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.

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Introduction

In this article, I will be analysing and exploring a Critical Incident of which I observed within an educational setting and utilising it to identify the next best teaching procedures for my time teaching. By using various literature I will compare this observation with what is encouraged or discouraged in the classroom environment and what is believed to best benefit the next generation of learners along with their journey of educational attainment. By acknowledging factors that may prevent the youth in modern school's from reaching their potential, I hope to learn the best approach to teaching for my profession. Through meta-cognition (cited by Owen & Vista, 2017) I will be reflecting on experience and research to further improve my problem-solving ability, decision-making and critical thinking. I can adequately prepare myself for teaching in a Secondary school and consider methods of teaching that will improve my ability to communicate with pupils, parents and peers. Critical Incidents can occur in many levels of significance and may be harder to detect if the concept is not understood thoroughly. They do not have to be negative, but in a nutshell, they should have a lasting effect on the educational experience. By investigating the possible consequences or benefits of a Critical Incident, a training teacher can begin to understand how to generate a meaningful learning environment and craft a professional status in the eyes of the public (Tripp,1993).

Observation

For the anonymity of the teachers and the pupils at my assigned secondary school, I will not be involving any names of those individuals that I have observed; instead, I will be referring to them as "teacher A", "pupil B" and "school X".

School "X" is commended to have a large catchment; pupils on roll are collected from 5 Primary Schools local to the area. Within the High School, an STF (Specialist Teaching Facilities) unit helps students in the core subjects. Above the STF unit, there is the ALN Department, which provides a welcoming space for the pupils that require extra educational support.

Upon my first visit to school "X", I was impressed by the charming aesthetic of the learning environment. The hallways and study areas were liberally decorated with commendations, informative posters and student work which effectively enforced an atmosphere of academic encouragement and positive reinforcement. Already, the "Laws of Learning" (Thorndike, 1905) were being visually addressed. Celebrating hard work and dedication is a reliable incentive to develop a pupil's performance.

However, I observed one Year 8 Art lesson (*see Appendix 2*) which seemed to breach this approach to positive reinforcement because social chemistry was absent between the teacher and the pupils of the class. Teacher "A" inclined to remain quite stagnant in the class and isolate herself within her working space at the front desk. This appeared to discourage the pupils from interacting with her on an individual basis. Moreover, her lack of authoritative presence convinced the pupils to take advantage of the lesson and misbehave. Despite

teacher “A” providing clear and well-articulated instructions for the class objective, her voice was not acknowledged as well as it could have been; I believe the reason for this could have been her lack of eye contact and not expressing an enthusiastic attitude towards the pupils learning objectives. Eye contact is one of the most reliable non-verbal forms of communication that the Teacher can utilise to assess pupil’s attitude and understanding (Jonathan & Sathik, 2013).

Methodology

For the days I spent observing classes, I decided to follow a written record method of field notes (see Appendices). With this method, I was able to conveniently note points down as the events of the class unravelled. By the end of the lesson, I was able to read my notes through and provide a summative evaluation of the lesson. However, I quickly realised that even if I had left the lesson with a plethora of notes, I would still be missing important details that happened while I was writing. Moreover, on several occasions, I would become side-tracked by a pupil who was asking for my attention. Therefore, my focus was not consistently on recording my observations, especially if I had to sit among the pupils and help them work. It is argued by Minoca (1979, cited by Dewalt & Dewalt, 2002) that the intervals between observation and recording can significantly reduce the amount of detail collected and that the author must aspire to act as fast as possible. Maintaining vigilance is encouraged so that the observer can analyse the subliminal factors and not only what is observed upfront. For example; non-verbal communication, body language, and examples of self-fulfilling prophecies within the classroom. Overall, taking notes on the field is useful, but may require the observer to re-introduce the specific contexts in more detail later on. Utilising time and event samples is another method of observation suggested (Hobart & Frankel, 2009); however, this method is most suited for long-term observations. By noting time and events over a long period, you are then able to correlate the evidence and generate potential links between these notes. This is advantageous for analysing repetitive behaviour. There is also more time for retrospective reflection as to why certain things may have happened; also drawing out any anomalies or inconsistencies. As a class continues to get accustomed to the observer being in their lessons, they may gradually become more comfortable at behaving as they naturally would. Thus the observer will eventually be able to experience naturalistic events, as opposed to the Hawthorne Effect (cited by Cherry, 2018). This effect describes how an observer can inexplicitly encourage favourable behaviour within an observation, preventing the scenarios as being natural. On the other hand, it can be time-consuming, and the observer may be inclined to look for specific events so that they can create these correlations intentionally - observer bias (Goodwin, 2009). A way to control this potential issue is to involve more than one observer so that their notes can be compared to reveal any similarities or discrepancies.

