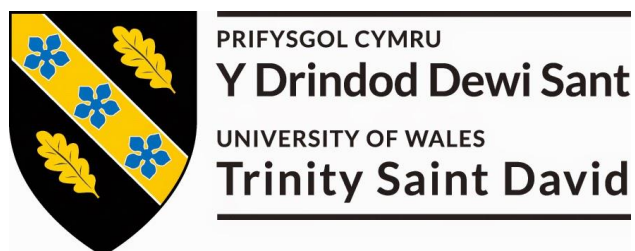


Word Count = 4,178

10/26/2020

A critical evaluation and identification of next teaching steps, focusing on a case study based on an observed critical incident.



Student ID: 2008783

Contents Page

1. Introduction	1
2. Observations School & Class Context	1
2.1 <i>School Context</i>	1
2.2 <i>Class Context</i>	2
3. Methodology	3
3.1 <i>Planning</i>	3
3.2 <i>Data Collection</i>	3
3.3 <i>Research Design</i>	5
4. Critical Incident Chosen for Case Study	6
4.1 <i>The Four Purposes of Curriculum for Wales</i>	7
5. Literature Review	8
5.1 <i>Critical Incident Research Areas</i>	8
5.2 <i>Critical Incident and Reflective Practice Models</i>	11
6. Reflection and Evaluation	12
7. Conclusion	14
8. References	14
9. Appendices	18
9.1 <i>Appendix 1</i>	18
9.2 <i>Appendix 2</i>	21
9.3 <i>Appendix 3</i>	24
9.4 <i>Appendix 4</i>	27

Figure List

Figure 1. Classroom Plan Image	2
Figure 2. A Visual Representation of the Research Design Process	6
Figure 3. An Image Depicting the Four Purposes of Curriculum for Wales	8

Table List

Table 1. Structured Approach Information	3
Table 2. Non-Participant Observational Approach Information	4
Table 3. Case Study Information	5

1. Introduction

This report intends to reflect on a critical incident which, has been observed and identified by the researcher, within an educational setting (Liu, 2015, pp. 135-136). The critical incident to be discussed was selected, due to the variety of holistic themes, that can be addressed within this report as part of reflective teaching practice (Pritscher, 1983, p. 14). This report will utilise the case study method on an individual learner's behaviour, following several interactions with an educator and, highlighting the techniques that were employed (Bassey, 1999). Subsequently, this case study will become the foundation of an exhaustive and detailed examination, of the holistic themes that are intended to be explored (Kumar, 2011, p. 155). Moreover, the research and key theories regarding the holistic themes that will be explored, will undergo critical reflection (Liu, 2015, pp. 135-136). Consequently, allowing elaboration of the themes that underpin pupil development, while ensuring their learning progression.

Furthermore, reflective practice will be utilised by the researcher, to inform their own practice by reviewing, adapting and adopting teaching techniques as part of the transformational model of teaching (Chikamori, et al., 2019, p. 428; Liu, 2015, pp. 135-136). With a view to identifying the most suitable next teaching steps which, will be critically evaluated utilising pedagogical research. In addition to recognizing the subsequent next learning steps, before critically reflecting on these in a similar context (Liu, 2015, pp. 135-136). Finally, the findings of this report will endeavour to support the equality and diversity of learners and educators, while challenging bias, incorrect beliefs and assumptions (Department For Education, Lifelong Learning And Skills, 2016; Estyn, Her Majesty's Inspectorate for Education, 2019).

2. Observations School and Class Context

This section of the report describes the school and class contexts of the observations.

2.1 School Context

This report will anonymise the identity of the school undergoing observation, to follow British Educational Research Association guidelines (2018, p. 21). The secondary school in which observations took place is an English-medium, coeducational school for eleven to sixteen-year-old pupils, based in south-west Wales (Estyn, Her Majesty's Inspectorate for Education, 2015). Furthermore, around 90% of the pupils originate from a white British family whereby, a limited number of pupils speak second languages within the home environment (Estyn, Her Majesty's Inspectorate for Education, 2015). Additionally, the school maintains an above average take-up of free school meals which, can be related to approximately half of the pupils residing within the 20% most deprived areas of Wales (Estyn, Her Majesty's Inspectorate for Education, 2015). The latest Estyn report (The complete URL is available on request) for the school is encouraging and, highlights the array of opportunities afforded to the pupils (Estyn, Her Majesty's Inspectorate for Education, 2015). Including the valuable relationships maintained with further education institutions, with a view to providing a smooth transition for pupils (Estyn, Her Majesty's Inspectorate for Education, 2015).

2.2 Class Context

Due to the COVID-19 pandemic safety guidelines, the observations were restricted to a single classroom within the newly built science block, of the observation school. The classroom and furniture appeared clean and modern, with sufficient natural light through windows which, were needed to be left open all day due to current COVID-19 safety guidelines. Subsequently, the pupils did suffer marginally due to the chilly autumn temperatures (Jacobs, 2020). However, the teachers allowed pupils to wear their coats to compensate for the low temperatures (Jacobs, 2020).

The year-10 case study class selected, consisted of twenty-three pupils of which, only five were girls. Furthermore, the class was of mixed ability range which, was indicated to be arranged with the more capable learners seated to the right of the room (Valiandes, 2015, p. 17). Subsequently, this should be considered alongside the statistic which, indicates around half the pupils are on the school's additional needs register.

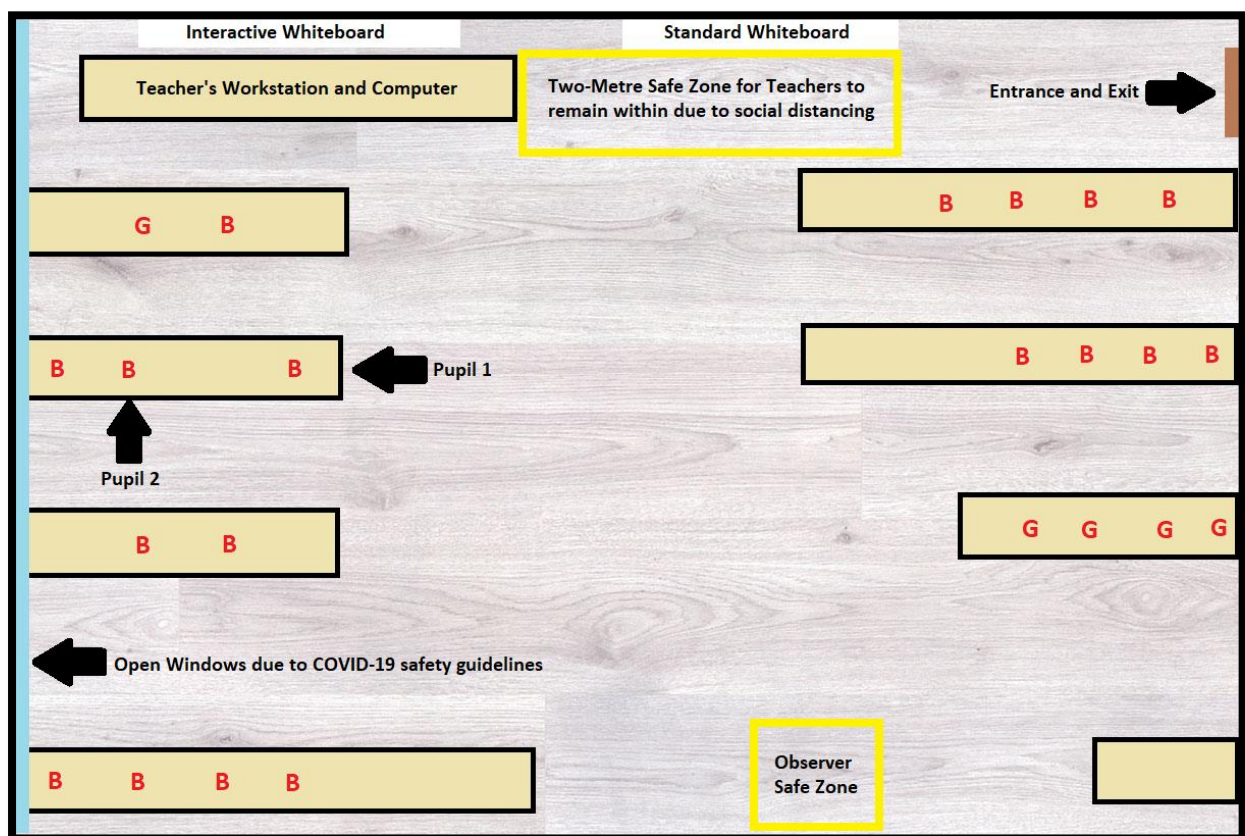


Figure 1. Plan image of the observation classroom environment (© James Notman, 2020).

3. Methodology

This section of the report intends to explain the chosen methodology employed, under three headings labelled Planning, Data Collection and Research Design (See sections 3.1, 3.2 and 3.3 respectively).

