

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

Tripp defines a critical incident as: *“Some event or situation which marked a significant turning-point or change in the life of an institution”* (Tripp, 2012, p.24). The aim of this assessment is to create a critical incident, from a situation that has been observed in school. The critical incident is an observation that was made in a classroom environment, it is either a case study on an individual or based on a group. I will then analyse that critical incident and form a conclusion. This conclusion will identify the teaching and learning steps that should follow. The importance of this observation is that as professionals we can utilise this critical incident to assess and reflect on our own teaching methods, as well as use it as a form of collaboration amongst other professionals. As a result of doing this reflection, we can then ensure that as teachers we are constantly providing children with what they need, as individuals, and as a part of the wider community. It is also imperative that we understand how the critical incident can connect with the new *Curriculum for Wales Guidance 2020*, to ensure that as teachers we are meeting the Professional Teaching Standards and implementing the four purposes into our teaching steps. On completion of this assignment, I will have fully analysed and assessed this critical incident, and I will be able to utilise this assessment to improve my own teaching and learning methods.

The Role of Critical Reflection

The main purpose of critical reflection is to reflect on one's practice. This ultimately enables any professional to improve their professional judgements. Tripp (2012) suggests that the advancement of one's professional judgement through reflection is a vital aspect of teaching, arguing that these professional judgements fundamentally shape children's well-being short term, and long term – in, and out, of the classroom. Pollard (Pollard and Black-Hawkins, 2014) supports Tripp's argument as he also argues that the utilisation of reflective teaching should provide children with higher quality education, resulting in educationally informed citizens which supports one of the four purposes in the *Curriculum for Wales*

Guidance 2020. Pollard also refers to reflective teaching as a “*career long spiral of professional development and capability*” (Pollard and Black-Hawkins, 2014, p.68). Scholars such as Dewey and Schön also argue that reflective teaching plays a significant role in one’s professional development (Pollard and Black-Hawkins, 2014). Critical reflection can be utilised through any stage of one’s professional career. The role critical reflection plays for new trainee teachers is that it provides the chance to learn new skills, as well as improve on pre-existing skills or techniques. The role critical reflection plays for experienced teachers is that it can provide a foundation for increasing their professionalism, as well as enabling them to focus on their teaching practices and ensuring they are compliant with the pedagogical principles (Pollard and Black-Hawkins, 2014). It is through reflection that we can understand different perspectives and strategies, and by understanding these we are able to analyse the incidents by delving deeper into the causes, and finally, we can evaluate our responses, as professionals, to those incidents (Tripp, 2012). Shandomo (2010) suggests that by critically reflecting on our experiences, we can use that reflection to create new teaching methods, form new perspectives and gain new knowledge. By following this method of critical reflection, we are enabling ourselves to understand what we would do differently, and most importantly why we would do it differently. As outlined in the *Curriculum for Wales Guidance 2020*, the role of reflection is mentioned multiple times in the four purposes, as well as the twelve pedagogical principles. Reflection on learning is one of the pedagogies to influence learners, this principle encourages learners to evaluate and reflect and teaches the importance of doing so (*Professional Standards for Teaching and Leadership, 2017*). Through understanding this, the learners can also lead the learning, which encourages them to reflect on their own progress. The principle of collaboration and working with colleagues involves reflection, allowing colleagues to reflect on your practices with you enables the understanding of different perspectives. The principle of professional learning requires reflection also, as the Professional Learning Passport encourages professionals to consistently partake in critical reflection for professional growth (*Curriculum for Wales Guidance 2020*). The role of critical reflection is important in teachers being able to achieve The Four Purposes. For the sake of children becoming “*ambitious, capable learners, ready to learn throughout their lives*” (*Curriculum for Wales Guidance 2020*), they need to understand how to reflect, and utilise this when problem-solving and building up their knowledge. In this instance observing a classroom, creating a critical incident, and reflecting on that critical incident will enable me to completely understand the importance of critical reflection and its correlation with the Four Purposes, and the Professional Standards for Teaching.

Observation

In accordance with the BERA guidelines (2018, p.21) *“the confidential and anonymous treatment of participants’ data is considered the norm for the conduct of research”*, and consequently any data observed will remain confidential and subjects of the observation, such as pupils, any school staff, and the school’s name, will remain anonymous.

