

A Critical Evaluation and the Identification of Next Teaching and Learning Steps Focusing on a Case Study of an Individual Learner or a Group of Learners, based on an Observed Critical Incident

INTRODUCTION

In this assignment, I will be providing a critical evaluation on the research and key theories that underpin the holistic development of a child concerning the areas of emotional and social wellbeing, additional learning needs, and behaviour management. This will be performed by focusing on a specific critical incident (Tripp, 1993) that I witnessed during classroom observation. By doing so, I can present a personal yet critical stance on the role of the professional teacher by identifying next steps and moving my findings into personal practice, ensuring that they align with the new developments of the Curriculum for Wales, 2022.

David Tripp is the author of *Critical Incidents in Teaching: Developing Professional Judgement* and creator of the critical incident as a pedagogical theory. A critical incident in teaching is an event which creates opportunity for the analysis of an issue or issues that concern the holistic development of a child. Tripp (2012: 25) claims that critical incidents “tend to be ‘typical’ rather than ‘critical’ at first sight but are rendered critical through analysis”.

Critical incidents identified through the act of observation have their limitations. Fletcher (2016: 126) acknowledges the evidence of observation aligning poorly with student progress but appreciates that they “remain the most commonly used form of individual professional development that teachers receive, so it pays to use them wisely”.

The republication of Tripp’s book (2012) confessed the limitations of critical incidents in the context of reflective practice in teaching and whether it had made a difference in “the professional growth of individual teachers”. Tripp concluded that it hadn’t. Despite this, Tripp explains the messages he had received directly from teacher educators that felt their use of critical incidents had greatly impacted their practice and understands that “radical and lasting change in practice is always the result of personal change and starts with the individual”.

The act of reflective practice is considered greatly important in improving the standard of teaching by many scholars. It allows teachers to “critically question their assumptions and deepen their awareness” (Jackson, 2019) of issues concerning the holistic development of a

child “by being proactive in seeking opportunities to develop, a teacher will remain open to the idea that all teaching is an opportunity to learn.”

OBSERVATION

I shall adhere to the BERA (2018) guidelines in order to maintain the confidentiality of my observed school. The school is a state school for girls and boys aged 3-11 that runs in the English medium. The school has over 500 pupils, in which there were around 27 pupils in the class at the time. I observed a Year 5 class of mixed ability for the whole of the school day.

Overall, the student's appeared eager to learn and understood what was expected of them in terms of behaviour and engagement with learning. As promoted by the class teacher and supported through visual displays on the classroom wall, the children are to have a ‘growth mindset’ in which they are constantly open to learning new ideas in order to advance and develop. The class tables were arranged in rows rather than grouped tables due to the impact of the Covid-19 pandemic.

METHODOLOGY

Many types of observation strategies exist, but for my assignment, my observation model was formed of a case study using non-participant, structured observation. I believe the case study was the correct option as enabled me to provide a comprehensive discussion around any issues that were raised through extensive investigation. The case study became “the basis of a thorough, holistic and in-depth exploration of the aspect(s)” (Kumar, 2014: 155). Any theories and research discussed can be related to a real-life event, supporting any claims and connections made. Research can be of little use when not applied to related to real-life events, therefore I believe a case study is an effective method.

The emphasis on reality can be questioned when observer bias occurs. The effectiveness of a case study is heavily reliant on the observer being of high quality and the observer being efficient in their observational approach with limited bias and judgement. The originality of a case study can also make it difficult to cross-check. Although there may be similar instances, particularly concerning the extent to which they are generalised, no one case is entirely the same. Lastly, an isolated incident may not be fully representative of the underlying cause or causes and one may find it difficult to cover the issue comprehensively.

It is important that my evidence was gathered through the means of non-participation, as participating in a critical incident may impact the outcome of a naturally occurring scenario. This may alter the true representation of an issue, therefore devaluing the validity of my research. Despite this, it is somewhat impossible for the observer to truly not participate. The weakness of this model is highlighted by the fact that simply being present in the room and even looking at a student can influence a situation, however mildly. My participation in the observation may also create bias through possible unconscious or conscious interference in a situation, in order to formulate a critical incident. It is also important that I have maximum awareness of the incident unfolding, where participation can limit the quantity and quality of my observations.

