

Introduction

The department of education state that (Department of Education, 2020) a critical incident may be defined as any sudden or unexpected incident which can cause trauma within a school community. Joshi (2020) agrees with this as he states that critical incidents are usually unplanned events which take place during class time, but he states that critical incidents aren't always bad, as 'teachers can critically analyse any lesson and can make any event critical by reflecting on it' (Joshi, 2020), this enables teachers to use these incidents for future reference which helps to create successful teaching professional development. Tripp (1993) stated that "a critical incident is an interpretation of the significance of an event" and it is "marked as a significant turning-point in a person's life", even though these incidents may seem normal at first through analysis we can determine a critical incident from any event. Through analysing critical incidents, it helps facilitate the teaching professions development as it helps to identify and solve problems. According to Richards and Farrell (2010) this helps teachers reflect on their practice and helps professional awareness, it can create a greater level of self-awareness, it can prompt an evaluation of established routines and procedures, as well as forcing critical questions to be made, create opportunities for action research and can help build a community of critical practitioners (Richards and Farrell, 2010).

Critical incidents need analysing and one of the procedures to analyse critical incidents is by reflecting to examine the incident and understand the critical incident itself. Tripp (1993) suggests that there are two stages when analysing a critical incident, stage one involves describing the incident and stage two involves explaining the meaning, by doing this it helps to interpret the incident and allows us to reflect on it. When analysing an incident, teachers need to follow certain steps; self-observation, describing what happened, self-awareness and self-evaluation (Thiel, 1999). This allows us as practitioners to reflect on our teaching practice and better our development.

Observation

The observation of the critical incident took place in a county mixed primary school in South Wales consisting of over three hundred and sixty children ranging from age three to eleven (Estyn, 2016). The class that was observed was a year five class, these children's ages range from nine to ten. The school's prospectus states how their curriculum even though is based on the new curriculum for Wales framework and the four purposes of the curriculum, they still believe the best way to learn is to allow the children to have a strong pupil voice as it allows them to steer their own learning (Estyn, 2016). Despite this the school praise the idea of the new curriculum as it allows the school to design their own curriculum within a national approach to ensure a level of consistency throughout the whole school (Estyn, 2016). The school's moto is 'to happily learn together in a fair and caring school community, achieving our best at all times', their moto displays how the safety and wellbeing and achievement of all the children attending the school is their priority (Estyn, 2016)

According to Cohen and Manion (2011) when undertaking research that involves children the BERA ethical guidelines need to be taken into consideration. The BERA guidelines (2020)

state that to ethically observe within an educational establishment researchers must aid to the highest ethical standards, according to BERA (2020) the principles that underpin the guidelines include being inclusive and respecting the privacy, autonomy, diversity, values and dignity of all, these principles ensure the safety of all pupils and staff of the school that I observed, as well as protecting myself the researcher. As the research I must be aware of my social responsibilities and ensure I use the appropriate methods to obtain the information I need from the visit to the school. As well as looking at the BERA guidelines a Disclosure and Barring Service (DBS) certificate must be obtained in order to be able to have contact with participants when observing. In accordance with the BERA guidelines the school I will be discussing referred to as 'School 1' and the children will not be named; this protects all participants involved. When discussing the critical incident and the child in question will be referred to as 'Child X'.

According to Farrell (2005) the risks of educational research can involve things such as social or physical harm, UWTSD (2020) reiterate how researchers must understand all risks involved in any study and must understand how to avoid them. The risks when observing children with an educational establishment include situations such as not being able to observe as the observer may be too involved in class life. The observer may not observe a critical incident due to nothing major happening in the school day. Due to the coronavirus stipulations social distancing has been implemented to safeguard all pupils and staff, this is one of the biggest risks at the moment when observing children, due to the high risk of getting the virus (GOV, 2020).

Methodology

There are two different types of data collection, this includes a variety of different primary methods that can be used to help collect relevant data. The first type of methodology includes non-participant, participant, structured and unstructured observations, unstructured and structured interviewing and lastly mailed, collective and online questionnaires (Santha, 2017). The second type of methodology includes documents such as government publications, earlier research and censuses. None of these methods are a 100 percent accurate or reliable but they allow us to obtain information relevant to our research. According to (Phellas, 2020) the reason why we use methodology when analysing a case study is to collect qualitative data. Case study methodology allows the learner to look at specific situations or social phenomenon through discussing and interrupting a case (Kumar, 2005).

According to Kumar (2005) by observing it allows us to collect purposeful, systematic and selective primary data, this method is appropriate in my case as it allows me to watch and listen to interactions as they take place. An example of where to use this method appropriately would be in an educational setting to observe the interaction of an individual or a group. This way of collecting primary data is appropriate as other types of methods may not suit the environment (Kumar, 2005). But there is another method that could have been used, this is the participant observational method. This method would have allowed the

researcher to take descriptive notes about the children according to DeWalt (2002) as it allows the observer to view a backstage culture environment (DeMunk and Sobo, 1998). However, there could have been limitations with this method as the observer's sole purpose would be to focus on one task and not the whole classroom (DeMunk and Sobo, 1998).

