

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

Word count: 4159

INTRODUCTION

The United Nations Convention on the Rights of the Child Article 12 states:

'States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child' (UNICEF, 1990, p. 5).

This right extends to the classroom, meaning children should have the right to express their views on content you wish to involve them with. Being particularly mindful of the long-standing history of disciplining children, this essay explores how to incorporate children's participation into new teaching practices.

This assignment focuses on a Critical Incident observed being in a secondary school in Wales. The incident in question was an instance of a child who interrupted a class asking, following a mention of the product, "what is Marmite™?".

Following an analysis of the methodology behind Critical Incidents and Case Studies, this incident will be examined against theories concerning the nature of how individuals handle and assimilate concepts. Those being how we gain concepts from our interaction with a social environment from Wittgenstein and Vygotsky, how these concepts affect our self-image from Hattie and Didau and examples from Dweck and Holt concerning how some concepts can have negative effects. This will provide a reflection on the Critical incident to identify new teaching and learning steps. Considering the kinds of learning environment that would best allow people to feel involved with the class, that will ultimately help them develop into active, healthy members of society.

OBSERVATION

Following BERA Ethical Guidelines for Educational Research (4thEdn) considering anonymity (BERA, 2018, p. 27) the institution researched will not be referred to by name. Care will be taken to not explicitly state any facts or figures to avoid tracing back and identifying the school explicitly, following suggestions from Wood, P. and Smith (2016, p. 17,18).

The school observed for this assignment was an English-speaking middle school for pupils aged from 11–16 years old in Wales. The demographic of which a sizeable portion of pupils were entitled to free school meals. Therefore, the school is addressing unique issues concerning poverty. As a result of this however, the support systems in place are highly rated (sourced from an Estyn report dated 2015, not referenced for anonymity).

The class observed was a Year 8 class, aged around twelve to thirteen, of higher ability. The lesson itself was a music lesson, which was also the first lesson of their day, which they attended after assembly. The class was of around twenty and the room was equipped with decent hardware for the children to use keyboards and programme into Garageband in pairs. The room was small, tables covered most of the walls, despite an area for the teacher's desk and a whiteboard with a projector. There was also an island of desks in the middle of the room. Because of this small size, me and another student teacher observed the class sat near the door and wrote our notes on our laps.

METHODOLOGY

This research is a non-participant observational case study based in a natural environment. It was derived from observing instances under criteria such as classroom culture, as well as the way in which the teacher was outlining objectives, as per outlined by Fletcher-Wood (2016, p. 125). The last category concerning 'specifics', was expanded with a definition of Critical Incidents by Tripp (1993) who advised that it is otherwise seemingly routine incidents that are rendered critical through analysis. An example of a pupil raising her hand can be analysed in such a way to suggest that schools teach children to depend on the state (Tripp, 1993, p. 25). This allows the agreed definition of criticality (such as outlined by Wood, P. and Smith, 2016, p. 33) to apply to a wide range of circumstances.

This helps to negate particular biases, which is raised as a concern with natural non-participation observation (Kumar, 2014, p. 175) such as looking for a mouse that is not there (Cohen et al, 2011, p. 141). For an example in education, Holt noted that student teachers

in the 1960's only observed the teacher for behavioural management, not the children, and therefore they 'lose most of what could be a valuable experience' (Holt, 1964, p. 21). With Tripp, raising a hand is a critical incident, which is something Holt himself is critical about in his own observations (Holt, 1964, p. 13). Though, it should be noted with case studies, that due to the fact that they are based on a particular instance in a natural environment means they are not as generalisable, which can cause some to prefer to refer to patterns and laws in historical research (Smith, 1991, p. 375, Cited in Cohen et al, 2011, p. 482). Nevertheless, focusing on particular incidents can shed light on a range of matters that would not be addressed from mere statistics gathering (Flanagan, 1949, p. 483, cited in Cohen et al, 2011, p. 483) and there are common elements within case studies that can be analysed (Punch, 2009, p. 123).

