

A critical evaluation of next teaching and learning steps focusing on a case study of an individual learner based on an observed critical incident.

Introduction

The subsequent task at hand will encompass a meticulous and judicious appraisal of an observed occurrence within the confines of a classroom environment utilizing David Tripp's critical incident methodology, which was formally published in the year of 1993. The underlying rationale behind this particular assignment is to actively engage in reflective practice based on the perceptible observations made within the classroom, thereby serving as a foundation to inform and enhance my future pedagogical endeavours. It is of paramount importance to recognize and acknowledge the fact that incidents within the classroom setting are omnipresent, permeating throughout the entirety of the school day, and are intrinsically intertwined with the perspective of the observer as asserted by Tripp (2011). It is crucial to discern that a critical incident is not confined to any specific type of occurrence, but rather it is an ordinary incident that assumes the status of a critical incident solely when the observer undertakes a comprehensive analysis of it through the lens of critical thinking, hence the terminology "critical incident".

It is worth noting that the majority of critical incidents initially appear to be ordinary in nature, and it is only through meticulous analysis that the underlying significance and profound implications of these incidents can be unearthed and comprehended (Tripp, 2011).

By employing this particular methodological approach, educators are empowered to approach the process of learning in a more diagnostic manner, wherein the principles and tenets of academic theory inform and shape their instructional practices (Tripp, 2011). During the process of observation, three potential critical incidents were discovered and shall be expounded upon subsequently within the discourse of this academic writing. The ensuing subheading shall delve deeper into the notion of reflective practice, thereby facilitating a more comprehensive understanding of the intricate relationship between Tripp's critical incident methodology and the concept of reflective practice. Subsequently, the literature review shall strive to contextualize and establish the relevance of this particular assignment within the realm of classroom teaching. The aforementioned critical incident under discussion took place within the confines of a local community school with 17.4% of pupils entitled to free school meals. Approximately 4% of pupils have a statement of special educational needs, which is higher than the national average of 2.2% according to the most recent Estyn report. The aforementioned critical incident involved a Year 10 class of GCSE music students comprising of approximately twenty pupils, and one class teacher.

Literature review

David Tripp's concept of the "critical incident" has been influential in the field of education, particularly in the context of teacher education and reflective practice. Tripp's work has sparked considerable interest and research over the years (Tripp, D. H. 1993). Reflective Teaching and Teacher Education (Calderhead, J. 1989) discusses the role of critical incidents in teacher education and reflective teaching. It draws on Tripp's work to emphasise the importance of reflective practice in the development of teaching expertise and pedagogical

development. *The Action Research Planner*. Deakin University Press (Kemmis, S., & McTaggart, R. 1988). Discusses the use of the critical incident as a method of action research in education. They draw on Tripp's work to demonstrate how critical incidents can be used as a basis for reflection and improvement in teaching practice. *Reflective Teaching: An Introduction* (Erlbaum Zeichner, K. M., & Liston, D. P. 1996) is an introduction to reflective teaching and teacher education discusses the role of critical incidents in promoting reflective practice among pedagogues. The authors explore Tripp's work as a central element in the development of reflective teachers using the model of the critical incident to inform their reflective practice. *Developing Reflective Practice: Learning about Teaching and Learning Through Modelling* (Loughran, J. J. 1996) discusses the use of critical incidents to develop reflective practice and promote effective teaching. He examines the influence of David Tripp's work on the development of reflective practice in teacher education. *Reflection in Teacher Education: Towards Definition and Implementation* (Hatton, N., & Smith, D. 1995) explores the concept of reflection in teacher education, emphasising the use of critical incidents as a method for fostering reflective practice. The authors draw on Tripp's ideas to discuss the potential benefits of this approach.