3.1 Planning

This research was planned to be conducted to generate qualitative data, regarding common classroom behaviours exhibited by pupils in an educational setting. Furthermore, the educational setting and classes in which the research took place, were not selected by the researcher but were randomly selected by a senior teacher at the school.

Structured Approach: During the preparation phase of this research, a structured approach was deemed most appropriate for use in this scenario following analysis of Table 1. This decision was made due to the inexperienced researcher's requirement, to possess a general understanding of the most relevant factors and to improve accuracy (Pan & Tan, 2011, p. 173). Furthermore, to achieve these aims a template form was utilised whereby categories and metadata are provided to record the incidents (See Appendices 1-4 for all categories) (Ghedin & Aquario, 2020, pp. 14-15).

Table 1. The advantages and disadvantages of using a structured approach in research.

Structured Approach	
Advantages	Disadvantages
• The researcher generally understands what they are looking for, due to a organisation of methods prior to the incident (Cohen, et al., 2011, p. 457).	• As the researcher organises this approach beforehand, the extent of the research may be limited by the researcher's knowledge. Therefore, a structured approach might only look selectively at incidents (Cohen, et al., 2011, p. 458).
• The categories that are to be observed are pre-planned which, is helped by using templated prompts on the observation forms (Cohen, et al., 2011, p. 457).	• This approach requires a greater amount of planning and preparation in advance.
• Structured approaches usually have a pre-planned hypothesis chosen before, utilising the observational information collected to verify the hypothesis (Cohen, et al., 2011, p. 457).	• The pre-planned approach can be revealed prior to the data-collection stage which, can affect the natural behaviour of participants.
• Can be arranged to take place in a real-life setting in contribution to case study research (Cohen, et al., 2011, p. 458)	

3.2 Data Collection

This section of the report explains what methodologies were chosen to perform data collection and, the reasoning for each selection.

Non-Participant Observation: This research utilised non-participant observation (See Table 2 for information) as an effective method to collect data in a classroom environment as, the researcher can act as the complete observer while, they overtly witnessed the classroom

environment as an outside spectator (Cohen, et al., 2011, p. 457). Therefore, allowing important observations to take place in the unaffected natural environment which, is difficult to discover when using other methods such as surveys or group discussions.

Table 2. The disadvantages and rectifications of using non-participant observational research.

Non-Participant Observational Approach (Scott, 2014)	
Disadvantages	Rectifications
• Observer bias.	• The researcher must attempt to identify any bias or prejudices before taking part or, try to not let them interfere with the results.
• The researcher only views a brief event and, not a prolonged experience.	• Any observations must be considered within this context.
• If the researcher is inexperienced in teaching, they might not comprehend what practices are being used in the classroom.	• It will be beneficial to perform research after the event using reflective practice and transformative learning. This will improve researcher comprehension in future.
• Observations can affect the participant's behaviour.	• The researcher can try to explain their role as observing the teacher, rather than the participants to help put their minds at ease.
• The difficulty of the researcher acting in a suitable classroom role.	• It may benefit the researcher to exhibit a friendly, non-judgemental and safe role of non-participation.

Critical Incidents: This report intends to identify critical incidents within an educational setting which may appear as generalised, classroom behaviours that frequently occur. This model was chosen as an emphasis can be placed on recognising the positive aspects gained by means of reflective practice, rather than inherently searching for critical incidents that can be interpreted negatively (McGarr & McCormack, 2016). Furthermore, the critical incident model is also beneficial when evaluating significant occurrences, that may only occur in the classroom environment on one occasion (Cohen, et al., 2011, pp. 293-294). Subsequently, allowing the researcher to deconstruct and diagnose the interaction and, identify the ensuing teaching and learning steps required (Tripp, 2006, pp. 28-29).

Case Study: As this research takes place within a secondary school classroom, it is difficult to predict what behaviours and interactions will occur between participants (McGarr & McCormack, 2016, p. 40). Therefore, the most suitable method to adopt when observing for critical incidents would be the case study, due to the array of variables that may be influencing the incident (Cohen, et al., 2011, p. 293). Furthermore, the ability to utilise mixed research methods as part of case study research (See Table 3), is most beneficial when considering which holistic requirements influenced the learners in these situations (Cohen, et al., 2011, p. 289).

Table 3. The advantages and disadvantages of utilising case studies in research.

Case Study	
Advantages	Disadvantages
• Can provide unique snapshots of real people in authentic circumstances which, allow better understanding of abstract concepts (Cohen, et al., 2011, p. 289).	• Generalisation of the results may be difficult unless other researchers can envisage their application (Cohen, et al., 2011, p. 293).
• Allows mixed research methods to be adopted, including qualitative and quantitative techniques. Due to recognising the numerous variables which, may be affecting an event (Cohen, et al., 2011, p. 289).	• Can always be susceptible to observer bias (Cohen, et al., 2011, p. 293).
• Are economical with time and resources as, they can be easily accomplished by a lone researcher (Cohen, et al., 2011, p. 293).	• The results can suffer due to being personal, subjective, selective or bias. As the results are difficult to substantiate (Cohen, et al., 2011, p. 293).
• Can detect unknown variables and events which, may not be discovered during larger scale surveys of data (Cohen, et al., 2011, p. 293).	• Case studies cannot define what will occur during the observation. They are wholly dependent on what occurs during the session.
• When used to identify critical incidents rather than generalised, representative behaviours. Case studies can highlight significant occurrences which, may only come to light on one occasion and, transform the ability to understand that individual forevermore (Cohen, et al., 2011, pp. 293-294).	

3.3 Research Design

To achieve the aims of this study the researcher entered a randomly selected secondary school classroom while, adopting a structured approach of acting as a non-participating observer (See Figure 2 for the process). The researcher's approach was also structured as they were equipped with pre-planned template forms and, chosen categories and prompts to allow seamless recording of incidents. During the non-participation observations (Scott, 2014), the researcher aimed to highlight common learner behaviours which, could be classified as critical incidents. Moreover, when this has been completed, a single critical incident will be chosen as a case study for critical evaluation. This includes performing a literature analysis which will analyse the multiple holistic factors, that could have influenced this behaviour by applying aspects of behaviourist, constructivist and humanist theories (See section 5). Consequently, reflective practice and the transformational model will be adopted, to identify the most appropriate subsequent teaching techniques and learning steps to be applied (See section 6).

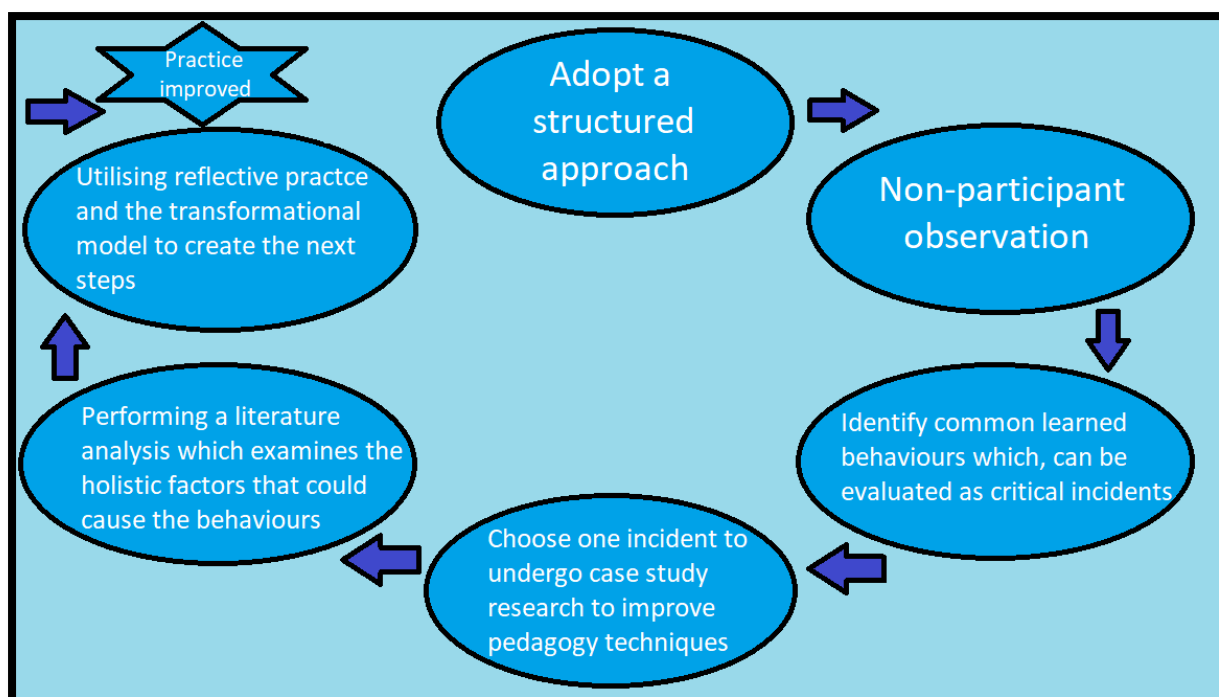


Figure 2. A visual representation of the research design process adopted during the critical incident research (© James Notman, 2020).