My observation method was structured due to the use of forms which were filled in during observing. This method is correct in this case, as particular areas had to be identified in order to appropriately evaluate a critical incident and discuss the relevant findings. Despite the benefits of a structured methodology, I am aware that this can enhance observer bias as it can encourage one to find what they want to find, be it subconsciously or consciously.

CRITICAL INCIDENT LINKED TO DONALDSON'S FOUR PURPOSES

My critical incident followed the recurring disengagement of a nine-year-old girl throughout the day. To maintain confidentiality, I will refer to this student as 'Child X'. Child X was not made aware that I was focusing on her in particular as this may have influenced her actions throughout the day, causing my analysis to be flawed.

I observed in the first lesson of the morning that Child X looked rather tired. She was yawning and did not seem to be listening to the teacher when the teacher explained the numeracy task. The teacher's use of picking random lolly sticks to draw upon pupils to provide answers did not seem to encourage Child X's engagement in the task, or even motivate her to pay attention to the question. Child X often rested her head on her folded arms that lay on the desk in front of her. I initially assumed the cause of her actions may be the case of unsatisfactory sleep the night prior, or missing breakfast, therefore I waited until after lunch to monitor any improvement.

Child X presented a less tired appearance after lunch and no longer rested her head on the desk. Instead, she seemed distracted in her own thoughts whilst gazing around the

classroom. The class engaged with casual conversation with the teacher about their concerns over the current Covid-19 pandemic. The teacher explained that the procedures they were following were set out by the Welsh Government and how the children are doing all that they can to keep safe. During this, Child X posited “my arm hurts, do I have it? [Covid-19]”. The teacher explained how this was not a classified symptom.

A pivotal moment occurred when Child X and her partner were instructed to work together to highlight interesting facts in a biographic text about Roald Dahl and discuss them. After several minutes, the teacher used class discussion to present their ideas. The quality of talk was good and after several pupils explained their findings, the teacher noticed Child X resting her head in her folded arms on the desk, once again. The teacher asked Child X’s partner: “Is she not talking?”. The delivery of this question presented the assumption to me that this has happened previously. Her partner replied that she was not, to which the teacher remarked “[Child X] is not helping herself right now. You [Child X’s partner] might have to move to the front and work with [another child].” The teacher continued to address the class for more answers and exclaimed “[Child X], this is your opportunity” in which Child X gave no reply and stayed rested on the desk. The teacher instructed the class to continue with the task and walked over to Child X to provide further encouragement. When doing so, Child X stood up and began walking out of the class. Before reaching the door, the teacher instructed her to return, which she did. After this, the teacher provided positive reinforcement, “I know you’re good at this”, “you need to work together and help each other”, “well done!”. After this, the teacher left to help other learners and both Child X and her partner were fully engaged with the task. It is worth noting that Child X’s partner appeared a good friend, providing continued support throughout the day.

This critical incident demonstrated several of Graham Donaldson’s Four Purposes from the Successful Futures report (2015), aligning with the new Four Purposes for Wales:

- The presence of Child X’s partner was representative of the healthy, confident individuals’ purpose, as having a partner allowed Child X to form a positive relationship based upon trust and mutual respect.
- The teacher explaining to Child X that ‘you need to work together and help each other’ also encouraged her to become an enterprising, creative contributor who gives their energy and skills so that other people will benefit.

- The teacher explaining the importance of Child X's involvement with regards to her partner also encourages her to be an ethical, informed citizen who understands and considers the impact of her actions when making choices and acting as Child X understood that her partner would have had to work with someone else to secure her learning.
- It is difficult to pin down the exact cause of Child X's behaviour, but the teacher's use of positive reinforcement may have increased her confidence and improved her self-esteem, encouraging her to be a healthy, confident individual who is building their mental and emotional well-being by developing confidence, resilience and empathy.

