

‘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.’

Appendices- 1,970

Word Count – 4,357

Introduction: What is a critical incident, and why are they used?

A ‘critical incident’ can be interpreted by Tripp (1993, pp. 24-25) as ‘an event or situation which marks a significant turning point or change in the life of a person or an institution, and are not at all dramatic or obvious.’ He adds that most incidents that occur through professional practice are ‘typical rather than critical and are rendered critical through analysis’ (Tripp, 1993, p. 24). Critical incidents are analysed and used as a way of reflection, to learn from and improve teaching ensuring that future learning is more successful (Khem Raj Joshi, 2011, p. 83). Professionals are able to combine their interpretations with key learning and theory strategies to analyse and evaluate what happened and why the learner reacted in that way (Tripp, 1993 pp.24-25). This enables professionals to identify the next teaching and learning steps needed to avoid a similar future critical incident occurring.

This assignment will critically evaluate a selected individual critical incident case study of a learner misbehaving within a class observed on a bridging experience, and allows research to support the holistic development of children in three areas of study; additional learning needs (ALN), health and well-being and motivation in behaviour to help identify better professional teaching and learning steps for the future classroom. Researching these key areas will enable reflection on the incident and highlight where improvement can be made to ensure that more successful teaching and learning practice is implemented and the incident is avoided in the future.

The School Context

In line with the British Educational Research Association (BERA) guidelines, the school in which the critical incidents were observed will remain anonymous throughout the study, with learners and teachers being labelled Teacher or Pupil X to ensure they are only passively involved with the research that is being conducted for professional practice (BERA, 2018). Further to this, the school and the pupils were fully informed of the observation and what the research was being used for, although many of the pupils will not understand the full concept of the observation purpose (BERA, 2018).

The school is situated in Cardiff, with over five hundred pupils ranging from nursery through to year 5 and 6 (Restart Staff Handbook, 2020). The school is divided into two areas where Foundation Phase (FP) and KS2 have their own learning spaces, with nine classes in KS2 and seven in FP. There are facilities that accommodate for all students such as a Specialist Resource base classroom for severe learning needs (Restart Staff Handbook, 2020). The last Estyn inspection that took place in the school in 2018, showed that the school where the observation took place achieved a ‘good’ rating in all five areas of inspection with minor issues to improve on (Estyn, 2018). The average proportion of pupils on FSM is at 8% and 9% have ALN and are mainly based in the specialist classrooms (Estyn, 2018). The school is also categorised as ‘green’ under the 2019 National School Categorisation System which is done on an annual basis (Welsh Government, 2020). The main observation in this case study was a Reception class of around 25 children, averaging the age of 4 and 5.

Methodology of the Observation

The observation consisted of two one-hour lessons with the reception class and a half an hour break with foundation phase. Due to covid-19, the observation was shorter than usual, therefore limiting the choices of the methods and methodology used. If the observation

had been longer, time and event sampling would have been used as a key technique to identify the critical incidents occurring in the classroom.

Selecting appropriate methodology for my observations ensured that my research was not threatening validity. (Cohen, Manion and Morrison, 2007, p144.) The main methodology in my observation was the critical incident case study methodology. The case study methodology was used in the observation to ‘provide a unique example of real people in real situations rather than simply presenting abstract theories or principles’ (Cohen, Manion and Morrison, 2007, p. 253). It enables the incident to show the learners in a real situation that occurred in the natural state of the classroom. This method provides an easy understanding of the incident as the researcher will have written the notes in their own non-professional language and they are self-explanatory (Nisbett and Watt, 1984) within (Cohen Manion and Morrison, 2007, p.256). On the other hand, case studies can be considered a weak methodology due to not being able to cross-check data which ultimately can enforce bias into the observation (Nisbett and Watt, 1984 within Cohen Manion and Morrison, 2007, p.256). Making the incident critical in a case study is created by seeing ‘the incident... in a wider, usually social context’ (Tripp, 1993, p.25). The methodology highlights case studies are an observational method and critical incidents are ‘not observed but created from these case studies.’ (Tripp, 1993, p.27)

The method used to collect the data was the narrative observational method by taking notes, which is a qualitative data collecting technique. There were many ways that the data could have been collected that involved communication between the researcher and the participant such as interviews, questionnaires, and surveys, but using the narrative observation method ensured incidents were described as accurately as possible by making notes while observing (Kumar, 2011, pp. 174-175). Using the narrative observational method ‘provides a deeper insight into the interaction, but the researcher may make biased decisions

in the observation, meaning that interpretations and conclusions drawn from the observation could also be biased' (Kumar, 2011, pp. 174-175). This contradicts Nesbitt and Watts (1984) earlier advantage of providing an easy understanding of the incident as bias could be inflicted from the very start of the observation meaning that the incident will not be genuine.