4. Critical Incident Chosen for Case Study

The critical incident upon which this case study is based, involved three individuals who will henceforth be identified in this report as the Teacher, Pupil 1 and Pupil 2. This incident occurred during a first period lesson between 08:45-09:45 a.m., in a Year-10 geography lesson whereby, the Teacher arrived several minutes late due to a school-yard supervision duty. As a result of the Teacher being late, Pupil 1 collected his peer's workbooks and distributed them to the class which, was positively praised by the Teacher on their arrival in line with pedagogy theory of behaviourism (Pigot-Upshall, 2017, p. 12). Following this, Pupil 1 began to act in an excitable and silly manner, while making childish comments and irritating Pupil 2 (See Figure 1 for seating arrangement).

As the lesson progressed, the Teacher began to explain the first of the main tasks to the class. During the explanation phase, Pupil 1 began the first of a series of exclaimed interruptions, throughout the Teacher's explanations (Pas, et al., 2015, p. 146; Stephens, et al., 2005, p. 212). Subsequently, these interruptions were interpreted as indications of a behaviour that has yet to be challenged which, could be caused by no defined standard being set for questioning the Teacher in class (Lewis, 2009, pp. 40-41).

However, the Teacher did not correct Pupil 1's behaviour when interrupting class instructions, but consistently offered help and assistance in a friendly and courteous manner (Estyn, Her Majesty's Inspectorate for Education, 2019, p. 22; Lund, 2020, pp. 92-93; Yerdelen & Sungur, 2018, p. 15). Consequently, the Teacher's actions caused me to reflect on the nature of the interaction and, search for alternative reasoning behind the exchanges (McGarr & McCormack, 2016, pp. 36-37). Moreover, the Teacher later demonstrated impressive

behaviour management through implementing assessment for learning techniques, by recommending that Pupil 1 and Pupil 2 assisted each by performing peer assessment (Donaldson, 2015, pp. 67-68; Tsivitanidou, et al., 2018, pp. 52-53). Therefore, redirecting Pupil 1's attention to a productive task and, actively supporting Pupil 1 and Pupil 2 by providing formative assessment opportunities (Yerdelen & Sungur, 2018, p. 90).

4.1 The Four Purposes of Curriculum for Wales

When assessing the critical incident in terms of The Four Purposes of Curriculum for Wales (See Figure 3), the emphasis should be on the principle of developing healthy and confident individuals (Donaldson, 2015, pp. 29-30; Sinnema, et al., 2020, p. 188). This can be interpreted through the actions of the Teacher within this case study, by not correcting the actions of Pupil 1 in an embarrassing situation in front of their peers and, withholding any correction of this behaviour to another occasion in private in accordance with humanist theories (Javadi & Tahamsbi, 2020, p. 41). Subsequently, protecting Pupil 1 from suffering an embarrassing and dehumanising experience, that could potentially undermine their confidence to seek assistance in future (Javadi & Tahamsbi, 2020, p. 41).

The Teacher supported the confidence levels of Pupil 1 further by, encouraging their positive attempts to engage with the learning, despite the interruptions that may have disturbed the flow of their teaching. Moreover, by encouraging this behaviour the Teacher actively supported the enterprising contributor and ambitious learner principles, of the Four Purposes of Curriculum for Wales (Donaldson, 2015, pp. 29-30; Sinnema, et al., 2020, p. 188). Furthermore, encouraging the underpinning of the Four Purposes (Donaldson, 2015, pp. 29-30; Sinnema, et al., 2020, p. 188), by advocating the wellbeing of pupils in an almost cyclical manner.

Subsequently, the Teacher could plan to deliver instruction, that encourages the learners to develop their independent learning practices (Mazenod, et al., 2019, pp. 54-55). Whereby they develop a "three before me" thought process to work through, before approaching the Teacher for assistance (Mazenod, et al., 2019, p. 56). Thereby, addressing the needs of the learners, while promoting some of the Four Purposes of Curriculum for Wales (Sinnema, et al., 2020, p. 188).

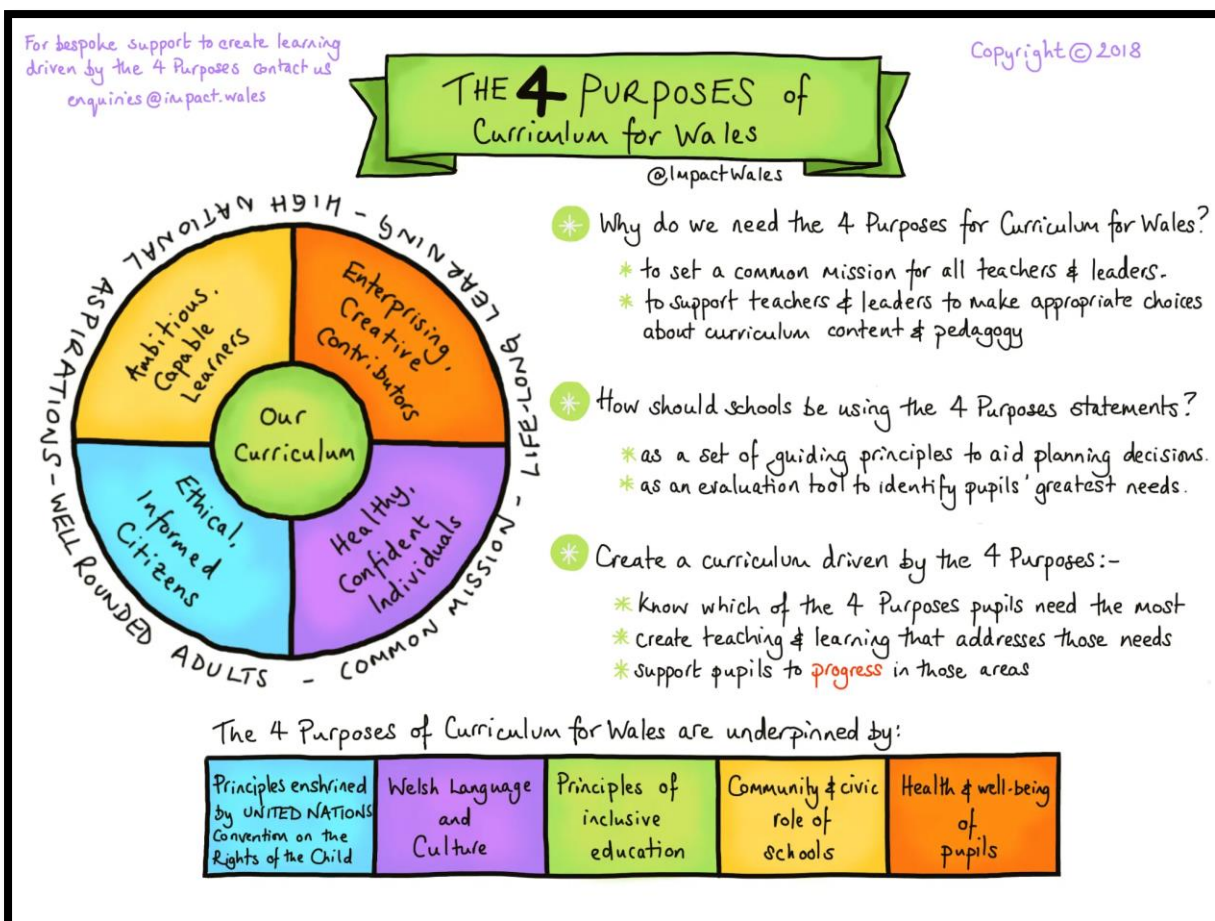


Figure 3. An image depicting the Four Purposes of Curriculum for Wales and, what underpins each (© Oxford University Press, 2018)

5. Literature Review

This report intends to critically analyse contending literature perspectives which, were associated with the critical incident studied as part of this case study and, the method of reflective practice by which the recommendations of how to proceed will be created.

5.1 Critical Incident Research Areas

Behaviour Management Issues: This report has highlighted behavioural issues as part of a critical incident, that has been observed within an educational setting which, encompassed a pupil repeatedly exclaiming across the classroom and interrupting the Teacher's instruction. Subsequently, the learned interrupting behaviour that Pupil 1 exhibited was not challenged by the Teacher and, could be perceived to be a contributing factor in the source of the issue (Pas, et al., 2015, p. 137; Stephens, et al., 2005, pp. 203-204). Furthermore, Pas et al. have identified the distinct relationship between perceived behaviour management issues and, the Teacher's classroom management strategies (Pas, et al., 2015, p. 146; Stephens, et al., 2005, p. 212). Consequently, it can be argued that the continued use of the interrupting behaviour is likely to be caused, by the absence of a standardised set of guidelines implemented by the Teacher or variations in cultural norms as described by Stephens et al. (2005, p. 203). Although, this probably will not be the case for every teacher in this school, it could represent

a lack of rules regarding these verbal interruption behaviours (Lewis, 2009, pp. 40-41). Nonetheless, if these observations are proved to be accurate a case can be made for instituting a behaviour model, as discussed by Roache and Lewis that is orientated to assisting a teacher when dealing with this degree of interruption behaviour (2011, p. 133).