Four Purposes

It is argued that there are four encompassing traits that children should be encouraged to gradually develop through their education experience (Donaldson, 2015, pg.29-30). These traits or “purposes” are considered to be the foundation for all effective teaching and learning in modern education. Upon conducting my observation of the Yr 8 Art lesson, it was a concern that some of these traits were not going to be represented sufficiently by the teacher.

Due to the teacher having a weak authoritative presence and absence of friendly connection with the class, students may have suffered in not developing a healthy connection with teacher “A”. Thus, the students will not regard the teacher as trustworthy or empathetic; qualities that should be fundamental for the teacher to have so that they can generate mutual respect across the class.

As a student grows, they must simultaneously develop the skills required to be a knowledgeable member of society; not only in Wales but around the World. Therefore, engaging in tasks that encourage reflection on subjects and matters that exist beyond the walls of education, would be encouraging for them to develop broader ways of thinking. Fortunately, the task I observed in the Yr 8 Art lesson, supplied this context. Teacher “A” introduced to the class a presentation about a contemporary artist who is local to Wales. She explained how the Artist contributed to the awareness of pollution through their practice. She illuminated the many ways that Art can become involved in greater issues such as the environment, or social and political concerns.

Despite introducing a thought-provoking example to the pupils, the style of which she expressed herself and the learning objective could not have been perceived as exciting. Her diction was loud, but the words she articulated did not convey creative encouragement. Because of this, pupils may not learn to synthesize their ideas with the acquired knowledge and techniques shown in that lesson. A certain level of energy in the performance of the teacher has significant power of inspiring the pupils, and with that influence, pupils behaviour can begin to subtly reflect that enthusiasm. As suggested by Albert Bandura’s Social Learning Theory (1977, cited in Mcleod, 2016), the youth can observe adults and imitate their learned behaviour in several contexts, not just from their parents.

Lastly, when pupil "B" caused a small disruption in the lesson, it was met with a patronising countdown. The countdown method itself is not commonly used with key stage 3 groups, and it didn’t appear to work as pupils were observed to roll their eyes or look disgruntledly towards the teacher. This disregard for pupils that were not necessarily catering towards a disruption, meant that even the well behaved believed they were under a time limit. Their enthusiasm seemed quite dampened after the incident.

Literature Review

Behaviourism: A Constructivist Theory

Within the key concepts of behavioural psychology, it has examined that much of learned human behaviour is a direct result from a response to stimuli or situation (Kimble, 2000). A Constructivist theory articulates that cognitive development can reach prime potential when the learner is actively involved with the teaching experience instead of receiving new information passively (Obikwelu & Read, 2012). Within my observed Critical Incident, Teacher “A” effectively executes the first procedure of the Constructivist approach to teaching through her initial demonstration; she attempts the activity herself in the middle table with a set of crayons and a reference picture. Students observed as she informed them of how to shade and colour. The demonstration would be considered an example “model” that the pupils would aspire towards with their work. However, what was learnt was hard to assess as pupils were still asking why the task was necessary for their progression on the subject. They were able to copy the actions of the teacher which may be considered as active engagement for the lesson objective however, you may also argue that they were not provided with an incentive to retain what the activity was trying to encourage. As suggested by Thorndike (1905) in his Three Laws of Learning, a pupil will struggle to grasp a concept if they are not ready to understand it. Therefore, as Teacher “A” did not provide a context or explanation of the lesson objective, the students could not have been prepared to appreciate the exercise handed to them afterwards. This questions the importance of “demonstration” alone, as without broader explorative stimuli, it may not be sufficient for the cognitive development of a class. The Constructivist approach also recommends providing the class with time for reflection and a period of debriefing to discuss how the lesson would likely inspire them in the future. But this was not fulfilled in my Critical Incident, which may have allowed the class to assume that it was a stand-alone activity which has no relation to a greater scheme of work.

