists teachers in the creation of equitable, inclusive learning opportunities that meets the needs of all learners so facilitating them on their journey to become their best possible selves (Linder and Schwab, 2020).

The roots of differentiation can be found within the theories of social constructivism (Dewey, 1910; Vygotsky 1978) and humanist theory of Maslow (1962). The individualised approach to learning taken by differentiation is supported by the philosophical ideas of the learner-centred pedagogy of Dewey (1910). He asserted that learning was facilitated and optimised when presented in such a way that it would rouse a learner's interest and meet with their needs. Cowley (2018) states that successful differentiation depends the identifying the

current knowledge level of a learner and then building upon it through interaction with an adult or more knowledgeable peer. The theories of Vygotsky (1978) uphold Cowley's perspective as he believed that learners built upon their knowledge through collaborating with more knowledgeable others, a teacher for example or a more knowledgeable peer, within their zone of proximal development (the area that occurs in between what a learner finds simplistic and too complex to achieve without the help of a more experienced other).

For differentiation to be carried out efficaciously by teachers, attention should be paid to the curriculum associated components of "content, process, product and affect – which are based on three categories of student needs and variances – readiness, interest and learning profile" (Tomlinson and Imbeau, 2010, p15). The humanist theory of Maslow (1962) supports this, with Maslow asserting that a learner's outcomes will be optimised if the learning process supports and meets their holistic needs.

Differentiation is recognised as an important, complex and desirable pedagogical skill which, once mastered, enables teachers to modify their pedagogy in accordance with the learners needs thus improving learner's outcomes (Tomlinson, 2015; Cowley, 2018, van Geel et al., 2019). Parsons et al. (2018) research synthesis regarding teacher's modifications to pedagogy found that differentiation resulted in improved learning outcomes, motivation and behaviour for learners. Hattie (2009) also found that differentiation was linked to effectual pedagogy. Nonetheless, due to varying definitions, its complexity and the restrictions of time during the working day, Dixon et al. (2014) and Van Geel et al. (2019) reports that many teachers have not become proficient in differentiation and that student teachers feel ill-prepared for it.

Parsons et al. (2018) further casts doubt on the methods used to analyse differentiation and questions whether the true effectiveness of differentiation can indeed be measured given its complexity and the ever-changing aspects of its process. He raises concerns regarding the inconsistency and multiple methods and instruments used to analyse differentiation suggesting that adequate assessment of differentiation would need a highly skilled assessor who was able to spend a considerable period of time gaining and analysing information collated from various sources. However, Dixon et al. (2014) and Tomlison (2015) indicate that the key to successful differentiation is teacher efficiency and the professional development of both student teachers and teachers.

Differentiation is grounded in and supported by the theories of Dewey, Vygotsky and Maslow (Dewey, 1910; Vygotsky 1978; Maslow 1962). The implementation of differentiation here in Wales was recommended following education reviews so that the learning needs of an ever-increasing diversity of learners could be met and learning outcomes improved. Whilst Hattie

(2009) and Parsons et al. (2018) assert that differentiation delivers improved learning outcomes, Dixon et al. (2014), Parsons et al. (2018) and Van Geel et al. (2019) report challenges in respect of the complexities of the application of differentiation and the gathering of evidence to demonstrate its effective practice. However, these challenges are not insurmountable and with provision already having been made for the inclusion of differentiation within the revised Professional Standards (Welsh Government, 2019) and initial teacher training guidance (Welsh Government, 2018) student teachers' and teachers should now be able to gain the professional development and support necessary to master what is considered to be an essential pedagogical skill (Parsons et al, 2018).

Metacognition

Metacognition is simplistically defined as “thinking about thinking” (Flavell, 1979, Welsh Government, 2010) whose origin dates back over 50 years. Whilst there are challenges to its implementation, there now exists a substantial body of evidence to support metacognition as a beneficial life skill for learners to acquire as it improves educational outcomes and is predictive of academic achievement (Hattie, 2012; Webb, 2021). More recently, and with a growing body of evidence to support it, metacognition has been linked to improvements in outcomes for learners from a low socio-economic background (Manion and Mercer, 2016; Quigley et al, 2018). This literature review will consider what metacognition is, its challenges, the supporting studies and evidence relating to its effectiveness and the advantageous effects it can have on learner's outcomes for minimal monetary outlay (Quigley et al, 2018; Perry et al, 2018).

