

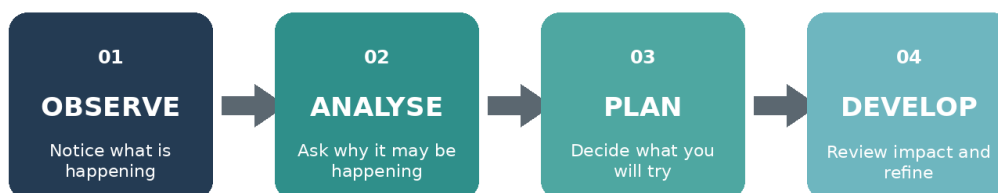
PGCE • ECAD6050

THE LEARNER: WHO AM I TEACHING?

Reflective Learning WORKBOOK

Observing, analysing and developing practice through Tripp's critical incident methodology

TRIPP'S CRITICAL INCIDENT CYCLE



Purpose

Build a habit of careful observation, critical interpretation and informed action.

Assessment link

Use observations to identify a critical incident for Part A and develop strategies for Part B.

Professional habit

Record what you notice, connect it to theory, then plan what you would do next.

Name _____

Group _____

BOOK NAVIGATION

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A clear route through the independent tasks, taught sessions and assessment preparation.

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WORKBOOK PRINCIPLE Each taught session follows the same structure:

Observe → Analyse → Plan & Develop → Reflect → Connect to assessment.

ORIENTATION

How to use this workbook

This workbook travels with you through the module. Each session has the same shape, so week by week you build one habit: noticing what happens in a classroom, working out why it might be happening, and deciding what you would do about it. Bring it to every session — type into it or print it and write by hand, whichever helps you concentrate.

OBSERVE	ANALYSE	PLAN & DEVELOP
What you would actually see or hear — the critical incident.	Why it might be happening; the theories and evidence that help explain it.	Strategies or interventions you might put in place, and how you would evaluate them.

Feeding your assessment

Everything you gather here points toward the two assessment tasks.

Part A (video) asks you to evidence one theory or piece of research and apply it to an observed critical incident.

Part B (essay) asks you to reflect critically and develop 2 strategies to support the child in the ‘critical incident’ moving forward. The “critical incident I could carry forward” line on each page is where your assessment ideas start to collect.