The researcher sat at the back of the class observing and making notes throughout the morning. This concluded the researcher as being a non-participant observer. By not participating in the class, the researcher could be 'unaware of important information of a learner or a group of learners that could explain why they were acting in a certain way', making the observation technique unreliable (Cohen, Manion, and Morrison, 2007, p.158). Kumar (2011) also sources weakness as although the researcher can observe the class without being involved which means note taking can be done, the validity of this method can be seen as weak as the presence of the observer could potentially affect the way that children react and behave when in the classroom, otherwise known as the Hawthorne effect (Kumar, 2011 p.174).

The Critical Incident and the link to the Four Purposes

This section incorporates the scene of a selected critical incident and the links it has with the four purposes in the new Welsh Curriculum established in 2015 (Welsh Government, 2020). The four purposes were constructed by Donaldson in his Successful Futures report and have been added into the new curriculum which is currently being implemented (Donaldson, Successful Futures, 2015). Donaldson aimed to ensure effective learning took high priority whilst preparing children with the skills and expertise they would need for future life (Donaldson, Successful Futures, 2015). The four purposes of the curriculum aim to make all children and young people:

1. 'ambitious, capable learners who are ready to learn throughout their lives.'

2. 'enterprising, creative contributors who are ready to play a full part in life and work.'
3. 'ethical, informed citizens who are ready to be citizens of Wales and the world.'
4. 'healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.'

(Welsh Government, 2020).

The incident centres around the teacher and Child X within a morning group session on the carpet, seen in detail in Appendices 1 and 5. The teacher was choosing a helper heddiw for the day, a privilege that every child will get throughout the year. All children were sat on the mat quietly to be chosen, contrastingly Child X put their hand up and was shouting 'miss, pick me, pick me please.' The teacher ignored Child X several times, but Child X got increasingly frustrated that they were being ignored so stood up to get the teacher's attention. The teacher then calmly explained to Child X they could not be 'helper heddiw' every day and it was not their turn today, Child X sat down but continued to shout the teacher's name until the helper had been chosen and the topic in the class had changed.

This critical incident shows how the learner is partially meeting the four purposes but does not yet have a full understanding. During the incident, Child X is repeatedly interrupting the teacher showing no sign of respect and understanding of their actions and how it could affect others in the class. This shows that Child X is not yet an ethically, informed citizen, and does not understand how to behave and respect their peers. It can be argued that Child X does have some capability of being an ethically informed citizen as on the carpet they are exercising their right to be chosen as 'helper heddiw'. This portrays that the child knows they are allowed to be helper heddiw but doesn't understand that other children also have the same equal right to become a helper. This links to the purpose of becoming a healthy, confident individual and an ambitious capable learner as Child X is confident enough to participate and ask questions in the class discussion. However, this confidence has been

directed into getting the teachers attention rather than to contribute properly.

As this observation was carried out in a reception class, the children are just beginning their journey along the curriculum, giving them plenty of opportunities to improve and enhance all four purposes.

Literature Review

This section will analyse previous research in my selected key areas to evaluate some of the potential reasons the critical incident occurred. I will consider how motivation could have affected Child X's behaviour, the possibility of ALN in Child X, as well as the consideration of Child X's emotional health and well-being in the critical incident.