Reflective Language Teaching: From Research to Practice (Farrell, T. S. C. 2007) discusses how the critical incident approach can be applied in language teaching. He integrates Tripp's work with language education, providing practical insights and examples for language teachers seeking to develop their reflective practice. This is useful in this context as music is often considered to be the universal language. *The Reflective Practitioner* (D. Schön 1983) explores the concept of reflective practice in various professions, including teaching. It laid the foundation for understanding how professionals learn from their experiences and make improvements based on reflective practice. *Becoming a Critically Reflective Teacher* (S. Brookfield 1995) discusses the process of becoming a critically

reflective teacher, emphasizing the role of critical incidents and self-reflection in improving teaching practices through reflective practice. *Professional Development and Teacher Change* (T. R. Guskey 2002) examines different approaches to teacher professional development, including reflective practices and the analysis of critical incidents, highlighting their impact on teacher learning and change. *Narrative Inquiry: Experience and Story in Qualitative Research* (F. M. Connelly, D. J. Clandinin 2006) explores the use of narrative inquiry in educational research. Understanding critical incidents often involves analysing teachers' narratives, making this work relevant to Tripp's approach. *Case Studies in School Leadership: Keys to a Successful Principalship* (B. M. Kowalski, C. A. Lasley II, P. E. Thornton 2009) focuses on leadership but also presents case studies that can be likened to D. H. Tripp's critical incidents. They offer insights into decision-making processes and their outcomes in educational contexts. *Online Teaching in K-12: Models, Methods, and Best Practices for Teachers and Administrators* (B. Rogowsky 2018) explores critical incidents specific to online teaching, shedding light on unique challenges and strategies for effective online education and how reflective practice may be made more difficult through asynchronous teaching. Rogers (1957 cited in Hanley et al., 2020 p.2) and Hyland (2009) argue that an environment in which children can effectively facilitate humanistic ideals for a good education by reflective practice. This viewpoint can be observed in the manifestation of authentic child-centred learning environments that prioritize empathy and support for the well-being of students, thereby promoting positive learning experiences and striving for the most favourable outcomes (Hyland, 2009; Hanley et al., 2012). The observable shift in the field of education, can be seen as a response to the growing recognition of well-being and its increased presence in broader culture and society (Wright, 2011). While acknowledging the reasons that are supporting the significance of high-quality childhood well-being and the role of educational settings in facilitating it, there has been a raised concern within the literature

regarding the surging popularity of these therapeutic notions (Hyland, 2009). In an effort to challenge this shift, Ecclestone and Hayes (2009 cited in Watson and Emery, 2012) contend that the presence of such notions within educational settings, aimed at fostering well-being aspirations, can be detrimental to the establishment of robust academic foundations. At the time, this concern emerged alongside the increasing responsibility placed on educational institutions and the pressure on educators to assume the role of 'surrogate psychologists', which was seen as having implications for 'good teaching practice' (Craig, 2009 p.16 cited in Watson and Emery, 2012).

The argument against the educational environment being a space primarily dedicated to traditional core learning, supported and delivered by teachers rather than well-being agendas, stems from a perspective that may not necessarily align with the current climate following the most recent and devastating pandemic. The significant disruption experienced at a national level, including the closure of schools, has intensified the focus on the well-being and mental health of children (NHS, 2020 as cited in Buchanan et al., 2022). This disruption has underscored the crucial role that educational settings play not only in imparting core knowledge but also in providing a sense of security and meeting the well-being needs of vulnerable children in particular (Colao, 2020). This literature was especially insightful as the observed educational establishment prioritises mental health and wellbeing above all else and spends a significant amount of time educating pupils on this. This body of literature represents a selection of the academic work that highlights the significance of David Tripp's critical incident theory in the field of education and reflective practice. Researchers and educators continue to draw from his work to enhance teacher education and improve teaching practices through reflective thinking and professional judgment.