The reason I chose to use an unstructured observational method is so that I would still be able to involve myself in the classroom activities and gain hands on experience to how the children behave. Cohen and Manion (2011) state that the role of the observer when carrying out an unstructured observation involves the observer attending an educational establishment and in this case a primary school to observe, the role involves taking notes on anything that is useful, when arriving in the classroom the class teacher would need to introduce the observer and make the participants, the children, aware of why I am there, what my role is and to explain they need to treat the observer with respect (Cohen and Manion, 2011). Using an unstructured observational method allows the observer or researcher to involve myself in tasks throughout the observation day. By doing this it allowed me to observe a variety of critical incidents whilst being actively involved in class tasks whilst still being able to take general notes. I was able to collect information by using this type of observation to collect live first-hand information. According to Cooper and Schindler (2001) by using this method it allows me to gather live information through hands on experiences with the classroom activities in normal classroom environments. I was able to collect information that I would otherwise not receive via interview (Cooper and Schindler, 2001).

When using this method of observation there could be a few challenges. The first problem that could occur is that the children's behaviour could change due to my presence in the classroom, this could hinder the observation as the children wouldn't act as they normally do. Also there is a risk that observations are incomplete due to not being able to write down notes when interacting with the students and similarly when interacting with the children it becomes impossible to record observations.

Critical incident linked to Donaldson's 4 purposes of the curriculum

The main critical incident that I witnessed involving 'Child X' occurred in a year five classroom. When the incident occurred, the children were participating in a maths task involving learning how to effectively use the leapfrog method. The children were sent off to learn independently how to add and subtract large numbers using the method. This task links to the four purposes of the new curriculum as the children learn to problem solve, understand how to interpret data, apply mathematical concepts and learn how to use numbers in different contexts (Gov, 2020). As the new curriculum's four purposes reiterate the children from this task should be ambitious, capable learners, healthy, confident individuals, from contributing to this task the children should encompass these purposes (Successful futures, 2015).

The incident involved child X being completely unengaged with an independently set task, when noticing that child X was not paying attention and not understanding what the task

involved, I approached the child. As an unstructured observer I was able to interact with the children when necessary, to ask them if they understood what they were doing. Child X seemed completely clueless to the task and could not explain what they were meant to be completing and didn't want to discuss it with me and became agitated when I tried to prompt them. The other children that were sitting on the same table as child X were very engaged in the task and were competing to see who could finish the maths questions the quickest. Child X seemed even more uneasy about the maths task due to the positive attitude their classmates were conveying when they were partaking in the activity. One of the children stated aloud how easy they found the task at hand which seemed to trigger child X into not wanting to engage in the task at all, it resulted in them resting their head on the table and completely becoming unresponsive. When I tried to help the child I positively explained humorously how I needed the other children to explain it to me because I didn't understand the task (I did, I just used this as a technique to prompt child X into thinking that I didn't understand it) child X became more positive about it and started to try and have a go. One of the children on the table once prompted by myself offered to help child X to understand the leap frog method, once explained by the child, child X became more hopeful and actually started engaging with the task and seemed to understand what they were doing. Through positive reinforcement I was able to change the attitude of child X without being negative about their attitude towards the task. The behaviour of the child changed once they had been positively reinforced and explained to properly. Resulting in the child completing the task and understanding the concept of the leapfrog method.

The incident occurred early in the morning and as it was the children's first task of the day, there were several factors I put into consideration. When looking at the four purposes of the curriculum, these factors may prevent child X from becoming a healthy, confident individual, an ethically informed citizen, an ambitious capable learner and an enterprising, creative contributor (Successful futures, 2015). When looking at outside factors that could influence the child's behaviour, I needed to take things like their wellbeing into consideration and their home life. The child's lack of interest in this instance could be due to their lack of understanding, their willing to participate, their attitude towards school life or any factors from their home life that may influence their attitude. It's hard to pinpoint the main cause of the child's behaviour without integrating child X and questioning them. So instead of making child X more uncomfortable and agitated with the task I took a positive reinforcement approach to the situation and instead made them feel like it was okay to not understand the task and that once explained it would help. Once I felt like the child had cooperated with me and had changed their attitude, I rewarded the child with 5 Dojo points, which they were very pleased about (Krach, McCreery and Rimel, 2020). The Dojo points system allows teachers to reward children with points for their positive behaviour, but the children can also lose points, for example a child may earn 5 points for teamwork but lose three for messing around.

I took things into consideration like the child's hunger, they may not have had breakfast and could be anticipating lunch, they could be upset due to something happening before school, they could be tired as they hadn't slept the night before, these factors all play a part.

on a child's willingness to learn. This also links to the child's intrinsic motivation; the theory of motivation introduced by Dweck (1999) is that children struggle with tasks due to their lack of motivation due to struggling with other tasks or that specific subject before. In this case child X was not willing to engage in the task from the very start due to not being very confident in this subject area. This can play an effect on the child's other subjects, after struggling to complete the maths task, the child may look at other subjects the same way. In accordance with Donaldson's four purposes, one of the purposes is to be a healthy and confident individual, in this incident child X's confidence was clearly stunted.