LITERATURE REVIEW

The importance of a child's motivation, academic performance, and social outcome is demonstrated in the new Curriculum for Wales (2022) under the Four Purposes aspirations. Therefore, it is critical that all children are motivated in the classroom and that any issues preventing motivation are addressed in order to secure effective learning and achieve the Four Purposes set out by the Welsh Government.

Taken from the paper *A Theory of Human Motivation in Physiological Review* (1943), American psychologist, Abraham Maslow proposed a five-tier psychological theory that presents the needs which must be met for an individual to be motivated. The model has been both commended and criticised in the academic world, particularly concerning the overlap of the tiers, along with the theory's limitations in general.

Rudolf and Thompson (1983: 8-10) put forward the suggestion that teachers should assess where a child's needs are not being met by using the hierarchy to establish effective learning. This is further supported by Noltemeyer (2012: 1863) who highlights how Maslow's theory can be an important tool for schools "since all children are expected to achieve academically regardless of the degree to which deficiency needs have been fulfilled." Noltemeyer acknowledges the theory's popularity and appeal whilst discussing several studies which conflict its relevance. He highlights the lack of research or only partial research of the theory and how most studies have been conducted on adults, rather than children.

In this literature review, I shall be evaluating the research into Maslow's Hierarchy of Needs in relation to my observed critical incident in the areas of physiological (food), safety (health), and esteem (self-esteem and confidence).

It is important to consider that the social development of children happens in different environments beyond the classroom. The complexity of influences can be displayed in Bronfenbrenner's *Ecological System Theory* (1979). All layers of the model should be considered when making judgements upon a child's social development with regards to their needs not being met. Sometimes, one must reach far beyond the classroom to investigate the needs of an individual.

I begin with the fundamental need of food; placed amongst the first tier of the hierarchy in the category of 'physiological'. The order in which the physiological need of food is placed at the bottom, suggests that it is fundamental in establishing the other needs and can be considered the most important. As previously stated, one of the largest limitations to the model is overlap amongst the tiers. This poses the question: where there is an overlap, how do we successfully persuade one in believing that food is a fundamental, primary need? According to Stoyanov (2017: 39), the hierarchy is actually "at its strongest when giving examples of basic needs". Maslow (1943: 373) points out how "a person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything else". Stoyanov (2017: 42) produces an effective example where a starving person's immediate concerns after surviving a natural disaster "might be to find their loved ones and make sure they are safe, but before long their survival will depend on satisfying their physiological needs". This is the belief of Maslow (1943: 31), where "only when their physiological and safety needs are met can they begin to devote themselves to satisfying their need for love, esteem, and self-actualization".

The model faces supposedly misplaced criticism where misunderstanding arises. For instance, Wahba and Bridwell (1976) provide the example of "when people at a banquet in China delay eating until the guest of honor arrives" they value social need of relationships over physiological. Despite this, Taormina and Gao (2013: 157) explain how Maslow was referring to "chronic extreme hunger" rather than the desire to eat. This highlights the importance of the model being explained and understood in order to apply it critically and correctly.

The impact of breakfast on academic performance has been acknowledged in Wales for several years with studies stating its positive effect. A 2013 review (Adolphus *et al.*) found "21 studies that demonstrated suggestive evidence that habitual breakfast (frequency and

quality) and SBPs are associated with children and adolescents' academic performance" whilst acknowledging the following factors effecting the impact of socio-economic stability and methodological weakness on their results.

Having been encouraged by the research, Wales is considered to have "led the way on school breakfast clubs...being made a priority because they are seen as a necessary part of education, helping to improve learning and attendance" (Hopkins, 2012). Beginning in 2004, Wales continues to improve and grow the scheme (Whittaker, 2020). Despite the Welsh Government's devoted stance, there has been discussion around other studies showing that breakfast has little effect on academic performance (NYU Steinhardt News, 2016). Without considering the positive and important need of providing economically deprived children with adequate food, these studies question the scheme's large budget and its' worth regarding academic performance.