With non-participation, how someone would participate and how this would impact their behaviour is not a concern as it would compared to observation through participation, as outlined by Kawulich (2005, p. chapter 5.1). However, Hawthorne Effect could have an influence. This is largely defined by the way in which people behave differently when they know that they are being observed (Berthelot et al, 2011. Paradis, 2017 and Kumar 2014, p. 174). However, Paradis, (2017) stated that the nature of the Hawthorne effect over a review of contemporary studies 'suggests that evidence of a Hawthorne Effect is limited', citing Adair (1984) who reviewed forty educational and psychological case studies claiming to control for a Hawthorne effect and found no significant change in behaviour. Similar results were found from a systematic review by McCambridge et al (2014, cited in Paradis, 2017). However, even in these circumstances, when running systematic reviews, it is important to remember as mentioned before that case studies cannot be generalised and that results between who is more effected by the Hawthorne Effect can vary from person to person (Berthelot et al, 2011). Therefore, while research into the Hawthorne Effect has not provided any solid results, there is no guarantee that it does not play as an influence in this study .

CRITICAL INCIDENT LINKED TO DONALDSON'S FOUR PURPOSES

The incident itself involved the teacher showing a video of a mixture of hip hop and classical as a starter and opening up the question of how they felt about it to the class. He gaged it was a mixed reaction and commented 'this is like Marmite™'. In response a child asked, 'what's Marmite™?'. The teacher then felt that he had to explain and then had to bring the class back on focus when they began discussing amongst themselves their views on Marmite™.

This is a fascinating matter for study, as seemingly negative occurrences can yield positive learning outcomes. Although someone may suggest that this is an example of losing a class, the child interrupting in such a way actually can be said to apply quite largely to the Four Purposes of Education outlined by Donaldson (2015, pp. 29-30) These Four Purposes are to be the foundation of the new curriculum to be introduced to Wales in 2022.

The child who interrupted the class was:

Demonstrating Themselves to Be Ambitious, Capable Learner:

- Ambitious and capable enough to interrupt the lesson to find more information.
- Seeking validation for what they are presented.
- Building up a repertoire of knowledge.
- Not being content with allowing information to pass them by.

Enterprising, Creative Contributor:

- Be a person who is able to make sense of a situation, with a firm understanding of the application of Marmite™ for further use in social circumstances.
- They took the measured risk of interrupting the class, identifying and grasping the social opportunity to gain this understanding.
- Able to force the teacher to respond by interpreting in such a way.
- Opened up the opportunity for the whole class to understand the social application of Marmite™.

Ethical, Informed Citizen:

- They found evidence in the classroom of the contemporary example of Marmite™ being used in a social context and interrupted the teacher to explain further information about its uses.
- By interrupting the teacher the child knows that he can exercise his right to free speech by interrupting the class in a way that provokes an answer.
- The child questioning the teacher gave a platform for others to understand the use of Marmite™ and voice their opinions as well.

Healthy, Confident Individual:

- The child feels confident to involve themselves with the classroom.
- Builds an understanding of his fellow classmates through this interaction, developing empathy for different views.

- Also allowing him to build a positive understanding with his teacher and his classmates in the process.
- Again, taking the measured risk of interpreting the class for a response valid for information gathering.

It would be a stretch to say that they are setting themselves 'high standards' and are 'solving problems' Donaldson (2015, p. 29) by going off topic in such a way. Nevertheless, it is still worth noting how much of the principles criteria it does meet. Which raises the question as to whether this kind of interaction be used to build further participation in a topic?

LITERATURE REVIEW

The philosopher Wittgenstein has written about the way in which we use language to relate to the nature of the world through our social interactions. For example, we may have a causal reaction to a sign, it is 'not what this going-by-the-sign really consists in', but an understanding of the social custom behind the sign (Wittgenstein, 1953, p. 80).