A professionals motivation towards learning can be a key aspect in ensuring that a learner is enthusiastic and ready to succeed in school. According to the Welsh Government, the three possible reasons for learners lack of motivation are 'low self-esteem, learning difficulties, and lack of enthusiasm' (Welsh Government, 2018). If teachers have no motivation towards teaching learners then they are not going to be a very good role model for students to be the best they can be (Utomo H.B, 2018). A lack of enthusiasm towards learning could be due to the way the teacher rewards and punishes behaviour in the classroom. Skinner (1937) introduced operant conditioning as a different pedagogical strategy where 'behaviour can be seen to affect the environment' (NIH, J. E. R. Staddon, and D. T. Cerutti, 2006 p.1). Skinner (1937) believed that operant conditioning could control the consequences of the learners behaviour and become a routine reinforcement method for children to learn how to behave (NIH, J. E. R. Staddon, and D. T. Cerutti, 2006 p.1). It could be said that Skinner believed that reinforcement would create better behaviour in children instead of using punishment which could push the learner in the opposite direction. This can be backed up by the Welsh Government (2016) as they believe that 'positive behaviour and

attendance are essential foundations for effective learning environments in which all members of the school community can feel respected, safe and secure' (Welsh Government, 2016, p.65). This could highlight the importance of a whole-school approach in behaviour management to show a united front throughout learning. The critical incident shows the teacher explaining to Child X that they cannot be helper heddiw every day. Child X seems surprised at the approach taken and although they continue to call out, they sat back down on the carpet showing the method was partially effective. By repeating this same situation every day, Child X may realise that they are not able to be picked every time due to the reinforcement by the teacher. If operant conditioning does not work, then different behaviour models may have to be trialled to find out why Child X reacted in the way they did and to ensure full enthusiasm towards learning.

It can be argued that misbehaviour in children can be caused due to lack of engagement and communication with both peers and the teacher in the classroom. In 2019/2020, welsh and medium schools in Wales show 12,260 learners were diagnosed with having behavioural, emotional, and social difficulties (BESD) (GOV, 2020). Goleman (1995) popularized five characteristics of emotional intelligence to consider whether a learner was lacking in behaviour, emotional and social development (Frederickson and Cline, 2009, p.485). Goleman (1995) adds that if children are lacking these five characteristics it could be the reason for misbehaviour and lack of social skills with their peers, which can cause problems through life in the future (Goleman, 1995, Abstract). This highlights how Goleman's theory suggests that there are factors that define misbehaviour and that if these factors are met then BESD will improve. Locke (2005) counteracts Goleman's characteristics and stated that the theory was 'defined too broadly to ever be adequately tested' (Waterhouse, 2006, p. 11). It can be seen from the scenario that Child X is not able to manage their feelings or feel motivated towards learning as they are constantly shouting out and attracting the

teacher's attention. It is important to realise that Child X's behaviour may be caused by a learning difficulty and the five characteristics from Goleman (1995) are there to help professionals narrow down the potential issue surrounding the child.

The aim of the Welsh Curriculum under the Education Act 2002 ensures the inclusion of all pupils and providing effective learning in the classroom no matter their ability or special educational need (UNESCO, 2012 in OECD, 2014). According to Chris Robertson (2019), over 22% of learners in Wales have identified with a special education need (Journal of Research in Special Educational Needs, 2019). The evidence from the department for education system (DfES) states that difficulty in learning can be due to an unsuitable environment or inappropriate groupings of pupils (DfES, 2004, 28). The introduction of Inclusion Development Plans was implemented to enable support for BESD. (DfES, 2004, 31). This was introduced by the government to pilot effective teaching practice and incorporate the needs of those with ALN. The plan enables the child to 'express their views, feelings, and wishes in all matters affecting them', which is article 12 in the UNCRC (1990). The critical incident shows the class sat on the carpet whilst the teacher addresses the class as a whole. Child X may find it hard to engage when the whole class is on the carpet and may lead them to react and misbehave. In the following lessons in Appendix 2 and 4 where the class were split into smaller groups, Child X from Appendix 5 was more focused and had a go at the task set. By giving Child X an IDP, it could help to identify whether different learning strategies are effective, and therefore improving their behaviour in school. By trialling different learning strategies in the classroom such as creating focus groups, or doing the lesson several times with different groups of learners could engage more of the pupils in the activity and combat inclusion for all types of pupils.

On the other hand, it can be argued that inclusion is not a necessity in the classroom. Coates (1989) shows evidence of teachers showing neither negative nor positive views of

inclusion of ALN students in mainstream school (Huei Lan Wang, 2009, p.157). This is supported by Semmels' research (1991) who surveyed educators in both mainstream and special schools and concluded that educators were not fully supportive of placing ALN students within a mainstream school (Huei Lan Wang, 2009, p.157). As Child X has reacted negatively to the activity in the class it then disrupts other children's learning as the teacher has to take time to tell Child X how to behave. This then affects the results and performances of other pupils. The critical incident could highlight how mainstream learners and learners with ALN require different learning tools to succeed.