Moreover, the Constructivist theory supports the employment of thought-provoking articulation within the learning environment. Teacher “A” was quite decided on keeping the

class relatively quiet. Overall, she was quite hesitant to socialise around the classroom, which meant the lesson had a lack of communicated support. Pupils appeared to be overly monitored, which prevented them from potentially developing a sense of independence. This would become a barrier for the learner to perceive themselves as a capable individual. It is encouraged that “Masters” of a subject should gradually provide more authority to the “Apprentice” by giving them more independence (Johnson,1992). However, to reach this independence, the structure of a lesson must be sufficient enough that the learner does not need to keep asking the teacher for guidance. Because, Teacher “A” did not provide an authentic explanation, pupils were not able to make sense of it.

Behaviourism: Attachment

It is suggested that the comprehension of Attachment theory is essential for the maintenance of faith in the improvement of pupils who exhibit disruptive tendencies. It can be easy for teachers to regard these misbehaving pupils’ as “lost causes”, and they may be reluctant to exert any extra energy towards the improvement of those individuals. This may lead the teacher to punish the pupils’ behaviour in a way that publicly shames them in front of the class. However, the more aware these pupils are of their disruptive behaviour, and their exposure to discipline, the more isolated they will begin to feel (Watson, 2018). Through Attachment theory, we can understand why certain pupils engage in uncooperative behaviour and work to resolve their requirements as opposed to alienating them from the class. Moreover, it is sometimes unfavourable for the misbehaving students to be controlled by a system of reward or discipline-based learning, as they will perceive the disciplinary procedure to be forceful and heartless. This will prevent the teacher from instilling a sense of trust and care, that the student can rely on.

Within my Critical Incident, I witnessed a lacklustre interaction between Teacher “A” and the pupil “B”. As the Art lesson progressed, it was evident that pupils were beginning to require reassurance from the teacher that they were executing the task correctly. Pupil “B” projected his voice across the classroom to Teacher “A”, asking for her opinion on his work so far. Teacher “A” responded in a perceived unenthusiastic manner; “Yes, that’s fine.". The teachers’ reaction could be considered dismissive (Powell & Kusama-Powell, 2010) toward the student as she did not spare a moment to walk over and actively engage in the students progress. Although Pupil “B” likely has a bad reputation to be attention-seeking, even high-energy pupils must receive support from their teachers. In this instance, whether pupil “B” had generated a fantastic grade of work or a low effort piece of work, Teacher “A” did not provide guidance or reassurance for the task at hand. This may have perpetuated the idea that the students could take advantage of Teacher “A’s” nonchalance and not perform as well as they should. Effectively mirroring her lack of enthusiasm (Lavoie, 2007).

Moreover, pupil “B” was observed throwing crayons at one of their peers while the teacher was speaking. Although Teacher “A” was speaking directly to the whole class, there was no disciplinary action taken towards pupil “B”. The disruptive behaviour continued until the teacher finally approached the responsible pupil. It is argued that this negative behaviour will be repeated to attain the desired attention from the teacher - Operant Conditioning (Skinner, 1938). In this situation, pupil “B” believes he can only receive support and acknowledgement through acting disruptively. Since completing the task at hand, pupil “B” had to resort to an alternative way of obtaining the teachers’ attention. This resulted in the interaction becoming mainly negative. In a classroom environment, pupils and teachers require a good relationship foundation so that regulations are adequately followed and that fewer conflicts occur (Marzano, 2003 cited by Boynton & Boynton, 2005).