This differentiates the learning of language to Pavlov's ideas on conditioning, as described by Windholz (1997) as the functioning of unconditional responses that are reactive to the environment. This is because, while this does happen with humans to a particular degree, we also have the ability to store rules through communication and develop them. As Wittgenstein stated, 'If you have an intuition in order to develop the series 1234... you must also have one in order to develop the series 2222...' (Wittgenstein, 1953, p. 84). He later states that rules are 'a matter of course for me to call this colour "blue"' (Wittgenstein, 1953, pp. 87-88). The language signifies the meaning which can be applied to later instances that inform our behaviour.

Noting how this can relate to instruction Berducci (2004) references an example of a baby reaching for a bottle and the caretaker recognising that the child wants the bottle (Wertsch, 1985, p. 64 cited in Berducci, 2004, p. 341). To which he states: 'in Wittgensteinian terms, the infant reaching for the bottle is analogous to someone accidentally making a correct move in chess' (Berducci, 2004, p. 342). That is, the baby has learnt a behaviour that denotes a particular action.

This can be used to understand why arguments for particular practices in education are put forward. For example, Dylan Wiliam suggests that students should receive feedback over grades, stating that feedback is useful but only if it's 'a recipe for future action.' (Wiliam,

2018, p. 141). In the case that Wiliam is putting forward, effective feedback is not to describe what is happening as a mere pointing exercise, but to describe the rules of the learning 'game' that the child is attempting to participate in.

This process of learning rules can help better understand the Zone of Proximal Development (which will be abbreviated to ZPD) coined by Lev Vygotsky. This is defined as a child who is 'able to copy a series of actions which surpass his or her own capacities, but only within limits' and that they would be able to 'perform much better when together with and guided by adults than when left alone' (Hedegaard, 2005, pp. 227-228, Quoting Vygotsky, 1982, p. 117).

Where the upper limits of the ZPD are is not dependent on any clear boundaries. Tolstoy for example states that explaining concepts such as 'impression' you 'must replace it either with another equally incomprehensible word' (Tolstoy, 1903, p. 143 cited in Miller, 2011, p. 101). Vygotsky disagrees with this stating while the process can be complex, it's an error is to assume that all forms of instruction are useless. This being because the child, after acquiring a vague understanding begins to use the word and by its use it becomes increasingly clear (Miller, 2011, p. 101). Even through exposure to a guiding adult talking about a similar topic will allow children to get started in language practices that they will only later understand (Smith and Fernyhough, 2002). However, Goldstein (1999) would expand the ZPD to include not only an interpersonal dimension but also an "interrelational dimension", which is a 'shared affective space created by the adult and the child in the ZPD' (Goldstein, 1999, p. 651, cited by Holzman, 2009, p. 47).

Similar to the way in which children practice concepts: Hattie (2012) quotes Wittgenstein, stating that there are many forms of concepts that build up a perspective of the self. Deploying the metaphor that the strength of a rope 'lies not in one fibre running throughout in length, but in the overlapping of many fibres' (Wittgenstein, 1958, p. section 67, cited by Hattie, 2012, p. 44). Hattie claims that it is this interweaving of experiences and ideas that causes people to validate their sense of self, using the example of naughty children seeking evidence to confirm their view of themselves as naughty children. Which is why Hattie claims: 'A major purpose of schooling is to enable students to back themselves as learners of what we consider worth knowing'. (Hattie, 2012, p. 45). That is, in line with both Vygotsky and Wittgenstein, a guiding adult will pass on concepts that children will discover later in instances of their own lives that strengthen their understanding of that concept.

This is why Vygotsky 'proposed that it is through play that young children develop their understanding of relationships with those around them' (MacBlain, 2014, p. 49). And "play creates a zone of proximal development of the child. In play a child always behaves beyond his average age..." (Vygotsky, 1978, p. 102 cited by Holzman, 2009, p. 51). This interrelational element for learning is confirmed by Hattie (2012) as being positive for learning, stating: 'Cooperative learning is most powerful after the students have acquired sufficient surface knowledge' (Hattie, 2012, p. 88). Which relates back to Wittgenstein demonstrating learning as the practice of rules already learnt, such as developing the pattern one, two, three and four (Wittgenstein, 1953, p. 84) only this time between peers.

