

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

A critical incident is a pedagogical theory which is created through critical analysis of an incident. The incident could be an ordinary everyday event which has underlying structures, beliefs, motives, trends and feelings (Joshi, 2018; Tripp, 1993). The relevance of critical incidents in teaching is that it allows teachers to further develop their professional judgement. The pedagogical theory was developed by Tripp (1993) to help guide teachers to identify their own beliefs and judgements within their own practice through reflection. Furthermore, critical incidents highlight the focus for classroom action research (Tripp, 1993). Not all critical incidents are considered negative, as critical incidents can also be positive. The two stages necessary for the creation of a critical incident; the first is an incident is observed and noted, therefore a description of the incident. The second is the creation of the critical incident as the incident is looked beyond the surface in a wider, social context (Tripp, 1993). Mohammad (2016) states that one must start by looking at own teaching practice and critically self-reflect and analyse. It is important to consider the limitations that COVID-19 may have caused.

The aims of the assignment:

1. Critically reflect and evaluate an observed critical incident with the support from the learning theories.
2. Identify the theories that impact child development and emotional and social well-being.
3. Demonstrate understanding of the new developing curriculum in Wales, focusing on the Four Purposes and its relation to the critical incident.

Context

Following BERA Ethical Guidelines for education (2018) the participants are entitled to their confidentiality and their privacy therefore all participants in this research assignment, this including the school and the pupils, will be kept anonymous. Both teachers and pupils were

made aware that I was observing the lessons on that day. The secondary school will be known as School Z.

School context

The school where the observation took place was in a secondary school in a small village in south Wales. The secondary school is a mixed bilingual (Welsh and English) with over 1,450 pupils. School Z has a sixth form which has approximately 270 pupils. It is estimated that 47% of the pupils who attend school Z speak Welsh fluently and over half of the school study Welsh through first language (Statistics taken from the school website, see appendix 5).

The proportion of pupils which are eligible for free school meals being 18.9% is higher than the Welsh National average which is 16.4%. The proportion of students with special educational needs is nearly 6% which is significantly higher when compared to the 2.2% national Welsh average.

Class Context

The class observed was a year 8 class in KS3 phase of learning. Covid-19 has changed the grouping of the students as they are no longer allowed to be placed into sets for maths, English, Welsh and science therefore, they have been grouped into top band, middle band and lower band for every lesson. The year 8 class which I observed was a higher ability Welsh stream class which consisted of 28 pupils.

Methodology

Case Study

The first research method which was used was a critical incident case study, this allowed a critical evaluation and the identification of the next teaching and learning steps based on the observed case study. Adelman Jenkins and Kemmis (1976) defined a case study as the study of witnessing a particular instance in action. It was important that rich details and descriptions were captured as it is often a feature of a case study (Yin, 2009). The reasoning behind the use of case studies was that it provides a realistic view of the classroom as it is a real situation with real people (Cohen, Manion and Morrison, 2011). Case studies were used and not interviews as they provide a real situation (classroom) with real students and teachers. Whereas, interviews use the participants views and interpretation of a situation and the world. Therefore, this could

have a negative impact on this particular study as interviews purpose is to in some respect evaluate a person (Cohen, Manion and Morrison, 2011).

One suggested strength of case studies is the strong reality as the research data was the down to earth. However, case study data are difficult to organise (Adelman, Jenkins and Kemmis, 1976). Another suggested strength to the case study is that it recognises the complexity of social truths and offers alternative interpretations which are not embedded in conflicts held by the participants. Nisbets and Watts (1984) states that as case studies are written in non-professional language this allows it to be easily understood by a larger audience. Observer biases can be a weakness to case studies. Due to the small field focus quantitative data was used as it enables the data to be fragmented into minute chunks to be analysed. Although, qualitative research would be beneficial as it can draw the researcher into the complexity of situations. However, qualitative data must occur over a long period of time (Cohen, Manion and Morrison, 2011).

Observation

Observation is observing events, behaviours, people settings by looking and noting systematically (Marshall and Rossman, 1995; Simpson and Tuson, 2003). Gold (1958) identifies different observation classifications which are participant and non-participant observation. The method used in this observation was the non-participant observation as this allowed live data from a natural situation which offers a first-hand account (Cohen, Manion and Morrison, 2011). This was achieved by sitting in the back of the classroom and collecting real life data (For completed notes see Appendix 1). Non-participant observation allows the natural setting of a classroom and the social exchanges between the students and the teachers, as well as between the students and their peers. The observations were collected on a designed data collection sheet. The reason using non-participation and not participant observation is that participant observation doesn't always allow complete anonymity and that it is more useful for studying small groups (Cohen, Manion and Morrison, 2011).