The observation took place in an English medium primary school based in the city of Swansea. The school is a mixed-gender school with a total of 216 pupils, this also includes 44 part-time nursery pupils. Overall, there are 6 single-age classes, the nursery being one of these, and there are 2 mixed-age classes in the school (Estyn,2018). According to the school, an average of 21% of their pupils have additional learning needs, which is equal to the Wales average. The school has teaching facilities for those pupils with Autism Spectrum Disorder which consist of two local authority specialists (Estyn,2018). The ethnic origin of most of the pupils is white British, and it was reported that none of these pupils speak Welsh at home (Estyn,2018). The Welsh average for free school meals is at 18%, however, this school exceeds that with 44% of pupils relying on free school meals (Estyn,2018).

The observation took place in a Year 2 classroom, with approximately 30 pupils aged 6-7 years old. There were 3 staff members in the classroom, two of these were teaching assistants. The classroom environment was positive and encouraged all 3 cross-curricular responsibilities, and 6 of the Areas of Learning which are outlined in the *Curriculum for Wales Guidance 2020*.

Critical incident linked to Donaldson’s Four Purposes

The critical incident (see Appendix 2) I observed took place in the morning when pupils entered the classroom. I observed their morning wellness routine, where every child was encouraged to partake. This routine consisted of two steps; expressing their emotions using their individual ‘mini me’, and then expressing how they felt to the rest of the class. This critical incident can be linked to two of the four of Donaldson’s purposes; *“healthy, confident individuals, ready to lead fulfilling lives as valued members of society”*, and *“ambitious, capable learners, ready to learn throughout their lives”* (Donaldson, 2015, p.29-30). The first part of their routine demonstrated the pupils’ understanding of their own emotions, as part of this they had to place their own ‘mini me’ into the bucket that explained how they were feeling. They had 4 emotions to choose from, and these buckets were labelled in Welsh: hapus/happy, trist/sad, cyffrous/excited or wedi blino/tired. On completion

of this, during the register the class teacher asked every pupil “sut wyt ti heddi?” / “how are you today?”, and the pupils responded in Welsh. After their initial response, each pupil was given the opportunity to express further why they were feeling that certain way. Upon expressing their feelings, I observed the children who expressed negative feelings then decide to move their ‘mini me’ into a positive emotion bucket. I also observed throughout the day the pupils would go back to this space and move their ‘mini me’ into different buckets. This was encouraged by teachers throughout the day, and multiple other activities also encouraged the pupils to express, or listen, to how they were feeling. Some of these additional activities included: meditation music, oil diffuser, and breathing activities. This critical incident is a prime example of the importance of health and well-being in schools, and it clearly links to Donaldson’s purpose of creating “*healthy and confident individuals*” (Donaldson, 2015, p.29-30). Within this morning routine, the pupils were able to consider their own mental and emotional wellbeing, they were able to build those trusting relationships in a safe space with their fellow pupils and class teachers, and they displayed confidence, empathy, and resilience throughout. Another important aspect of this critical incident was the bilingualism between the English and Welsh language. The children learned the importance of understanding their emotions, their fellow classmates, and listening to why others feel that way. This aspect can link to Donaldson’s purpose of creating “*ambitious, capable learners*” (Donaldson, 2015, p.29-30). In addition to this critical incident linking to Donaldson’s Four Purposes, it also correlates with the *Curriculum for Wales Guidance 2020* by including 2 of the Areas of Learning: Health and Wellbeing, and Language, Literacy, and Communications. It also promotes the pedagogical principles of collaboration and professional learning. The critical incident connects to these through its emphasis on understanding emotions, listening, and understanding others, as well as its use of bilingualism. In order to evaluate and fully reflect on this critical incident, I have decided to research these areas: emotional development, and health and wellbeing.