The extent in which children apply these concepts can have enormous impacts on the trajectory of their life. For example, Dweck (2009) writes about a 'growth' and a 'fixed' mindset. This is illustrated with an example of children completing different puzzles, those with the fixed mindset were worried about completing harder challenges and failing, while those with the growth mindset were excited to try the harder puzzles (Dweck, 2009, p. 9). Therefore the growth mindset can encourage people to do well in a variety of things such as sports for example (Dweck, 2009, p. 11). That is, in line with Hattie (2012), children are seeking out to validate concepts about themselves. However, in the case of a fixed mindset they are trying to validate the fact that they are intelligent by not engaging with things that will enable them to grow.

Further emphasising the impact that self-concepts can have on people, Didau (2015) also quotes Wittgenstein stating: 'If there were a verb meaning "to believe falsely" would not have any significant first person, present indicative'. (Wittgenstein, 1953, p. 90, cited by Didau, 2015, p. 14). This Didau explains as "'I believe falsely" is a logical impossibility if we believe it, how could we think of it as false?' Which leads Didau to state that 'this makes it hard to recognise when we are lying to yourself or even acknowledge we're wrong after the fact' (Didau, 2015, p. 14). Emphasising the way in which concepts can blind us. As Wittgenstein states in his earlier work: "The world of the happy man is a different one from that of the unhappy man." (Wittgenstein, 1921, p. 87).

Similarly, it's not only that failure to participate or complete tasks can create negative self-concepts but that even in being pushed to complete them can cause children to feel alienated. Holt (1964) states that: 'For children, the central business of school is not learning ... it is getting these daily tasks done' (Holt, 1964, p. 23). Part of this is because we make them afraid of not doing what the guiding adult wants and, similar to Dweck's idea of a fixed mindset, be seen as a failure (Holt, 1964, p. 165). For this reason, Holt promotes the idea of

home schooling on the grounds that they have the time and the desire to know their children (Holt, 1964, p. 22). This effectively criticises the way in which Vygotsky's ZPD is implemented in a school setting, as work is imposed upon the child, not as a means to develop themselves personally. School does provide the social setting for play, though, to reiterate Hattie's point, collaborative learning is most effective with decent surface knowledge in the first place (Hattie, 2012, p. 88).

Nevertheless, through exposure to particular concepts can enable some children to overcome being labelled and relegated to being 'low functioning' within a school setting. MacBlain (2014) talks of an example of someone overcoming this label by moving to a new school which was 'actively and purposefully structuring the classroom in small steps what has now become known as Scaffolding' (MacBlain, 2014, p. 50). Scaffolding refers to the process of an adult providing learning elements initially outside the children's capacity, thus allowing them to concentrate on and complete only elements within their range of competence (Wood, Bruner and Ross, 1976, p. 90). This stems from Vygotsky's belief that waiting for functions to mature before commencing with instruction is misguided, providing things constantly outside what the child is capable of (Miller, 2011, p. 121). Similar to the way in which Wittgenstein's description of the way in which we use language as the 'scaffolding of the world' (Wittgenstein, 1921, p. 76) Vygotsky's scaffolding builds a dialogue between where the child is and where the guiding adult would want them to go. In the case of a school setting, through controlling the amounts of information and gauging with the way in which children respond to this material.

REFLECTION / EVALUATION & NEXT STEPS

Taking us onto reflection of the incident in question, we need to overcome a couple of assumptions. Brookfield (1995, p. 2, cited in Bassot, 2016, p. 80) for example states that we have 'Paradigmatic assumptions': our views on reality, 'Prescriptive assumptions': what we think ought to happen and 'Causal assumptions': inform what we expect to happen, or something to be the case in certain situations. Tripp, for example, offers an alternate view on someone putting their hand up as a demonstration of an oppressive classroom environment (Tripp, 1993, p. 25). However, the child was probably doing that of their own free will. Hobbs (2007) also states: being forced to reflect on models that were not of the participants choosing, too soon and in a new environment increases the likelihood of 'resentment and negativity' (Hobbs, 2007, p. 15- 16).