The vast research into food's impact on academic performance is partnered with its relation to behaviour. Russian physiologist, Ivan Pavlov (1902) experimented with behaviourist theories on animals, particularly dogs, in the early 20th century. Pavlov used food to condition the behaviour of the animals and displayed the impact of it on the mind. Despite its success, a behaviourist mindset has been particularly challenged by humanist theorists such as Maslow, where its limitations are presented through its experiments having been conducted on animals, rather than humans. The substantial difference between the two lies where humanism forms its beliefs on the assumption that humans are *different* to animals.

The extent to which self-esteem (confidence) benefits both the individual and further society is particularly evident in one of the Four Purposes set out by the Welsh Government Curriculum for Wales 2022. Esteem belongs to the fourth tier of Maslow's hierarchy and is considered a psychological need. There are several concepts within this tier that a child should maintain in order to achieve a good sense of esteem, confidence being one of them.

Child X's change in behaviour after the teacher's use of positive reinforcement is evidence for the impact that confidence has on her behaviour and performance. Referring to Erik Erikson's Stages of Development model (1968), a person enters the crisis of industry vs inferiority between the ages of five and thirteen. It is at this stage that "the child now feels the need to win approval by demonstrating specific competencies that are valued by society and begin to develop a sense of pride in their accomplishments" (Saul Mcleod, 2018). They stress that their initiative must be encouraged for them to achieve confidence. Despite this, one

wonders just how much encouragement can be given by a teacher that is practical in the day-to-day running's of school life.

Esteem needs have been described as “the lack of respect a person has for himself or herself or the lack of respect a person receives from other people” (Taormina and Gao, 2013: 157). Taormina and Gao claim that there is a “scarcity of research on this variable” possibly due to “the absence of a usable measure for it”. Therefore, discussing the importance of esteem needs can be difficult due to the inability to effectively support claims with evidence. Referring to Bronfenbrenner’s Ecological System Theory (1979) again, issues with self-esteem may arise from beyond the classroom. Taormina and Gao (2013: 161) highlight the impact of a family that “fosters self-esteem” based on the Attachment Theory (Ainsworth 1989 and Bowlby 1982) which showed the impact of positive family surroundings on self-esteem. They also discuss Waters, Wippman and Sroufe's suggestion where “being more outgoing and competent in their social activities” can increase a child’s esteem needs”. This is evident in the critical incident where Child X had a partner to provide social support.

Another basic need concerning the critical incident is that of safety. Standing at the fourth tier, safety needs can present themselves in children as safety of health, personal security or fear of freedom. Barlow’s work (2002) on *Anxiety and its disorders: The nature and treatment of anxiety and panic* has shown how anxiety can be created from our environment and lack of control over external threats.

Further research has evidenced the correlation between fear of the environment and self-esteem (Judge et al. 2002), once again displaying an overlap amongst the tiers. Taormina and Gao describe the connection that safety needs have to other tiers whereby “the more the physiological needs are satisfied, the more the person will attempt to satisfy the safety-security needs”. A connection between safety and self-esteem needs lay with the idea that if one feels unsafe in their environment, this leads to anxiety, thus creating low self-esteem. According to Crandall (2019: 274), safety needs “involve protection, living without fear, and having a sense of boundaries and limits”. Maslow (1943: 379) understood a child's need to feel safe in their environment and how this fear can pass into adulthood, “some neurotic adults in our society are, in many ways, like unsafe children in their desire for safety”.

This can be applied to the critical incident involving Child X asking the teacher whether her arm hurting was a symptom of Covid-19. Despite the Covid-19 pandemic still being recent, there are several online resources (NSPCC, 2020) set up for parents to help with tackling their

children's health anxiety in relation to the virus. This poses the question of how much a teacher can practically provide safety needs to a child. According to Dunlap (2004: 31), "Maslow felt adults frequently underestimate the level of guidance and reassurance children and adolescents require to help them maintain a sense that they are safe." This may explain how the teacher's efforts were not sufficient for Child X to reach a good level of safety and satisfy the need to reach motivation for the task.

REFLECTION / EVALUATION & NEXT STEPS

Critical reflection is important as it allows us to make use of our work by evaluating its outcome and considering it against our own opinions. Through summarising the literature discussed, one can construct and inform one's own professional and personal opinion. It is important not to criticise the incident as it conflicts with ethical practice. This is ever so important in the challenging field of teaching which is constantly being evaluated and changed.