Explanation of case study, critical incident overview, and the connection to the four purposes within a school context

As previously outlined, the observations undertaken within the school highlighted various incidents which could be reflected upon in order to inform the next steps of future teaching practice. This particular incident occurred in a Year 10 class for GCSE Music in a local community school. There were approximately twenty pupils in attendance with one class teacher. To put the incident in context, the lesson was a composition lesson and so the pupils had been instructed to continue with their free compositions, which they all did. For the benefit of the reader, a free composition is the second composition task a GCSE pupil has to complete in order to meet the GCSE specification. As the class teacher checked on the progress of the pupils and perambulated around the room, the teacher discovered that one particular pupil had been playing pop songs on his guitar for the duration of the lesson. This was not the task that had been set and so the teacher challenged the pupil asking why they had not been working on their composition. They did not have a response. The teacher then asked them to work on their composition and the pupil stated that they could not complete the task without the guitar. The teacher accepted this but stated that the guitar was obviously proving a distraction due to the lack of work being produced. The pupil had no response for this and began to shut down. The teacher was then offering support for the composition, but due to the volume of their speaking voice other pupils could hear. It appeared that the pupil felt singled out and exposed. The pupil then further retreated into their shell. The teacher then asked the pupil in question if they could create a chord progression together. The pupil stated that they did not know how to do this. The class teacher offered assistance and asked the pupil to play the “A” string of the guitar. It was at this point that the pupil stated he did not

know what the open strings on the guitar were and therefore could not play the “A” string. The teacher was shocked at this and told the pupil to purchase a book on the matter as the open strings form the basics of playing the guitar. The pupil appeared to entirely disengage from the lesson and then the alarm bell sounded signifying that lunchtime had arrived. In addition to commencing the process of engaging with reflective practice by utilizing observed incidents, it is of utmost significance to acquire a broader comprehension of the incident in relation to the educational reform known as the “Curriculum for Wales 2022”. This recently implemented curriculum has endeavoured to reaffirm the fundamental objectives of education with the intention of facilitating the growth of well-rounded and resilient individuals (Donaldson, 2015, p.5).

The cultivation of individuals possessing such qualities is pivotal in order to effectively confront and overcome the evolving pressures and challenges that Wales and the global community face in the present and future (Donaldson, 2015). The delivery of this curriculum is to be driven by the four overarching purposes that collectively indicate the specific outcomes that education should strive to achieve throughout Wales (Welsh Government, 2021). By delving further into the purposes in a more detailed manner, the observed incident can be interconnected with both the promotion of "healthy and confident individuals" and the fostering of "ambitious capable learners" (Donaldson, 2015, p.30). The defining characteristics of these purposes are clearly delineated, with a selection of them closely aligning with the observed incident. The primary characteristic that was demonstrated pertained to the enhancement of mental and emotional well-being through the bolstering of confidence, resilience, and empathy (Donaldson, 2015). The discussion of the nature typically associated with wellbeing discussions enables pupils to articulate their own emotions and attentively listen to a myriad of emotions expressed by others, which, in my opinion, exemplifies the empathetic component of this specific purpose. Additionally, the

specific details of the incident involving the aforementioned pupil resonate with this purpose as the scenario could have encouraged the development of confidence and expression in learning about their instrument. As previously mentioned, the incident can also be associated with the promotion of the use of both English and Welsh for effective communication as an integral aspect of becoming an ambitious and capable learner in practical settings. This was evidently observable as the incident unfolded through the utilization of child-led, bilingual questioning and answering. The incident could also be associated with differentiation as the pupil in question was clearly struggling with the composition task and required alternative teaching methods to enable them to find the work more accessible and potentially additional time with the class teacher with subject specific knowledge to assist in attaining a good mark in this composition task.

Teaching and learning methods, discussion, reflection, and evaluation of the next teaching steps and the role of the critical incident in reflective practice to inform future teaching practice

The identification of an incident that transpired in a classroom setting has provided an invaluable opportunity for further contemplation and critical analysis, thereby enabling a deeper examination of the said incident within a broader context. This process of critical reflection has shed a substantial amount of light on the utmost significance of comprehending the underlying justifications for teaching practices, as eloquently put by Donaldson (2015) in his seminal work. As can be gleaned from the preceding sections, the concept of reflective practice was initially introduced through theoretical principles that were first proposed by

Dewey (1933) and subsequently expounded upon by Schön (1983), both of whom played a pivotal role in solidifying and establishing the tenets of reflective teaching practices (Sellars, 2017).