Learning in the classroom can be affected hugely if the learner's emotional mental health and well-being is not a priority. The United Nations Convention on the Rights of the Child (UNCRC) states that 'every child has a right to an education and to be able to develop their personality, talents, and abilities in full' (UNCRC, 1990, p9-10). The latest figures from the Good Childhood Report (2020) show that 12.5% of learners voted their school as a low source of well-being (Good Childhood Report Summary 2020, 2020, p.7). By studying Maslow's Hierarchy of Needs (1943) shows the importance of what children's basic needs are to be happy and healthy to progress to the next category and succeed and feel motivated in their education (Saul McLeod, 2018). Although the hierarchy highlights the key needs of children to function in order of importance, it is criticised for its lack of nuance (Pierre Pichère, 2015, p.11). Without sleep, can survive for a short period of time, but without breathing for more than a few minutes you are not able to survive (Pierre Pichère, 2015, p.11). The hierarchy does not consider issues such as these and therefore could be seen as too simple a model. On the other hand, Maslow's Hierarchy of Needs (1943) has since been extended by theorists such as Henderson and condensed by Alderfer ERG theory (1969) for motivation, portraying the theory as a general model and can be manipulated to be used in many different forms. (Pierre Pichère, 2015, p.11). The hierarchy includes family and

property close to the bottom of the pyramid, coinciding with higher rates of behavioural and emotional difficulties are found in children growing up in families with higher levels of deprivations (Banjeree et al., 2016, p.9). This highlights the importance of family and property within the health and well-being of a child and how it could greatly affect their learning in the classroom. In the critical incident, Child X was not able to focus on the activity in class suggesting that the basic needs in Maslow's Hierarchy (1943) such as food, water, and sleep are not being met, causing the child to be unmotivated and instead to be disruptive and unattentive. It could also be seen that the child being in a new environment. It is important to remember that both school and home environments should be considered whilst analysing Child X's behaviour under the concern it is if the likely cause is due to health and well-being.

A more recent theory on keeping the emotional mind healthy and focused is Siegel's Healthy Mind Platter (Siegel, 2011) which can have similar traits to the NHS's 5 steps to mental well-being (NHS, 2019). The model indicated that research showed that once we add attention, awareness, and kind intention, combined with formal practices to cultivate these three aspects, we are going to be happier and healthier beings' (Siegel, 2020). The platter is there as a guidance of what should be included in a daily schedule to function at an optimal level and along with brain integration can help us to modulate mood, emotions, attention thoughts, and behaviour (Siegel, 2020). This model compared to Maslow's Hierarchy of Needs (1943) is much broader and unconfined as the sections do not include specific needs, they simply suggest how best to optimise the brain and can be personalised for the specific needs. Child X could be suffering from deprivation of basic needs and/or a wider variety of well-being activities. By using a combination of models to analyse the child's behaviour in Appendix 5 will allow the professional to identify whether well-being is a factor of the cause of the misbehaviour.

Reflection of the Critical Incident: Identifying Next Steps

As Brookfield (1995) said, the role of critical reflective practice can be seen to engage practitioners in discovering and researching the assumptions they have made from their observations. (Brookfield, 1998, p.197). Within this reflection and evaluation, I will use Brookfield's reflective model (1995) and the four lenses, to reflect on my critical incident and identify the next teaching and learning steps I will take in my professional teaching journey.

In my individual experience as a learner, I enjoyed working on projects in small focus groups and creating something to present to the class instead of all the teaching being teacher-led. When planning my lessons, I will intend to incorporate smaller group work so that I can support the inclusion of all pupils, coinciding with the DfES statement of some children struggling to learn due to teaching strategies not being varied enough for all types of learners (DfES, 2004, 28). Child X perhaps does not work well with a lot of people and learning can become overwhelming for them if the groups are too large. Ensuring advanced planning and a variety of activities are incorporated will aim to avoid this incident again.

From a learner's perspective, not using punishment as a consequence for their misbehaviour perhaps was a surprise as many children associate misbehaviour with negative connotations. If the learner had been punished it could have affected his motivation to continue within the classroom. The use of Skinner's theory (1937) operant conditioning by the teacher in the incident encourages reinforcement of the rules rather than punishment for not obeying the rules. When I undertake my experience I will endeavour to use this method when monitoring classroom behaviour as a way of keeping children enthusiastic about learning whilst teaching them the right and wrong ways to behave.

