

“A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or group of learners, based on an observed critical incident.”

This discussion will critically evaluate an observed critical incident from a case study of a group of learners in a primary school. The objective of this evaluation is to enable the identification of the next teaching and learning steps from an examination of a critical incident, required for professional development as a teaching practitioner in Wales. In order to explore this in the depth and criticality required, the essay will adhere to the following structure; the context of the observation, the research methodology that will be utilised, along with the critical incident’s connection to the “Four Purposes” outlined in Professor Graham Donaldson’s *Successful Futures* (2015) report. Leading on from this, there will be a literature review to contextualise the critical incident in relation to areas of physical and emotional literacy research. Lastly, the discussion will critically reflect how the critical incident has identified the next steps required for personal and professional development as a teaching practitioner.

First, we must examine what is meant by the term ‘critical incident’. Critics such as Tripp (1993) Brookfield (1990) and Joshi (2018) establish the importance of critical incidents as being intrinsic to professional teaching development. According to Tripp, a critical incident is defined as an incident that “appears ‘typical’ rather than ‘critical’ at first sight” but is “rendered critical through analysis” (Tripp, 1993, p.25). In essence, a critical incident is an event that enables the teacher to look beyond the surface to reveal a deeper meaning that relates to the wider context of teaching and learning: it questions why and how such events could happen. Similarly, for Brookfield, a critical incident is any “unplanned” and “unanticipated” event that occurs during a teacher’s career that is “vividly remembered” (Brookfield, 1990, p. 84). Likewise, for Joshi, an incident is critical because it has some underlying meaning relating to the wider context and only becomes critical because of its importance (Joshi, 2018, p.82). However, the overarching purpose of analysing and evaluating critical incidents is that they facilitate “improved professional judgement” (Tripp, 1993, p.24). In this respect, it is only through this process of critically analysing and evaluating critical incidents that the next teaching and learning steps can be wholly identified.

This discussion will focus on the above definitions in order to critically evaluate and identify the next teaching and learning steps, based on an observed critical incident that took place within a classroom setting in school. For the purpose of adhering to BERA (2018) guidelines that entitle both institutions and individual participants the “rights to confidentiality and anonymity” (BERA, 2018, p.21). The names of the school, teachers and learners observed within this case study will be omitted from this discussion, and instead be referred to as school X, ‘the teacher’ and ‘the learner’ or ‘learners’.

School X is a Primary School ranging from ages 3-11, from Nursery to Year 6. The school accommodates 420 pupils and 50 staff members. This discussion will be centred upon a case study of a group of learners in a Nursery morning class. The lesson took place on the second week of the Autumn Term in 2020 and it was the first lesson on a Monday morning. The objective of the lesson was to introduce the learners to the learning topic of the day through 'carpet time'. The nursery learners are aged between 3 and 4 years and are both the newest and youngest members of the school. The class ability range is mixed, and four Teaching Assistants were present for learner support during the 'introduction to carpet time' activity, taking place inside the classroom. The observed lesson encompassed three of the six Areas of Learning Experience (AoLE) within the Curriculum for Wales. These are "Health and Wellbeing" Language, Literacy and Communication", and "Expressive Arts" (Welsh Government, 2020).

A structured non-participant case study approach will be this discussion's chosen methodology. Observation is integral to the critical evaluation and identification of the next teaching and learning steps in educational practice. For Kumar, observation is "a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place" (Kumar, 2014, p.173). There are, however, two types of observation noted by Kumar, being: participant and non-participant observation (2014, p.173). For the purpose of this, a non-participant approach has been chosen and observed under natural, rather than controlled, conditions. Conducting the study in this way enables the researcher to be a "passive observer", rather than one that immerses themselves within group interaction (a participant observer) (Kumar, p.2014, p.174). This advantageously allows for observation within real contexts, reporting on the real-life action as it happens (Cohen, 2011, p.289). The methodology will follow a structured, systematic and quantitative observation, in contrast to an unsystematic and qualitative one.