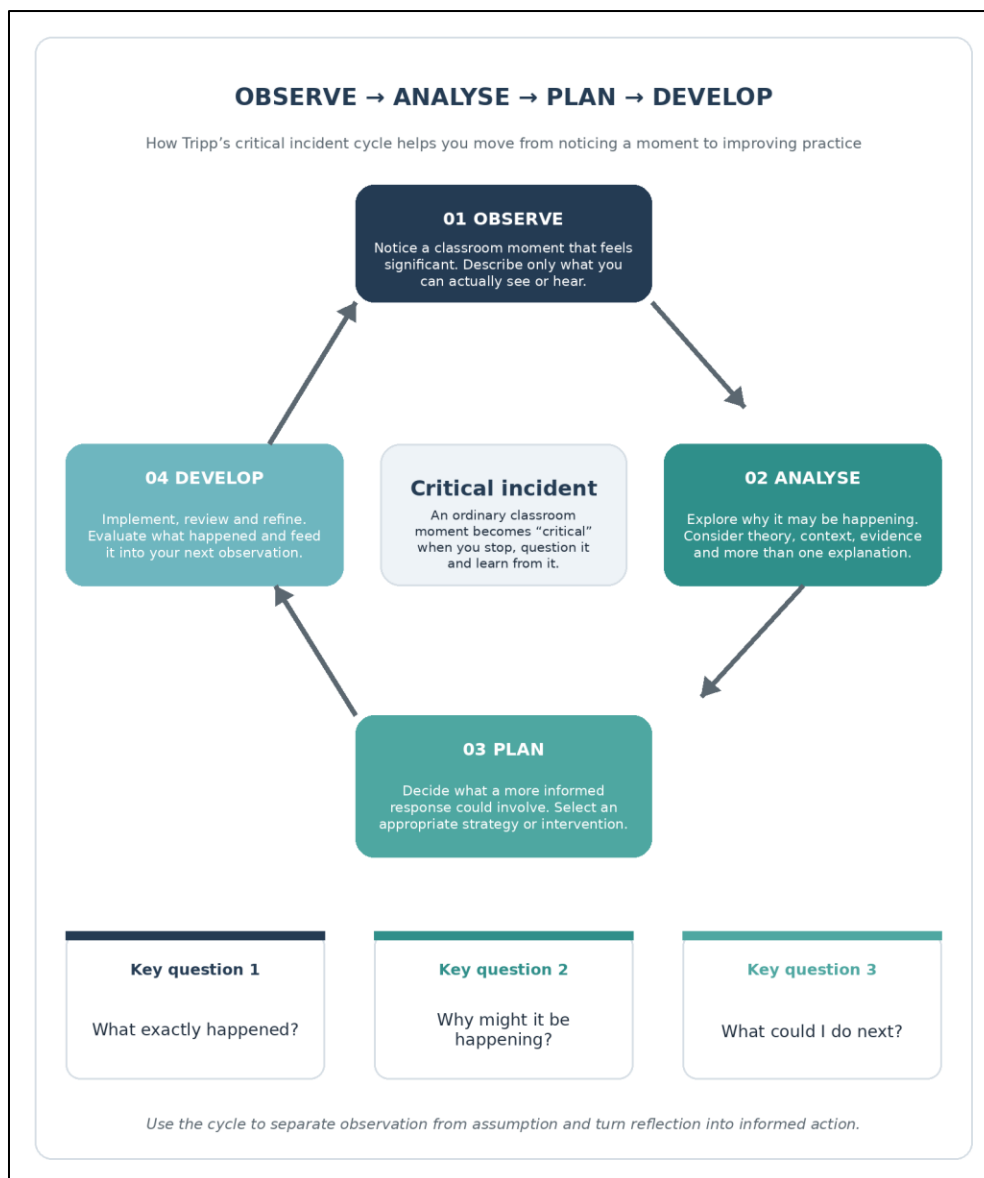
ETHICS In line with BERA (2024), keep every school, adult and child anonymous — including any identifying detail. Choose the fewest words that make the most insightful point, and be ready to challenge your own assumptions rather than confirm them.

All lecture materials and additional supporting materials, including the assignment specification, reading lists and module handbook, can be found on Moodle.

REFLECTIVE METHOD

Tripp's critical incident cycle — at a glance

A critical incident needn't be dramatic. It becomes significant when you stop, interpret it and learn from it.



YOUR DEFINITION

In your own words — what makes a moment "critical"?

INDEPENDENT TASK 01

TASK 01

Moodle checklist

Use this page to make sure you can locate and access the materials you will need before moving to the observation task.

- ☐ MOODLE TILE FOR ECAD6050 – IF YOU CANNOT ACCESS THIS EMAIL laura.emanuel@uwtsd.ac.uk
- ☐ INTRODUCTION PDF IF YOU NEED A RECAP
- ☐ TIMETABLE FOR THE WEEK
- ☐ THE VIDEO MENU
- ☐ THE LECTURES FOR THE MORNINGS OF THIS WEEK
- ☐ TURNITIN ON MOODLE WHERE I WILL UPLOAD MY ASSIGNMENT PART A AND B
- ☐ 6050 EXAMPLES TO HELP WITH IDEAS LOOKING FOR IDEAS
- ☐ THE ASSIGNMENT INFORMATION TAB (WHICH WE WILL BE SHOWN IN DETAIL ON FRIDAY)
- ☐ LOCATE THE INTERVENTIONS PDF TO DEVELOP UNDERSTANDING (REVISIT IN OWN TIME)
- ☐ HAVE A GO AT TURNING A PRESENTATION (PPT, CANVA ETC) INTO AN MP4
- ☐ MOVE ON TO INDEPENDENT TASK 2...