From my colleagues' experiences, they would have also used operant conditioning as effective behaviour management, but they would have used more positive reinforcement to

the other children that were well-behaved on the carpet. The aim of this was to make Child X realise they were missing out on attention by not behaving and would realise and start behaving to get the attention. When this arises in my experience I will ensure I incorporate the well behaved children into the scenario so that Child X will want to behave to get rewarded like every other child. I will avoid using negative enforcement in the class so that learners do not lose motivation and self-esteem from the incidents.

Reflecting on the literature in this assignment, I have identified that creating positive behaviour management in the classroom is crucial when dealing with a misbehaving child. Literature shows that the introduction of more structure to the independent development plans (IDPs) in Wales for learners and enables them to voice their own opinions on how they are feeling and behaving. Child X was ignored several times before the teacher acknowledged them, which does not show the teacher enabling the child to voice their feelings and opinions. When this arises in my experience I will listen and respond to Child X the first time they shout out and explain the rules using operant conditioning so that the child knows the rules. Trying to ignore the child will only frustrate them more. I will also conduct a list with the children at the start of the year to establish ground rules in the classroom.

This research will contribute to my professional and personal development as the research I have conducted into behaviour management can be applied to my first PTE placement. I aim to use a mixture of models and theories mentioned in my literature review to successfully engage learners in teaching. I will be able to trial different methods with the class to see which works best for both myself and the pupils to enable effective learning in the classroom. Further, I will be able to use the research I have on models such as Maslow's Hierarchy (1943) and Siegel's Healthy Mind Platter (2011) to look out for signs that a learner is struggling or showing a deficiency in a certain area of well-being. I will be able to refer to the whole school approach for the behaviour and well-being of the children to ensure I am

following the school's guidelines whilst implicating my practice.

Conclusion

This study has helped to identify and critically evaluate the key teaching areas and strategies that can be put to use in future teaching and learning. The main conclusions I have drawn, are that the misbehaviour of children can be caused by different factors, which are not always straightforward to spot. It is important to take these issues into account when trying to understand why a child is misbehaving at a particular instance. This research has also furthered my understanding of effective pedagogy and how using punishment in the classroom is not always the best option and how it is crucial to constantly review and rethink the way teaching is delivered to ensure that learning is taught most effectively.

By identifying that motivation is key in the classroom for effective learning through my incident, I can collaborate with other professionals and share methods and ideas that I have found useful in this research in my PTE. This will enable links to effective pedagogical practice to spread throughout the school and into the wider community and creating enjoyable learning in all types of environments. By coercing with the whole school approach for behaviour will show leadership in professional practice by helping effective pedagogy to take place (Professional Standards, Welsh Government, 2018).

Engaging with this critical incident has helped me to achieve professional learning by analysing and evaluating key information to extend the knowledge surrounding the incident (Professional Standards, Welsh Government, 2018). To continue this I will enforce the knowledge I have gathered into my PTE to further develop my professional learning.

Using research into learners with ALN not being able to work effectively in big groups has enabled innovation of new strategies to push effective pedagogy forwards and create different approaches to improve pedagogic outcomes. This will ensure that innovation

in pedagogy creates inclusion for all pupils meaning that all learners can learn and succeed at the same chance as other learners have (Professional Standards, Welsh Government, 2018).

By using the critical incident to analyse and identify the next steps in teaching I am ready to put this research into practice within my classroom.

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Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 29th September 2020, 9am, Reception.
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). Focus- Recap on communication skills and Welsh skills. AoLE - Language Literacy and Communication (LLC) where students were asked how to respond to 'Pwy wy ti?' The lesson was inside where the unit of study was being introduced. Learners were new to the class so session was introducing some key Welsh dialogue. The capability was varied, some learners could answer the welsh question from previous lesson, whereas some children couldn't respond to 'Pwy wy ti?'.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) Positive attitudes with the children engaging well with the teacher. As the children had only spent a week in the reception class, one or two of the children were reserved when asked questions, probably due to being in a new environment with new teachers. If a child became distracted within the lesson it did not affect other children's behaviour.
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?) The teacher recapping the previous lesson meant that the class were able to familiarise with what area of learning they would be building on in this lesson. By using helper heddiw, shows how welsh is an everyday skill that the children will need to learn and undersand. The teacher asks 'Pwy wy ti?' directly can show if the pupils understand the basic concept of asking and answering questions in Welsh.
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 classroom has welsh words and a specific welsh board on the wall to show that Welsh LLC was crucial in their education.