Critical Incidents

A critical incident is a positive or negative incident which may have underlying social explanation (Harrison et al., 2017). The rationale behind choosing critical incidents as another research method is that these incidents highlight important insights that a routine observation does not offer (Wragg, 1994). Critical incidents were used to allow insight into the underlying structures, motives and trends as the incidents appear as everyday events but become critical

through analysis (Tripp, 1993). There are two stages which create a critical incident: firstly, an incident must be observed and noted giving a description of the incident. Secondly, the incident then must be explained by asking why this incident happened (Tripp, 1993). The strengths of critical incidents allow an insight of how teachers teach and helps to question theory practice, this highlighting the improvements which can be made. One weakness to this method is that one may be over critical by over analysing an incident.

The Four Purposes

The Critical Incident: Teacher Z set an individual task and wanted the pupils to give supporting evidence and reasoning behind their answer ready for the class discussion. Teacher Z was discussing the answers and their reasoning behind their answer with the entire class. Pupil X and Y were erasing their answers and writing the answer that was being discussed by the teacher. Teacher Z realised what was happening and asked pupil X “Can you put that rubber away because it is not helping our lesson” and pupil X did as she said. Pupil Y slowly carried on after the teacher told pupil X. (For further context see appendix 1).

Donaldson (2015) proposes that four purposes must be at the centre of the new school curriculum design. The critical incident is closely linked to the purpose that young people should be ambitious and capable learners. Teacher Z wanted the pupils to practice become independent learners who set high standards and enjoy challenges. The task was set for the pupils to complete the work individually and to develop their own opinion and communicate effectively to explain their ideas behind their answer. Therefore, when the pupil was erasing their answers, they were not effectively taking part in this purpose.

Pupils are also encouraged to become healthy, confident individuals (Donaldson, 2015). Another purpose is for pupils to become healthy confident individuals who will eventually be able to live their lives as a valued member of society by understanding the importance of their health and wellbeing. Young people will need to become ethical, informed citizens who are able to form views by finding, evaluating and using evidence. Teachers are encouraged to challenge the students to help develop their resilience, confidence and empathy to build their emotional and mental wellbeing. Young people’s mental and emotional wellbeing is a growing concern in education and mental health research therefore, by Donaldson (2015) implementing

it in the heart of the curriculum can help the pupils develop the right coping mechanisms to help.

Literature Review

This literature review will focus on the three main aspects of individual motivation, social and emotional wellbeing and the fear of failure which was identified from the critical incident. The focus will be to investigate the relationship between fear of failure and motivation, and what impact of social situations on wellbeing. Also, to examine the possible pressures are involved to keep up with the high standard of work. The relation between learning and development has caused a great debate in research, however the relationship still remains methodologically unclear (Vygotsky, 1978).

There are many possible reasons that can explain why pupils X and Y felt the need to change their work before self-assessing. Stoeber and Otto (2006) suggested that pupils have positive conceptions of perfectionism, in this instance it may mean that the pupils have experienced positive outcomes from perfecting their work. This could be another possible contributing factor in the increasing the proportion bad mental health in young adults. Perfectionism may result in higher motivation and possible higher achievement (Bieling et al., 2003). However, the critical incident illustrates that pupils being over-critical of their work may reduce their well-being as they are under so much pressure to achieve the “right” answer (Dunkley et al., 2006). It has been suggested that students who strive for perfection are under more pressure and stress than their peers who do not strive for same perfection (Stoeber and Rambow, 2007). Therefore, this negatively impacting their happiness as the stress and pressure is reinforced which can result in anxiety. The National Assembly for Wales, Children, Young People and Education Committee (2018) identified the increase in levels of stress and anxiety in young people. It is estimated that 3.3% of young people have anxiety, which is why it is one of the most common mental health problems (Royal College of Psychiatrists, 2014). When the fear is out of proportion to the context of the life situation is when anxiety becomes pathological (Lask, 2003).

Pupils who strive for perfection are very well motivated. However, studies fail to recognise whether the motivation is coming from the motivation to achieve, or the motivation to avoid

failure (Atkinson, 1957). Motivation in education is a detrimental factor for successful learning and many researchers have created theories on motivation (Haque, Haque and Islam, 2014).