NEXT STEP Once you know where the resources are, move on to the immersive classroom observation and begin practising evidence-informed observation.

INDEPENDENT TASK 02

TASK 02

Classroom observation using 360° / immersive technology

Locate the Video Menu on Moodle, browse the options and choose one classroom observation to analyse.

BEFORE YOU START Describe before you judge. Your first notes should capture observable behaviour, language, interactions and classroom context — not assumptions about motive.

OBSERVE

In the immersive footage, what exactly did you observe (not interpret)?

You might explore: critical observation skills; Tripp (1993) on describing before judging.

ANALYSE

Why might it be happening? Identify theories, evidence and more than one possible explanation.

INDEPENDENT TASK 02

TASK 02

Immersive observation · response & reflection

Move from interpretation toward a considered, evidence-informed response.

PLAN & DEVELOP

What strategies or interventions could support the learner?

KEY AUTHORS

Authors, research, guidance or sources I may return to:

QUESTION TO CONSIDER Am I describing what actually happened, or already interpreting and judging it?

ASSESSMENT CONNECTION

A critical incident I could carry toward my assessment:

Reflective practice & Tripp's methodology

TODAY'S FOCUS

In one line, what is the central focus of today's session?

Example: what reflection is for, and what makes an incident 'critical'.

OBSERVE

What did you notice in the session or observation that felt significant?

Record what you would actually see or hear before interpreting it.

ANALYSE

Why might it be happening? Identify theories, evidence and possible reasons.

You might explore: Dewey (1933); Schön (1983); Tripp (1993); Brookfield's four lenses.

Reflective practice & Tripp's methodology · application

PLAN & DEVELOP

What strategies or interventions could support the learner?

What would you try, how would you implement it, and how would you know whether it helped?

KEY AUTHORS / READING

Key authors, research or guidance noted today:

QUESTION TO CONSIDER What makes this particular moment stand out to you — and what does that reveal about your own values or assumptions?

ASSESSMENT CONNECTION

A critical incident I could carry toward my assessment:

Child development (0–19)

TODAY'S FOCUS

In one line, what is the central focus of today's session?

Example: how developmental stage shapes what we see in the classroom.

OBSERVE

What might development look like at a particular age or stage?

Record what you would actually see or hear before interpreting it.

ANALYSE

Why might something be happening? Identify theories, evidence and possible reasons.

You might explore: Piaget; Vygotsky (Zone of Proximal Development); Bowlby (attachment).

Child development (0–19) · application

PLAN & DEVELOP

What strategies or interventions could support the learner at this stage?

What would you try, how would you implement it, and how would you know whether it helped?

KEY AUTHORS / READING

Key authors, research or guidance noted today:

QUESTION TO CONSIDER Is what I'm seeing a developmental stage — or am I mistaking development for difficulty?

ASSESSMENT CONNECTION

A critical incident I could carry toward my assessment:

Learning theories

TODAY'S FOCUS

In one line, what is the central focus of today's session?

Example: how different theories explain the same classroom moment.

OBSERVE

What behaviour or response might you observe linked to a theory?

Record what you would actually see or hear before interpreting it.

ANALYSE

Why might it be happening? Identify theories, evidence and possible reasons.

You might explore: Skinner & Pavlov (behaviourism); Bandura (social learning); Sweller (cognitive load).

Learning theories · application

PLAN & DEVELOP

What strategies or interventions could support the learner?

What would you try, how would you implement it, and how would you know whether it helped?

KEY AUTHORS / READING

Key authors, research or guidance noted today:

QUESTION TO CONSIDER Which theory best explains what I saw — and, just as importantly, which one doesn't fit?

ASSESSMENT CONNECTION

A critical incident I could carry toward my assessment:

Additional Learning Needs (ALN)

TODAY'S FOCUS

In one line, what is the central focus of today's session?

Example: how a need might present, and what it might mask.

OBSERVE

What might you notice that could signal an additional learning need?

Record what you would actually see or hear before interpreting it.

ANALYSE

Why might it be happening? Identify theories, evidence and possible reasons.