Child X's eagerness to learn and engagement is also questioned in this incident as child X clearly finds it hard to engage in the task due to their lack of understanding, this results in child X not wanting to learn. This coincides with another purpose of the new curriculum, ambitious capable learners (Successful futures, 2015). As child X is completely unengaged it affects their ambition to want to learn, child X due to feeling like this fails to set themselves standards and doesn't want to seek challenge or progress further. This is a key point under the purpose ambitious, capable learners. Due to the attitude of child X towards wanting to learn they are not fulfilling this purpose. But by spending time with child X and positively explaining the task properly until they understood, it changed their perception of the task and pushed them to want to complete all the questions willingly (Estyn, 2017).

Literature Review

There are numerous opinions and views on the perception of how children behave and many theorists it is either treatable or punishable. Ellis and Todd (2015) reiterate that the term 'behaviour for learning' means that schools should implement a suitable behavioural system that reinforces an acceptable standard of behaviour that all children should meet when in school time. Teachers and practitioners need to implement the correct strategy to tackle behaviour issues, one where the children can learn and strive in a safe and respectable environment. Layard and Dunn (2009) agree with this as they believe that school environments should be a positive place where children are encouraged to respect and care for one another, take responsibility for their actions, have a basic understanding and work together in a loving environment (Layard and Dunn, 2009). Potsholm (2013) also agrees with this as he states that it allows the children to have a more effective learning experience.

The need for a whole school behavioural system is established by the Welsh Government, they empathise the need for an approach to tackle negative behaviour and to reward good behaviour (DfE, 2014). Every school's behaviour policy is central to defining their whole school approach. In accordance with the education act (1997) all schools must establish a firm behaviour policy to ensure that staff are equipped with the correct support to manage behaviour, by law these schools must aim to; promote good behaviour, self-discipline, respect, prevent bullying and ensure that children complete their assigned work (DfE, 2014:4). The current standards require teachers to establish a framework to promote

discipline, but the whole school is dependent on whether their staff comply and reinforce the behaviour framework (DfE, 2014).

There are many theorists that discuss and contemplate the use of positive reinforcement and how it is a beneficial tool to change the behaviour and attitude of children. One theorist's beliefs Burrhus F. Skinner towards positive reinforcement involves operant conditioning. This type of method involves children being rewarded or punished for their behaviour (Dignity and Skinner, 2020). In this instance I will be looking at the reward system that Skinner uses to reinforce the children's positive behaviour. Skinner's theory mainly concentrates on rewards rather than punishment as he believes that to punish a child is 'counter-productive' and can do more harm than good (Dignity and Skinner, 2020). The theory is that by motivating children with rewards it makes them enthusiastic about learning and changes their behaviour in a positive way. For example, when a child's behaving well or gets something correct in class the teacher or practitioner can then reward the child, this not only benefits the child but also benefits the whole class and creates a positive environment. So positive reinforcement means that if a child gives a positive response or displays a positive action, they are to be positively rewarded. By displaying this the other children in the class will learn to follow suit and want to be positively rewarded to. For example, if the teacher rewards a child with Dojo points for being quite in the cue when waiting for lunch, the other children will copy as they want to receive Dojo points too (Krach, McCreery and Rimel, 2020)

When researching another theory that linked to how children behave is Maslow's hierarchy of needs (1999). This theory empathises how learners require basic needs for learning to efficiently take place. These needs are things such as warmth, food and drink. These basic needs need to be established or the children then begin to develop higher needs; esteem needs and aesthetic needs. Children need these basic needs to concentrate and motivate themselves to engage in tasks, not meeting the basic needs effects their learning. Lastly another theory that could be considered is Dweck's 'theory of motivation' (1999), Dweck's theory discusses that learners should be divided into two separate categories. The two categories are fixed IQ theorists and untapped potential theorists. These perceptions of learning show how the students view their own education. The two categories deliberate how learners believe that either their ability is fixed and can't be changed or that their own success and ability all comes down to their learning and their effort. Dweck's idea relays how this can affect a child's intrinsic motivation as maybe a child might see themselves as a fixed IQ learner and in turn fail to engage as they believe they can't not do it before even attempting the task as they don't believe they can do it. This can impact on their learning, wellbeing and knock their confidence when attempting any subject work.

There are a few models of behaviour that schools could implement to help reduce bad behaviour. One of the most used models is the positive behaviour intervention support (PBIS), this model was established to provide social, emotional and behavioural services to children in school time (OSEP, 2020). This model of behaviour is a multi-tiered intervention strategy which includes three tiers. The first tier involves all the children being provided

with an intervention, the second two involves about fifteen percent of children having extra support and lastly the third tier involves five percent receiving even further intensive support (Basham et al. 2010). According to the OSEP this way of intervening reduces bad behaviour dramatically within schools and is a useful intervention strategy (OSEP, 2020).