Humanist psychologist Maslow (1968) has stated a motivational theory which explores that individual needs must be met before the fulfilment of higher needs. Maslow puts the student's goals, interests and enthusiasms at the heart of the education (Sharp, 2012). The Humanist school believe in prioritising the student's emotional wellbeing, development and personal growth (overall wellbeing). Maslow's Pyramid of Needs (1968) is best known for motivational needs as people always want something. The five levels of needs, once the lower level of need has been partially satisfied or completely satisfied is when individuals then move up the pyramid to feel fulfilled (Salanova and Kirmanen, 2010). Pupils X and Y fail to meet the esteem needs as they have yet to master independence and achievement however, they do show cognitive needs as they did show curiosity earlier on in the lessons. This highlighting that the order of needs is not rigid.

Many studies have shown that higher motivation levels lead to higher productivity levels (Ouchi, 1987), in a classroom environment this would lead to the students being more involved and engaged in the lesson. Atkinson (1957) explores the motivation to avoid failure, what behaviours occur to ensure that they avoid failure and what are the incentives. Atkinson (1957) suggested that pupils who's fear of failure is greater than the achievement motive, when given the opportunity to choose between one difficult task and an easier task would choose the easier task to avoid failure. Donaldson's four purposes (Donaldson, 2015) aims for young people to become ambitious, capable learners who set themselves high standards and enjoy the challenge with the support of teachers. With the correct motivation and the four purposes often taught in school, pupils may find their classroom environment more enjoyable and become more confident and able learners.

Humanist psychologist John Holt (1964) has researched the effect of the school system on young children and how it can destroy their emotions and minds. Holt (1964) highlighted that students are afraid of failing and disappointing parents and the teachers around them. Another factor to consider is the parental pressure and expectations the pupils may be facing (Stumpf and Parker, 2000). The pupil's achievements and progress towards self-fulfilment are influenced by parents, peer groups, school and broader family. This can explain the reasoning behind pupils X and Y erasing their answers as they don't want to disappoint the people around

them. Students are constantly working for the “right answer” which can often discourage a place for thinkers and encourage a place for producers (Holt, 1964). Furthermore, the pupils decide to play it safe due to their lack of confidence in the work and have learnt throughout their experience within schools that rewards are only given when the answer questions correctly. Possible solution to reduce the fear and humiliation of getting a question wrong would be to create a classroom environment which the pupils feel safe and comfortable.

Bronfenbrenner’s (1989) development ecology model dives deeper into the development and wellbeing than Holt (1995). Bronfenbrenner agrees with Holt that the setting around the individual (Microsystem) can either negatively or positively affect the individual. This theory explains how humans gain knowledge and how they develop (Thelen and Smith, 1994). Bronfenbrenner’s development ecology model (1989) has four environmental stages (microsystem, the mesosystems, the exosystem and the macrosystem). The microsystem is the setting around the individual such as family, peers, school and neighbourhood. This is similar to Maslow’s motivational theory as the people around the individual are also considered to play a constructive part in the individual’s development. This theory suggests that due to pupils X and Y being in a high ability class there is high competition and the need to keep up with their peers every lesson of everyday. This can be draining on their social and emotional well-being.

Many researchers have criticised Bronfenbrenner’s development theory for not considering the resilience of an individual (Paquette and Ryan, 2001; Engler, 2007). Resilience has caused great debate in the fields of education and mental health (Banerjee et al., 2016). Resilience is shown as motivation to achieve, persistence and having a sense of purpose (Benard, 1995). Maslow’s Motivational Theory does consider the resilience within the individual but also explores the external motivators contributing to the individual’s development. Hayes (2020) identified the function of resilience in academia as pupils become able to deal with failure when completing a challenging task. This supporting their emotional health and wellbeing. Pupils X and Y need further education on how to become resilient as they need to build self-confidence, belief in their coping abilities and developing coping approaches (Cahill et al., 2014).

Pupils X and Y may have been at a point where they were unable to learn further as they need the assistance of other people. Vygotsky (1978) Social Constructivist theory proposes that children’s development occurred in a sociocultural context however, they will reach a point where they can no longer learn without the support of others (teacher or peers). This is the point

when the child enters the zone of proximal development (ZPD). The ZPD is the use of previous knowledge which is advanced further to skills which are too difficult to master independently by problem solving, therefore adult guidance or an intelligent other is needed (Vygotsky, 1978). As Vygotsky (1962) states that social and cultural context cannot be separated from development. Educators are there to assist the pupils through the ZPD zone and therefore aiding the learning process. Educators must focus on having more skills and knowledge than the learner, have social interactions which demonstrate skills to allow the learner to practice their own skills and have scaffolding activities in place (Vygotsky, 1978; Wood, Bruner and Ross, 1976). This suggesting that pupils X and Y may have benefited with a scaffolding approach to the task.