Body Language

The body language of the Teacher is suggested to be a significant aspect in establishing a connection with the class and to ensure that they respect the figure of authority (Milne,

2010). Unfortunately, Teacher “A” did not approach this standard as she refrained from expressing much emotion or body language to suggest that she was enthusiastic or excited about the class. When she was addressing the whole class, she conveyed a sense of discomfort as she didn’t make eye contact with anyone at all. Her eyes would alternate around the walls of the room and the ceiling; it was as if she was purposefully avoiding the pupils. Eye contact is argued to be one of the most reliable forms of communication that a Teacher can utilise to assess a pupil’s attitude and understanding (Jonathan & Sathik, 2013). It became a concern that the approach she held towards the class was avoidant, and that the students were subliminally discouraged to listen to her because she was not regarding them as significant individuals. On the other hand, you may argue that her approach might have been inspired by the theory by Docking 1980 & Nash 1974 (cited by Neil & Caswell, 1993), that students shouldn’t need to regard their teacher as a friend. Instead, they must view their Teacher as an instrument to their education. It may be difficult to nurture friendship between two different positions of the hierarchy in education, and a teacher may wish to perform at their duty without the concern of befriending the pupils. However, it can become an issue if the class reject her authority simply because she would rather blame the whole class for one disruptive pupil’s behaviour. If she cannot address the root cause of an issue and get to the bottom of why a pupil is behaving in a certain way, the entire group will be punished.

As she continued to distance herself from the classroom situation by looking away, she also maintained a notably monotonous diction which further dulled the lesson objective. It is highly recommended for teachers to practise animated intonation rather than a flat and unenthusiastic tone when addressing the class (Neil & Caswell, 2013). This can improve the amount of information that the pupils can retain and also engage their interest more. By modelling an enthusiastic approach to the subject and lesson, a Teacher has the benefit of attracting the pupil’s interest. Moreover, by approaching the strategy as “gracefully as a swan” (Quigley, 2016), we can give the impression through our physical presence as a teacher, that we are phlegmatic and have the power to gift invaluable knowledge to our students. Pupils are innately equipped to acknowledge any subtle queues in a teacher’s body language. These nuance queues may damage, or improve, how much they decide to regard their teacher as reliable and worthy of their full attention; which effectively contributes to the performance of the pupils in that particular subject.

Reflection

Retrospectively thinking, there is a multitude of theories that argue how crucial the relationship between a pupil and a teacher are. In an evolutionary perspective, the youth is equipped with a biological motivation to absorb the values of their surrounding caregivers. Their sense of belonging to a community, their autonomy, and their accomplishment at being accepted in society, is primarily developed within a school (Rutledge & Warden, 2000). Having observed my Critical Incident, I am more aware of how such a small factor can play a significant role in the educational attainment of pupils. By becoming more conscientious and concerned with the individual requirements of pupils, a teacher can decipher what the most efficient steps are to resolving disruptions, and maintaining better classroom management. Teacher “A” was not displaying an attitude that would have encouraged the class to cooperate with the lesson objectives. The oblivious nature towards the disruptions of pupil “B” did not help either individuals or the rest of the class. And to the rest of the class, Teacher “A” may not have been perceived as reliable or confident.

Though you may defend the concept that a Teacher shouldn’t be viewed as a friendly figure, because there must be a clear assertiveness to insist the compliance around the classroom (Sherrington, 2013) but, if executed well, there can be a balance of both approaches. An efficient teacher can possess a healthy amount of assertiveness as well as a friendly nature; this is so that pupils can believe that the Teacher is both an authority and a caregiver; similar to a parent in this way. This may be a better strategy of earning student respect since they may have less desire to reject requests and become more attentive to lesson objectives.

