

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

Introduction.

In my assignment I will be evaluating and reviewing in detail a critical incident I observed whilst on my observation test day. I will be looking into the next steps to improve individuals learning and how teachers can help guide learners further progress. I have decided to look into behaviourist methodology, it is not a favoured theory among the teaching community when it comes to different learning strategies to use in lessons.

However, it is a mandatory theorem that is used in education; School bells to signify to students it is their next lesson, detention that is given to students who have misbehaved on school premises or who may have uncompleted homework. I will be reviewing behaviourism research; opposing and siding arguments that can aid or obstruct individuals learning. By examining a critical incident it is not only a beneficial factor to comply change if needed in the classroom environment for pupils or for the more knowledgeable other (MKO), it can also be useful information to obtain to improve teaching practices and to guide learners towards their bright futures. I shall investigate in a non-bias fashion how reprimanding and rewarding students can positively or negatively impact the lives, behaviours and health and wellbeing of learners.

Observation.

‘Where research has been sponsored or commissioned this should be made explicit to potential participants and other stakeholders, and in reports of the research and other publications, in the interests of both transparency and acknowledgement’.

BERA, (2018). ‘Transparency’, 29, 17.

For the purpose of anonymity when discussing my critical incident, I will be using British Educational Research Association (BERA), (2018) guidelines to ensure I do not divulge; the locations name, the school, teachers or students that are involved as this would be unethical use of practice and an invasion of privacy for the persons involved. Observation test day, middle of autumn. For the purpose of anonymity and in keeping with the guidelines stated in BERA (2018) document, I shall refer to the school I observed as school ‘X’. I arrived at the comprehensive school X at 8:15am. Approximately one thousand pupils were said to be on site. However, due to the 2020 Corona virus pandemic, schools have been facing many challenges; educators have to provide students with important aspects of their education which learners have missed due to the national lockdown, majority of learners are in self isolation. In placement at school X, teachers temporarily (until further notice) must move across the school grounds into other classroom environments throughout the teaching day. This idea of educators moving classrooms was placed into action, to stop the spread of the virus amongst the students and members of staff. In classrooms teachers must stay an appropriate 2 metres distance from students and vice-versa, large tape lined floors around the teachers desks in all classrooms to keep the boundaries in order. Other measurements were also set in place; all individuals must sanitise their hands in classrooms, all individuals in the school must wear a facial covering, unless this conflicts with health concerns.

Methodology.

Whilst analysing my critical incident, I discovered numerous connections between classroom strategies for controlling learners manners to behaviourist methodology. Firstly, I noticed ‘operant conditioning’ (1938), an ideology that was established by Burrhus Frederic Skinner, an American psychologist. B.F. Skinner believed that through conditioning, an individual would be able to create correlations between behaviour and each deeds penalty. For us as educators to comprehend a learners behaviour, we must look to the learners manners to understand the pattern between, each action and risk of scolding. This was relevant to mention, in my observation as the teacher had already established to their students classroom rules; to always bring in the correct equipment and homework if applicable, if this was not abided by then the learner would endure the repercussions.

In contrast to behaviourist methodology to structure a learners action, constructivism theorem uses scaffolding techniques to not simply give learners answers, instead the teacher is there as an advisor and the

learner becomes in command of their own knowledge, this connects with Donaldson's four purposes to become 'Ambitious, capable learners', (2014). Constructivism theory is a polar opposite to behaviourism; whereas behaviour follows; rules, consequences and reward schemes, constructivism aids an individual's learning not simply giving knowledge, instead providing learners with the correct skills to discover how to resolve dilemmas.

Critical incident linked to Donaldson's four purposes.

In School 'X.' I attended my second observation for the day, year eight key stage three, art class. (11.05am). The lesson took place in a science laboratory, due to Covid-19 pandemic. To begin the lesson the teacher instructed students to bring out their sketch books to write ten things about yourself, in correlation to the theme of identity. The teacher gave students an example of how to complete the task, by telling the learners ten things that related to themselves, the teacher. The teacher noticed some students did not have their books, for the purpose of anonymity to hold discretion, to not be unethical to those individuals involved and in keeping with BERA (2018) guidelines, I will call this student, 'Student B.'

The teacher: 'Why don't you have your sketch book?'

Student B : 'My mum had taken some of my books out this morning, as my bag was too heavy'.

The teacher: 'Alright, I will speak with you in a minute, for everyone else, take out your sketch books and at the back, make ten bullet points about yourself, we will do this for one minute'.