The second model that teachers and practitioners could use to implement good behaviour is the behavioural management chart system (BMCs). The BMC allows teachers to record a pupil's positive or negative behaviour and see whether it has changed or worsened throughout the school term or year (Sattler and Riddell, 2014). Data from this chart allows teachers to make informed decisions about a child's behaviour and allows them to describe the nature of the incidents and display them for future study. (Tillery et al. 2010). Through this data the teacher can identify whether their implemented strategies work and their effectiveness (Zirpoli and Buese, 2012). The chart allows for teachers to relay the incidents in detail so that they can target the route of a particular child's behaviour. The reward system for this intervention allows teachers to offer extra play or free time, stickers or sweets for good behaviour. By doing this it allows the children to choose how they are going to behave and make them aware of the consequences to their actions. The effectiveness of this system shows that teachers primarily use this system to determine whether a child receives rewards or punishment (Tillery et al, 2010). In a study by Tillery et al (2010) they found that this system was used as a referral to what punishment to issue a child depending on their behaviour, for example a child who misbehaves loses free time or gets sent to the office for a verbal punishment.

Another useful tool to use to help behaviour management is the Class Dojo system, which I have previously mentioned. According to Krach, McCreery and Rimel (2020) Class Dojo is a behaviour management system that is used to help reinforce positive behaviour. This system can be used by teachers, parents and students. This behaviour strategy is used in numerous schools across Wales and has been praised by numerous schools for its effectiveness. Due to this positive feedback numerous schools are integrating this into their improvement plans (Krach, McCreery and Rimel, 2020). All pupils within each class must maintain an average of 80% or higher to be classed as behaving good when using this system. Children achieving lower than the 80% are seen to behave badly or below 50% they have behavioural problems. The system allows for teachers to individually appoint Dojo Points to children who deserve them. The online system appoints characters for each child which the class teacher can then click on and add points for positive behaviour or takeaway any points for negative behaviour when necessary. The cross-platform system allows parents to logon a view their child's progress which is extremely important.

Reflection/ Evaluation

Reflection is an essential and useful tool that helps teachers and practitioners to better their practice and develop their skills. Reflection is also a helpful tool for observers as it allows them to collect their thoughts in a concise manner. John Dewey (1993) was the first theorist

to contemplate reflection and identify it as a form of thinking. According to John Dewey (1993) reflection is an 'active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it', this definition of reflection includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality. This means that reflection allows us to consider the process of our own learning and critically review it to help self-development. When reflecting as an observer we need to critically analyse and reflect on our experiences, according to Boyd and Fale (1983) to critically reflect we need to understand the core difference between whether a person repeats the same experience several times becoming highly proficient at one behaviour or learns from experiences in such a way that he or she is cognitively or affectively changed. The professional teaching standards reiterate how important reflection is to be able to create a good class pedagogy to benefit the children (WAG, 2018).

Upon reflecting on my observation, I needed to establish what type of reflective model I was going to use. Upon researching I came across several models of reflection, the first model of reflection that I could have used is Kolb's four stages of reflection (1984), his idea relays four different stages; concrete experience, reflective observation, abstract conceptualisation and active experimentation. In order to reflect effectively Kolb reiterates how these four stages are essential. Gibbs (1998) extended this way of reflecting to six stages, the extra stages allow for further reflection on our feelings, for analysis, evaluation and for a future action plan.

Another useful method is the Zone of Proximal development (ZPD), this theory proposed by Vygotsky (1978). This model could be a useful way to reflect regarding positive behaviour is Ghaye's model (2011) which focuses on the pattern of the R (see appendices), this model relays a series of four headings that guide reflection; appreciate the situation, imagine the next steps, how to implement the next steps and lastly the importance of acting upon these steps. However, this model would work better when reflecting upon a case study.

The reflective model that I found useful in relation with this assignment is the Assisted Reflective Conclusion Model (ARC). This model helped me to breakdown the critical incident into headings so that it is easier to understand my findings (See in a appendices). I found the headings useful as they breakdown my ideas and allow me to structurally analyse my findings. The model allowed me to discuss my thoughts and feelings about the incident which I can now look back on in future to better my practice.

Through the children taking ownership of their own learning when in class, it builds upon the basic skills and knowledge that the teacher has initiated in them and shows there understanding and willingness to learn according to Meyer et al (2008). But due to the new curriculum I've realised as much as it is essential to make a child independent, structure and explanation are needed for a child to understand their learning. By giving children tasks to do without explanation it can hinder their learning as they give up once they don't understand and start to become unengaged, to make children ambitious capable learners guided learning is essential to support and challenge the children in a way that allows them to understand and progress. Through reflecting I was able to see how the child needed an extra explanation in order to concept to the task at hand.

Conclusion

To conclude there are numerous possibilities to why critical incidents occur in the classroom. Through observing I was able to view several different behaviours and investigate the wellbeing of the pupils. I now understand the different incidents that can occur in school and understand that critical incidents are anything that effects a child's learning. The main reason to why the incident occurred is due to the child not understanding the task and needing extra help, child X seemed as if they didn't want to ask for help in front of their friends as they were finding the task easy. The child found it easier to not listen to the task and completely unengaged themselves as they knew that mathematics was not their strong suit. But despite this I'm glad the incident was resolved as it resulted in the child understanding the leapfrog method and benefiting from being explained to by their peers and the student teacher. To conclude the incident the child was then rewarded for their change in behaviour. The findings of this incident allow for contemplation of the different behaviour methods and models that could be used to consider the different types of behaviour techniques that can be used when dealing with behaviour management. My role as an unstructured observer was an effective method to use when observing the incident as it allowed me to analyse the different behaviours that I witnessed. I found this method useful as it allowed me to take notes whilst interacting with the children but at the same time it didn't leave much room for me to watch as I was so involved. Through using the ARC reflection model, I was able to reflect on this experience and deliberate my findings to help me to develop my practice. By reflecting it allows me to link my findings to the new curriculum and assess where the children are at and what they need help with. Through observing and researching the different behaviour methods I am now able to choose the correct method to use on a specific child.