From an observation recalled by Watson, M (2018), an education system had developed an approach to classroom management called “Developmental Discipline”. This system encouraged Teachers to accept disruptive and high energy pupils as challenges rather than classing them as burdens. Teachers were motivated to build nurturing relationships with the pupils so that they may be able to assist them in realising how much potential they have in education. With guidance, care and support, a disruptive child may only need more patience when achieving educational attainment. And to cast them out, would be to isolate them and abandon them with their own self-deprecating beliefs.

In regards to my professional development, my Critical Incident has informed me of the challenge I will have to face in my self-presentation. Body language is an intricate psychological subject, involving countless aspects and tiny factors that I would have never considered in teaching. Above the obvious techniques of posture and eye contact, it also involves how the Teacher manoeuvres around the classroom and interact with the students on a one to one basis. Remaining in one area of the classroom can be isolating and can convince the pupils that the teacher is not willing to interact or provide reassurance. Moreover, it is essential that I nurture a positive relationship with pupils, and be able to prove myself as a reliable source of information, and support. By leading a class of students, I effectively become a part of their “Mesosystem” (Bronfenbrenner, 1979 cited by Harkonen, 2007) and so will influence the student’s behaviour. Upon reflecting on these issues, I can become more aware of the learner and also understand, in detail, who I will be teaching and how I can help them on their journey of educational attainment.

Conclusion

Overall, I have observed critical situations during my school placements, witnessing events that disrupted the lessons and some that continued to affect the progression of lessons. My approach must lead me to become a reflective practitioner in Wales and “the New Professional Standards for Teaching and Leadership (Education Wales, 2018); I have analysed the ramifications of poor class management and will work to adopt a more effective approach during my time in my placement. By beginning to detect and analyse critical incidents in authentic scenario’s, I have been enlightened in the reasons behind particular behaviour and the importance of the psychological aspects involved in pupil-teacher relationships. I have identified what goes wrong when something seemingly insignificant occurs within a classroom environment, and then observed how it can affect on a wider scale. Through effective communication and positive relationships with the pupils, the extent at which what is learnt and taught can be massively improved, and overall pedagogy can be fortified.

In regards to my time observing, I believe I could have affected the behaviour that was recorded. By being present in the class as a new face, I may have been a distraction to the pupils; especially by having a notebook with me the entire time.

To maintain the role of a “Leader” is not only to practise authority but also to provide support to those of any level of ability within the community. Having observed a Critical Incident that appeared to derail a positive student-teacher relationship, it became a significant subject for me to investigate. When I began teaching, I intend on providing the appropriate support to the students I teach and practise a friendly yet authoritative persona. It is evident that sometimes, discipline can be the problem and not the solution (Kohn, 1995).

Appendices

1. *Fig 1: Lesson Observation - Mathematics, Year 8*

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 2/10/2019
Lesson details: Mathematics, Yr 8
Classroom culture (Are the students focused on learning?) The teacher is very active, his presence is unmissable and his diction is authoritive. The students are mostly focused - lesser in the back or if the teacher is not looking. If he notices a student misbehaving or not concentrating, he won't verbally address it until necessary (conserving energy), instead he will simply point to the board and look at them sternly.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The students are presented with a powerpoint slideshow, establishing the lesson objective from the moment they walk into the class. The teacher also verbalises the context of the lesson, explaining that it will be invovled in their GCSE examinations.
Direction (Are the students clear about what they are doing and how to do it well?) Yes, their questions and quiries are sufficiently met as the teacher remains in check with every student. However, there is no telling if that includes the shy pupils who may not want to ask for help.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The lesson activities are challenging as the teacher sets a time limit for all students to complete each one. This keeps them on board and concentrated so that they are not left behind.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The starter involves a cross-curricular Literacy warmup. He moves around the classroom to check on students progress individually. He also encourages peer review - so that friends can help eachother if he is not available. Before he reveals the task answers, he will ask everyone if they are all done, in case anyone needs extra support or time.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? The classroom door is kept wide open, which may be a distraction, especially when people walk past. The pupils are allowed to chat to an extent - which may be distracting for students who just want to concentrate. I observed a student flicking another with their ruler - this was not caught or brought to attention. The class were allowed to speak without putting their hands up - leading to many pupils talking over each other. Shy and quiet students may be suffering/struggling in silence.