As previously discussed, there are several areas of Maslow's Hierarchy that can possibly explain the disengagement of Child X. The research shows this could have been implemented to help the situation and improve the behaviour of Child X to possibly increase academic performance. Which of the three areas that is the most significant in terms of the cause of the issue can be debated. Considering the lack of research concerning self-esteem and academic performance, I personally believe that Child X's esteem needs had the largest impact on the incident due to the drastic change in her behaviour after positive reinforcement. Taking into account the impact of other needs such as safety on self-esteem, I think that more research should be conducted around the topic of esteem and performance, despite its difficulties mentioned by Taormina and Gao.

Overall, I believe that Maslow's Hierarchy is a beneficial tool in assessing whether a child's needs are being met. Despite the appeal of the model's five clear tiers, limitations arise where their topics overlap. I found this particularly evident when applying the theory to my critical incident concerning the three issues of food, safety and esteem.

I support the idea that it is beneficial for the teacher in the case study to analyse the needs of Child X that aren't being fulfilled, in order to address the underlying issues. Despite this, I take into account Bronfenbrenner's Ecological System Theory (1979) and the many areas that impact a child's life. Several effective next steps have been highlighted by Frederick

Harper in *Counseling Children in Crisis Based on Maslow's Hierarchy of Basic Needs* (2013) concerning each of the five needs. I have chosen one point from each of the three needs I have discussed that I think would be most effective in addressing Child X's issues and would possibly bring into my own practice.

NEXT STEPS (Harper):

- Safety Needs (Need for Security, Stability, Protection, and Freedom from Fear or Constant Anxiety) 1. The development of peer mediation groups in schools and communities for the purpose of helping to resolve angry conflicts between and among children before these disputes lead to violence
- Physiological Needs (Body's Need for Food, Water, Oxygen, Optimal Temperature, and Sleep) 2. The counselor's referral of families and children to private and government agencies that provide resources and services related to fulfilling family and child basic needs
- Esteem (Self-Esteem and Esteem from Others) 2. The counselor's employment of self-esteem-building counseling skills or strategies such as role modeling, role playing, approval, reassurance, encouragement, and various methods of positive reinforcement for a child's improvements and achievements

Harper (2013)

Furthermore, I would also add that the difficulty of tackling these issues increases as time goes on. For example, the Covid-19 pandemic and its' effects of anxiety amongst children is a new issue that may affect academic performance, therefore it will be beneficial to conduct research concerning this.

CONCLUSION

In conclusion, I have looked at three probable causes behind the disengagement of a child that I observed in a classroom according to Maslow's Hierarchy of needs. These were observed through a critical incident, which allowed me to evaluate the literature surrounding the areas of

food, safety, and esteem. I have discussed some of the limitations of the model and considered which of the three areas were the most relevant to the causation of the incident.

I used my findings to perform in the reflective practice of the ‘Meet, Test, Share’ activity which aims to enhance personal and professional reflection, thus increasing the standard of informed teaching practice across Wales. I have taken my findings and used them to inform my own practice to meet the role of the reflective practitioner in Wales and the requirements of the new Professional Standards for Teaching and Leadership. I wish to note that I was only able to attend one of the three bridging days due to the Covid-19 pandemic and limiting contact with others.