Brookfield suggested that we should overcome this by applying different perspectives called lenses. These can be concerning our own background, concerning the views of the clients (in this case being the school pupils), experiences of our colleagues (teachers and fellow student-teachers) and perspectives from theoretical literature. (Brookfield 1995, p. 2, cited in Bassot, 2016, p. 135). However, Critical Incidents are hindered in deploying the lens of our colleagues and clients because their opinion on the matter would be one where they were not present or in retrospective. Nevertheless, we can still gain a reflective critic through a review of the literature for a new perspective compared to my 'autobiographic' lens.

As you can see by initial reflection in Article Two (listed in the appendices), I stated that it was a good thing that the teacher engaged the class by contextualising their reaction with the metaphor of Marmite™. I didn't contemplate that the child interrupting was significant enough to write about initially. Yet, relating this incident back to the literature, concepts can be seen as the explanation of a rule in a Wittgensteinian Language Game (Berducci, 2004, p. 342). The child, while not learning directly about Music, has learnt a social norm that will better allow them to contextualise the social interactions with their class. This is illustrated by Vygotsky's view that children can gain a vague understanding of complex topics to develop from (Miller, 2011, p. 101). This gives me an understanding of being able to scaffold information not within a child's current understanding if it provides new contexts for learning.

The understanding of the social norm of both the use of Marmite™ and the fact that he can interrupt the lesson for a response indicates the means for both understanding of and self-expression within the lesson. Knowing that they can try new things can have a vast impact on their self-esteem which may well impact their later life. Illustrated by Dweck (2009, p. 11) and the Fixed/Growth Mindset. Perspectives can be blinding, as it can be difficult to notice that we are lying to ourselves (Didau, 2015, p. 14) and can lead to reckless behaviours validating those self-concepts (Hattie, 2012, p. 45). This is why, although on the face of it, the teacher responding to the interruption appears that he is losing track of the topic, it is actually much more fundamentally important that it first appears.

Furthermore, the fact that the class took it upon themselves to discuss their views on Marmite can be seen as example of them using play to explore the concept, which can be seen as an example of Vygotsky's perspective on play (illustrated by MacBlain, 2014, p. 49 and Holzman, 2009, p. 51). Correspondingly, causing me to consider allowing pupils to reflect on what has been taught through discussion with their peers allowing themselves to take themselves into ZPD, as confirmed as beneficial by Hattie for children with sufficient knowledge (Hattie, 2012, p. 88).

This will allow me to keep in mind the kind of social game that I will want to create in the classroom. Creating an environment where children feel that they can express their minds and participate. Through working with interruptions relative to the topic, not by forcing them to behave, attempting to relate the subject content to the child's interest. Attempting to avoid them labelling themselves as misbehaving. Keeping in mind the long term, potentially negative effects relating to their sense of self. This is something I will have to continuously consider in regard to keeping the class on track with work and managing behaviour in a way that is fair in order to 'enable students to back themselves as learners of what we consider worth knowing' (Hattie, 2012, p. 45).

CONCLUSION

To conclude, Professional Standards for Teaching and Leadership (2018) states teachers should demonstrate: '...high expectations and effective practice in meeting the needs of all learners' (Welsh Government, 2018, p. 25). Though, keeping Holt (1964) in mind, this is difficult to maintain with different sets of around thirty children. Differentiation done incorrectly can have the child feeling labelled, for example, creating Dweck's concept of a Fixed Mindset. Which Hattie and Didau have illustrated as difficult beliefs to remove that can lead to reckless behaviours.