Literature Review

Emotional development and Health and Wellbeing are the two areas I have decided to research further, understanding both in more depth will allow me to further evaluate and reflect on the critical incident. Both areas are highly relevant to teaching practice, and their importance inside, and outside, of the classroom is profound. The significance of emotional development in young children is debated between scholars, some believe that cognitive development is of higher importance than emotional development in relation to academic achievement. Emotional development is defined as an essential element of the early years’ developmental stages in young children, and many scholars argue that this can begin right from birth (Brodie, 2018). Brodie believes that emotional development consists of learning

how to self-regulate our emotions and how to build resilience and argues that *“emotional development is rooted in attachment”* (Brodie, 2018, p.17). John Bowlby’s Theory of Attachment supports this perspective as his theory argues that the emotional development of a child is influenced by the attachments they form from birth, and if those attachments weren’t positive this could result in poor emotional development which arguably affects their emotional, physical and social development (Brodie, 2018). Young children’s actions and reactions during their early years are predominantly orientated around their emotions, and their overall development is most successful when they are emotionally content and secure (Brodie, 2018). This perspective is best analysed in Erikson’s Stages of Psychosocial Development, the first 5 stages are emotion-based and focus on birth to adolescent years. Emotional development is prominent in these stages, and Erikson argued that developing these positive identities allowed individuals to become emotionally, and socially, healthy which allowed them to cope with challenges (Maree, 2021). Essentially, the development of these psychosocial stages will allow children to build resilience when faced with challenges, which can correlate with academic success also. Humanistic learning theorists would agree with this notion and argue that emotional and personal growth is more important than cognitive growth in relation to academic success, this can be seen in the works of Holt, Rogers, and Maslow. Maslow and Rogers both argue the importance of self-actualisation and positive student-teacher relationships, and essentially their theories built the foundations for person-centred approaches that we use today (Dennick, 2012). Holt (2009) argues that through humanistic learning theory, and by putting the emotional needs of the students first, children will do their best learning. Holt (2009) also argues that common academic approaches result in children losing their natural thought processes, and this trains them to think and learn in a way that results in them failing rather than succeeding. Constructivist theorists such as Piaget and Vygotsky would disagree and argue that optimal learning is done through constructing knowledge based on existing knowledge and experiences, and this can be displayed in Vygotsky’s Zone of Proximal Development. Vygotsky (1978) argues in his Zone of Proximal Development that the only way to establish the mental development in a child is by clarifying their two developmental levels: actual and zone of proximal. The foundation of using this theory in teaching is to develop individuals’ knowledge through peer assistance, enabling them to learn through guidance so the next time they can do it by themselves. Vygotsky’s theory is also known as scaffolding, which is extremely relevant in teaching practices today. Although scaffolding is prominent in education today, there is more of an emphasis on emotional development within the curriculum and teaching standards.

Goleman argues that *“emotional intelligence adds far more of the qualities that make us more fully human”*, and IQ doesn’t matter if one is emotionally intelligent (Goleman, 1996,

p.45). To be emotionally intelligent, Goleman (1996) records these five domains; understanding one's feelings, managing these feelings, capacity to motivate yourself, having empathy, and the ability to manage your relationships. These five domains can be perceived through encouraging resilient mindsets, promoting health and well-being, and healthy relationships. Encouraging young children to adopt resilient mindsets is crucial, and research studies show through doing this, academic achievement can increase. A research study based on the 'You Can Do It' programme provided children aged 4-7 years old with an informal social-emotional based curriculum to improve their social-emotional competencies, and the conclusion of this study was through explicit instruction on problem-solving, appropriate behaviours, and resilience, their reading levels increased more so than the groups who didn't receive this 'You Can Do It' curriculum (Ashdown and Bernard, 2011). Yeager (2012) also discusses a research study that focused on teaching implicit theories to students, whereby certain groups were taught entity theory and other groups were taught incremental theory. Entity theory highlights being smart and knowledgeable, as well as pushing for successes but it doesn't provide the foundation to cope with the challenges. The incremental theory focuses more on learning and achieving the goals, and through this way of learning students were able to adopt a resilient mindset, and they were more likely to overcome the academic challenges, whereas those who learned through entity theory were more likely to not face the challenges and give up (Yaeger, 2012). To finalize, it is evident that there is a correlation between emotional development and higher academic achievement, and focusing on the importance of emotional development in schools will enable children to reach their full potential.