The class teacher had created a positive learning environment where the children's autonomy was strong, their independency was evident and this coincides with one of the four purposes: creative, ambitious learners (Donaldson, 2015), but despite this the lack of understanding from the child was clear and a basic introduction of the task was needed for the child to understand. The child's reaction to the task lead me to believe that more than one approach is needed to manage behaviour as children react to situations differently, Donaldson agrees with this as he states that applying a range of different strategies allows the children to become independent, critical and creative thinkers that can problem solve (Donaldson, 2015).

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Appendices

		A	
		(Questions adapted from Fletcher Wood (2016))	
1		Date and time, year group: Year 5, 28/09/20, 12.40pm.	
2		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). AoLE - Language, Literacy and Communication. Children were to create a mind map. The children were learning how to organise and structure their ideas. The task involved them creating a mind map based around information they collected from a story: <i>Midnight for Charlie Bone</i>. Indoor class work, paired work focusing on how to effectively create a mind map that is clear and contextual. The children were put into pairs where they together created a specific mind map to help them relay the story <i>Midnight for Charlie Bone</i>.	
3		Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) The teacher created a positive learning environment, where the children were influenced to work independently, with minimum input from the teacher. Apart from when participating in paired and group tasks. The children are given a set of instructions that they are to complete, the children even though are given these instructions some seem to still not understand the task. The children respect their teaching environment and respect their class teacher and teaching assistant. Most listened when they were told to be quiet. Other children found it hard to concentrate on the task due to not understanding what they were meant to do.	
4		Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) The lesson relates to the four purposes of the curriculum through the language, literacy and communication it encompasses the purposes ambitious capable learners and healthy, confident individuals.	
5		Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) The children know what is expected of them as the class teacher sets out specific instructions for them to complete which will help develop their learning. The children have previous knowledge of the story as this lesson is one of a series of lessons about the book.	

6	Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) The children were all to ensure that they were looking at the teacher when she was teaching and explaining the task, the teacher uses a clapping method where the children repeat her when she claps to get the children to re engage and concentrate. The children were given different things to add to their mind map, this was differentiated regarding their ability. The children seemed very intrigued in the task.
7	Assessment (Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?) The children are to use their existing knowledge from previous lessons where they read the book Charlie Bone. The class teacher recaps the previous sessions by reminding the children of the chapters in the book, going through the characters. Asking questions that promote the children's existing knowledge of the book. The children answered willingly, wanting to answer every question they could. Some children seemed bewildered, maybe they had missed part of the story before. By doing this the class teacher helps other children to catch up through the help of their peers.
8	Specifics / Critical Incidents (Are there moments which cause you to consider aspects of practice when you come across them in future teaching?) During this lesson, some of the children found it hard to keep on task and kept getting distracted by other things. Even though the ethos of the class is to promote independence, 3 out of the 5 tables understood what they were being asked to do the other 2 tables had no clue. When questioning the pupils asking them how to understand the task the children either weren't listening, were too scared to ask questions about the task. One child then found it funny to make others feel like the task was easy which in-turn made the children agitated and less likely to want to complete the task. The child continued to taunt and wind the other children up which made the classroom rowdy and agitated. This resulted in the teacher having to take the child out of the class to talk to them about their behaviour the child lost 20 dojo points for disrupting the class and upsetting the other children and had to apologise to the rest of the class.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28/09/2020 Afternoon lesson, around 12.40. The class teacher, myself and the children in the class. AoLE - Language, Literacy and Communication. Children were to create a mind map. The children were learning how to organise and structure their ideas. The task involved them creating a mind map based around information they collected from a story: Midnight for Charlie Bone. Indoor class work, paired work focusing on how to effectively create a mind map that is clear and contextual. The children were put into pairs where they together created a specific mind map to help them relay the story Midnight for Charlie Bone.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	When presenting this lesson the learners seems engaged with the task and were listened to the teacher as she read the fifth chapter of Midnight for Charlie Bone as this lesson is one of a series, the children had previous knowledge of the book. The children's task was to create a poster on the various chapters they had existing knowledge of in a fun and creative way. The children were seated in their literacy ability seats so that they could help each other if needed. The teacher allocated specific things to each table that she wanted them to include on their posters so that it was differentiated. The children seemed eager to engage with the task, but then started to drift once they had more independence. One child started to agitate the other tables as he found it funny to say the task was easy and that he remembered everything about the book, the children did not agree with what the child was saying and started to argue back. The child continued to pass comments towards the other children which then concluded in the whole class shouting at one another. Even though the ethos of the class is to promote independence, 3 out of the 5 tables understood what they were being asked to do the other 2 tables had no clue. This didn't help the situation as the children didn't want to say they didn't know what the answers were as they clearly weren't listening to the teacher when she read the book. So instead argued back with the child and started to get nasty. The child that prompted the incident was taken out of the class by the teacher where she spoke to him about his behaviour and explained to him that the comments he passed were not to be tolerated and that he has upset the other children. The child was then told that he was to have 20 Dojo points taken off them for their behaviour and had to apologise to the rest of the class. I think the class teacher handled the situation well and used the behaviour management tools that she has to combat the situation as the children do not like losing Dojo points which would teach the child to not repeat the same behaviour. This helped me to see the a specific behaviour management tool used in the classroom.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: Year 5, 9 - 10.15, 28.09.20