However, Wittgenstein's concepts of language games can help us understand how someone interrupting a class to ask the social use of Marmite™ as an example of someone learning how to socialise generally. This is fortified by Vygotsky's concept of ZPD, where in the instance the child interrupted, the information would be within the child's grasp, which will lead to further exploration of the concept in life or in play. This explains why Professional Standards stress to relate the content to real world matters (Welsh Government, 2018, p. 32). Causing me to consider how I will contextualise information to fit within the child's ZPD, as well as work with interruptions to create a classroom culture that children can feel involved with.

There are limitations in generalisability reviewing the methodology of case studies and lack of ability to cross reference in the further reflections of the incident. Nevertheless, reflecting on the theory of concepts can cause a simple matter of a child interpreting to have a multitude of implications. This demonstrates that mind needs to be taken to the social game that people create in the classroom, configuring information within a child's ZPD to allow

children to participate. Though lastly, it causes us to be mindful of the other potentially revealing matters of seemingly trivial instances.

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APPENDICES



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

"The on button is a wonderful invention"

OBSERVATION / FIELD NOTES

①

(Questions adapted from Fletcher Wood (2016))

Date: 26/08/14

Lesson details:

Yeu y Musoi. On Paca bell and integrating music.

Classroom culture

(Are the students focused on learning?)

Hands up, instant silence → led into video. (chorus/Rep mix interesting)
Silence when child is speaking → Asked y hard and then I used to ask to project voice.
(I - (angadlled ddiwera a good answers (how they delivered).

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

(very precise)
(I - Instant silence and focus on the video. Opening up responses from the class.
Wrote page number on board and after step by step instructions asked them to reiterate.

Direction

(Are the students clear about what they are doing and how to do it well?)

(I - Instant silence when hands up. Everyone focused on the video. opened up to the room for opinions.
GI - Picked a child at random to answer question. (angadlled him a response.
Individual help during practice with explanation of notes.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

(I - Asked the room for opinions. Asked a child to project voice so that they were heard. ("I'm telling you now what we are doing at the end of the lesson".
(I - Wrote the page to turn to on the board "because we will move on in a bit".
Asked to reiterate where in booklet given (step by step instructions)

↳ outlined



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

①

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

"What did you think of this video" - looking for preference of the room.

"If you don't understand that I'm not particularly proud today."

CT - Illustrating questioning "It's the music against a spell check".

"Telling of you now what we are doing at end of the lesson".

↳ Asking a child to reiterate the page to turn to, which they wrote on board.

Wait around to each child individually in setting up equipment.

Reiterated the notes that he wrote on the board in relation to music.

"That's the wildest drum beat I've ever seen".

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

Illustrating what will be included next time
Write what they learnt in a booklet.

1. Opening - Silence - Video - open to room → marmite illustration
2. Random question asking - encouraging children response.
2. Asking class what happens in word with misspelling, used that to illustrate questioning.
4. Writing the page number on the board, explaining that they were going to move onto something and then after stop by stop distractions about how to use computer, asked a child at random to reiterate the number.
5. Illustrating at start of the lesson what they are looking for now and by lesson.



Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/14

Digwyddiad critigol (Ffocws)/Critical incident (focus): Asking a class on their opinion on a hip hop/classical mix video

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Engaged, interested, involved.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Teacher opened the class with a video on a hip hop/classical mix music video and then opened a question to the class, to which everyone responded at once with a mixed reaction. Teacher responded it's like marmite, which led him to explain what marmite is.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Opening up the class with something that will get them involved with classical music from the get go. Using the polarising aspect of the video to further get the children on board. Further elaborated with marmite to get the children engaged with topic. Had to regain class.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Give the children something to look into the video rather than simply exposing it to them to get them further on board and have them analysing. Possibly a more suitably mixed metaphor to illustrate something polarising for marmite to keep children in right mood set.
Y profiad newydd / Transformed experience	

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key - EU = Edward the 8th.
CI = Critical incident.

OBSERVATION / FIELD NOTES (3)

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19

Lesson details:
Year 8 History - Upper Ability.