The learners followed a conversation between 3 characters using 'Pwy wy ti?' so they could visually see the conversation.

Access and challenge

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

Engagement

-Helper heddiw enables the children to engage together.

-Helper heddiw is able to develop his engagement in class by picking certain children to answer questions.

Challenges

-The students were new to Welsh so basic Welsh was a challenge for the children.

-Disruptive children.

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?)

Children new to learning welsh. Knowing the answer to 'Who are you?' in English could have contributed to knowing how to answer through Welsh.

When the teacher asked the 'Pwy wy ti?' question, the selection of who answered was random. Used to see if students had remembered the material from the lesson the previous day.

Specifics / Critical Incidents

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

- A child couldn't put his coat away by himself.
- A child shouting out when choosing Helper Heddiw.
- A child losing focus with a TA, more focused on the class activity.

Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 29th September, 10am, Reception class.
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). Context and Focus- Shapes, recapping and learning patterns as a class. The lesson again took place on the carpet. When the recap had taken place, the children had the chance to pick different activities around the classroom. AoLE- Maths and Numeracy, Health and Well being- learning to grip. Latter part of the lesson was enhanced provision.
Classroom culture (What is the classroom ‘vibe.’? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) The classroom seemed to be engaged with the task. Children’s attitudes seemed more positive when they were completing activities on their own. They were able to work in groups or as individuals which gave them the decision on how they wanted to learn. There were one or two children that were not very confident with joining tasks.
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?) The teacher explained the activities one by one going through what she expected from the children. Patterns were seen in the class activity and individual activities.
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 communication between the child and the teacher whilst the activities were being explained enabled the learners to understand why they were doing it. The learning objective was to recap the shapes which gave the children a focus, the other activities included enhanced provision.
Access and challenge

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

One of the activities included making and creating the patterns in water. This enabled the children to engage and understand how patterns work.

Using the shape activity on the board, the children could see the pattern and then spoke it through to understand the clear pattern.

The teacher tried to challenge the children by saying the wrong answer, challenging the pupils to be confident and stick to what they thought it was originally.

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?)

The activity was to roll the dice and whatever the dice lands on, had to match the number of counters on the 10 square mat. To match the number of dots to the number of counters, they need to be confident with numbers from 1-10.

Specifics / Critical Incidents

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

-Child did not know the answer to the question regarding the next shape in the pattern.

-Child called a purple rectangle a 'gurple wectandle'.

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 29th September 2020, 10.30am, Foundation Phase
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). The children were on a half an hour break in the playground. AoLE- Health and Wellbeing and Physical development in foundation phase. There were a mix of students out in the playground ranging from reception to year 2.
Classroom culture (What is the classroom ‘vibe.’? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) There was a mixture of behaviour in the playground with lots of groups making up games in the playground as a group. In other areas, children were wandering around on their own looking unhappy.
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?) Being outside enables pupils to interact together in a different environment and gives them an opportunity to learn from each other. The break gives children time to process their lessons and prepare for the next series of lessons. Interacting with other learners could also encourage them to learn new things.
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 learners could choose what they engaged with during break time.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) There were number patterns on the floor that children could follow all the way up to 1000, where they could practise their counting outside of class too.
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)?

The children were able to use their existing knowledge to create games at break time.
There was no assessment taken through break.

Specifics / Critical Incidents

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

- A child was crying and wanted her mum.
- Child on own in the playground, was not able to speak well.
- Three children did not respond to the bell at the end of break.