REFERENCES

- Adolphus, K. et al. (2013) *The effects of breakfast on behavior and academic performance in children and adolescents*. *Frontiers in Human Neuroscience*. Available at URL: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/> (Accessed 24th October 2020).
- Barlow, D. *Anxiety and Its Disorders: The Nature and Treatment of Anxiety and Panic*, second edition. New York: The Guilford Press.
- BERA (2018), *Ethical Guidelines for Educational Research, fourth edition (2018)*. Available at URL: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018> (Accessed 27th October 2020).
- Bronfenbrenner, U. (1979) *The ecology of human development: Experiments in nature and design*. Cambridge: Harvard University Press.
- Crandall, A. et al. (2019) *Maslow's Hierarchy of Needs as a Framework for Understanding Adolescent Depressive Symptoms Over Time*. *Journal of child and family studies*, 2019-09-23, Vol.29 (2), p.273-281. Springer Science and Business Media LLC.
- Donaldson, G. (2015) *Successful Futures Report*. Welsh Government, OGL. Available at URL: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures-a-summary-of-professor-graham-donaldsons-report.pdf> (Accessed 27th October 2020).
- Dunlap, L. (2004) *What All Children Need*, second edition. Maryland: University Press of America. Available at URL: <https://books.google.co.uk/books?id=tZ6KLHSZgO0C&pg=PA31&dq=Maslow+felt+adults+frequently+underestimate+the+level+of+guidance+and+reassurance+children+and+adolescents+require+to+help+them+maintain+a+sense+that+they+are+safe&hl=en&sa=X&ved=2ahUKewj5sYLNqNXsAhUxTxUIHSaGBwoQ6AEwAHoECAIQAg#v=onepage&q=Maslow%20felt%20adults%20frequently%20underestimate%20the%20level%20of%20guidance%20and%20reassurance%20children%20and%20adolescents%20require%20to%20help%20them%20maintain%20a%20sense%20that%20they%20are%20safe&f=false> (Accessed 27th October 2020).
- Erikson, E. (1968) *Identity: Youth and crisis*. New York: Norton.
- Pavlov, I. P. (1897/1902). *The work of the digestive glands*. London: Griffin cited in: Mcleod (2018) *Pavlov's Dogs*. Simply Psychology. Available at URL: <https://www.simplypsychology.org/pavlov.html> (Accessed 27th October 2020).

- Fletcher-Wood, H. (2016) *Ticked off: Checklists for Teachers, Students, School Leaders*. Crown House Publishing: Camarthen.
- Gao, J. and Taormina, R. (2013) *Maslow and the Motivation Hierarchy: Measuring Satisfaction of the Needs*. The American Journal of psychology, Vol. 126, p. 155-177. United States: University of Illionois Press.
- Harper, F. (2003) *Counseling Children in Crisis Based on Maslow's Hierarchy of Basic Needs*. International journal for the advancement of counselling, 2003-03, Vol.25 (1), p.11-25. Dordrecht: Kluwer Academic Publishers.
- Hopkins, J. (2012) *How Wales led the way on school breakfast clubs*. The Observer. Available at URL:<https://www.theguardian.com/education/2012/sep/16/wales-free-breakfast-clubs-schools> (Accessed 27th October 2020).
- Kumar, R. (2014) *Research methodology: a step-by-step guide for beginners*, fourth edition. Los Angeles: Sage.
- Jackson, G. (2019) *What is Reflective Practice?* Impact Journal of the Chartered College of Teaching. Available at URL: <https://impact.chartered.college/article/what-is-reflective-practice/> (Accessed 27th October 2020).

Judge, T. (2002) *Are Measures of Self-Esteem, Neuroticism, Locus of Control, and Generalized Self-Efficacy Indicators of a Common Core Construct?* Journal of Personality and Social Psychology. 693-710.

Maslow, A. (1943) *A Theory of Human Motivation*. Psychological Review 50, no. 4

McLeod, S. (2018) *Erik erikson's stages of psychosocial development*. Simply Psychology. Available at URL: www.simplypsychology.org/Erik-Erikson.html (Accessed 27th October 2020).

Noltmeyer, A. (2012) *The relationship among deficiency needs and growth needs: An empirical investigation of Maslow's theory*. Children and Youth Services Review 34. United States: Elsevier. Available at URL: <https://www.sciencedirect.com/science/article/abs/pii/S0190740912002265> (Accessed 27th October 2020).

NSPCC (n.d.). *Coronavirus (COVID-19) advice and support for parents and carers*. NSPCC. Available at: <https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>. (Accessed 26th October 2020).

NYU Steinhardt News (2016) *Classroom Program Increases School Breakfast Participation, Not Obesity*. NYU Steinhardt. Available at URL: <https://research.steinhardt.nyu.edu/site/ataglance/2016/03/breakfastclassroom.html> (Accessed 27th October 2020).