Although scaffolding is a useful strategy in helping the pupils achieve a task, the pupil can become over reliant on this which may lead to the pupil unable to complete a task individually without some form of scaffolding as they may not have done so in the past. Another limitation of ZPD is that the learner becoming a passive recipient to the teacher's direct instruction (Shabani, Khatib and Ebadi, 2010), this leading to the learner becoming reliant on the educator giving the answers without having to do much work. It is important to start withdrawing scaffolding and for the student to be working independently for the pupil to be in the struggle zone to further achieve and further their learning. It has been argued that scaffolding in small groups is ineffective (Shabani, Khatib and Ebadi, 2010).

After reviewing the literature, the fear of failure and the different motivations can have a negative impact on a young person's wellbeing. The teacher's role and the new curriculum role in Wales is to develop to be ambitious, capable learners and healthy, confident individuals.

Reflection

After witnessing the critical incident, it made me question why the pupils felt the need to erase their own answers for the answers being discussed by their peers and the teacher. It made me think about the different pressures that each pupil may be facing. I was stunned by the lack of confidence in their work as they were a high band year 8 class. This made me reflect on the type of issues that may occur in the future when I become a teacher.

Reflecting on incidents and knowing which strategies to implement is an essential part of teaching. In order to improve our practice, reflection must be a key aspect to ensure that

strategies are put in place to increase the level of self-awareness and establishes evaluations of routines (Richards and Farrell, 2010). This critical incident highlighted the importance of an environment where learners feel safe to make mistakes, be confident in their work and an environment which is inclusive for all learners (Professional standards for teaching and leadership, 2019).

Holmes et al (2020) has identified that the pandemic would have had an effect on people's mental wellbeing. After reflecting on the critical incident, it is important to highlight the negative effect of COVID-19 on the individuals development from year 7 to year 8. The class had missed four months of face to face teaching. It may be that the students are no longer as confident in their work as they may have been if they did not miss these four months. A possible strategy that I could use in the future in my own practice to resolve this type of incident it to utilise scaffolding. A possible form of scaffolding would be to use think, pair and share as this would allow the pupils to individually think about the answers as well as discuss the answers with a partner to give reasoning behind their answers, which would hopefully build their confidence before sharing with the class. When pairing students, I will pair students effectively. Further on in the school year the scaffolding would be removed gradually which may help build the individuals confidence in their own work to enable the pupil to share with the whole class.

If an incident like this occurred in my future practice, I would ask the individual quietly to stay behind after class to discuss the incident. I would ask if the pupil is struggling with the work and if they may benefit from some academic support. I would also ask if the student feels comfortable in the class and if the individual is feeling any worries, and illiterate the fact that this is a space for the pupils to make mistakes to build their resilience to build their knowledge and skills.

Further development in assessment for learning (AFL)(Flórez and Sammons, 2020).

Affective use of the AFL will increase my feedback to the pupils which will improve their performance in the classroom environment as well as in assessments. In the classroom effective questioning will be used, the use of both closed and open questions to broaden the pupils understanding of the topic, also to assess their level of understanding. Peer-assessment is also another form of AFL as this will help the future student to build knowledge by marking the work of classmate, as well as their peers identifying what aspect of their work

needs to be revisited. However, due to COVID-19 this would not be possible under current conditions.

Critical reflection is frequently used as feature of good practice in education as it is a process of inquiry which highlights the assumptions which frame their work (Brookfield, 1995). Brookfield's critical reflection is seeing practice through four lenses. In this incident I would in the future use the learner's lens to critically reflect on my practice. I would ensure the pupils anonymity as it is important for the student to feel safe when the students complete a critical incident questionnaire (CIQ). CIQ would alert me of any problems which need to be addressed, it develops the pupil's reflectivity and it builds trust (Brookfield, 1998). I could discuss with my colleagues the different strategies they use to help ensure the pupils are confident and comfortable in the classroom. Fourthly is the theoretical literature as this helps identify the consequences of social, economic and political process which cannot be avoided. I will use theory to identify the possible underlying issues and pressures which may have caused this type of incident to occur.