Alternative Perspectives and Solutions: It can be stated that if the behaviour of interrupting the Teacher were to continue without challenge, that Pupil 1 would continue to be a disruptive influence to learning (Jenkins & Ueno, 2017, p. 124; Shortt, et al., 2017, p. 170). As a consequence, Shortt et al. recommend the numerous benefits of implementing effective behaviour management strategies, to ensure learner achievement and improve respectful relationships (Jenkins & Ueno, 2017, p. 124; Shortt, et al., 2017, pp. 170-171). However, the perceived lack of behaviour management corrections exhibited by the Teacher which, would have been expected towards Pupil 1's interrupting actions as discussed by Howard (2013, pp. 31-32; Reinke, et al., 2014, pp. 74-75). Could represent the Teacher adopting a behaviour management model shift, away from using correctional language and transitioning towards expectational language (Richmond, 2002, pp. 54-55). Whereby, the Teacher may have already implemented a language of expectation at the beginning of the term while, Pupil 1 is struggling to adapt and the Teacher wants to preserve their positive relationship (Richmond, 2002, pp. 54-55).

However, an alternative perspective of Pupil 1's interrupting behaviour can be constructed. Whereby, Yerdelen and Sungur would propose that Pupil 1's behaviour could have represented an overreliance on the Teacher and, a lack of independent learning skills and self-regulation from an educational psychology perspective (2018, p. 90). Therefore, a case can be made for the necessity of improving the self-regulation and learning skills of Pupil 1, with a view to facilitating their own learning (Donaldson, 2015, pp. 42-43; Yerdelen & Sungur, 2018, pp. 90-91). Furthermore, Estyn fully supports any proposal to improve the development of independent learners in schools, as it believes many pupils are too reliant on teachers to enable learning as demonstrated by Pupil 1's behaviour (Estyn, Her Majesty's Inspectorate for Education, 2019, p. 22). Although, Yerdelen and Sungur maintain that the effectiveness of a teacher's approaches, personality and performance, all have a significant effect on a learner's ability to self-regulate their learning (2018, pp. 92-93). Therefore, Lund suggests that teachers require continued professional development coaching which, could potentially focus on expanding independent learning and self-regulation in children and therefore utilised to assist Pupil 1 (2020, p. 5).

The Benefits of Assessment for Learning: However, it was observed at the end of the lesson that the Teacher implemented assessment for learning as recommended by Donaldson and, encouraged Pupil 1 to perform peer assessment with Pupil 2 as a method of formative assessment (2015, pp. 67-68; Tsivitanidou, et al., 2018, pp. 52-53). Subsequently, while Pupil 1 and Pupil 2 were peer assessing each other's work, the interrupting behaviour observed by the researcher ceased which corroborated the performance observations of Tsivitanidou et al. (2018, pp. 52-53). Consequently, it can be queried whether the Teacher intentionally implemented the assessment for learning method, with a view to using it as an effective behaviour management strategy (Donaldson, 2015, pp. 52-53). In addition to encouraging

self-regulation and independent learning or, whether this style of formative assessment provides the added positive benefit of behaviour management for Pupil 1 (Yerdelen & Sungur, 2018, p. 90).

Barriers to Inclusive Education: One of the challenges to be considered in relation to Pupil 1's interrupting behaviour, is that of barriers to inclusive education which can prevent learners who may require additional assistance, from engaging successfully with what is being taught (Department For Education, Lifelong Learning And Skills, 2016, p. 30). Accordingly, the Department for Education in Wales positively intends to involve all learners such as Pupil 1, by implementing appropriate support, coaching and policies to pupils requiring additional assistance. (Department For Education, Lifelong Learning And Skills, 2016, p. 2). Therefore, Pupil 1's interrupting behaviour could signify their struggle against a barrier to education and, the Teacher's lack of behavioural correction may represent a coaching strategy (Department For Education, Lifelong Learning And Skills, 2016, p. 2).

The Balance of Inclusivity and Achievement: When considering the importance of inclusive schools for Pupil's that may have additional learning needs such as Pupil 1, Florian et al. maintain that inclusivity should be considered simultaneously when aiming to improve achievement (Florian, et al., 2017, p. 1). However, the difficulty comes from maintaining the improved levels of achievement, without sacrificing the inclusivity of the pupils requiring the most assistance (Florian, et al., 2017, p. 1). This can be applied to the critical incident described in section 4 of this report whereby, it is evident the learner is struggling to interact successfully with the teacher's instructions and, henceforth Pupil 1 decides to question the Teacher by exclaiming across the classroom on every occasion they encounter a difficulty (Florian, et al., 2017, p. 1). Consequently, by acting in this manner Pupil 1 can be assessed as interrupting class instruction periods and monopolising the Teacher's time which, could be viewed as sacrificing achievement levels to support pupil inclusivity (Lewis, 2009, p. 35; Jenkins & Ueno, 2017, p. 124).

However, an analysis of literature from a social justice viewpoint must be performed which, disputes the narrative that inclusivity is achieved at the expense of achievement. In this case, Menter asserts that by actively working to provide equality in the education system to support social justice, that mainstreaming of the curriculum also supports inclusivity for children with additional learning needs such as Pupil 1 (2012, p. ix; National Assembly For Wales, 2002, p. 11). Whereas, Idol demonstrates that when actively including pupils with additional learning needs into schools, that the average test scores increased over a four-year period (2006, p. 89). Whether this can be attributed to an improved positive experienced by the pupils due to inclusivity or, the differentiation practiced by the educational practitioners for children who encounter barriers like Pupil 1 (Müller, et al., 2018, p. 99). It is evident that supporting inclusive learning within the education system, is a powerful tool as supported by the National Assembly For Wales (2002, p. 11).

Differentiation: On the topic of differentiation to improve inclusion Westwood explores how, the varied qualities of additional learning need pupils can require individualistic approaches in differentiation, to be developed to successfully promote inclusion as part of the mainstream curriculum (Müller, et al., 2018, p. 99; Westwood, 2001, p. 5). Consequently,

educational professionals will adopt adapted pedagogical techniques to provide curricular content differentiation which, can manifest in teachers suffering issues while endeavouring to apply differentiated explanations (Müller, et al., 2018, p. 91; Westwood, 2001, p. 5). Interestingly, this can be applied to the critical incident in this study whereby, Pupil 1 repeatedly interrupted the Teacher while they gave instruction to the class which, can indicate several situations. Firstly, the Teacher could have already utilised reflective practice while interacting with Pupil 1 and, has adapted their techniques in allowing Pupil 1 to ask questions unhindered as a form of inclusivity (Müller, et al., 2018). Meanwhile, the critical incident could also represent the educational professional suffering issues, while delivering differentiated instructions as Westwood imagines (Müller, et al., 2018, p. 99; Westwood, 2001, p. 5).

However, Jackson contends that the inclusion of learners with additional learning needs into mainstream settings, can raise the question of whether the learners feel socially accepted in these surroundings (Jackson, 2009, p. 302). While considering whether they begin to question how their teachers and peers view them, by contemplating how their contributions are valued and if they feel positively regarded as a group member (Jackson, 2009, p. 302).

5.2 Critical Incident and Reflective Practice Models

David Kolb's Experiential Learning, Theory of Reflection: In 1984 David Kolb released his new book whereby, he elaborates in detail how the foundation of all learning and development is dependent on the situations we experience through our lives (Dennison, 2010; Kolb, 2015). A key concept that Kolb unpacks is the model of reflective practice whereby, he provides an immensely effective tool that demonstrates its strength, through every reuse of the cycle (Dennison, 2010; Kolb, 2015). Consequently, it can be argued Kolb's theory of reflection boasts broad ranging implications, to the development of pedagogical practice and the role of teachers as learners (Dennison, 2010; Kolb, 2015). The simplicity of this theory can be considered its greatest benefit through, undergoing concrete teaching experiences which educational professionals later practice reflection upon (Dennison, 2010; Kolb, 2015). Subsequently, Kolb suggests this generates abstract concepts which, can be adapted into teaching practices allowing for active experimentation within the classroom (Dennison, 2010; Kolb, 2015).

Graham Gibbs' Reflective Iteration Model: In 1988 Graham Gibbs' Reflective Model was published whereby, he appears to have utilised Kolb's initial theory of reflection (Gibbs, 1988). Therefore, allowing Gibbs to reflect, conceptualise and adapt his own version of the reflective model to actively experiment with (Gibbs, 1988). Similarly, Gibbs' model centres around its iterative aspect whereby, the effectiveness of the model is based on the learning provided by repetition of the model (Gibbs, 1988).