Stoyanov, S. (2017) *An Analysis of Abraham H. Maslow's A Theory of Human Motivation*. London: Macat International Ltd.

Thompson, C. and Rudolf, L. (1983) *Counseling Children Thompson and Rudolph*, third edition. Monterey: Brooks/Cole Pub Co.

Tripp, D. (1993) *Critical Incidents in Teaching: Developing Professional Judgement* by David Tripp, first edition, Taylor & Francis Ltd.

Tripp, D. (2012) *Critical Incidents in Teaching: Developing Professional Judgement* by David Tripp, second edition. Routeledge.

Wahba, M. and Bridwell, L. (1976) *Maslow reconsidered: A review of research on the need hierarchy theory*. Organizational Behavior & Human Performance, 15(2), 212-240. Available at URL: <https://psycnet.apa.org/record/1976-26106-001> (Accessed 27th October 2020).

Welsh Government (2020) *New Curriculum for Wales 2022: Four Purposes*. Available at URL: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes> (Accessed 27th October 2020).

Whittaker, F. (2020) *Just 1 in 6 breakfast clubs in £26m scheme are actually new*. Schools Week. Available at URL: <https://schoolsweek.co.uk/just-1-in-6-breakfast-clubs-in-26m-scheme-are-actually-new/> (Accessed 27th October 2020).

APPENDICES

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 29 th September 2020, approx. 2pm, Year 5
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). Literacy, toward the start of the unit. Indoors. Mixed ability. The pupils were given a short biography example based on the life of Roald Dahl. The class took turns reading paragraphs, then were told to go back over the text and highlight any sentence starters, for example, "In 1944..."
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) Children relaxed after reading time and seem eager to learn about Roald Dahl.
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?) Learning objective written on the board saying: "Write a biography." - not SMART Pupils look at an example of a short biographic text on the author, Roald Dahl, which will later guide and inform them when writing their own. Teacher explains the task of highlighting sentence starts and anything that interests them about Roald Dahl's life
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?) Teacher engages in verbal AfL in group discussion with the class.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

Pupils are nominated by the teacher to read a paragraph of text out loud to the class. Later, when asked if they had found an example of a sentence starter, they can put their hand up to offer an answer.
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)? Teacher reminds student of task they did a few days ago where they asked their partner's information about themselves to form a biography profile on them. The students relate the information they produced of their partners to the current example in front of them.
Specifics / Critical Incidents (Are there moments which cause you to consider aspects of practice when you come across them in future teaching)? Positive reinforcement appeared to effectively engage a quiet pupil with the task, as opposed to negative. I would like to see if this is a trend with quieter students.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	29th September 2020, Year 5 Child X, her partner, and the teacher
<i>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.</i>	During a paired task, Child X was not discussing or taking in part in the task with her partner. The teacher later noticed this and the teacher provided positive, private reinforcement after previously giving negative in front of the whole class. This impacted Child X's motivation where she later completed the task with her partner.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 29 th September 2020, approx. 10am, Year 5.
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. The lesson appears to be building upon previous knowledge of numerical figures and forming numbers in the ten thousands by rolling dice to form numbers and fitting them into categories that meet certain criteria on a paper chart. Indoors, mixed ability.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) Some students still appear to be tired as it is early in the day and they have not had their first break yet. Some are energetic to begin the task and others still look tired.
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?) Teacher verbally instructs the objectives of the task, although these are not written anywhere to refer back to for the children. Students also seem to be reliant on their peers explaining the objectives if they are unsure.
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?) The teacher regularly walked around the class observing pupils' progress with the task.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) The use of props for physical learning. Students used dices to form numbers up to five figures. Task is also presented as a game, where students play against their partner to fit their numbers to the criteria first.
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)?

There are times table posters on the wall, although this numeracy task did not include any multiplication. Besides this, little numeracy aid could be spotted.