In alignment with Dewey's (1933) profound idea of reflecting on an event only after it has transpired, personal reflective practice employing the critical incident in question, seeks to embody and encapsulate this very notion. However, I firmly believe that employing a well-structured and widely accepted reflective framework such as the one proposed by Gibbs (1988) would prove to be advantageous when it comes to structuring my reflection and subsequently deriving meaningful outcomes, specifically in the form of identifying and delineating the necessary and appropriate steps that ought to be taken in that particular area of teaching. This framework, which is widely recognized and respected, closely aligns with the seminal work of Dewey (1933) as it expertly facilitates and expedites reflective learning that is firmly rooted and grounded in the realm of experiential encounters (Gibbs, 1988 cited in Markkanen et al., 2020).

The aforementioned reflective framework, which is often referred to as a "model" due to its comprehensiveness and effectiveness, encompasses a total of six distinct and interrelated stages. It commences with the description of the experience in question, thereby setting the stage for a comprehensive and rigorous analysis and evaluation of the incident. Furthermore, it takes into careful consideration the vast array of emotions, sentiments, and feelings that were experienced by the practitioner during the course of the incident in question (Mathew et al., 2017). Each and every one of these meticulously crafted and carefully designed steps and stages intricately and artfully guides the practitioner towards the formulation and development of a comprehensive and robust "action plan" that can be readily and seamlessly implemented should a similar situation or incident arise in the realm of future practice (Gibbs, 1988 cited in Markkanen et al., 2020, p. 49). By creating and fashioning such

a comprehensive and well-thought-out plan, practitioners are able to deftly draw upon the innate abilities that have been suggested by Schön (1983), which are to be honed and developed through the crucible of practical experience.

In addition to the aforementioned points and arguments, it is worth noting and highlighting that the identification of a classroom-based incident has presented an unparalleled and unprecedented opportunity for critical reflection, thereby enabling and facilitating a comprehensive and exhaustive analysis of the incident within a broader and more expansive context. This meticulous and painstaking process unambiguously and unequivocally emphasises and underscores the utmost and paramount significance of fully and completely understanding the underlying justifications for teaching practices, which have been so eloquently championed by Donaldson (2015) in his great work. It is abundantly clear that reflective practice, which was initially introduced by Dewey (1933) and further developed and expounded upon by Schön (1983), occupies and assumes a central role in the grounding and solidifying of reflective teaching practices. To structure and frame personal reflection in the most effective and comprehensive manner possible, I have found it to be extremely beneficial and advantageous to employ a structured and widely-accepted reflective framework such as the one proposed by Gibbs (1988), which expertly and adeptly mirrors the foundational and seminal principles that were so eloquently laid out by Dewey (1933) and which enable and facilitate reflective learning that is firmly grounded and rooted in the realm of experiential encounters. This particular framework, which consists of a total of six stages, adequately guides practitioners through a comprehensive and rigorous reflection process, ultimately culminating in the formulation and development of an action plan that can be readily and seamlessly implemented in future teaching scenarios. This approach or methodology is fully in alignment with Schön (1983) and the focus on the innate abilities possessed by practitioners, which are painstakingly cultivated and honed through the crucible

of practical experience. In my capacity as an educator, I believe it is imperative that I meticulously consider and internalise all the aforementioned factors, ensuring that they remain at the forefront of my mind during my classroom teaching. I would adopt a multifaceted approach when confronted with various scenarios, tailoring my strategies to suit the specific circumstances as they arise. My primary objective is placing the student in the centre and prioritising their learning needs above all else, as I believe the pupil's progress and development are of the utmost significance within teaching.

A detailed analysis of the observed critical incident revealed that the student potentially had the ability to enhance their educational outcomes if the class teacher had employed differentiation strategies. Therefore, it is strongly advised that the class teacher adopts a more welcoming and accommodating attitude towards granting additional time for meaningful interaction with this particular pupil, with a specific focus on exploring the open strings on the guitar. This deliberate and purposeful engagement would ultimately equip the pupil in question with the necessary skills and knowledge for composing music that is tailored to their chosen musical instrument. As a result, the pupil will feel empowered to create musical compositions that reflect their unique musical preferences and capabilities with the knowledge of their chosen instrument, leading to a more fulfilling and successful educational experience. In my classroom, I would convey knowledge in a more concise manner to the pupils, particularly starting from Year 7, with the primary focus being on providing my future GCSE pupils with the necessary abilities and knowledge they require in order to achieve the highest possible grades in their GCSEs. This pedagogical approach not only serves the specific purpose of getting the pupils through their GCSEs, but it also has a broader cross-curricular purpose due to the great importance placed on literacy skills.