Adopting a case study has been selected as the chosen method for this investigation as it allows us to address this discussion's objective: to critically evaluate and identify the next teaching and learning steps through the lens of a critical incident. In order to do this, we must examine the behaviours and interactions within the classroom environment. A case study approach is the most suitable approach to facilitate this objective as it allows us, as researchers, access to the heart of where the learning happens – within the school environment. This notion is corroborated by Creswell, who defines a case study as "a single instance of a bounded system, such as child, a clique, a class, a school, a community" (Creswell, 1994, p.12). This definition is important to our discussion as it identifies what exactly a case study approach enables us to access and how exactly we can use it to identify the next teaching and learning steps in educational practice. Adopting a case study approach is crucial in that it facilitates critical

incident analysis and supports its purpose of “improving professional judgement” within the teaching profession (Tripp, 1993, p.24). More specifically, however, critical incident analysis allows for the development of four different kinds of judgement that are crucial to the teaching practice, being: practical, diagnostic, reflective and critical judgements (Tripp, 1993, p.140).

In this respect, systematic analysis of critical incidents is integral to the objective of identifying the next teaching and learning steps in educational practice. Tripp highlights this on the premise that the analysis of critical incidents permits teaching practitioners to identify the knowledge and skills they need to acquire, with emphasis on the consequences of their “professional judgement for the life-long well-being of the children” (Tripp, 1993, p.141). On a wider scale, however, critical incidents can be used to stimulate change within the teaching profession by “dealing with the fundamental, practical, political and epistemological problems of education in teachers’ terms” (Tripp, 1993, p.142). Tripp’s stance links to the benefits of using a case study approach in that it allows for observations to be recorded in real-life as they would happen under natural conditions (Cohen, 2011, p.289). In this way, conducting a case study via a structured, non-participant observation approach allows for a systematic way of collating data, whilst doing so in a non-intrusive manner; the observer merely records the factors of the incident being studied (Kumar, 2014, p.459). This stands in opposition with the non-participant approach whereby the research gets involved in the activities being observed.

Adopting the case study approach is not, however, without its strengths and weaknesses, and it is important that they are outlined for our consideration. The strengths of the case study methodology is discussed in Joshi’s 2018 who draws upon by earlier critics, Nisbet and Watt (1984); who noted that case studies enable the researcher to capture key features that “might otherwise be lost in a larger scale data” (Joshi, 2018, p.84). Furthermore, with the observation of a critical incident in mind, the case study approach embraces “unanticipated events” and therefore captures on the real-life action as it happens (Nisbet and Watt, 1984, p.82). In this way, a case study facilitates the capturing and subsequent analysis of critical incidents by allowing the researcher to observe situations that might otherwise be unconsciously overlooked. It is in this way, yet critical analysis identifies their significance in the context of evaluating and identifying the next teaching and learning steps in educational practice. This links to the aim of critical analysis in the context of education in that it enables teachers to improve their knowledge about the ways in which they teach (Joshi, 2018, p.84). These views are crucial to our discussion as they compel us, as teaching practitioners, to continually challenge existing methods and practices and critically evaluate and *how* and *why* we need to revise established routines and procedures, the answer being to allow for the evaluation and identification of the next teaching and learnings steps in education.

Whilst the case study approach is the chosen methodological approach, it is important to draw attention to its weaknesses. The argument against case studies predominately concerns the issue of observer bias, in that case studies are prone to subjectivity and personal preference, despite the efforts designed to address reflexivity (Nisbet and Watt, 1984, p.84). Kumar also builds upon this by highlighting an additional weakness which is that the individual or group may change as a result of recognising they are being observed (the Hawthorne effect) which inhibits the case study observation from being a true reflection of interactions (Kumar, 2014, p.174).

However, using a case study approach facilitates the exposure of potential critical incidents and it is for this reason that it will be the chosen methodology. Tripp reinforces this by noting that critical incidents “are always there” and that “they just need to be exposed” (Tripp, 1993, p.36). It is through such exposure that we can critically evaluate and identify the next teaching and learning steps by helping teaching practitioners develop a diagnostic approach to teaching, so that they can understand what happens in the classroom and why, using this knowledge to develop improved professional judgement (Tripp, 1993, p.124). It is through challenging and monitoring teaching routines that we can keep them successful, and it is for this reason that critical incident analysis is integral to the objective of evaluating and identifying the next teaching and learning steps in educational practices (Tripp, 1993, p.36).