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).

AoLE - Maths and numeracy

The teacher was showing the children a strategy to answer additional and subtraction questions through using the leap frog method.

The lesson occurred indoors, in their separate ability groups, the children were given different maths and numeracy tasks to complete depending on their ability. But the aim of the task was to be able to use the leap frog method correctly. If the children had finished the tasks they were allowed to log on to mathematics and complete tasks on there.

Classroom culture

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

The classroom is positive and the children seem to understand the task. But as it was the beginning of the day, the teacher had set the instructions for the children out on the black board, as the task was independent some of the children didn't understand the instructions and got confused to which book they were meant to be using, what task they were meant to be doing and where they were meant to be sitting.

The class teacher rotates the children around the room for different subject lessons as the children are of a different ability for each subject. This made things difficult for the children as some couldn't remember which groups they were in. The class teacher had to remind the children of their groups.

Some of the children seemed to give up on their learning as they were confused towards what they were meant to be doing.

Objectives

(What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?)

The purposes that correlate with this lesson are ambitious, capable learners and healthy, confident individuals. Both these purposes were evident. The children were capable of completing the task and showed confidence as they did not want help, apart from the child that I wrote my critical incident about.

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)?

One child found it difficult to use the leap frog method, I listened as another child explained to this child how to the method and praised him when he got it correct. This shows the Childs understanding of the method and shows how they can use their knowledge to help another child to understand it as well. This peer appraisal shows how beneficial children helping each other is.

The rest of the class showed that they understood the method by completing the multiple questions they were given and then wanting approval off the teacher to wether their work was correct. The children also asked one another wether their answers were correct and then explained to each other where they went wrong.

Access and challenge

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

The children seemed engaged as the class teacher constantly moved around the room checking wether the children understood the concept of the task they had been set. The teacher also used a method where she clapped her hands if the children got to loud where in turn the children would clap back inuinsin a tune back. This method gets the children to reconcentrate on the task and stops them from steering away from it.

Assessment

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

The children were using there existing knowledge of being able to add and subtract numbers etc 70 -21, but instead using a method to add and subtract larger numbers etc 354- 260.

The children's development of adding and subtracting is evident as they are able to use a method to tackle harder mathematical questions.

	A	B
1	Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28/09/20 First lesson in the morning, started at 9am. AoLE - Maths and numeracy The class teacher, myself and the children in the classroom. The teacher was showing the children a strategy to answer additional and subtraction questions through using the leap frog method. The lesson occurred indoors, in their separate ability groups, the children were given different maths and numeracy tasks to complete depending on their ability. But the aim of the task was to be able to use the leap frog method correctly. If the children had finished the tasks they were allowed to log on to mathematics and complete tasks on there.
2	<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	When starting this lesson the class teacher did not explain the task at hand and told the children to get on with the task themselves and she would explain to them after they had challenged themselves by trying to use the leap frog method with bigger numbers. The existing lessons they had on the leapfrog method were to prepare them to tackle the bigger numbered questions. So the children's existing knowledge should help them to complete the task. The children once starting to engage in the task seemed to understand the method apart from one child who didn't understand the task. Child X in question was completely unengaged from the task as he didn't understand what he was meant to do. The child clearly struggled with attempting the leapfrog method which killed his intrinsic motivation. The child instead sat there and did nothing and when I approached him to ask him if he was okay and if he needed help with the task he ignored me and continued to do nothing. After continuing to ask the child if he was okay and whether he wanted help I decided to positively reinforce the child by using my humour to explain to the child that I didn't understand the task either and that I needed the other peers on his table to explain. By doing this the child began to see that it's okay not to understand what you're doing and help is okay. The child sitting next to child X helpfully explained to the child task and the child began to understand and engage with the lesson. This positive reinforcement paid off and effectively got the child to engage and understand the task. Through intervening when the child was upset due to not understanding the task I effectively managed to defuse the situation and positively approach it. This seemed to work on the child. In future situations I will be sure to use positive reinforcement techniques to approach these types of situations.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: Year 5, 28.09.20, 2.15 - 3.15

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).

AoLE - Numerous activities

The teacher had organised a carousel of activities using different AoLE's. For example some of the children were using a platform called mathletics where they were to practice their maths and numeracy skills through tasks that the teacher had set (Differentiated) and the rest of the children were to finish of tasks they hadn't previously finished.