2. *Fig 2: Lesson Observation - Art & Design, Year 8*

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 2/10/2019
Lesson details: Art & Design, Yr 8
Classroom culture (Are the students focused on learning?) At first, there was a lot of students quietly sketching of their own accord in their work books. There was not a Lesson Objective on the board - which meant the students had nothing to prepare themselves for before the lesson began. Some were just chatting. During the lesson, students were quite judgmental of the art styles being demonstrated. The concept of abstract art was unusual to most of them without an explanation.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The teacher explained what she wanted the class to do with a demonstration and showing them examples of previous work. They were then told to simply do the same thing.
Direction (Are the students clear about what they are doing and how to do it well?) They all produced similar works of art, without truly understanding why they were doing it. Therefore, not a lot of direction.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Students were not challenged, some did not want to engage in the lesson as I observed several who hardly made any progression.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher did not assess learning much. Only when a pupil approached her, would she assess the work they had done.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Teacher had no eye-contact with class. No authoritive presence. No positive reassurance - only seemingly sarcastic responses. Countdowns used as discipline to quiet the class. Pupil throwing crayons at other pupil.

3. *Fig 3: Lesson Observation - History, Year 8*

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 2/10/2019
Lesson details: History, Yr 8
Classroom culture (Are the students focused on learning?) There was a starter that appeared informal and more of a discussion - but was really encouraging the pupils to think retrospectively of what they learned in the previous lesson & homework.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) After the starter, the teacher went on to discuss quite enthusiastically about King Henry the 8th and his wives. Her appreciation for the topic was influencing the students quite effectively. Then the class was tasked to write a letter to Catherine of Aragon - advising her on how to please her soon to be husband.
Direction (Are the students clear about what they are doing and how to do it well?) Most were concentrated, but a handful had little effort left in them (possibly because it was the last lesson of the day). Teacher managed to keep most on their toes as she liked to pick on people who did not put their hands up. I noticed a few students who seemed to enjoy trying to take the teacher off track with small talk - as opposed to doing their work.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The creative task was a challenge for those who were slightly less literate - I noticed the History lesson began to feel like mor eof an English one towards the end as pupils struggled to know how to write the structure of a letter.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher checked pupils homework at the start of lesson, and approached those who didn't with questions as to why. She would encourage all pupils to be involved in the class discussion - picking on those who didn't volenteer.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? The classroom was liberally decorated with posters and student projects - it was a brilliant combination of Art skills, literacy (poems, posters, leaflets) and infographics. Teacher had a authoritive diction.

4. *Fig 4: Lesson Observation - Art & Design, Year 9*

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 8/10/2019
Lesson details: Art & Design, Yr 9
Classroom culture (Are the students focused on learning?) Yes, only a handful were being disruptive. Even those high energy pupils, were listening to the teacher.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The L.O. was quite ambiguous first, as the teacher asked them to write down all the textures they think they would see at the beach. Then they practised shading techniques and styles - to potentially utilise later in the module? As the teacher had been absent - the progress of the class had not been maintained well by the substitute. This meant the L.O. was a re-do of what the substitute teacher executed unsuccessfully.
Direction (Are the students clear about what they are doing and how to do it well?) Students where clear about what they had to do. But some still questioned the purpose of Art as a whole subect. To which the teacher explained how subjective the Art world is. "Beauty is in the eye of the behodler".
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Students had already somewhat done this lesson with the substitute - but only partially, so there wasn't much of a challenge. But it did reinforce the fact that the module was important - and had to be properly executed.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Art & Design's scheme of work involves a lot of class discussion, peer review, self-assessment and most formative methods of assessment. The teacher is simultaneously walking around the classroom checking on the progress of each student.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Students where reluctant to follow seating plans - often moving behind the teachers back. The class had been slightly misled by the previous substitute, as their proper teacher was not impressed by the work they had produced without her.

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