The new curriculum wants children and young people to be supported to develop as healthy and confident individuals. This can be achieved by the individuals developing confidence, empathy and resilience therefore, building their mental and emotional wellbeing. This would be brought into the classroom with the relevant skills, in this case their personal effectiveness. This could be achieved by identifying their own areas of development and evaluating their learning mistakes through self-assessments. This helps to enhance the pupil in becoming a lifelong learner (Boud, 1995). There are very little studies which research the effect of fear of failure on secondary school children, therefore there is room for more investigation as it can have a negative effect on the pupil's well-being.

Conclusion

In conclusion I carried out appropriate methodology to witness a critical incident which I analysed and reflected upon in this assignment. The main points that this assignment has highlighted the impact that the teacher has on the young people's lives, and how important it is to help enable their academic, emotional and social development. The assignment has highlighted that pupils need to be motivated for the right reasons, the impacts that the microsystem has on an individual and the importance of scaffolding on the individual's

academic development. It is important for schools to adopt a whole school thinking for mental and emotional wellbeing. Donaldson (2015) recognises the importance of wellbeing in young people in the four purposes.

The professional learning standards are there to give structure to their practice. This allowing teacher to expand their knowledge of teaching and highlight the aspects that may need to be further developed. The standards are there for teachers to strive for their best through challenge.

References

- Adelman, C., Jenkins, D. and Kemmis, S., 1976. Re-thinking case study: notes from the second Cambridge Conference. *Cambridge Journal of Education*, 6(3), pp.139-150.
- Ashiabi, G. and O'Neal, K., 2015. Child Social Development in Context. *SAGE Open*, 5(2), p.215824401559084.
- Atkinson, J.W., 1957. Motivational determinants of risk-taking behavior. *Psychological Review*, 64(6, Pt.1), pp.359–372.
- Banerjee, R., McLaughlin, C., Cotney, J., Roberts, L. and Peereboom, C. (2016) *Promoting Emotional Health, Well-being, and Resilience in Primary Schools*. Cardiff: Public Policy Institute for Wales. [Online]. Available from: <http://ppiw.org.uk/files/2016/02/PPIW-Report-Promoting-Emotional-Health-Well-being-and-Resilience-in-Primary-Schools-Final.pdf> [Accessed 20 October 2020]
- Benard, B., 1995. Fostering resilience in children. ERIC Digest. [Online]. Available from: <https://files.eric.ed.gov/fulltext/ED386327.pdf> [Accessed 20 October]
- Bieling, P.J., Israeli, A., Smith, J. and Antony, M.M., 2003. Making the grade: the behavioural consequences of perfectionism in the classroom. *Personality and Individual Differences*, 35(1), pp.163–178.
- Boud, D., 1995. Enhancing Learning through Self-assessment. London: Kogan Page.
- British Educational Research Association (BERA)., 2018. *Ethical Guidelines for Educational Research*, 4th edn, London: British Educational Research Association.
- Bronfenbrenner, U., 1979. The ecology of human development. Cambridge: Harvard University Press.
- Bronfenbrenner, U., 1989. Ecological systems theory. *Annals of Child Development*. 6, pp. 187-249.
- Brookfield SD., 1995. Becoming a critically reflective teacher. San Francisco: Jossey-Bass.
- Cahill, H., Beadle, S., Farrelly, A., Forster, R., Smith, K., 2014. Building Resilience in Children and Young People. A Literature review for the department of education and early Childhoos Development. Melbourne: University of Melbourne.
- Cohen, L., Manion, L. and Morrison, K., 2011. *Research Methods In Education*. 7th ed. New York: Routledge.
- Cohen, L., Manion, L. and Morrison, K., 2017. Research Methods in Education, 8th ed. Routledge.

Dunkley, D.M., Blankstein, K.R., Masheb, R.M. and Grilo, C.M., 2006. Personal standards and evaluative concerns dimensions of “clinical” perfectionism: A reply to Shafran et al. (2002, 2003) and Hewitt et al. (2003). *Behaviour Research and Therapy*, 44(1), pp.63–84.

Engler, K., 2007. A look at how the ecological systems theory may be inadequate. *A Capstone project, Wionna State University*.

Flórez, M. and Sammons, P., 2020. *Assessment For Learning: Effects And Impact*. [online] Educationdevelopmenttrust.com. Available at: <<https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/5a/5a6d6203-ec49-4d33-9c5d-42c188184807.pdf>> [Accessed 18 October 2020].

Gold, R., 1958. Roles in Sociological Field Observations. *Social Forces*, 36(3), pp.217-223.