Although, where Gibbs' model diverges from its predecessor is through its complexity. Gibbs recommends that through adding additional stages to the model and, separating some stages to be only descriptive and others to be analytical, that this model improves upon its forerunner (Gibbs, 1988). Consequently, it can be argued that Gibbs' work has improved the cyclic fashion of reflection, by requiring the user to provide greater levels of detail on which

to self-evaluate. Subsequently, these larger data sets created due to the thorough nature of Gibb's model, would be most efficiently exploited through written recording as a method of organisation. Therefore, providing the opportunity to archive each iteration of the cycle, as an example of formative assessment for the educational professional as the learner (Gibbs, 1988).

However, a drawback of this model could be interpreted as the requirement to record the numerous steps of this model, for the large quantities of data to be used effectively. This can be understood as an over-complication of the previous model which, may render Gibb's model as ineffective to inexperienced or student professionals. In addition, to altering a previously swift reflective model cycle, into a time-consuming and labour-intensive variant.

David Tripp's Critical Incident Theory: The release of Tripp's critical incident theory in 1993, represents the next manifestation in the reflective practice of, updating the theory of reflection (Tripp, 2006). Through building upon the foundations of Kolb and Gibb's prior models, Tripp provides a new variation of method whereby, the emphasis is placed on assessing routine learner behaviours in the classroom (Angelides, 2001, p. 429; Tripp, 2006). As a result, Tripp adds a new value to reflective practice by putting the process in reverse and, backtracking to understand the causality of observed behaviours and what it indicates (Angelides, 2001, p. 429; Tripp, 2006). Subsequently, following the learner's and teacher's behaviours back to the source, therefore representing a monumental change in approach (Tripp, 2006). Furthermore, enabling the educational professional to reconstruct their pedagogical approaches from their foundations.

6. Reflection and Evaluation

This section of the report highlights critical reflective practice that will be utilised by the researcher (McGarr & McCormack, 2016, pp. 36-37), to improve their own techniques by reviewing, adapting and adopting teaching methods as advocated by the transformational model of teaching (Chikamori, et al., 2019, p. 428; Liu, 2015, pp. 135-136; McGarr & McCormack, 2016, pp. 36-37). Furthermore, all learning steps will be considered using the four lenses of Brookfield's reflection model, to consider whether self-reflection, the reviews of peers, student perspectives and theoretical literature as detailed in section 5.1 and 5.2 of this report can be implemented (Brookfield, 2000). However, due to the restrictive nature of the COVID-19 restrictions, student and peer perspectives were severely limited.

Observed Situation: This report focusses on the following critical incident:

- The multiple events of interrupting behaviour performed by Pupil 1, during the periods of instruction communicated by the Teacher which, was interpreted as misbehaviour by the researcher.

Critical Incidents Reflection (Liu, 2015, p. 145; McGarr & McCormack, 2016, pp. 36-37):

- The critical incident was developed around the interpretation that Pupil 1 (McGarr & McCormack, 2016, pp. 36-37), was displaying acts of misbehaviour in regard to national and social norms as described by Stephens et al. (2005, p. 203). Whereby, Pupil 1

intentionally interrupted the Teacher, rather than raise their hand for attention or wait until the Teacher had finished giving class instruction.

- However, on self-reflection of the initial interpretation by the researcher the case could be argued (McGarr & McCormack, 2016, pp. 36-37), that Pupil 1's actions demonstrated they were experiencing a barrier to education. Consequently, if Pupil 1 was experiencing a barrier to education such as an additional learning need, the aspects of inclusivity and differentiation within the classroom should be explored and expanded.
- Additionally, the actions of the Teacher were critically reflected upon from differing perspectives, to provide several lines of enquiry (Liu, 2015, pp. 135-136; McGarr & McCormack, 2016, pp. 36-37). The first analysis revolved around the absence of correctional language used by the Teacher, to prevent Pupil 1's behaviour continuing during that lesson. Moreover, this expanded into reflection upon whether the Teacher had already implemented expectational instructions and, was using the lesson to evaluate how successful their behaviour management model was (Richmond, 2002, pp. 54-55).

Planning the Response Using Transformational Learning (Liu, 2015, p. 145):

- By viewing the critical incident from the pupil's perspective (Brookfield, 2000), in relation to Pupil 1's behaviour which repeatedly interrupted the Teacher's instruction (McGarr & McCormack, 2016, pp. 36-37). I will consider adopting a clear set of behavioural guidelines in the classroom to which, I can refer when a Pupil's behaviour can be considered disruptive however, Reinke et al. explain that 15% of pupils will require a more individualistic support plan (2014, pp. 74-75).
- Furthermore, by reflecting upon the number of occasions that Pupil 1 interrupted the Teacher while they gave instructions (Liu, 2015, pp. 135-136; McGarr & McCormack, 2016, pp. 36-37), I have realised how beneficial the use of expectational language would be at the beginning of a school year (Richmond, 2002, pp. 54-55). Through use of this simple adaptation of language at the beginning of every school year, learners should be able to recall what standards of behaviour are acceptable in the classroom, with only the occasional requirement of recapping (Richmond, 2002, pp. 54-55).
- Additionally, as the Teacher described in the critical incident utilised a minimal amount of correctional language to Pupil 1 (See Section 4), I have reflected upon the potential benefits that this behaviour strategy may provide using counter-factual thinking (Howard, 2013, pp. 31-32; McGarr & McCormack, 2016, p. 49; Reinke, et al., 2014, pp. 74-75). As a consequence, I have come to realise that although some use of correctional language is essential, the misuse of this behaviour management tool by teachers may in fact be masking a barrier to learning.
- Another aspect of my transformational learning experience I have realised is, I must consider my cognitive process to trace back to the source of why I labelled Pupil 1's conduct as misbehaviour, according to Tripp's critical incident theory suggestions (2006). Subsequently, I have transformed my practice through utilising counter-factual thinking and critical self-reflection (McGarr & McCormack, 2016, p. 49; Liu, 2015, pp. 135-136), to consider that Pupil 1 was interrupting the Teacher to receive differentiation in the classroom and therefore improved inclusivity as explored by (Müller, et al., 2018, p. 99).

7. Conclusion

The planning, methodology and research design of this report (See Sections 3.1-3.3) can be considered as a highly effective section whereby, four distinct and expansive critical incidents were identified and recorded which, could have all created case studies that are beneficial to improving pedagogy techniques (See Appendices 9.1-9.4). However, I considered the observation recorded in Appendix 1 (See section 4) to be the most suitable critical incident for writing an extensive literature review (See section 5), due to the wide variety of holistic factors identified that may have affected Pupil 1's behaviour. Subsequently, the valuable insights and knowledge I had garnered through reflection of a wide array of literature topics (See sections 5.1 and 5.2), supported me to recommend appropriate subsequent learning and teaching measures (See section 6).

Consequently, I intend to incorporate my new knowledge and recommendations into my learning in line with the transformational model of learning. Therefore, I believe the process of creating this report has improved my self-efficacy as a teacher and, supported my confidence in efficiently handling a variety of teaching obligations that may occur during my workplace experience (Jones , 2009). Unfortunately, many of the reflections and evaluations I have explored were not able to be corroborated with the Teacher, due to their especially busy lesson schedule and the COVID-19 pandemic safety regulations. However, this area of the case study can be considered an area for improvement during future observations, once the COVID-19 pandemic is under control.

8. References

- Angelides, P., 2001. The Development Of An Efficient Technique For Collecting And Analyzing Qualitative Data: The Analysis Of Critical Incidents. *International Journal Of Qualitative Studies In Education*, 14(3), pp. 429-442.
- Bassey, M., 1999. *Case Study Research In Educational Settings*. 1st ed. Buckingham: Open University Press.
- British Educational Research Association [BERA], 2018. *Ethical Guidelines For Educational Research*. 4th ed. London: British Educational Research Association.
- Brookfield, S. D., 2000. The Concept Of Critically Reflective Practice. In: A. L. Wilson & E. Hayes, eds. *Handbook Of Adult And Continuing Education*. San Francisco: Jossey-Bass, pp. 33-50.
- Chikamori, K., Tanimura, C. & Ueno, M., 2019. Transformational Model Of Education For Sustainable Development (TMESD) As A Learning Process Of Socialization. *Journal Of Critical Realism*, 18(4), pp. 420-436.
- Cohen, L., Manion, L. & Morrison, K., 2011. *Research Methods In Education*. 7th ed. London: Routledge.
- Dennison, P., 2010. Reflective Practice: The Enduring Influence Of Kolb's Experiential Learning Theory. *Compass Journal Of Learning And Teaching*, 1(1), p. 1.