The teacher began the timer. Student B alarmed as the rest of the class had begun their work.

Student B: 'Miss, what should I do?'

The Teacher: 'I don't know, what do you think you should do?'

After student B was unresponsive and could not think of a solution, the teacher continued.

The teacher: 'For those who don't have their sketch books, come and get some paper'.

By the time student B had paper to begin the task, student B had only ten seconds left. After the timer had stopped the teacher continued.

The teacher: 'Okay everyone, stop now, how many bullet points do you have?'

All of the pupils began giving the teacher feedback, telling how many points they had for the task.

Student B: 'I've written 6 bullet points miss'.

In Graham Donaldson's report (2014), it details four key purposes for every child, up to the age of 18 to be provided with in their education, an equilibrium opportunity, no matter of their; religion, ethnicity or homelife etc. When the teacher rephased the question that student B had asked, it draws a parallel to 'Ambitious, capable learners ready to learn throughout their lives', one of Donaldson's four purposes. By questioning the pupil, it allowed student B to question their own level of understanding of the task and recall prior knowledge to correspond to said question appropriately. Despite the fact, that student B did not respond, it was good practice to enable the pupil to become an aspiring learner, to make decisions and to problem solve. Even though student B did not come up with a solution at that moment in time, from the teacher demonstrating what the pupil should do, the teacher aided the learner by scaffolding the pupil to help them in the future, if this should happen again.

Literature review.

After observing my critical incident, I have explored an array of prospective areas I shall discuss in my literature review. Can behaviourism positively or negatively impact students behaviour in the classroom environment.

“To say that a reinforcement is contingent upon a response may mean nothing more than that it follows the response. It may follow because of some mechanical connection or because of the mediation of another organism; but conditioning takes place presumably because of the temporal relation only, expressed in terms of the order and proximity of response and reinforcement. Whenever we present a state of affairs which is known to be reinforcing at a given drive, we must suppose that conditioning takes place, even though we have paid no attention to the behavior of the organism in making the presentation.”

Skinner. B. F. (1947). 38. 168-172.

Skinner mentions in “‘Superstition’ in the pigeon Journal of Experimental Psychology”, that if there is no consequence to an action, the behaviour continues. By not reprimanding, students would have no awareness of reality and will not be prepared for when they leave school. If a teacher does not follow through with punishment, students would not know the repercussions; an individual shows up late for their job, perhaps they could get fired etc. This mirrors how the teacher despite the students valid reason for not having the needed equipment, followed through with reprimanding students as they did not bring the needed essentials to class.

If the teacher did not punish the students how is it fair on others in the classroom, if they forgot to bring in their books and nothing happened, this is to correct behaviour as it is teaching students a valuable lesson, if you forget you will have less opportunities than the rest of the class, as the teacher needed to; retrieve and supply students with paper to complete the task.

Reflecting Skinner’s theories to penalise inappropriate behaviour, Tom Bennett’s article; ‘Group Work for the Good, unpacking the research behind one popular classroom strategy’. Bennett mentions that if a pupil has shown; clear understanding of objectives and what is expected in order to meet success criteria and is not disruptive in verbal or nonverbal ques, students should be praised as such. In saying this, students are judged on individual efforts, their actions and behaviours in classroom environment are of a solo performance. However, is this fair on any pupil to be given less opportunities and selected students are allowed to continue with their learning? The majority of the classroom moves forward while a minority gets left behind. Regardless of, student B claiming it was their parent who removed their books needed for the lesson, does it go as far to say, that it is the student’s responsibility to have their needed equipment? Even with a valid reason for not having the essentials, there is an argument for both sides because it is unfair on the learners who are prepared for the school day and can set a majority of the classroom behind waiting on a minority of learners. However, I would also mention it is unfair on any student to be left behind in their learning, to not be given the same opportunities as the rest of the class, this argument associates with Donaldson’s four purposes; that every child is given equal opportunity no matter of their circumstances.

‘When I praise a pupil, it’s a clear one-to-one relationship’, ‘Praise and reward individual effort where possible.’ Bennett. T. (2015). 35.