Haque.M.F., Haque M.A., and Islam Md., 2014. Motivational Theories a Critical Analysis. *ASA University Review*. Vol. 8. No1. Jan 2014. 61-68. Researchgate. [Online]. Available from: <http://www.asaub.edu.bd/asaubreview/data/v8n1sl5.pdf> [Accessed 20 October 2020].

Harrison, H., Birks, M., Franklin, R. and Mills, J. (2017). Case Study Research: Foundations and Methodological Orientations. *Forum Qualitive Sozialforschung/ Forum: Qualitative Social Research*, 18(1)

Hayes, M., 2020. *What Can Schools And Prus Do To Strengthen Pupils’ Resilience?* | *Estyn*. [online] Estyn.gov.wales.[Online]. Available from: <https://www.estyn.gov.wales/blog/what-can-schools-and-prus-do-strengthen-pupils-resilience> [Accessed 27 October 2020].

Holmes, E. A., O’Connor, R. C., Perry, V. H., Tracey, I., Wessely, S., Arseneault, L., *et al.* (2020) Multidisciplinary research priorities for the COVID-19 pandemic: a call for action for mental health science. *The Lancet Psychiatry*. [Online]. Available from: [https://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366\(20\)30168-1/fulltext](https://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366(20)30168-1/fulltext) [Accessed 20 October 2020]

Holt, J., 1995. *How Children Fail*. 1st ed. Reading, MA: Addison-Wesley Publishing.

Joshi, K.R., 2018. Critical Incidents for Teachers’ Professional Development. *Journal of NELTA Surkhet*, 5, pp.82-88.

Lask, B., 2003. *Practical Child Psychiatry: The Clinicians Guide*. London: BMJ Publishing Group.

Marshall C. & Rossman G.B. (1995) *Designing Qualitative Research*. Sage Publications, London.

Maslow, A. H., 1943. A Theory of Human Motivation. *Psychological Review*, 50(4), pp.370- 96.

Mohammed, R., 2016. Critical incident analysis: reflections of a teacher educator. *Research in Teacher Education*, 6(1), pp.25-29.

National Assembly for Wales, Children, Young People and Education Committee (2018) *Mind Over Matter: A report on the step change needed in emotional and mental health support for children and young people in Wales*. Cardiff: National Assembly for Wales. [Online]. Available from: <https://senedd.wales/laid%20documents/cr-ld11522/cr-ld11522-e.pdf> [Accessed 20 October 2020]

Nisbet, J., and Watt, J., 1984. Case Study. In J. Bell, T. Bush, A. Fox, J. Goodey and S. Goulding (eds) *Conducting Small- Scale Investigations in Educational Management*. London: Harper Row, pp 79-92.

Ouchi, W., 1987. Management in action, Theory Z, is it the key to the motivation? In W. Ouchi, *Fundamentals of Managements* (6th ed.). Homewood Juinpis: Business Publication Inc.

Paquette, D., Ryan, J., 2001. Bronfenbrenner's Ecological Systems Theory.]

Professional standards for teaching and leadership., 2019. [online] Available at <https://s3-euwest1.amazonaws.com/hwb1ivestorage/fc/a7/a4/e2/e348428381e68434ea93f611/professional-standards-for-teaching-and- leadership-interactive-pdf-for-pc.pdf> [Accessed on 20 Oct. 2020]

Royal College of Psychiatrists., 2014 . Worries and anxieties- helping children to cope: Information for parents, carers and anyone who works with young people. Mental health and growing up factsheet. Available at: www.rcpsych.ac.uk/healthadvice/parentsand youthinfo/parentscarers/worriesandanxieties.aspx

Richards, J. C., & Farrell, T. S. C. (2010). *Professional development for language teachers*. Cambridge: CUP.

Salanova, A., & Kirmanen, S., 2010. Employee Satisfaction and Work Motivation – Research in Prisma Mikkeli. *Mikkeli University of Applied Sciences* .

Shabani, K., Khatib, M. and Ebadi, S., 2010. Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development. *English Language Teaching*, 3(4), pp.237-247.

Shabani, K., Khatib, M. and Ebadi, S., 2010. Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development. *English Language Teaching*, 3(4), pp.237-247.

Sharp A., 2012. Humanistic Approaches to Learning. In: Seel N.M. (eds) *Encyclopedia of the Sciences of Learning*. Springer, Boston, MA.

Simpson, M. and Tuson, J., 2003. *Using Observations In Small-Scale Research*. 1st ed. [Edinburgh]: Scottish Council for Research in Education.