Classroom culture

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

The children were independently working on tasks that they were to complete if they had not finished them when they were supposed to, the lesson was used as a catch up. The children completed subjects such as maths, literacy and geography or ICT.

The children weren't as engaged in this lesson as they were either conflicted with what to complete, distracted by their peers in their groups or distracted by the observer.

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?)

This lessons relates to all of the purposes as the children engage in numerous tasks that they needed to complete. But the numerous activities specifically target the ambitious, capable learners purpose.

Direction

(What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?)

The learners were listening to the teacher and were happy to complete the tasks of finishing of their work, they were eager to finish so that they could have the golden time early, this was the incentive. But the children kept drifting off task as they had too much independence when trying to finish the tasks. Peers are a huge distraction.

Access and challenge

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

The teacher again used the clapping method to reengage the children, she also offered dojo points and extra play if needed as this task was more independent. The children have constant reminders around the classroom to promote good behaviour and also have a behavioural chart system that offers red, yellow and green cards to manage behaviour.

The children completed their independent work of different abilities with ease, if they finished the tasks they were allowed extra golden time on the on coming friday.

Assessment

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

The children used their knowledge from previous sessions and used this to complete any work that they previously hadn't completed. They were also allowed to research anything or look back on previous work to help them finish it or ask the teacher.

Specifics / Critical Incidents

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

During this task some of the children were disengaged and one table in particular were extremely disengaged from the task, this resulted in the children arguing and then one child being called names by another child. The incident ended with the class teacher having to punish the child that displayed the bad behaviour (calling names). The whole class were the talked to about calling each other nasty names.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28.09.20 This task was the last task of the day which finished started at 2.15pm and finished at 3.15pm. The class teacher, myself and the children. The teacher had organised a carousel of activities using different AoLE's. For example some of the children were using a platform called mathletics where they were to practice their maths and numeracy skills through tasks that the teacher had set (Differentiated) and the rest of the children were to finish of tasks they hadn't previously finished.
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	This incident was the last of the day. The children were to finish their activities in time, to be rewarded with extra golden time for the following Friday. The children sat in groups of their ability to complete the work so they were able to help each other. The class teacher and I watched the class as they finished off the work. Some of the children deferred off task and began to get louder and louder. The class teacher used the clapping method to get the children to re concentrate, but a few minutes later some of the children continued to defer off task and a few of the boys on one table began to start arguing. This lead to one of the children crying their eyes out. The class teacher approached the child and asked if he was okay consoling them and then took him out of the class to calm them down and to discuss what happened and he relayed the argument that the children had, which ended up with child being called fat numerously by one child. The class teacher consoled the child and then took the whole group out of the class to ask them why it resulted in the child being called nasty names. The child that called him the nasty names owned up and was remanded with a red card and lost 20 Dojo points. The class teacher then spoke to the whole class to relay that name calling would not be tolerated. As the table as a whole were un able to finish their work in time they weren't allowed to have the extra golden time. This was helpful towards my research as I was able to see the different strategies the teacher used to defuse the situation and stop the children from repeating the same behaviour again.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 5 / 28.09.20 / The second session of the day which started at 10.30 until lunch time at 12.

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).

AoLE - Humanities

The children were to research and find out facts about the seven of continents of the world.

The children were to create a heading about each continent in their books and underneath they were to write down facts about each continent.

The task was not differentiated. It was undertaken indoors in groups, the children were given atlas's to help them find information as well as laptops which they were to share to research on the internet relevant information.

Classroom culture

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

The vibe was very positive, the teacher wrote down instructions on the board for the children to complete.

Some of the children still didn't understand the task or didn't want to contribute to the shared group work or seemed unsure of the information they had collected, wether it was true or false.

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?)

This lesson again encompasses all four of the purposes. But mainly targets ambitious, capable learners and healthy, confident individuals.

Direction

(What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?)

The children showed positivity towards the lesson as they acknowledge the task and helped one another to find the information on the continents. They enjoyed the research task as they were able to use the laptops. The children wanted to learn about the different continents as they were intrigued by them. The children were extremely fascinated. The children were able to research the continents and then display the facts on a poster.

Access and challenge

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

The children were to research the different continents and find out different specific facts this allowed the different ability children to come up with different posters that displayed the facts they were to find out. The children displayed a clear understanding and wanted to challenge themselves and find out more.