Appendix 4

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 29th September 2020, 11am, Reception.
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). Lesson was outdoors continuing enhanced provision, focusing on different activities such as building a house and discovering animals in water. AoLE- Physical development, Knowledge of the world, Personal and Social Development, Maths and Numeracy. A mix of high and low achievers as two groups combined. The activities took place out in the garden off the classroom.
Classroom culture (What is the classroom ‘vibe.’? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) The children are more engaged with the activities than they were inside the classroom. Some of the children were distracted by another activity with a different class.
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?) The children are improving their gross fine motor skills and practising construction. The teacher went through basic shapes with the pupils in the previous lesson, and the activity of building a house involved being to identify what shapes were needed to build the house.
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 learners are seen to be engaging with building the structure and building on their previous knowledge to the shape activity in the earlier lessons. The school building could be used to mirror their building and the TA was constantly giving them feedback on their work.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) The TA asked the children to construct a house out of bricks as a group. The TA then

asked for a house built with windows and a door. By extending the task and making it more difficult shows that they are learning how to adapt their learning to undertake more challenging tasks.

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)?

The students existing knowledge is used by knowing the shape of a house and what is used to make a house. Without knowing the shape, the children would not be able to succeed.

Specifics / Critical Incidents

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

-Child would not engage with the group he took his own set of bricks and was building them on top of one another and jumping over them.

-Child walked through group of pupils instead of around after being told to walk around.

Appendix 5

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	9am on 29th September 2020. Reception class. The lesson was on the carpet where the children were being introduced to Welsh. The teacher started by doing the register in Welsh, and then picked the helper heddiw for the day. The lesson was recapping the way they introduce themselves in Welsh. The helper heddiw was assisting the teacher in picking children to answer the question.
<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>	Child X was sat on the carpet with the rest of the class whilst the register was being taken. The child was continually disengaged throughout the register and putting their hand up looking for attention from the teacher and their fellow peers. As the helper was being chosen by the teacher, Child X was the only one consistently with their hand up and shouting out “Pick me, pick me”, The teacher ignored the child as she was shouting out and chose a different pupil. Child X shouted out “Why do I never get picked?” and the teacher responded with “Everyone has to take turns, you can’t be a helper heddiw every day”. Child X continued to disengage until the teacher changed the subject. <u>Pedagogy and practice:</u> -Motivation- The response of the teacher and the reaction of the child. -Well being- Does this child have any experience with social interaction? Are there any ways of understanding why they are reacting differently to other children? -ALN- Why did the child continue to want attention from teacher after the teacher had told her no.

Appendix 6

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	10am on 29th September 2020. Reception pupils. The whole group were on the carpet completing a shape task. The teacher was asking the children to come up and fill in the missing shape on the board. They would repeat the pattern with the teacher to recall the sequence and to help them work out the answer.
<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 one of the children to give the answer to the pattern, he seemed shy and did not want to give the answer. The teacher insisted he gave the answer so the boy went to the board and gave the correct answer. The teacher asked him to say the shape out loud and his answer was 'gurple wectandle'. The teacher repeated the words 'purple rectangle' and the child repeated slightly better. The child sat back down happier than he was when he stood up to answer the question at first. <u>Pedagogy and practice:</u> -ALN: speech therapy perhaps needs additional support to get him back on track. - Well-being- Are the family supporting them at home? The standard of work may be too hard for them. -AfL- letting individual children answer and repeating the answer to know whether all the children have got the idea of patterning and sequencing.

Appendix 7

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	10.30am, 29th September 2020, break time in the playground. Break was just finishing and the bell had rung for the pupils to line up. Each class has their own line and is then taken inside by the teacher. All of the foundation phase were outside.
<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>	Three children were hiding at the back of the playground, not wanting to go back inside. The teacher had to go to the back of the playground and take them down to the school doors whilst all of the other pupils had lined up. <u>Pedagogy and Practice:</u> -ALN- failure to follow simple instructions. -Mental health and emotional literacy- wanted to stay out in the playground, free space there. -MAT- did not want to go back inside due to being bored in the classroom.

Appendix 8

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	11am on 29th September 2020. Reception Class. The children were sat on the floor before going outside for the activities. The enhanced provision was continuing from the previous lesson and groups were split into outdoor learning and indoor learning. The children had just come in from break and were full of energy.
<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 a group to stand up and walk around the pupils and go and wash their hands. Child X stood up and walked through the pupils instead of around like the teacher had said and stood on another pupils hand. The others from the group walked round like the teacher had asked. The teacher asked Child X to go back and say sorry and walk around like she had told him the first time which the pupil then did. Pedagogy and practice: - Unable to obey simple instruction, could be tired, there could be research into health and well being of the child. - The child's behaviour is not acceptable and perhaps different behaviour management approach is needed.