Skinner, B., 1965. *Science And Human Behavior*. 1st ed. New York: Free Press.

Stoeber, J. and Becker, C., 2008. Perfectionism, achievement motives, and attribution of success and failure in female soccer players. *International Journal of Psychology*, 43(6), pp.980–987.

Stoeber, J. and Otto, K., 2006. Positive Conceptions of Perfectionism: Approaches, Evidence, Challenges. *Personality and Social Psychology Review*, 10(4), pp.295-319.

Stoeber, J. and Rambow, A., 2007. Perfectionism in adolescent school students: Relations with motivation, achievement, and well-being. *Personality and Individual Differences*, 42(7), pp.1379-1389.

Stumpf, H. and Parker, W.D., 2000. A hierarchical structural analysis of perfectionism and its relation to other personality characteristics. *Personality and Individual Differences*, 28(5), pp.837–852.

Thelen E, Smith L.,1995. A dynamical systems approach to the development of perception and action. Cambridge, MA: MIT Press.

Thorndike, E., 1932. *The fundamentals of learning*. New York: Teachers College Press.

Thornton, S., 2005. Teaching social studies that matter: curriculum for active learning. *Choice Reviews Online*, 43(01), pp.43-0466-43-0466.

Tripp, D.,1993. *Critical incidents in teaching: developing professional judgement*. London: Routledge.

Vygotsky, L., 1962. *Thought and language* (E. Hanf-mann & G. Vakar, Trans.). Cambridge, MA: MIT Press.

Vygotsky, L., 1978. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Wood, D., Bruner, J. and Ross, G., 1976. THE ROLE OF TUTORING IN PROBLEM SOLVING. *Journal of Child Psychology and Psychiatry*, 17(2), pp.89-100.

Wragg, E. C., 1994. *An Introduction to Classroom Observation*. London: Routledge.

Yin, R. K., 2009. *Case Study Research: Design and Methods*. Beverly Hills, CA: Sage.

AppendicesAppendix 1: Observation notes Critical incident 1

OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))	
Date and time, year group:	Year 8 Time: 10:20 - 11:20 Date: 30/9/20
Lesson details: (Context and focus - /AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). * History Lesson (Indors) * Middle of unit * Year 8 class * High ability class * Focus on Henry 7 th → how he became king	
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) * Class chatty when enter class (after break) * Sit down straight away * Ready to learn attitude	
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?) L.O → To understand what factors helped Henry become the king of England. Task: Read the events that occurred before his claim to the throne → Give a score of the likelihood of him becoming king (1 → Not likely 10 → Very likely) Progress: Turn it into a vertical line graph and give reasoning	
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?) * Not able to do group work due to COVID-19 * Asked students to give reasoning to their score during class questioning * Challenge student to a line graph.	

Access and challenge

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

- * Task for the pupils to complete as they entered the class
- * Challenge of a 3 marker GCSE paper at the end of the lesson

Assessment

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

- * Starter task: Use previous knowledge to come up with questions for the answers on the board.

Specifics / Critical Incidents

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

- * ~~S~~ Teacher misheard pupil ~~But~~ the pupil did not correct.
- * Pupil X and Y erasing their own work for the ~~work~~ answers discussed by the teacher

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 30/09/20 Time: 10:20 - 11:20 Higher ability class (Welsh class) Not very confident in answering questions → Don't seem comfortable with being wrong.
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.	The teacher discussing the answers and some asked to give reasoning and arguments to support their score they gave → Not confident Pupil X and Y are erasing their answers after the class agree on a score for that statement. Teacher notices pupil X and asks "Can we put that rubber away as it is not helping the lesson" ↳ Pupil X stops erasing and puts the rubber away immediately ↳ Pupil Y slowly carries on ? Is the pupil anxious → pressure? Pressure to keep up? with peers?

Appendix 2: Observation Notes of Critical incident 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: Year 8 Time: 10:20 - 11:20
Date: 30/9/20

Lesson details: (Context and focus - /AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information).

- * History Lesson (Indors)
- * Middle of unit
- * Year 8 class
- * High ability class
- * Focus on Henry 7th → how he became king

Classroom culture

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

- * Class chatty when enter class (after break)
- * Sit down straight away
- * Ready to learn attitude

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?)

L.O → To understand what factors helped Henry become the king of England.

Task: Read the events that occurred before his claim to the throne → Give a score of the likelihood of him becoming king (1 → Not likely 10 → Very likely)

Progress: Turn it into a vertical line graph and give reasoning

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?)