Bennett claims that in the learning environment the relationship between student and the MKO is inclusive. Whilst observing, the teacher mentioned they would talk to student B later about what had happened, not performing this activity in front of the whole class, as this could be a sensitive subject. Nevertheless student B was observed by the teacher on individual behaviour and not commended for their co-cooperativeness in the lesson. The majority of students were praised as pupils remembered to bring into school the essentials needed for that lesson; sketch books, pencil cases, planners to make note of homework and thus given the full sixty seconds to complete the task of Identity. Whereas, a minority were reprimanded for unobliging manners, due to pupils not bringing needed equipment for the art class. This is a major issue because the teacher did not speak with student B this behaviour could continue and can affect their learning in the future if not corrected now. The teacher should have given advice to the student by saying, you need to tell your parents it is important that you have the correct equipment due to the pandemic and we are currently in different classrooms, I cannot always provide you with the needed equipment for the lesson, also if you borrow something from the school we cannot take it back in case we spread the virus.

Contrasting this methodology of appraisal in the classroom, I bring Dorothy Heathcote’s book ‘Drama for learning, Dorothy Heathcote’s mantle of the expert approach to education’, (1995), to this debate. In Heathcote’s book, ‘Mantle of the expert’, it explains how teachers should step out of the teacher persona and only step back into role when the learners need guidance or to correct misconceptions of knowledge.

'It's not enough just to give students the *label* of expert.' D. Heathcote. (1995). 15.

Heathcote mentions that by making the learners 'experts' they each develop an independence to take care of their own knowledge. From my observation this mirrors why the teacher questioned student B, helping them develop their own level of insight.

'The teacher must plan for a continuing investigative relationship between the student and the information to be researched'. Bolton. G. Heathcote. D. (1995). 32.

Nonetheless, the teacher did not try to provoke more investigation for student B to problem solve, student B may now have a reliance on their teacher to give them the needed answers, and recall this prior experience; my teacher will give me the answer to questions I cannot answer for myself.

However, correlating this idea to allow children to become experts in their understanding, I propose an argument against it. Urie Bronfenbrenner's 'Ecology Theory' (1979), Bronfenbrenner is a founding father of constructivism. Constructivism is the theory to guide pupils learning, for learners to become an expert in their own knowledge. Constructivism, Bronfenbrenner's 'Ecology Theory' might normally go hand in hand with Heathcote's 'Mantle of the expert' of using scaffolding techniques to aid learners to be in charge of their own knowledge nevertheless I consider this almost irresponsible to do so in the case of Student B.

In Bronfenbrenner's diagram it displays a variety of factors in play when it comes to a child's learning, the diagram uses circles to represent different considerations that can affect positively and negatively into child development. One area I have analysed is the 'Microsystem', in this proximity; family, homelife, neighbourhood, peers, education, religion (if any association) can impact on a child's learning. Bronfenbrenner explains through his diagram that children's environment can affect their learning. Recalling my critical incident, if student B was telling the truth about how their parent removed books from their school bag, how can a learner benefit from being criticised in the classroom if it was not their fault that they did not bring the appropriate equipment needed for the lesson, the 'Microsystem' environment of their homelife; the student's family or caregivers has clearly effected their right to the education they deserve. It does not seem fair to scaffold or to make the child an expert in the next steps of what they should do, as it is not their fault they do not have the correct utensils as it is clear as day why their parent removed some books from the bag, as it was too heavy for them to carry. Why should a child be blamed for something they could not control?

Curiously, I needed to understand how a learner could obtain new information and transfer knowledge into a variety of different situations. 'Deans for impact, science of learning', (2015), discusses how learners retain useful information if not cognitively overloaded, shown by example or teachers utilize essential scaffolding techniques to help students resolve issues. Cognitive development encompasses a metaphorical baton. Knowledge in this case is the baton, knowledge is passed from the MKO onto students, what the learners do with that information is entirely up to the individual's brain capacity. In everyone's brain we have memory banks, when a learner is presented with information it is an unconscious decision made by the mind if the information will be retained or not; knowledge is then passed from short term memory to long term memory, this way students can recall information they have learnt only when it is needed. However, if a student is presented with too much information at once, an individual will have a cognitive overload. Cognitive overload is the brain signalling; to refuse to retain information. This does not mean to say that the knowledge which was presented was not useful, it means that each learner is unique and cognitive overload happens when an individual has reached a climax into what can be learnt at that specific time. In this sense a metaphorical clog pauses the learning. In many respects, to recall prior knowledge and apply what has been learnt into other appropriate dilemmas in order to problem-solve in or outside of education is brilliant, this idea is in keeping with one of Donaldson's four purposes to be 'ambitious'. However, in the case of student B, what are the next steps for their learning? Will they be reliant on their teacher to help them answer difficult questions and not know how to solve their own problems alone or will the learner recall what was learnt from the MKO, and utilize this knowledge. 'Deans for impact' states that in order for students to transfer knowledge to problem solve in other situations, teachers must provide learners with the correct information in order to do so. Perhaps the teacher could have encouraged the student to think of what they could do next, in order to resolve the issue. I understand that perhaps from the teacher rephrasing the student's question this could have been a technique used to help the learner problem solve.