Department For Education, Lifelong Learning And Skills, 2016. *Inclusion And Pupil Support*, Cardiff: Welsh Assembly Government.

Donaldson, G., 2015. *Successful Futures*, Cardiff: Crown Copyright.

Estyn, Her Majesty's Inspectorate for Education, 2015. *Estyn*. [Online]
Available at: <https://www.estyn.gov.wales/>
[Accessed 20 October 2020].

Estyn, Her Majesty's Inspectorate for Education, 2019. *The Annual Report Of Her Majesty's Chief Inspector Of Education And Training In Wales: 2018-19*. [Online]
Available at: <https://rb.gy/ivwvna>
[Accessed 13 October 2020].

Florian, L., Black-Hawkins, K. & Rouse, M., 2017. *Achievement And Inclusion In Schools*. 2nd ed. Abingdon: Routledge.

Ghedin, E. & Aquario, D., 2020. Collaborative Teaching In Mainstream Schools: Research With General Education And Support Teachers. *International Journal Of Whole Schooling*, 16(2), pp. 1-34.

Gibbs, G., 1988. *Learning by Doing: A Guide To Teaching And Learning Methods*. 1st ed. London: Further Education Unit.

Howard, J., 2013. Behaviour Management: Why So Complex?. *Principal Matters*, 32-38(1), p. 97.

Idol, L., 2006. Toward Inclusion Of Special Education Students In General Education: A Program Evaluation Of Eight Schools. *Remedial & Special Education*, 27(2), pp. 77-95.

Jackson, R., 2009. Achievement And Inclusion In Schools: Book Review. *Journal Of Policy And Practice In Intellectual Disabilities*, 6(4), p. 302.

Jacobs, C., 2020. *The Times Educational Supplement; London*. [Online]
Available at: shorturl.at/gkCJZ
[Accessed 21 October 2020].

Javadi, Y. & Tahamsbi, M., 2020. Application Of Humanism Teaching Theory And Humanistic Approach To Education In Course-Books. *Theory And Practice In Language Studies*, 10(1), pp. 40-48.

Jenkins, A. & Ueno, A., 2017. Classroom Disciplinary Climate In Secondary Schools In England: What Is The Real Picture?. *British Educational Research Journal*, 43(1), pp. 124-150.

Jones, M., 2009. Transformational Learners: Transformational Teachers. *Australian Journal Of Teacher Education*, 34(2), pp. 15-27.

Kolb, D. A., 2015. *Experiential Learning: Experience As The Source Of Learning And Development*. 2nd ed. New York: Pearson Education, Inc..

- Kumar, R., 2011. *Research Methodology: A Step-By-Step Guide For Beginners*. 3rd ed. London: Sage Publications.
- Lewis, R., 2009. *Understanding Pupil Behaviour: Classroom Management Techniques For Teachers*. 1st ed. Abingdon: Routledge.
- Liu, K., 2015. Critical Reflection As A Framework For Transformative Learning In Teacher Education. *Educational Review*, 67(2), pp. 135-157.
- Lund, L., 2020. When School-Based, In-Service Teacher Training Sharpens Pedagogical Awareness. *Improving Schools*, 23(1), pp. 5-20.
- Mazenod, A. et al., 2019. Nurturing Learning Or Encouraging Dependency? Teacher Constructions Of Students In Lower Attainment Groups In English Secondary Schools. *Cambridge journal Of Education*, 49(1), pp. 53-68.
- McGarr, O. & McCormack, O., 2016. Counterfactual Mutation Of Critical Classroom Incidents: Implications For Reflective Practice In Initial Teacher Education. *European Journal of Teacher Education*, 39(1), pp. 36-52.
- Menter, I., 2012. Foreword. In: R. Arshad, T. Wrigley & L. Pratt, eds. *Social Justice Re-Examined: Dilemmas And Solutions For The Classroom Teacher*. Stoke On Trent: Trentham Books, pp. vii-x.
- Müller, C. M., Hofmann, V., Begert, T. & Cillessen, A. H. N., 2018. Peer Influence On Disruptive Classroom Behavior Depends On Teachers' Instructional Practice. *Journal Of Applied Developmental Psychology*, Volume 56, pp. 99-108.
- National Assembly For Wales, 2002. *Special Educational Needs Code Of Practice For Wales*, Cardiff: National Assembly For Wales.
- Oxford University Press, 2018. *Oxford Education Blog*. [Online]
Available at: shorturl.at/nATYZ
[Accessed 25 October 2020].
- Pan, S. L. & Tan, B., 2011. Demystifying Case Research: A Structured–Pragmatic–Situational (SPS) Approach To Conducting Case Studies. *Information and Organization*, 21(3), pp. 161-176.
- Pas, E. T. et al., 2015. Profiles Of Classroom Behavior In High Schools: Associations With Teacher Behavior Management Strategies And Classroom Composition. *Journal Of School Psychology*, Volume 53, pp. 137-148.
- Pigot-Upshall, T., 2017. How Standardization And Behaviourism Foster Inequality In Public Education: A Comparative Experience. *One World*, 4(1), pp. 11-20.
- Pritscher, C., 1983. A Holistic View Of Mainstreaming. *American Secondary Education*, Volume 12, pp. 14-15.

- Reinke, W. M. et al., 2014. Use Of Coaching And Behavior Support Planning For Students With Disruptive Behavior Within A Universal Classroom Management Program. *Journal Of Emotional And Behavioral*, 22(2), pp. 74-82.
- Richmond, C., 2002. The Balance Model: Minimalism In Behaviour Management. In: B. Rogers, ed. *Teacher Leadership And Behaviour Management*. London: Paul Chapman Publishing, pp. 53-70.
- Roache, J. & Lewis, R., 2011. Teachers' Views On The Impact Of Classroom Management On Student Responsibility. *Australian Journal Of Education*, 55(2), pp. 132-146.
- Scott, J., 2014. *A Dictionary Of Sociology*. 4th ed. Oxford: Oxford University Press.
- Shortt, D., Cain, T., Knapton, H. & McKenzie, J., 2017. How To Be Good: Behaviour Management Policies In 36 Secondary Schools. *Institute For Education Policy Studies*, 5(1), pp. 155-180.
- Sinnema, C., Nieveen, N. & Priestley, M., 2020. Successful Futures, Successful Curriculum: What Can Wales Learn From International Curriculum Reforms?. *The Curriculum Journal*, 33(2), pp. 181-201.
- Stephens, P., Kyriacou, C. & Tønnessen, F. E., 2005. Student Teachers' Views Of Pupil Misbehaviour In Classrooms: A Norwegian And An English Setting Compared. *Scandinavian Journal Of Educational Research*, 49(2), pp. 203-216.
- Tripp, D., 2006. *Critical Incidents In Teaching: Developing Professional Judgement*. 1st ed. Abingdon: Routledge.
- Tsivitanidou, O. E. et al., 2018. Reciprocal Peer Assessment As A Learning Tool For Secondary School Students In Modeling-Based Learning. *European Journal Of Psychology Of Education*, 33(1), pp. 51-73.
- Valiandes, S., 2015. Evaluating The Impact Of Differentiated Instruction On Literacy And Reading In Mixed Ability Classrooms: Quality And Equity Dimensions Of Education Effectiveness. *Studies In Educational Evaluation*, Volume 45, pp. 17-26.
- Westwood, P., 2001. Differentiation' As A Strategy For Inclusive Classroom Practice: Some Difficulties Identified. *Australian Journal Of Learning Disabilities*, 6(1), pp. 5-11.
- Yerdelen, S. & Sungur, S., 2018. Multilevel Investigation Of Students' Self-Regulation Processes In Learning Science: Classroom Learning Environment And Teacher Effectiveness. *International Journal Of Science And Mathematics Education*, Volume 17, pp. 89-110.

9. Appendices

This section contains four appendices of observation sheets used for data collection.

9.1 Appendix 1 – observation sheets from lesson one.

OBSERVATION / FIELD NOTES
(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 30/09/2020. Year 10. Lesson 1

Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information).
Geography, Longshore drift, teacher late - "on duty" - pupils handed out booklets in preparation. Taught. Behaviourism Pupils thanked.. Allowing lesson to start ASAP. - Pupils were made aware they could be late. - Indoors - Windows + doors open - Covid - 19. Temperature check for comfort. Pupils warm enough. Humanism?

Classroom culture
(What is the classroom 'vibe'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)
Some background chatter. Coat wearing boy - asked 3 times to remove. All concentrating on Long-shore drift re-cap. Which increased as the lesson went on. Some rapping pupils. One boy later apologised to minutes lateness. Shouting out allowed. Quite often - asking questions related to work/help. Never raising of voice but, always projected. Use of names always used.

Objectives
(What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?)
Re-cap of last lesson + continuation of Long-shore drift. Multiple re-caps of last lesson (Page 14). Constant progress checks. Timings given on progress objectives. 10 minutes - 25 minutes left of lesson. Add further explanation - to the labels. Given warning diagrams must be finished by end of lesson as photos will not be available next lesson.