The importance of understanding emotional development can be seen through the emphasis on health and wellbeing being incorporated into the Curriculum. Health and Wellbeing are extremely relevant in society today, and this section will research the importance of including Health and Wellbeing in our teaching practices. The Welsh Government strongly believes that educating children on the importance of health and wellbeing contributes significantly to academic success (*Curriculum for Wales Guidance, 2020*). Within the curriculum, there are 5 key areas titled 'Statements of What Matters' which highlight the key focuses of teaching health and wellbeing; understanding the links between physical health and wellbeing and its long-term benefits, the experiences that contribute to our emotional wellbeing and mental health, the impacts of our decisions, social influences and healthy relationships (*Curriculum for Wales Guidance 2020, p.74-75*). Siegel is a prominent scholar who advocates the importance of health and wellbeing. Siegel identifies 7 key aspects that are essential for a healthy mind in his *Healthy Mind Platter* and argues that these are the daily activities to perform for optimal mental health: sleep, focus time, playtime,

connecting time, physical time, downtime, time in (Siegel, n.d.). Siegel's *Triangle of Wellbeing* argues that in order to obtain a healthy mind, these 3 are all integrated: relationships, mind, and brain. Siegel believes that through the practice of mindfulness all of these become connected, ensuring a healthy mind (The Triangle of Well-Being, 2010). Mindfulness is a vital aspect of Health and Wellbeing, and this is encouraged within the curriculum as witnessed in the critical incident.

Mental health in young people is the highest it's ever been, with an estimate of 1 in 6 5- to 16-year-olds diagnosed with mental health disorders such as: depression, anxiety, behaviour disorders, eating disorders, hyperactivity disorders (Health and Social Care Information Centre, 2020, p.9). These disorders often arise as a reaction to external factors, and young people who've experienced Adverse Childhood Experiences (ACE's) are more likely to develop or suffer from mental disorders (Howard, Burton, and Levermore, 2020). This perspective is clearly outlined in Bronfenbrenner's *Bioecological Model of Development*, whereby Bronfenbrenner argues that the surrounding environments and how they change can influence the development and growth of an individual. Within this model, there are 6 different systems that can influence one's development, and some of these influences can include: the individual themselves, family, school, peers, media, friends of the family, social welfare services, and culture (Hayes, O'Toole and Halpenny, 2017). Bronfenbrenner's model is a perfect depiction of how many different systems young children have that they can be influenced by, and these influences are defined as external factors when determining the health and wellbeing of the child. Howard argues that due to these external factors, the need for a whole-school approach towards mental health and wellbeing is essential. This whole-school approach needs to include the students, teachers, families, and health services (Howard, Burton, and Levermore, 2020). Mental health disorders don't only affect an individual's emotional well-being, it can also affect physical health resulting in developmental deficiencies. Research portrays that those who suffer from Developmental Coordination Disorder (DCD) have an increased chance of suffering from a mental health disorder, this tends to be as a result of the individual having low self-esteem and self-confidence, and these feelings result in anxieties and exclusion around partaking in physical activities which can be detrimental to their mental health (Piek, Baynam and Barrett, 2006). This can directly link back to the previous argument on the importance of teaching resilience and the ability to self-regulate our emotions, and ultimately shows how intertwined emotional development and health, and wellbeing are, and how they affect academic experiences and successes. *The Future in Mind* report (Department of Health, 2015) argues that mental and physical health are associated in young people, and the most significant factor contributing to their overall health and wellbeing is their relationship with others. *The Future in Mind* report

(Department of Health, 2015) also argues that those who struggle with mental health disorders are likely to have lower school achievements. To conclude, this highlights the importance of health and well-being being taught in schools, and when that approach is paired with an understanding of the importance of an individual's emotional development, this will directly reflect on and improve young children's academic achievements.