Classroom culture
(Are the students focused on learning?)
Most coming in, got settled then it came to the register. Active participation.
CI ← then asked a question. Talking about a battle "play your own role right, right, right!"
No clock in the classroom. → (children involved)

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Outlining the period they will be studying. Ask them what battle started it.
Going through timeline, characterising historical figures. Whose side other than them.
Following activity with horrible history song. More does this song mention.

Direction
(Are the students clear about what they are doing and how to do it well?)
Following up with Vespene
CI ← Telling an engaging story about historical events, characterising battles "right, right, right!"
EU ← "Brub, take a look at the date, what year was king."
long 1h ← Ask the Tudor to Pembroke. Refer to George painted in the book last lesson.
I make children with the "story". "Forget the island, you can't stand it."
Rejoice to notes. → Marriage between
Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
"Well, I think you have that yourself in the past stuff, because if you have the sword I'll have to kill immediately."
CI ← Writing on board as he goes, illustrating story. Advertising BBC history.
Create intrigue - "I don't know, but who else would have to join from EU death..." - Class - "Henry Tudor!"
Let out ships for children money -
Left info on Thomas ~~more~~ on projector.



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Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- CI - Writing on the board the question they are expected to answer following a lecture of the history. "Structure Strip"
- CI - S.O.A.P - Source, own knowledge, author, purpose. Procedure on research. - Receipt looking strip, stick in book and write along side it. - "lets see how cynical and mistrusting you can be".
- like context for individual questions.
- Needs our social individuals who have given a knowledge to help complete task. "I've got you 11's who are struggling to answer these kinds of questions".
- Non verbal communication - lowering himself to talk to people.
- Listed Homework to do at the end of the lesson.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

1. Sports commentary of History: Audience participation. "Play ground roles... Fight, fight fight!"
2. "Forget love Island, if you want secrets..."
3. "Buts, look around the room, what if one of them was lying."
4. "Good Standard of ~~Standard~~ Home work, however if someone drops the standard I'll have to kill them."
5. S.O.A.P - Method of analysis. Outlining ~~method~~ structure into personal enquiry. "lets see how cynical and mistrusting you can be".

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

(4)

Dyddiad/Date: 26/01/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Use of independent inquiry into historical sources.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Fun. Interested. Engaged.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	BBC article on Thomas More on projector. Modelled out a step by step research procedure to paste in books. "Lots see how cynical and distrustful you can be". Not afraid to put particular pupils asking for more ~~information~~ information. Children not only engaged with more ~~learning~~ learning.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei godw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Structure in place to keep people on track while encouraging independent research. Reading then for the kids to independent study part of university. Made for activity by challenging pupils to be cynical and investigative.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	More outlining of each of the steps of for them to go through. Children of lesser ability may need more support. Although the teacher did go round to those who raised questions, and asked a few people how they were getting on, some were not too nervous to speak up and become overheard.
Y profiad newydd / Transformed experience	



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/14

Lesson details:

T. S. AID - Top ability.

Classroom culture

(Are the students focused on learning?)

Let up before entering, run through homework - let up expectations before entering. Hands up, good, paper to answer questions. Involved in the task with the practical activity.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Learning through homework - Talking about jobs that they have been able to gather. Creating the word "Mosaic" with mosaic colours.

Direction

(Are the students clear about what they are doing and how to do it well?)

- CI - Let respect of this before entering classroom.
- CI - Had asked around same as previous week, let at expectations long for now.
- CI - Asked what they need to write in their books which was also on the board.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

- CI - Said that they couldn't print homework - On phone - I "That's your evidence" - All told this to rest of the class. - Say what they found out.
- Brought games of day of the land shells to those who didn't bring homework. CI
- Shells, hand lines for people to draw around. Announced a question raised to the class.
- Random boarder drawing method for individuals in practical. Use child's drawings as example of how to draw teeth.
- ↳ Allow the children to choose the culture in "cultural clay".
- Clay - "I think in 3D".