Reflection/ evaluation and next steps.

On reflection of my critical incident, I believe I have made my observation critical, relating to David Tripp's book on 'Critical Incidents in teaching', the idea of 'zooming-in' to witness the finer detail of what is happening, the subtext of the story.

'By 'zooming-in to enlarge upon some aspect of the picture'. 'The point of the photographic metaphor is that one improves the actuality of an incident by 'focusing' and 'zooming in on it's details; and one makes it critical 'cutting back' to see how it is significant to wider social contexts'.

Tripp. D. 33-34.

I have identified several issues when it comes to learners and educators in the educational environment. I have discussed; reward and reprimanding learners in an alliance with behavioural methodology and how techniques are used to control the status quo in the classroom to avoid chaotic disruption as a reflection of law and order in reality. I believe Behaviourism's punishment and reward scheme is used to connect the learning for students prior knowledge to give examples of how to be an ethical citizens in society.

Another insight into my critical incident was; scaffolding strategy, when is this technique appropriate to use in the classroom, and how can it positively and negatively affect a learner. In order to best utilize this method of allowing children to problem solve and be effective thinkers, the teacher must find a balance of using this technique because even though teachers are the MKO and must teach the class, by simply handing over answers, the learners in the classroom have only learnt one response, to always rely on their teacher. To scaffold means to step out of the role as teacher and step into the role of guidance, it is connected with a series of checking success criteria from learners by asking them to feedback answers to ensure the learning has occurred. I would not suggest to always give students answers as it allows them to think and resolve issues alone. However, I would not always use scaffolding techniques as this could have a dangerous impact students learning; the student has an opinion or an answer about a topic, that does not relate nor is it correct, the learner's misconception is not corrected and they would not know the right answer.

The next steps for both the teacher and the student is to open the conversation wider to discuss the needed equipment, this could be a phone call home to the parents or guardians and possibly other members of staff, as this issue could correlate to other teachers. The student could ask their parent or guardian if they could call the school to help resolve this issue. The relationship still remains between the educator and learner, however both parties can begin to address this issue into further detail and help the child, as there could be an underlining health issue with the pupil and being a concerned parent or guardian they have every right to step in. If this issue is not resolved the student could be left behind in the learning environment and it could take longer to fix this problem, there are several solutions that could be put into place, despite covid-19 restrictions, a pupil could have paper for each of their classes, the parents could ask to leave certain books at school if the weight of a book impacts negatively on their child's health, connecting this idea to children's rights every child has the right to 'education' and to be 'healthy'.

This experience has developed my professional and personal approach when it comes to my teaching strategies to always follow through and to not rely on one technique as it could benefit some learners yet it could impact negatively on others. When I become a teacher I must be fair to all my students requirements whilst learning, even when reprimanding I must be caring and professional.

Conclusion.

In completing my assignment, I have concluded that I have been unbiased into the accounts of research, when looking into my critical incident I have seen both positive and negative impacts that can aid and halt learners next steps. Upon reflection I believe this experience of observing a classroom has inspired me to look into the subtext of the classroom environment, to be non-judgemental yet to observe with an open eyes, in other words to find the needle in the haystack, to discover what is good practice and what needs development. This experience this is an opportunity to support the next generation; to inform, to inspire and the give the needed skills for new jobs that do not even exist yet. Although behaviourism methodology is frowned upon by many educators for having a cold nature, with reward and reprimand, without behaviourism; we would not be aware

if we were in danger, as there would be no alarms to alert us, we would not know how a feeling of happiness is connected to a moment of pure joy. Behaviourism is a system that has helped learners connect the dots in their knowledge, for each individual to understand for every action there is a consequence. Understanding the positives and negatives of behaviourism has made me understand that no practice is perfected and we as educators must find the balance spot to help all learners, for them to become ethical, unique, confident and proud individuals.