You might explore: ALN Code for Wales (2021); Inclusive Practice; Lindsay & Reid (2012).

Additional Learning Needs (ALN) · application

PLAN & DEVELOP

What strategies or interventions could support the learner?

What would you try, how would you implement it, and how would you know whether it helped?

KEY AUTHORS / READING

Key authors, research or guidance noted today:

QUESTION TO CONSIDER What might be hidden beneath this behaviour — and what assumption am I making about this child's ability?

ASSESSMENT CONNECTION

A critical incident I could carry toward my assessment:

Social & emotional literacy and wellbeing

TODAY'S FOCUS

In one line, what is the central focus of today's session?

Example: the need that can sit underneath a behaviour.

OBSERVE

What might you see or hear when a child's wellbeing is under strain?

Record what you would actually see or hear before interpreting it.

ANALYSE

Why might it be happening? Identify theories, evidence and possible reasons.

You might explore: Emotion Coaching / Zones of Regulation; Boxall / Thrive; ELSA; WG Whole-School Approach (2021).

Social & emotional literacy and wellbeing · application

PLAN & DEVELOP

What strategies or interventions could support the learner?

What would you try, how would you implement it, and how would you know whether it helped?

KEY AUTHORS / READING

Key authors, research or guidance noted today:

QUESTION TO CONSIDER What need might be sitting underneath what I can see on the surface?

ASSESSMENT CONNECTION

A critical incident I could carry toward my assessment:

Transitions

TODAY'S FOCUS

In one line, what is the central focus of today's session?

Example: the change a child may be carrying with them.

OBSERVE

What might signal that a child is finding a transition difficult?

Record what you would actually see or hear before interpreting it.

ANALYSE

Why might it be happening? Identify theories, evidence and possible reasons.

You might explore: Transition literature; attachment (Bowlby); WG wellbeing guidance.

Transitions · application

PLAN & DEVELOP

What strategies or interventions could support the learner?

What would you try, how would you implement it, and how would you know whether it helped?

KEY AUTHORS / READING

Key authors, research or guidance noted today:

QUESTION TO CONSIDER What change might this child be carrying that I can't immediately see?

ASSESSMENT CONNECTION

A critical incident I could carry toward my assessment:

READING PRINCIPLE Choose credible, current, reliable sources and use the fewest words to make the most relevant point.

[illegible]

Use this page for additional sources, guidance documents and literature you discover independently.

REFERENCE HABIT Record the full reference details while the source is in front of you. This will save time when you prepare your final reference list.

ASSESSMENT PREPARATION

Pulling it together — toward your assignment

Look back across your workbook and start to draw the threads together before the assessment guidance session.

PART A · VIDEO

The observed critical incident I will build on:

PART A · EXPLANATION

What may be behind the incident? Give a few possible explanations, then choose ONE to focus on. Why may it apply?

CHECK YOUR THINKING Have you separated observation from interpretation? Have you selected evidence because it explains the incident, rather than because it simply confirms your first assumption?

ASSESSMENT PREPARATION

Part B · case-study essay planning

Use your Part A critical incident as the foundation for two justified, critically considered strategies.

STRATEGY / INTERVENTION 01

Based on Part A, what is the first strategy or intervention you would use? Why this one? What evidence supports it? What are its limitations?

STRATEGY / INTERVENTION 02

What is the second strategy or intervention you would use? Why this one? What evidence supports it? What are its limitations?

CRITICAL LINK

How do the two strategies work together to support the learner moving forward?

FINAL REFLECTION

What is the purpose of Tripp and reflective methodology?

Bring together your understanding of observation, interpretation, professional judgement and responsive practice.

PROMPT Use this final page to explain what reflective methodology is for — not just what its stages are. Consider how it might change the way you notice, question, plan and develop your practice.

YOUR RESPONSE

What is the purpose of Tripp and reflective methodology?

LEAVE WITH THIS Strong reflection does not simply describe practice. It makes assumptions visible, tests interpretations against evidence, and turns learning into a more informed next action.