Reflection / Evaluation & Next Steps

Upon reflecting on the critical incident that was observed I have been able to come to an understanding of the significance of the 'mini me' activity I observed the class partaking in, and this has allowed me to evaluate my own practice and plan my next steps. I have done this by utilising Gibbs' (1998) reflective cycle, which has 6 components in which Gibbs believes are important to ensure a deeper reflection. These 6 components are: description, feelings, evaluation, analysis, conclusion, and action plan (Paterson and Chapman, 2013). Through evaluation and analysis on the incident observed, I was able to recognise the importance of including Health and Wellbeing as an Area of Learning Experience in the curriculum, and I was able to delve into literature that broadened my knowledge on just how important this 'mini me' activity was for the young children. In particular, the observation showed me the importance of creating a safe space in the classroom for young children to freely express their feelings, as well as the importance of encouraging them to express them to each other in order to feel better and to help each other out also. It was through this evaluation and analysis that I was able to identify the main areas of research: the importance of emotional development and health and wellbeing. Holt, Erikson, Goleman were the primary scholars I focused on to gain a deeper understanding of the importance of emotional development in young children, and specifically how this development can impact their academic achievements. Holt (2009) and Goleman (1996) enabled me to understand the impact one's emotional development has on their learning, and the 'You Can Do It!' (Ashdown and Bernard, 2011) research study confirmed that there is in fact a correlation between emotional development and academic achievement. Providing young children with the support, resources, and understanding of their emotions and feelings, and their actions and reactions, will positively contribute to their emotional development and as a result, help them prosper academically. The significance of health and wellbeing can directly relate to this, as professionals are encouraged to focus on such matters. Scholars such as Siegel, Howard, and Bronfenbrenner provided me with an insight into the importance of a healthy mind, the importance of evaluating situations, not at face value, and the prominence of mental health disorders in young children. Howard's literature revealed the seriousness of

how prominent mental health disorders are in young children, and this enabled me to analyse and evaluate how I would incorporate this knowledge within my practice. Bronfenbrenner's *Bioecological Model of Development* offers a different perspective, and new insight, into the multitude of factors that children can be influenced and affected by. Evaluating this has enabled me to incorporate this into my professional practice when analysing young children's behaviours such as their actions and reactions. In conclusion, I followed Gibbs' cycle and created an action plan on how I will input what I have learned into my professional teaching practice. After reflecting and evaluating the critical incident, I now understand the importance of creating a safe space for young children in my classroom and always encouraging them to use their voices. Finally, I will ensure that I keep researching topics that affect the teaching profession today and form action plans to try and improve these issues. As an example, regarding mental health, encouraging wellbeing within the classroom and providing young children with the mindset tools to cope with adverse experiences, as well as providing support for the children and the family within a whole-school approach.

Conclusion

In conclusion, critically reflecting is extremely significant when developing your teaching practices. As a result of this critical reflection, I have understood that my role as a reflective practitioner in Wales is to constantly reflect on my own practices and pedagogies, and I will do this by using Gibbs' (1998) Reflective Cycle. It is important as a reflective practitioner to understand the wider community and society, and how that can impact the child. I learned this upon reflecting on Bronfenbrenner's Bioecological Model, and because of this, I've learned that it is always important to consider external factors when evaluating critical incidents, and when reflecting on your own teaching practices. Reflecting on my findings and research, I have realised how important it is for practitioners to have a broader understanding of the importance of emotional development, and how we as professionals instil the Four Purposes into our teaching to ensure each child reaches their potential. I will ensure that throughout my teaching practice I refer to the *Professional Standards for Teaching and Leadership* and the Four Purposes outlined in *Successful Futures* (2015) when I critically reflect on my practice. One method I will use will be Vygotsky's Zone of Proximal Development, this method is widely featured throughout schools today, and allows me to reflect on the importance of collaboration as one of the Professional Teaching Standards. Finally, as a result of my research, I have concluded that emotional development and health and wellbeing are intertwined, therefore I will make sure that I innovate ways to

incorporate this within my teaching practices to ensure I'm encouraging children to "*become healthy, confident and able citizens*" (*Curriculum for Wales Guidance 2020*).

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Appendices

Appendix 1

Date and time, year group: 22/09/21, 9am, Year 2
Where and When: Context of the observation – subject/AOLE, general classroom context - During the morning - In the classroom on the mat - AOLE – Mathematics and Numeracy - Subject – ALN possibility - One individual pupil
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) The teacher was leading a group math's class, the child was disengaged and kept humming/ looking elsewhere/ fidgeting. There was no eye contact at all from the child. The other teacher in the classroom went over to sit next to the child. This helped the child focus and when he was asked about the math equation – he answer correctly
Areas of possible exploration: what you think could be" under the hood" in these incidents? What avenues of research could you consider? - "under the hood" – ALN undiagnosed. The teacher hinted towards this for the individual. Also lack of peer support outside of school, when asked how he felt in the morning he said he was tired. - Explore; ALN, emotional development, lack of support from the different situations, ADHD, cognitive overload
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) - Positive appraisal for doing the maths equation - Busy environment, lots of distractions - Not enough room for one on one with the child, and no space in classroom for it but teacher did go sit by the child and held their hand for physical touch and that seems to help him focus on the task more – look into theory of attachment. - Now and then cards, timeline cards - When given a directed task he did it but when it was the whole group looking at the board and it was loud and noisy so he couldn't focus.