In addition to this, musical literacy is essential in my subject as it is a necessity to comprehend and interpret musical notation and become familiar with the positions of the

open strings of the guitar on both the grand staff and within guitar tablature, for those whose instrument is the guitar. Numeracy is also included through the use of counting the beat and working out the fingerings required to play the guitar. It is my firm belief that each individual student will undoubtedly experience a remarkable enhancement in their self-confidence and self-esteem by gaining this knowledge, as wellbeing is very important in a modern school. Such an enhancement will undoubtedly have a positive impact on their overall academic performance and personal development. Furthermore, it will enable them to effectively communicate and express themselves through music, fostering a lifelong love and appreciation for music, even if it is not pursued as a career or in an academic capacity. The primary characteristic that would be exemplified here is the enhancement of mental and emotional wellbeing through the bolstering of confidence, resilience, and empathy (Donaldson, 2015). This could also be connected to both the promotion of "healthy and confident individuals" and the fostering of "ambitious, capable learners" (Donaldson, 2015, p.30). As previously stated, I would suggest adopting a multifaceted approach when confronted with various scenarios such as the aforementioned critical incident, tailoring my strategies to suit the specific circumstances as they come about. In this scenario, I might adopt flexible-pace learning for this particular pupil as it may better suit their current progression step (Donaldson, 2015). Once the pupil feels more confident, I may then introduce some collaborative learning by allowing the pupils to create an ensemble and perform one of the set works they will have to study for their appraising examination. I believe that operant conditioning could also be included into this process in order to promote the learning objectives. Operant conditioning is a method of learning that uses reward and punishment to modify behaviour developed by Burrhus Frederic Skinner. For example, positive reinforcement could be used in order to show the pupil that progress is being made and so they may have a reward. If the pupil does not show any progress due to a lack of

effort, then the teacher may use negative punishment in order to show the pupil that more effort is required for the skill to be further developed.

Conclusion

A detailed analysis of the observed critical incident revealed that the pupil required differentiation strategies in order to make the content more accessible to them. This might be achieved by adding stickers to the instrument in order to label the open strings to assist with remembering the frets of the guitar. Another approach could be to create a pneumonic in order to assist with remembering the open strings of the guitar. In addition to either of these approaches, one could use the grand staff or guitar tablature with notes written above to inform the pupil of where their fingers should be on the instrument. A barrier to this might be the pupil's reluctance to change their habits as they have been playing the guitar for some time and have naturally become confident in their abilities. It may be difficult to convince the pupil to break some habits in order to achieve better technique. A way to overcome this might be to present the pupil with a pop song they like which includes a guitar riff and ask them to play it but also inform them that they will need to develop a new technique to get the riff up to the correct speed. These are approaches that I would use to inform my pedagogical practice going forward. In addition to this, I prioritise the wellbeing of both pupils and teachers, and I am of the firm belief that a successful lesson will help to achieve this through a good balance of lesson planning and lesson delivery.

In conclusion, I believe that the methods of teaching and learning pedagogies would be extremely useful within this context for various reasons. One of these reasons is that it is

very important to understand the lesson from the perspective of the pupil. During my observation phase, I had the opportunity to conduct a pupil trail and I discovered lots of useful things from essentially being a pupil in the lesson and seeing how the classroom is laid out and how the daily administrative tasks are completed. Another reason is that the refining of teaching under the standard of pedagogy can be explored by using a critical incident to inform further professional practice, such as in the case of this example with the necessary differentiation being included in further lessons so that on particular pupil does not feel that the lesson is inaccessible to them.

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