The concept of metacognition was created by John Flavell over 50 years ago. He developed and enhanced Vygotsky's concept of the Zone of Proximal Development (ZPD) (Vygotsky, 1978). Whilst metacognition was initially studied within the field of psychology, studies quickly branched out into the field of education where it was quickly established that the learners who gained higher achievement levels had better developed metacognitive skills (Perry et al, 2018).

Metacognition is a subject domain where essential elements of pedagogy and neuroscience come together. It is here that the association and maturation of the developing neurological and learning pathways are studied side by side (Saukila, 2021, p.10). To date there have been various definitions of metacognition, however, Mevarech and Kramarski provide a clear and articulate definition stating that metacognition is:

...a second or higher order thinking process which involves active control over cognitive processes. It allows learners to plan and allocate learning resources, monitor their current knowledge and skill levels and evaluate their learning level at various points during problem solving, knowledge acquisition or while achieving personal goals.

(Mevarech and Kramarski (2014, pp. 36)

The research literature indicates substantial evidence of metacognition being responsible for improvement in learning outcomes in children of all ages and can enhance learning across the curriculum (Van der Stel and Veenman, 2010; Hattie 2009; Education Endowment Foundation, 2021). Globally, the countries whose education systems perform best in the Programme for International Student Assessment (PISA) tests, that is Canada, Hong Kong and Finland all place emphasis on thinking skills; critical thinking and higher order thinking skills (Ontario Ministry of Education, 2020; Finnish National Board of Education, 2016; Cheng and Wan, 2017). Marcel Veenman, the Education Endowment Foundation (EEF) and John Hattie have carried out extensive research within the area of metacognition and the effect that it has on children's learning. In order to analyse their research Hattie and Veenman use meta-analysis techniques that are grounded in quantitative and qualitative methods and are able to calculate effect size to indicate influence on learner outcomes.

In 2018, Hattie (2018) reported that metacognitive strategies had an effect size of 0.6 (Hattie considers anything above 0.4 as having a positive influence on learner outcomes), with Van der Stel and Veenman (2010) asserting that metacognition was appropriate for use with learners of all ages, while Bernard et al. (2015) claim that learners as young as three can participate in the application of metacognitive strategies. This positive outcome was also substantiated by the EEF who indicate that for minimal monetary outlay, secondary and primary school learners can make up to seven and eight months of additional progress respectively (EEF, 2020). Whilst evidence is still limited, Manion and Mercer (2016) and Quigley et al. (2018) indicate that metacognition also brings improvement to the outcomes of learners from low socio-economic backgrounds.

However, the introduction of metacognitive strategies is not without challenge. Quigley et al. (2018) and Mujis (2020) indicate that learners have to take an active role in their learning and understanding of metacognition upon its implementation and development. Mujis (2020) also indicates that a lack of time and support, and the many definitions of metacognition has caused confusion. Unfortunately, Webb (2021) suggests that this has generated a reluctance from teachers to integrate it into their teaching. Furthermore, Quigley et al. (2018)

assert that metacognition can only be successfully implemented by teachers who have attained a sound knowledge and understanding of metacognition and its complex practices. Welsh Government (2010) then suggest that once this has been achieved, teachers must formulate a teaching approach and then develop a shared language with their learners whilst assisting them with the structuring of their thoughts. Afterall, metacognition is a collection of purposeful and enduring behaviours which must be blended into the learning process overtime and cannot be swiftly acquired by following a simple tick list of instructions (Mujis, 2020; Webb, 2021).

In conclusion a review of the international literature reveals that the incorporation of metacognitive strategies across the curriculum has an advantageous effect on outcomes for learners of all ages and there is now an increasing body of evidence that it benefits those learners from low socio-economic backgrounds also (Mannion and Mercer, 2016; EEF, 2021). These positive improvements can be achieved for minimal monetary outlay and with the advent of the new Curriculum for Wales 2022 the importance of metacognition, thinking and problem-solving skills has been recognised and guidance put in place for their implementation throughout (Welsh Government, 2020).