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(S)

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

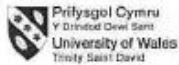
~~Students~~ Students have a "at lesson a week" - Homework in between, relevant to the topic. Allow them to build a portfolio of work. Teacher helps individuals with practical. → Avoided two high achieving individuals. Students choose a culture to study with "cultural day" topic. → Teachers mind map of the number of students. Students have to study into the topic they will make a day model about.

let it go the
and... showed one child's work as an example of what to do. "We're going to start detentions for not bringing your book in".

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

1. People find up outside, teacher set expectations for the lesson before the pupils entered.
2. Huddled round a person's work, asking expectations of how the portfolio should go.
3. One child allowed to use copied work as evidence of completed homework.
4. Announced a question raised personally to the teacher to the rest of the class.
5. "We are going to start detentions for not bringing your work in"



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Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/04/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Threat of detention for not handing in home work yet.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Empathic concern for students who have to worry about keeping on top of work, but also sympathy for the teacher trying to manage with the few lessons she has.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Teacher outlined to students the tight deadlines for the project the class is on. Because they only have one lesson a week home work is important. Would that they could argue together homework this time but will have to start detentions if they are not turned in.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Stress needed to be put on the importance of homework. Because there was so little time in the way of lessons and enough time at home to complete it. Detention would be a means of punishing children that they have to get in the time, but have a choice in how to go about it.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	For children who are having trouble keeping up with their work, the added pressure to keep on top of homework would contribute to them feeling incapable. Stressing for those who need support there are means to catch up with other school groups for example would make a huge difference to some children.
Y profiad newydd / Transformed experience	



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7

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/14

Lesson details:

Yr 8 PE - Top ability.

Classroom culture

(Are the students focused on learning?)

One child sits almost out the door. I ← Teacher just says "yes".
Everyone stops for the teacher to outline each task.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Tested into groups. Organised in sitting hall. I ←
Heard an what they needed to do before they got to go.

Direction

(Are the students clear about what they are doing and how to do it well?)

Physical organisation of groups. Juggling in teams, changing joggery for side steps. With such activity everyone stopped to be explained to.

I ← Girls throwing ball into loop - T "What was the instruction I gave?"

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Those without uniform had to sit in the corner and watch.

Teacher in middle to over view activities. Physically demonstrating Expeditions. Students on the side given ref roles.

I ← Also, given help of watches by other pupils. Since children not getting into activity as much (side stepping instead of running before throwing ball).

Also setting cones.



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Assessment

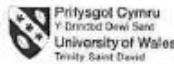
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- Pupils sit in groups, makes manageable amounts of people to assess.
- Asked if the understand before activity.
- Steps in the middle of activity to address plans
- (1) "Do we do this in netball?" - setting expectation.
- (2) Had everyone around teacher in a circle to congratulate, outline next lesson, ask questions about what they have learnt.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

1. Child sliding out backwards towards door, asked if they could hear and teacher simply replied "Yes".
2. Some girls screaming dull into hoop. Teacher responds "what was the instruction I just gave?"
3. Students who did not bring hit and had to stand on side where given the role of setting out cones.
4. Teacher stops activity - "do we do this in netball?" explanation.
5. Had everyone in a circle around her at the end of the lesson to congratulate them, outline next lesson and ask questions about what they have learnt.



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Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behavioury pupils around teacher at end of lesson.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	That the lesson was coming to a close. That everyone was on board.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Coming up to the end of the lesson the teacher chose to have students gather around her in a circle in order to recapitulate on behaviour, outline what is happening next lesson and ask pupils what they have learnt.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Summarise - Have pupils feel that they have achieved, that they have learnt something and that they are moving onto something else. Also, the fact that everyone was using the kinder meant everyone was on board round a fixed point, including those who did not participate due to not bringing kit.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Need to address more of the negatives so work on as well as the things to recapitulate. Everyone moving round a fixed point to sum up the end of the lesson means that some, given a lot of physical activities will be more focused on getting changed than what the teacher is saying. Likely solved by having this before last activity.
Y profiad newydd / Transformed experience	