- * Not able to do group work due to COVID-19
- * Asked students to give reasoning to their score during class questioning
- * Challenge student to a line graph.

Access and challenge

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

- * Task for the pupils to complete as they entered the class
- * Challenge of a 3 marker GCSE paper at the end of the lesson

Assessment

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

- * Starter task: Use previous knowledge to come up with questions for the answers on the board.

Specifics / Critical Incidents

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

- * ~~S~~ Teacher misheard pupil ~~But~~ the pupil did not correct.
- * Pupil X and Y erasing their own work for the ~~work~~ answers discussed by the teacher

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context.	High ability year 8 class - Fluent in Welsh and English - Student seem to lack confidence when answering questions Date: 30/9/20 Time: 10:20 - 11:20
What happened?	After the teacher finished explaining the task a student asked "can you put the timeline back on the board?" Teacher replied "The timer doesn't work on my computer, it freezes" → The teacher misheard ↳ But why didn't the pupil correct her? ↳ Felt that it was wrong to correct a teacher?

Appendix 3: Observation Notes of Critical Incident 3

OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date and time, year group:	Date: 30/9/20 Time: 11:20 - 12:20 Year 8
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).	
* Art lesson * Year 8 Welsh class * High ability class * Focus: Portrait	
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)	
* Not ready to learn → Messing around * Talkative/Not listening to the teacher * Seem like 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?)	
* To improve their original portraits from last lesson ↳ Self assessment: What are the good and work ons.	
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 draws an example of a portrait ↳ Doing a step by step guide for the students to follow	

Access and challenge

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

Challenge the pupils ability to reflect on their work

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?)

Q+A → "What do we need to draw a good portrait"
↳ Learnt last lesson

Specifics / Critical Incidents

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

- * Children asking what to do after the teacher explained
- * Challenging behaviour

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 30/9/20 Time: 11:20 - 12:20 Lesson before lunch Year 8 high ability (Welsh)
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.	Teacher introduces a new task and is going through the questions with the pupils, however the majority of the pupils are talking and are not paying attention. Once the teacher finishes explaining the teacher tells the students to begin the task. 5 mins later pupil B puts hand up and asks "I don't understand what we have to do" with mums of agreement.

Appendix 4: Observation Notes of Critical Incident 4

OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))	
Date and time, year group:	Year 8 Date: 30/9/20 Time: 13:20 - 14:20
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).	
*Math Lesson *Finish the workbook from last lesson. *Top band 8	
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)	
*Children ready to learn *Sit down and open workbooks to begin the task that is on the board.	
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?)	
*Objective is to complete the workbook from last lesson.	
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?)	
*Starter to refresh their memory from last lesson which complements the work for this lesson *Quiet environment: Students are concentrating *Teacher goes over the work from last lesson before beginning the task *Q+A used to assess learning	

Access and challenge

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

Assess: Q+A from last lesson
Going over the answers for this lesson.

Assessment

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

* Q+A

* Going over the answers for today's lesson
↳ self-assessment

Specifics / Critical Incidents

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

* Teacher rewarding the students with a positive for working so well.

CRITICAL INCIDENT IDENTIFICATION RECORD	
Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 30/9/20 Time: 13:20-14:20 Top band year 8 class ↳ Mid Unit
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.	Due to the students completing the task so well and taking an active part in questioning, the teacher rewarded the students with a positive. * Motivation * Positive Reinforcement.

Appendix 5: Information from a handout provided by the school.

About Us...

The school is a thriving, successful mixed bilingual comprehensive school that is maintained by [REDACTED] local authority. There are approximately 1,450 pupils on roll based on a large campus. There is a sixth form of some 270 pupils.

The school is located in the small town of [REDACTED]. Around half of pupils come from the town itself, and the other half from the surrounding rural area and nearby villages. Pupils attending the school come from a large catchment area which is a mixture of the rural and industrial. The school reflects and enhances the bilingual nature of the area.

Almost a third of pupils come from Welsh-speaking homes. Around 47% of pupils speak Welsh fluently and a little over half study Welsh as their first language.

The proportion of pupils who are eligible for free school meals is 18.9%, which is slightly higher than the average across Wales of 16.4%. Nearly 6% of pupils have a statement of special educational needs, compared with 2.2% across Wales. Nearly 30% of pupils have special educational needs. This figure is higher than the national average of 22.9%. The school has a specialist teaching facility for 29 pupils with profound and complex learning needs.