Direction
(What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?)
Geography lesson taking place in Science block. Bownth Dosbarth - Dydd mercher, 30th Medi 2020. Formation of spits. Diagrams to help learning. Repeat of instructions - Re-explanation of Long-shore drift. Reconstruct diagrams using a photo + a diagram of the photo to recreate.

Access and challenge
(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)
Two different diagrams to be labelled + recreated. First for all class to complete - second for quicker learners - who can then move on to page 15 and teach themselves the topic - Independent Learning when completed → move on to page 17 to attempt further questions. Diagrams + Photos on boards to aid explanation + understanding.

Handwritten notes on the right margin:
Mixed Ability group
• Right side higher.
• Left side lower / need help.
Girls quiet.
Boys - outspoken + most chatting.
↓
Research into this?
Girls answered or asked no work related questions.
Just are they ok?
Poster on board
Teacher already asked

Handwritten notes in the middle right:
Independent Learning
think 2 ask peers 3

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

Yes, pupils were asked why "groins" (Different Spelling). would be built on a beach. ~~As~~ Think about what the sea does to sand when you're on the beach?

One boy figured it out and gave a suitable explanation.

Example of local, west Wales coast. Diagram drawn which created a photo, the teacher had taken which was later added to re-assist understanding. - Then explanations Sought of River Dyfi - Stepping Log Shore

Specifics / Critical Incidents

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

A pupil shouting out - saying they "don't have enough room" which appeared like a disruption, - as pupil repeatedly disrupted/ loudly got involved with some funny comments. However, teacher treated it as a request for help/advice/assistance. whereby I wrongly interpreted as ~~more~~ disruptive practice. After this, I saw his shouting out - as requests for help/assistance/guidance. Interactive whiteboard.

One pupil brought up the word "erosion" when prompted.

drift + pushing the sand sp. l.

Although, both boys * were of their behavior threatened to move seats.

Ask your peer to help you -

labels added to aid understanding

Teacher. Moved at times.

White board

Door

Quiet
G B

Quiet

→ G B B B

← chatty / disruptive
B B chatty.
But actually very involved + interested in lesson.

chatty.

→ G B B B

← chatty / disruptive
B B

Quiet

→ G G G

← chatty / sometimes quiet
B B B B

me

Girl removed by Teacher half way through lesson - Covid

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context.	30/09/2020 Lesson 1. Year 10.
Date/time.	Teacher.
Age/Stage of group.	1 * (See diagram) pupil who gave out books before teacher arrived - for thanks. Seemed disruptive but, very involved in learning.
People involved.	Pupil 2 • His peer who he irritated + chatted to. But later asked for help - on teachers advice. Looked at his diagrams. Had ruler taken.
Contextual information from field notes.	Pupil 1 - Required lots of assistance, guidance, reassurance. Which first appeared to be disruption. But, very engaged. Maybe enjoys attention. But expects immediate assistance. Determined to Succeed + Finish work.
What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.	Shouting out - not always misbehaving. - Pupil actually very engaged + wanting to access the learning. Eager for progress to be made. ① Pupil 1 distributed books - unguided while teacher on "yard duty" ② Teacher thanked pupil who gave out books. ③ Lesson began with recap → moving into continuation of Longish drift and delivery of lesson objectives. ④ Pupil 1 was very energetic + numerous in his shouting out during Step ③ - I believed this would continue to be disruptive (personal prejudice / bias from my past experiences ?) ⑤ Pupil 1 - Shouted + interrupted Teacher "I haven't got any room" on his book. Teacher didn't react negatively. But stopped + asked for more info "Let me see" - She treated most of the disruptions + requests for help. - Something which I'm not have ⑥ I began to recognise disruptions as enthusiasm Pupil 1+2 later almost started to be treated as a pair. To help each other at first recommended, but happily offered assistance to each other.

9.2 Appendix 2 – observation sheets from lesson two.

OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))	
Date and time, year group: 30/09/2020 Lesson 2 Year 10	
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). Maths. Indoors. Raining, chilly, autumn day. Break half way through lesson. Pupils had to stay in class.	
Classroom culture (What is the classroom 'vibe'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) Chatty as new pupils came into class. Kicking a football about. Teacher wanted all windows open. Covid-19 even though pupils said it was cold. She replied "I don't care, I want it safe". Coats allowed due to cold. Very quiet while initial questions on board. • Teacher asking for advice on "wet break" protocol from the pupils. • Very quiet class - Good behaviour management. No room for silly behaviour. Pupils told to get back on task immediately.	
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) • Pythag in real life - last lesson. Immediately begin with a continuation question before register. - Perfect recap. • Examples, diagrams re-capped + questioned. • ~~Textbook~~ Textbook involved - answer up to Question "F" - Pupils told they can draw out right angled triangles if they wish to help them. But Teacher preferred to just write her workings out. • Moving onto next subject midpoint - in textbook following practice questions + explanations Independent Learning ← Poster.	
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) • V. Quick recap we were doing Pythagoras Theorem - Start this question at very start before anything else. • Pupils told they would begin on Pythag again. • Diagrams + questions, Table 8.2.1 ¹²³ used to aid teacher's explanation. Teacher asked whether a right angled triangle could be $\frac{1}{3}$ made? Pupils pointed it out. She then marked these examples on the whiteboard. Quick answers requested of the class - in very quick fire. Calculators next introduced as a scaffold. Green Textbooks next given out as scaffold. Errors in textbook pointed out. Work through to question "F". Allowing differentiation. Maths in a Science block.	
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) • Varied angles of right angled triangles requested, the second example. • You will ~~not~~ probably get these wrong if...." with advice/knowledge from past experience. • Teacher - next made up her own versions of the example equations in pen. To increase the challenge. Before, giving advice on possible pitfalls. • Hands up - who had all the questions correct? (Roughly 70%) • Plenary question placed on the board towards the end of lesson.	

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience)?

Yes. Think back to last lesson on Pythag. - Answer this question as recap.

"middle values" accessing their knowledge of the middle. With stress on word middle. Existing knowledge of division and timesing to find mid points of pairs of coordinates.

• Teacher preparing pupils on exams - Pythag on first part of question. Midpoint on second part of question. Just as the lesson layout took

Specifics / Critical Incidents

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

- "Starter harder than the rest of the lesson"
- "Teacher replied "It's just a warm up."
- Pupil later said he had it wrong
- Teacher replied "you didn't try, did you?"
- Pupil tried to answer recap questions on the process of Pythagoras but didn't quite get them right - these attempts were ignored.
- Pupil wanted to tell teacher personal story, but she told them to tell her break time when she was "on duty".
- She then replied "that is fantastic" but don't tell me now. - So almost a role reversal. Teacher didn't respond so favourably to task related comments but more favourably to ^{positive} an personal story.
- Maybe always try to respond positively to pupil task involvement.
- Pupil told "if you are going to get all the questions right. You don't need my help." Teacher then gave advice on question B to pupil.
- Pupil gave practical advice to the pupil about buying "round batteries" not double-A for their calculator or "buy a new calculator".
- Pupil wasn't sure what question to answer, immediately after being told. Teacher repeated instructions before, encouraging pupil to listen next time. With "Come on, name", as at other points when pupil off-task.
- Pupil later turned around to chat to girls
- Teacher asked for answers to the planar. She then received a repeat of the answer from Pupil 1 but she said "Is that what you really got name?" (He moved seats) Has my presence affected him?
- which caused him to laugh and blush.
- This pupil stayed in the class from geography. And asked "Alright, Sir?"

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context.	30/09/2020. Lesson 2. Maths. (Teacher) on "yard duty" at break time. But, pupils are not allowed out to break due to rain.
Date/time. Age/Stage of group.	(Teacher) (Pupil 1)
People involved. Contextual information from field notes.	Boystems behaviour with a football + chatting to begin with. Until (Teacher) walked in and stopped misbehaviour. Pupil behaviour was maintained as a whole with the exception mainly of (Pupil 1)
What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.	1 (Pupil 1) remained behind in the classroom from observation 1 - He asked me "Alright, sir?" "Could my behaviour presence have affected him?" He also moved seats from back left to front right 2 (Pupil 1) interacted with (Teacher) in regard to her starter question "The starter is always harder than the rest of the lesson" to which (Teacher) replied "It's just a warm up" (Pupil 1) later had the starter question wrong. (Teacher) replied "You didn't really try, did you?" 3 (Pupil 1) later had the starter question wrong. (Teacher) replied "You didn't really try, did you?" 4 During a recap of Pythag. theory (Pupil 1) tried to get involved with answering recap questions. He got them wrong but, was ignored. 5 (Pupil 1) tried to tell (Teacher) about a personal story. Teacher replied "That is fantastic, but don't tell me now. You can tell me during break time." (Pupil 1) replied "You are just trying to get rid of me" probably meaning (Pupil 1) didn't believe she wanted to hear his news. 6 (Pupil 1) told by (Teacher) "If you are going to get all these questions right then you don't need my help." followed by a question explanation 7 (Teacher) gave practical advice to (Pupil 1) on replacing "round" batteries not AA batteries in their calculator. Or, to buy a new calculator. 8 (Teacher) had to repeat question instructions to (Pupil 1) because he was not listening. Immediately after giving the instructions out. (Teacher) encouraged him to listen in future before "Come on come!" as used many other times. 9 (Pupil 1) was allowed to turn around + chat to girls - no 10 (Teacher) asked for answers to the plenary question. One pupil answered. (Pupil 1) repeated this answer "I had —" but the teacher replied "Is that what you really got —?" which caused (Pupil 1) to laugh and blush. Embarrassment?