Appendices.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

28 th September 2020. 10.00am Year eight. Key stage 3.
Lesson details: • Subject: Mathematics. • Context of lesson: Covering decimal places in preparation for a test.
Classroom culture • Teacher had a no hands up when answering questions, students seemed apprehensive to answer, by not looking at the teacher.
Objectives • Students struggled focussing as they were in a different classroom; "I don't understand".
Direction • Students engage with the teacher, answering questions from the whiteboard.
Access and challenge • Students went off task from being in a different classroom; talking in the lesson.
Assessment • The teacher asked students to reflect on prior knowledge in aid of the learning.
Specifics / Critical Incidents • Teacher used a no hands up to question students' knowledge, this helps build student's voice and confidence.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context.	28 th September 2020. 10.00am Year eight. Key stage 3. Subject: Mathematics. Context of lesson: Covering decimal places in preparation for a test. An indoor Science lab classroom.
<i>What happened?</i>	Class began, the teacher reminded students, they had a test on the 16 th October. The teacher said 'You all have a test, on the 16 th of October which is very soon. All of you will need to write this down in your book because I don't have a magic wand to do it for you, I'll give you a minute to write it down because after that I am not talking about it'. The teacher introduced the topic of decimal places. For the purpose of anonymity I shall call this student, A.

	Student A placed their hand in the air and the teacher replied: 'Yes Student A?' Student A: 'Will this be on the test?' The teacher looked puzzled at the pupil and responded with: 'Is that a question or a statement? Will this be on the test?' Student A said: 'Question.' The teacher responded 'Well, what do you think?' Student A responded 'Test.' The teacher said: 'Everything we do in class will be on the test.'
--	---

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

28th September 2020. 11.05am Art lesson. Year eight. Key stage three.
Lesson details: Context of lesson: Identity.
Classroom culture Students had a hands up policy when answering questions.
Objectives - The teacher used a projector, to display the task 'identity'. - The students saw examples of other students work; spider diagrams on identity to inspire their versions.
Direction - The teacher asked students to list ten things about themselves. - The teacher asked to see the students work to give feedback.
Access and challenge Challenge for students is what art will they create.
Assessment The teacher gave feedback from art work uploaded onto 'teams' from the previous lesson.
Specifics / Critical Incidents The teacher asked students to see their work, checking on student progress.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context.	28th September 2020. 11.05am Year eight. Key stage three. Subject: Art. Context of lesson: Identity. An indoor Science lab classroom.
---	--

<i>What happened?</i>	The Teacher towards the beginning of the class had asked students bring out their sketch books, to start writing ten things about yourself, in correlation to the theme of identity. Most students did bring out their sketch books, however 3 students did not; one student had forgotten, whilst another had missed the previous lesson. One student caught my eye as the teacher had asked “Why don’t you have your sketch book?” The student responded, “My mum had taken some of my books out this morning, as my bag was too heavy.” The teacher looked concerned and said, “Alright I will speak with you in a minute.” The teacher continued with the conversation with the rest of the class. “For everyone else take out your sketch books and at the back make ten bullet points about yourself, we will do this for one minute.” The teacher began to count back from 60 seconds. The student alarmed that the rest of the class began to do work, that did not have their sketch book with them said “Miss what should I do?” And the Teacher responded with “I don’t know, what do you think you should do?” The teacher had an alarm on their watch, counting down the seconds. The teacher then said, “for those who don’t have their sketch books, come and get some paper.” By the time the students had their paper, the teacher counted down from ten. The teacher then said, “Okay everyone stop now, how many points do you have?” The students began saying how many bullet point they had each written. When it came to “student A” given the fact they had under 10 seconds after getting back to the their seat with the piece of paper, the student responded with “I’ve written 6 bullet points miss.”
-----------------------	--

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

28th September 2020. 12.30pm Religious studies. Year eight. Key stage three.
Lesson details: Context of lesson: Charity in religions.
Classroom culture Hands up/ hands down techniques, students seemed confused when they could ask questions.
Objectives The teacher used; whiteboard, PowerPoint projection on charitable religions, videos on different religions, paper hand outs and the use of chrome books to keep students engaged.
Direction The teacher guides student reflection to the last lesson to help with the current learning.
Access and challenge - By giving the students the responsibility using a Chromebook - A minority of learners struggled engaging with paper handouts on religion.