Appendix 2

Date and time, year group: 22/09/21 9 am y2
Where and When: Context of the observation – subject/AOLE, general classroom context - Morning when everyone came into class - Sat on the carpet - Whole group observation - AOLE – Health and Wellbeing, and Languages, Literacy and Communication (use of Welsh)
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) - Children collected their mini me's and put them into buckets describing their feelings, every child did this before sitting down on the mat - Once sat down on the mat the teacher did the register and then asked the pupils "Sut wyt heddi?" – the pupils responded in Welsh whether they were feeling happy, sad, tired, or excited and then they had the chance to expand on that if they desired - When the children expressed how they felt, some got up and changed their chosen bucket
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider? - Research would include emotional development, mental health and wellbeing, mindsets, emotional support, teaching methods and different behaviour theories that would promote the health and wellbeing. - Links to the curriculum - "under the hood" – emotional development, different factors that contribute to children feeling a certain way, welfare - Catchment area is important due to individuals having welfare checks
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) - Teacher mentioned this system was good due to it being a way to monitor certain children that are currently being observed for either ALN, or children that are being monitored due to issues outside of school

- It's a good way to host a check in for children this age
- Every child seemed comfortable in the environment, and they were able to feel safe and express their emotions
- 4 buckets; happy, sad, tired, excited
- Use of bilingualism
- Different methods also used – diffuser with oils, calming music, thinking corner, expanding ball toy, end of day routine book “everybody feels angry”
- Children were able to change their mini me placement throughout the day too
- This incident focuses on the health and wellbeing area of the curriculum.
- Collaboration – I worked closely with the teacher to understand how they’ve implemented the role of health and wellbeing into their classroom, and the teacher supported me.
- Professional learning – the use of bilingualism throughout the discussion.
- There were multiple health and wellbeing check ins throughout the day
- I feel like this method works well with this age group, however I’m not sure this would work well with older children
- 4 purposes, cross-curricular

Appendix 3

Date and time, year group:

23/09/21, morning class, y5/6

Where and When: Context of the observation – subject/AOLE, general classroom context

- Subject was an individual student who displayed behaviour problems
- During morning session, watching Newsround and then during maths.
- Newsround – AOLE is humanities with the four purposes of learning, and maths
- Quiet and calm environment. All other pupils were calm and focused

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

- The entire class is engaged and watching Newsround, seems like this is their daily morning routine. Everyone is calm, quiet and focuses – except from student A
- Student A is disengaged, not listening, fidgeting, whispering under his breath or shouting out.
- Teacher asked him to stop and calm down and he did listen, he then became very

quiet and sunk into his chair – not listening to the video or focusing on the task at all - After the video finished, the teacher paused for a minute and the class then engaged in a discussion prompted by the teacher asking; “What have you learned from that? What was interesting to you?”. All students raised their hands quietly, but student A begun shouting his answers and swinging around on his chair. The teacher promptly dealt with this by saying “Pupil X’s hand is up, I only want to hear their voice”. This reaffirmed that Student A was not to shoutout unless being called on by the teacher. - Despite not shouting out, Student A was displaying to be restless and struggling to maintain calm and focused whilst the whole class were calm and focused, teacher offered for him to go outside for 5 minutes to calm down - Child was able to focus when given a direct task, 1-on-1 but seemed to be a common pattern with the presentations causing those behavioural problems
Areas of possible exploration: what you think could be” under the hood” in these incidents? What avenues of research could you consider? - support methods for this child, different teaching or learning methods (maybe providing student with their own white board to write down what they want to say rather than interrupting), ALN, behaviourist schools and management, attention seeking behaviour so could research emotional development
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) - Teacher had good control of the classroom, and was clear on all the set tasks to be completed. - Pupil focused when a direct task was given throughout the day, and understood all their work but seems to struggle when the learning method was through group work and discussion. - Teacher sent pupil outside to calm down and pupil did come back in calmer. Teacher also sent pupil outside of classroom to sit and focus during literacy and the student focused better outside of the classroom. - Student expressed they were feeling tired also.