Role reversal?
Teacher not interested in work related comments but, showed interest in personal story?

behaviour management

9.3 Appendix 3 – observation sheets from lesson three.

Observation 3

OBSERVATION / FIELD NOTES
(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 30/09/2020, Lesson 3 Year 10. Welsh - Core Subject.

Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information).
Before Lunch break, Break, After Lunch break. Mixed ability - Some very able pupils - most enthusiastic workers when focussed.

Cold classroom. Reduced lighting.

• Pupils were being given a Welsh assessment in their next lesson. Who said what? tick boxes + writing in past tense for harder work. As a Post-Lockdown assessment of Skills. Do best as you can but, don't worry about it.

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

• Chatty. Leaking a football about at beginning. Not reprimanded until register ready to be taken. Raised voice + Year 10 + Name used to quieten pupils.

• Teacher called them out due to my presence. Headteacher's presence in corridor.

• Cold classroom - pupils asking for closed windows - not given.

• Same ones talking, same ones working - recurrent problem.

• Praise used first "You've been excellent, so don't let yourself down. Okay?"

Objectives
(What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?)

• To be able to mutate adjectives - In English + Welsh.

• Given examples of when to use mutations, with examples from teacher and other pupils.

• 5 minutes deadline given for a simple practice of mutations task.

• Post-lockdown Welsh assessment to see/assess how much has been forgotten.

• Finish this page before lunch break!

• Describing somebody else in Welsh, with scaffolding in the form of sentence prompts/starts/ends.

Direction
(What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?)

• Workbook - turn to pages and start here on _____. Although some pupils were without a workbook, after being asked for one. Two girls struggled for 20 mins with no workbook.

• Powerpoint, use of workbook + pen on white board examples. In addition to many verbal examples.

• Answers to powerpoint task found in workbook for checking/self marking/assessment.

• Images for emotions - when describing somebody in Welsh.

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

• Anagrams - Can you think of more adjectives in Welsh not on the list? - Extension task for the quicker learners.

• Writing in the past tense in post lock-down assessment - tougher Extension task.

• A variety of sentence structures - ranging in difficulty for intermediate and advanced users.

• Fill in the blanks paragraphs. At year 8 level - to give work to less able speakers - easier due to lockdown rustiness.

• Naughts + crosses class competition on the board - scaffolding.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience)?

- Pupils had been studying mutations
- Accessing pupils' Welsh language vocabulary lessons
- Pupils were practising sentence structures between each other and the teacher praised this. However, it was off topic.
- Teacher verbally assessing Welsh skills, by using verbal Welsh commands and gauging their understanding.
- Naught + crosses game - where pupils translate images + Welsh to claim squares as pairs.

Plenary

Specifics / Critical Incidents

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

- Female pupil was ~~then~~ raising her voice for assistance across the class.
 - Teacher replied with help in a raised voice but said, "I'm sorry I can't come over there and help you. Normally I would." She then turned to me as if to explain or apologise "I'm so sorry. I'm used to walking around and helping. I ~~can't~~ get used to all these changes and restrictions." "It's so strange".
 - The pupil then proceeded not to ask the teacher any more questions
-
- Also, the football was accidentally rolled to the front of the class.
 - The teacher confiscated the ball after the first warning.
 - This was done in a high spirited manner, with the pupils joking about it.
 - However, the teacher stated "It's always an accident", "It can stay under my desk until the end of the lesson".
 - This hints towards this frequent misbehaviour, disrupting lessons and affecting pupil concentration.
 - Hopefully, the teacher is displaying negative reinforcement, through temporary confiscation
-
- Teacher trying to stop misbehaviour / distraction, to help the most capable Welsh speakers progress
 - Teacher complaining Year 10 not working hard enough + should be progressing quicker

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	30/09/2020 - Lesson 3. Lesson was split into two x 40 minutes halves. Either side of a 40 minute lunch break. Year 10 group. Teacher and Pupil 1 involved who was sat at the very back of the classroom. Myself
What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.	① Pupil 1 requested assistance from the Teacher, by posing a question and indicating a section of her workbook. ② The Teacher attempted to answer the question from memory before beginning to step towards Pupil 1. ③ The Teacher then stopped in her tracks almost in shock and began apologising profusely to Pupil 1. ④ The Teacher then said to Pupil 1 and myself, "I'm so sorry! I can't walk over there to help you. Normally I would. I'm so sorry. I'm used to walking around and helping! I can't get used to all these changes and restrictions. It's so strange" ④ Following this incident, the pupil no longer requested help from the teacher.

9.4 Appendix 4 – observation sheets from lesson four.

OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date and time, year group: 30/09/2020 Lesson 4. Year 10 ~~Week 1~~ History.	
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). History - Nazi Germany GCSE. Numeracy task too. End of the day - Pupils tired - Teacher says they are more silly but, were one of the most well behaved I observed all day.	
Classroom culture (What is the classroom 'vibe'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) Chatty pupils. Throwing a facemask around once. Excellent behaviour management - Just silence + a look calms it. Two approached me to chat and ask what I was doing. Hopefully, I put their fears. Cold classrooms. Swearing immediately corrected - with facial expressions. Teacher told pupils they were being rude + chatting dropped. Sense of humour maintained throughout - small level of chatting allowed. Clicking to re-direct a pupils attention - "Shhhing". Raising a hand + count down to regain concentration.	
Objectives (What happens in the environment that communicates the purpose of the experiences?) What can be observed regarding the way lesson activities relate to these purposes? Hyper Inflation	
Lesson Objectives - To understand cause and consequence (Hyper-Inflation in Germany 1923)	
Success Criteria - To understand the meaning of the term hyper-inflation. - To order the events that led to hyper inflation. - To explain the links between French invasion of the Ruhr + Germany's hyper inflation. - Numeracy tasks.	
Resources distributed to put series of events in order - by using an explanatory paragraph to label each cartoon image. Task 2 - Empathy Task. How would different people be affected financially by hyper inflation. Winner/Loser e.g. Pensioner, Student, money-borrower	
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) Two pointed out handout resources of Maths Challenge for Hyper Inflation. Cartoon cut outs to sequence the order hyper inflation occurred - After explanation given. Image on whiteboard of money being used to wall paper, burn in a fire, and for kids to play with. Sealings used to show the change + compared to an everyday item/task like buying bread. Timings e.g. 10/5 minutes for this task.	
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) Difficult to distinguish levels of challenge so far - This was an introduction to a topic session on hyper inflation. However it would be dependant on whether they completed the final cartoon + paragraph labelling task. (Differentiation) whether they completed the task or not. Whether they complete the empathy task.	

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience)?

- Excellent chance to incorporate Numeracy in history - calculating the cost of bread as hyper-inflation affected Germany. • Answers put on board afterwards for self-assessment and corrections to be made.

Specifics / Critical Incidents

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

- ~~Teacher used to personal phone as a timer~~
- Pupil complaining how maths was being involved with history - to which the teacher smiled and blushed - slightly embarrassed. Most likely because another teacher and myself were observing her.

- Pupil posed a ^{difficult} question regarding inflation - to which the teacher didn't know the answer. So she said she would do some research to find out the answer for next lesson. "If a British person moved to Germany with a month's pay, would they become rich in Germany?"
- The pupil seemed content with this.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	30/09/2020 Lesson 5 - The Final 50 minute lesson of the day. Year 10 group. This incident involved <u>Teacher</u> and <u>Pupil 1</u>
What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.	① During the History lesson on Nazi Germany, the <u>Teacher</u> was explaining the difficult topic of hyper-inflation. <u>Pupil 1</u> began turning around, making silly comments. ② The <u>Teacher</u> responded by clicking her fingers to redirect this pupil's attention which, worked effectively on two occasions. ③ On a third occasion the <u>Teacher</u> raised her hand which, was re-enacted by the pupils to bring the whole class to silence. ④ Following this final behaviour management technique, <u>Pupil 1</u> no longer interrupted the lesson. ⑤ The <u>Teacher</u> apologised by explaining this class often misbehave and 'play up' during the final lessons of the day.