Assessment Adding onto the mind maps that students had previously made.
Specifics / Critical Incidents I would trust students to use computer aids for their learning, it gives responsibility, give students opportunities digital and literacy learning.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context.	28th September 2020. 12.30pm Year eight. Key stage three. Subject: Religious studies. Context of lesson: Charity in religions. An indoor Science lab classroom.
<i>What happened?</i>	The teacher had placed students into small groups. (Pairs, or trios.) The students were revisiting a topic on charitable religions that they had somewhat covered in their previous lesson. Towards the middle part of the class, students were given; paper handouts and Chromebooks to research specific religions e.g. Christianity that they had not previously covered in the last lesson. The atmosphere in the classroom felt unsettlingly quiet and I could feel the anxiousness of the students, as the teacher gave specific instructions of no hands up while I am talking. "You're all in groups but you are all working in silence." I could understand why students somewhat found it difficult to stay engaged, as they were in a science classroom which is probably not as engaging or relative to religious studies as a religious studies classroom is. Students obtained casual discussions between student peers asking one another "What did the teacher say?" To stay with anonymity, I will call this student "Student C." Often the teacher would say "Put your hand down I'm still talking" or "Don't interrupt me, it's rude." The teacher saw a student C with their hand up, the teacher responded, "Is your hand up or are you stretching?" Student C replied with "Yeah." The teacher then continued the class leaving the student if they had a question, unanswered.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

28 th September 2020. 13.40pm Science (Physics.) Year ten. Key stage 4. Lower set foundation.
Lesson details: Context of lesson: Covering Waves frequencies.
Classroom culture The students constantly answered back using foul language.
Objectives Engagement with frequency booklet, stop at any point for teacher guidance.

Direction
The teacher engaged students with questions in the booklet by asking what question they were on.
Access and challenge
The teacher showed examples on the board of examination questions and asked students to show their understanding of the topic.
Assessment
The students existing knowledge was tested from booklets for students had upcoming test.
Specifics / Critical Incidents
If I had warned students of their behaviour and learners continued in this fashion, I would follow through to reprimanding as it not only disturbs students learning.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context.	28th September 2020. 13.40pm Year ten. Key stage 4. Lower set foundation. Subject: Physics. Context of lesson: Covering Waves frequencies. An indoor geography classroom.
What happened?	In this classroom, there sat a year ten foundation group. The class were given a booklet hand out, that had a variety of questions to aid the knowledge previously learnt in the last lesson. The class were going over previous topics in Physics, as they had an assessment coming up, in preparation for their GCSE Physics exam. (Specific topics covered in class; waves, frequencies, wave diagrams.) I could witness in this classroom there was a range of ability; Additional learning needs (ALN), Learning difficulties or disabilities (LDD.) Despite the range of learner's abilities, most of the class struggled staying focussed on the main topic of "Waves" in the booklet. Often students would interrupt the classroom by talking, this was the last class before the end of the teaching day. For the purpose of anonymity, I shall call two students, A and B. Students A and B, were on their 3rd question in the booklet, from the teacher checked on pupil progress. Students had an open discussion, to talk through questions. Student A and student B repeatedly interrupted the class, the teacher said, "Quiet down you two." "Stop talking, get back to your work." Finally, one quarter of the way through the class, the teacher said, "If you two don't stop talking I will separate the pair of you, were not using half of the class remember." Despite giving a warning student A and student B did not stop, the teacher did not do anything more to rectify the problem.

References

Bennett. T. (2015). '*Group Work for the Good, unpacking the research behind one popular classroom strategy*'. American Education.

Bolton. G. Heathcote. D. (1995). '*Drama for learning, Dorothy Heathcote's mantle of the expert approach to education*'. Heinemann Portsmouth, NH.

British Educational Research Association (BERA), (2018) *Ethical Guidelines for Educational Research, fourth edition, London*. 'Responsibility to participants', 29, 17.

<https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>

Bronfenbrenner. U. (1979). '*Ecological theory*'.

<https://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/>

Deans for impact. '*Deans for impact, science of learning*'. (2015).

www.deansforimpact.org

Donaldson. G. (2014). Graham Donaldson's Report; '*4 Purposes*'.

Donaldson. G. (2015). '*Successful futures, Independent Review of Curriculum and Assessment Arrangement in Wales*'.

<https://www.ewc.wales/site/index.php/en/documents/ite-accreditation/802-donaldson-report-successful-futures.html>

McLeod, S. A. (2018, January, 21). '*Skinner - operant conditioning*'. Simply Psychology.

<https://www.simplypsychology.org/operant-conditioning.html>

Skinner. B. F. (1947). '*"Superstition" in the pigeon* *Journal of Experimental Psychology*', 38 168-172.

Tripp. D. (1993). '*Critical Incidents in Teaching, Development Professional Judgement*'. Routledge. 33-34.