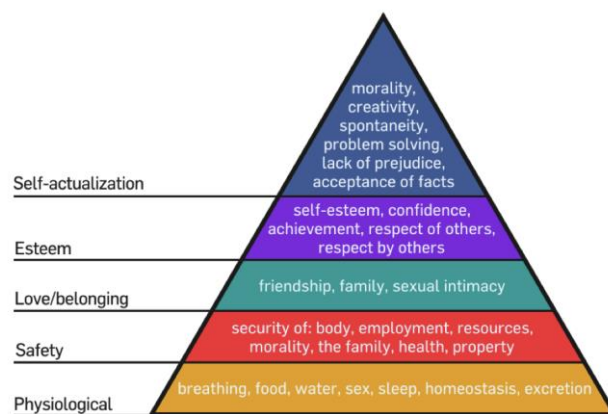
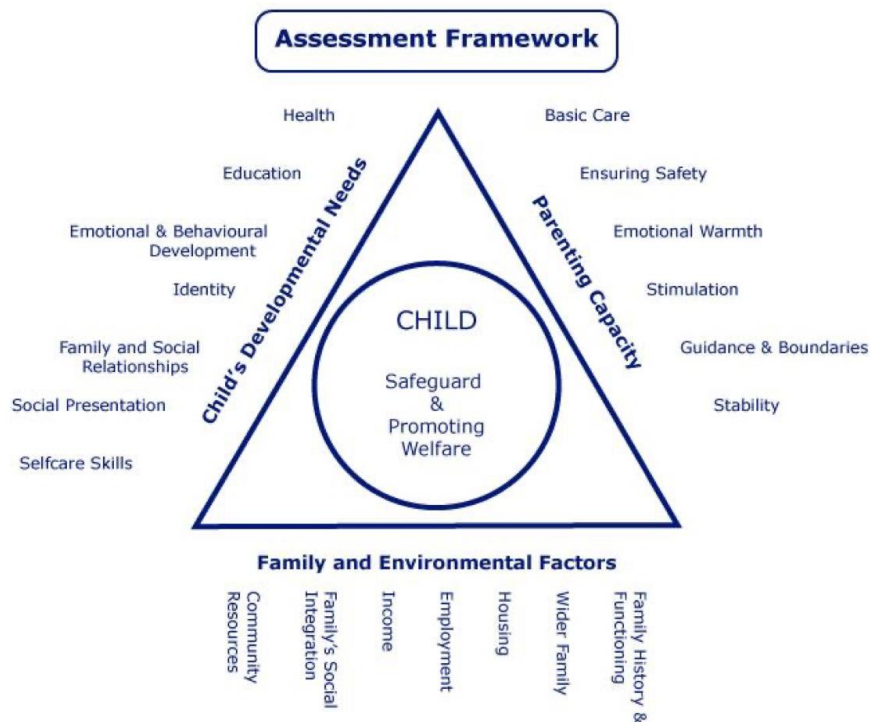
Assessment

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

The children had no existing knowledge of this lesson as they hadn't learnt about continents before. Some of the children had knowledge which they had learnt outside of school maybe from their parents or the tv but the teacher was completely teaching them something new.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Year 5 Second session of the day. 10.30 - 12. Myself, the children and the class teacher. AoLE - Humanities The children were to research and find out facts about the seven of continents of the world. The children were to create a heading about each continent in their books and underneath they were to write down facts about each continent. The task was not differentiated. It was undertaken indoors in groups, the children were given atlas's to help them find information as well as laptops which they were to share to research on the internet relevant information.
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	During this lesson the children's attitude was very positive as they were intrigued and engaged with the lesson the class teacher was delivering. But despite this one child got very upset because the child sitting next to him did not want to share the resources that the child needed to complete the task e.g. the laptop. The child due to this got agitated and rested his head on the table and cried. The class teacher upon noticing this approached the child and asked him if he was okay and took him out of the class to calm him down to discuss what happened for him to be so upset. Once getting to the bottom of the child's issue the class teacher explained to the child sitting next to him that he had to share with him and that they were to work together to complete their fact sheet or he would no longer be partaking in the task and have the laptop taken off him. The child complied with the teacher and carried on as if nothing had happened and shared with the child. This positive behaviour was then rewarded by the class teacher. By experiencing this it allowed me to think about positive behaviour management compared to negative behaviour management and I could see how much better positive behaviour management worked and how the outcomes seem to be better, this prompted me to research more into positive behaviour management then negative.



Mazlow's Hierarchy of Needs

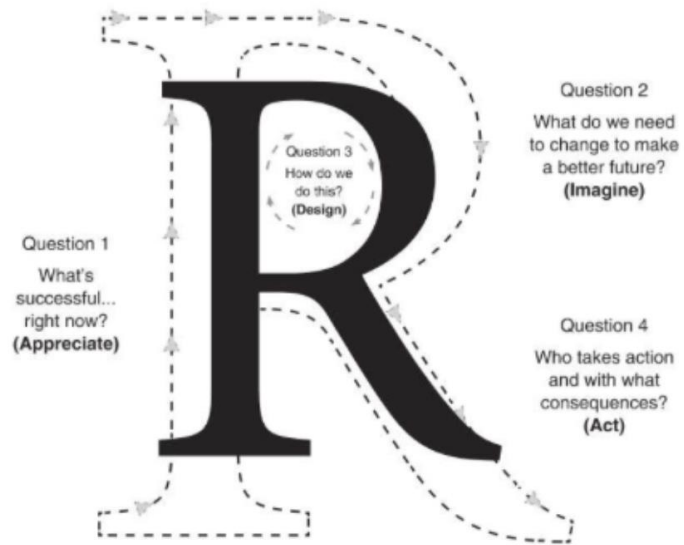


Figure 5.1 Ghaye's R model

Source: Ghaye (2011), p. 18