Specifics / Critical Incidents

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

Ensuring that pupils with hearing disabilities do not miss out on instruction, and checking with them that they heard me/understood the task afterwards.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	10am. Year 5 One girl Class sat in three rows.
<i>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.</i>	The teacher asked for me to go around the class if any students had their hand up for help with the task. As soon as she explained that I would be helping, a pupil walks up to me and asks for my help. When I ask what she is struggling with, she replies that she doesn't understand the task because she did not hear the teacher explain it properly. She explains that she was born deaf in her right ear. She is sat at the end of the front row, opposite the teacher's desk. This may explain her positioning. I crouch over to the left side of her and explain the task, and also go through the first question with her. After this, she is fully engaged and is completing the task both by herself and working with her partner.

	The practice of inclusive teaching with students that have disabilities occurred to me here. Although the girl was sat close to the teacher's desk, the teacher explained the task from the other end of the room. It reminded me to stay in a position that she can hear me, and to check that she has heard the instructions afterwards.
--	---

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 29th September 2020, 1:30 pm, Year 5
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). Outdoors. Mixed ability. The three year 5 classes met outside in the yard to engage in physical activity. The pupils got into teams of two and ran around the yard/field in a relay.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) Pupils extremely excited to be outdoors and mix with the other year 5 classes. Pupils eager to learn through play and teamwork with their friends.
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?) One of the Year 5 teachers led the activity. She verbally communicated to all of the pupils what the task entailed. She projected her voice, and the students were willing to listen due to their excitement over the task and her enthusiasm. Also their competitiveness.
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?)

Cones are placed to prevent the children from cutting corners and ensuring that they run the lap correctly and fairly.

Access and challenge

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

Their peers are a form of extreme encouragement. Verbal encouragement of shouting to one another “you can do it!”. This physical exercise created a diverse range in the levels of challenge. Some pupils found it easy to run around the yard, others began walking after one lap. One pupil was laying on the floor, breathing heavily, and the teacher explained “come on, it isn’t the Olympics!”. Teacher challenged children verbally when activity was coming to an end, “two minutes left. Can you do it? Can you get all of the way around?”.

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 made aware of their physical capabilities. Also pupils who struggled could self-reflect and make effort to increase their fitness.

Specifics / Critical Incidents

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

Teacher collaboration and outdoor learning through large groups.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved.	29 th September 2020, Year 5 Three year 5 classes and their teachers
---	--

Contextual information from field notes.	Outdoor, physical exercise in the yard/field
<i>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.</i>	I found this a particularly effective method of promoting the 4 purposes and professional standards. Professional standards: collaboration with other year 5 tutors. Leadership where one teacher in particular lead the lesson, whilst the other two helped. Innovation: possibly a new idea brought in during Covid pandemic with a great benefit of outdoor learning and a safer environment. 4 purposes: healthy individuals

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group:
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). Reading – literacy. Indoors. After first break Students are split between different forms of reading. Some read story books, some read the newspaper, some do quizzes on the tablet and a small group of 5 children sit on the floor at the front of the class and read in a small group with the teacher.
Classroom culture (What is the classroom ‘vibe.’? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) Students still seem energetic from break time and are talking a lot for a reading task.
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?) Teacher relies on the students already understanding their objectives as this task is performed regularly and often “You know what you’re getting on with”. Students also seem to understand this despite their enthusiasm to talk with their friends.

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)?
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) I found the newspaper reading particularly interesting. A general newspaper may be difficult for some children to read of this age but seems an effective challenge.
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)?
Specifics / Critical Incidents (Are there moments which cause you to consider aspects of practice when you come across them in future teaching)? The remainder of the class' talking was disrupting the group reading with the teacher. Behaviour management was performed in the approach of positive reinforcement and trying to get the children to understand WHY their talking was bad and how it affected the group. This worked generally well as the children were able to sympathise for the group. I would consider this general behavioural practice when I come across it in future teaching as opposed to punishment/reward.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Approx 12 noon. Whole class and teacher
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Teacher used positive reinforcement and explaining to the class WHY their talking was disrupting and its effect on the small group of readers. Described the class as a “community of learning” emphasising social responsibility and the importance of respect for others. This worked relatively well and the teacher was able to continue with the group with minimal noise or disruption.