REFLECTION/ EVALUATION AND NEXT STEPS

Prior to the completion of this assignment great emphasis had been placed on critical reflection as an important process not only for completing this assignment but also as a necessary and essential 'tool' for my professional learning and developmental as a teacher. This made me very nervous, I felt a huge pressure to gain an understanding of what critical reflection was and just what I need to do in order to get it right so that my teaching practice would bring benefit to my future learners. During my research I discovered that critical reflection is considered to be a skill, which just like any other skill, first has to be learnt and then developed. This discovery reassured me, and it reduced my apprehension and nervousness regarding the process of critical reflection. I now understand that as with the learning of all new skills I will have to first practice it, then be assessed upon it so to gain feedback which will then allow me to amend and refine my practice in order to continue to improve and master it.

Following some careful research, I decided to use the 5R framework for the purposes of my critical reflection (see figure 2 for reference). The 5R framework was developed by Bain et al. (2002) and given my inexperience I felt that engagement with the systematic 5 stage

framework would assist my process of critical reflection and support my reflective writing. However, having now started my professional teaching experience, and being in the classroom engaging with learners and other teachers, I would like to progress to using Brookfield's four lenses as shown in figure 3 (Brookfield, 2017).

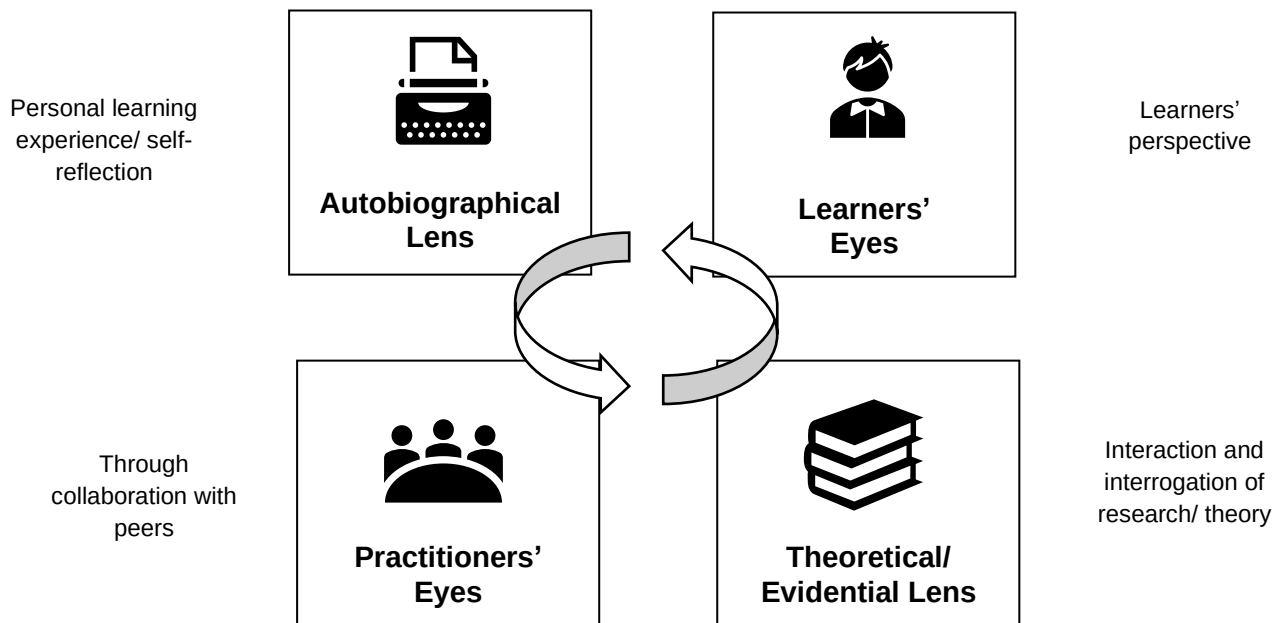


Figure 3. Brookfield Four Lenses (Brookfield, 2017).

Future use of this critically reflective model would enable me to gain and consider the important perspectives of the learner and my fellow teachers. When it comes to my future practice, I feel that their perspectives are imperative and when considered alongside my own previous learning experience and that of the theoretical literature I will then be better able to comprehensively inform my critically reflective processes and professional learning and development.

The observations which led to the identification of my critical incident were a little different in that they took place outside of a classroom environment and were in fact pre-recorded clips of classroom footage. Whilst this experience limited my contextual, personal choice of a critical incident by making it feel a little two dimensional and staged, it did nonetheless enable me to identify my critical incident and progress my assignment as required. For me it was the use of certain words and phrases by the teacher that stood out and triggered my thoughts. From my existing knowledge, knowledge that I had acquired through reading for my undergraduate degree and from recent personal reading in preparation for my PGCE, I

recognised certain words and phrases and they then enabled me to identify the research areas which formed the basis of my assignment.

When I heard the words 'each child', 'their method' and references to group work with children of differing abilities it immediately stimulated my thoughts regarding the process of differentiation. Likewise, the use of the words 'revisiting', 'asked learners what they already know' and 'what they would like to know' stimulated my thoughts of metacognition. Through my research and reading I have learnt that both differentiation and metacognition are complex but crucial areas of practice (OECD, 2014; Welsh Government, 2018; Webb, 2021). There is a strong international evidence base to indicate that their considered and informed implementation in the classroom improves learner's educational achievements and outcomes (Quigley et al, 2018; Hattie, 2012; Sousa and Tomlinson, 2018). This is further strengthened when time for professional learning and long-term development are recognised (Dixon et al, 2014; Webb, 2021), as once teachers have gained a comprehensive understanding of metacognition and differentiation, they are more able to meet the individual needs of their diversifying learners (OECD; 2014; Cowley, 2018; Quigley et al, 2018).

Through critical reflection and evaluation of the Professional Standards for Learning alongside the research literature for differentiation and metacognition, I have identified the areas of assessment and feedback as my next teaching and learning steps. My research identified that these areas are interdependent upon one another and required for the successful implementation of differentiation and metacognition (Welsh Government, 2010, Cowley, 2018; Mujis, 2020). Assessment and feedback are essential elements as they enable the teacher to establish a learner's current knowledge and then work out what learning steps are required in order to progress learning.

CONCLUSION

The completion of this assignment has highlighted the international high regard for the part that critical reflection plays for a professional teacher. It serves not only to inform a teacher's progressive professional development but is also pivotal in improving learner's outcomes and the quality of the education system.

The experience of creating a critical incident has served to contextualise the essential relationship between theory, research and practice. It has introduced the Professional Standards for Teaching and Learning and has brought to my attention the importance of how critically reflecting upon research, learning theory and my existing knowledge can serve to

develop my future understanding, knowledge and skills and provide evidence of this for my Professional Learning Passport.

Moving forward I now have an awareness of the importance of keeping a reflective learning journal and how this can assist in the identification of future critical incidents which can further serve to inform my future teaching and learning. I am also aware of how through collaboration with other practitioners I can not only serve to inform my learning and development but can also aid other practitioners and serve to develop their knowledge, skills and pedagogy too.

However, most importantly, it has highlighted to me the value and relevance of observation and critical reflection and how through considering the research and theory surrounding an observed incident or an event of interest, I have been able to identify assessment and feedback as my next teaching and learning steps that require further development to build upon my existing knowledge and further my learning and pedagogy.

APPENDICES

Appendix 1.1

My feelings: calm, settled, focused

CRITICAL INCIDENT

Record 3

Date and time, year group: Recorded class: Year 2 Maths 24
Where and When: Context of the observation – subject/AOLE, general classroom context In classroom, 2 partitions; 1 at the front & back explaining the multiplication question on the interactive white board and the other drawing a further representation on a separate 2 children sitting on floor with whiteboard & pens.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) Teacher's outline of multiplication teaching plans. Certain words stood out 'revising', 'gaps in knowledge', 'each child' & 'their method', 'consolidate', 'recall facts by memory'. Also the sentence 'asked learners what they already know & what they would like to find out about'.
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider? Cognitive science - establish existing knowledge & build on it, meaning. Metacognition Cycle - Bloom's Taxonomy - use of a hierarchical model, defining objectives & levels dependent on the complexity of knowledge & comprehension. Individual approach to learning focused on meeting the need of the child. Helps children develop their thinking.
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) Asked children teacher posed a question she termed 'as Multiplication'. This prompted a class discussion resulting in a poster being created which stated the learners current knowledge & also things that they'd like to find out. This was then placed in the classroom. The teacher said that she planned to focus on things her learners didn't know & address the misconception of their methods. Class room tidy, well organised with resources in labelled draws. Walls filled with educational information.

Teacher's outline of multiplication teaching plans. Certain words stood out 'revising', 'gaps in knowledge', 'each child' & 'their method', 'consolidate', 'recall facts by memory'. Also the sentence 'asked learners what they already know & what they would like to find out about'.

How is a good environment for the classroom?
5
pencil holder & book on the table

21/12/12

- mixed ability
- earlier misconceptions
- reinforcing
- gaps in knowledge
- each child & their method
- consolidate
- recall by memory
- asked learners what they already know, what they would like to find out about
- misconceptions

Appendix 1.2

My feelings: nervous, apprehensive, excited, fearful, worried, in of sleep
 Weather: cloudy but dry & cool

Record 2

Date and time, year group: Recorded 21st Oct Year 1 class 26 children
Where and When: Context of the observation – subject/AOLE, general classroom context Teacher at front of class - has access to wall displays, smaller magnetic white board & laminated A4 grapheme flashcards
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) Happened during phonics recognition. Teacher using laminated flashcards with the grapheme in the middle of a purple butterfly. Randomly asked minor sound and action of each grapheme, before asking everyone to respond with sound and action whilst other sounding out the grapheme & its sound (reinforcing) also. When teacher gives indirect answer (e.g. one teacher says 'close, look at my action', learner X gives further →
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider? Cognitive science - use of active practice & flashcards Behaviourism Theory - +ve reinforcement, use of praise & encouragement Vygotsky / Bruner ZPD, scaffolding - peers to assist in after learning Well-being / Mental health
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) Cramped environment, children sat in rows, side by side and in close proximity to one another. Well behaved, only 1 required to 'shoutly enthusiastic'. Continuous praise & the behaviour 'really, really focused on the task'. There are posters on the wall, mainly to remind of spelling words. Weather seen through window as fair, no visible rain & cooler as learners wearing jumpers.

1-ve language challenge

superb body

brilliant

good girl

really, really

please when you spot things

like that

incorrect answer the teacher asks the class to 'help him', a number of learners call out the correct sound. On seeing learner X indicate that he has the answer she asks him 'to go on' & when X answers with the correct sound the teacher says 'well remembered' and says 'excellent'.

My feelings: nervous, a little more settled
 weather: cloudy but dry & cool

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group:	Year 2 Maths, Mixed Ability Class
Where and When: Context of the observation – subject/AOLE, general classroom context	In classroom, 2 practitioners, 1 at front of class explaining the multiplying on the interactive whiteboard and other drawing a further representation on a flipchart. Children sitting on floor with whiteboards & pens.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)	Learner X explaining how arrows were carried in multiplication on back prior to teacher outlining a multiplication task involving a knight and a bar.
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?	Pedagogy Cross-curricular learning – responses that different subjects can be used to address every-day challenges Cognitive science – links btm existing knowledge & building of Teacher, Postlethorpe – advocates of cross-curricular learning Further developed by Hattie, Doney & Mackintosh
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)	2 children sat in rows, side by side - orderly fashion. Ignores child calling out, teacher goes to sit with children whilst they are working through, she allows a learner to explain their answer to her - praises the learner for coming in first, asks those who have indicated they have the right answer to double check to make sure of their answer. Teacher incorporates learner X's explanation about how arrows are carried into their outline of the multiplication task

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