The critical incident chosen for evaluation took place during a Nursery morning class at School X. The details of the critical incident central to assignment’s discussion is outlined below, extracted from Critical Incident 01 under section A) in the Appendices.

When the children sit down on the carpet, the teacher quickly identifies that the engagement of the learners is fairly low – the children appear quiet and sleepy. She uses the class puppet, Rosi, to inform the children of this: “Rosi can see some sleepy boys and girls. What song could we sing?” The teacher then get the children to jump back onto the feet. She announces to the class that they are going to sing the Wake-Up song and dance creatively to the words. The song lyrics are as follows:

*“Wake up, wake up, give yourself a shake up, get your body moving
“Reach up, jump up, give yourself a thumbs up, it’s another new day.”*

After collective movement from the learners, the teacher asks the class, “Are we feeling okay? Are we all ready to learn?”

At present, the situation above merely appears as an incident and is not yet “critical”. On the surface it seems that learners are relaxed and compliant, however, analysing the incident

critically reveals that this compliance is rather an indication of learners being unfocused and disengaged. This incident therefore becomes critical because it indicates a deeper meaning and area of concern in a pedagogical context which can be explored through the following question: why did the teacher, in a short few seconds, specifically chose the areas physical and emotional literacy to get the children ready for a day of learning? This asks us, as researchers, to consider the why physical and emotional literacy in the foundation phase learners' is so important for learners' cognitive development. More critically, however, the prevalence of these areas, particularly the focus on emotional wellbeing, for foundation phase learners brings to light the disconcerting levels of physical and mental health issues amongst learners across Wales and how this has been inhibiting learners personal and educational development. This incident is therefore critical because it indicates a wider sociological problem of physical and mental health issues that are impacting learners' ability to learn.

In relation to Donaldson's Four Purposes outlined in *Successful Futures* (2015), this critical incident is closely linked to three of four purposes of the Curriculum for Wales proposed: "healthy and confident individuals", "enterprising, creative contributors" and "ambitious and capable learners" (Donaldson, 2015, p.31).

The deliverance of the first purpose, "healthy and confident individuals" is demonstrated by the teacher's decision to use movement and song to harness learner engagement. The values embedded within this purpose are centred upon the mental, emotional and physical wellbeing of learner, with the focus on building their individual level of confidence, resilience and empathy (Donaldson, 2015, p.31). This utility of movement here draws upon this purpose's focus on physical activity by demonstrating to learners how movement can improve both their emotional and mental state of mind. This point is embodied in the lyrics "give yourself a thumbs up" from the critical incident's *Wake Up* in that it uses dance to playfully and collaboratively teaches learners the importance of giving self-praise and recognising the positive things that are happening around them. In doing so, learners are taught how to take control of their own learning by realising that they can use physical activity to improve their emotional and mental states of mind. In this respect, learners are taught the importance of physical literacy and how movement can be used strategy to "overcome challenge" (Donaldson, 2015, p.31). This links to the fundamental aims of this purpose by equipping learners with the skills and knowledge to manage their lives as independently as they can from a young age (Donaldson, 2015, p.31). This aim is further amplified through *School X's* approach to learning, knowing as the "COOL" method, which stands for "controlling our own learning".

In many respects, whilst the critical incident is predominantly focused around the first purpose outlined above, a second connection can be drawn through the purpose: "enterprising, creative contributors" from *Successful Futures* (Donaldson, 2015, p.31). In the way physical and

emotional literacy can be attached to health, it can additionally be explored through the medium of creative expression which, in this incident, is performance and play. The aim of this purpose is to enable learners to “think creatively to reframe and resolve problems” by encouraging them to express both their ideas and emotions through a range of media (Donaldson, 2015, p.31). This ties into Donaldson’s first purpose – “healthy and confident individuals” – in that learners are encouraged to participate in performance, in whatever form that be for the individual. The important concept here is that learners are encouraged to recognise that they have the ability to use physical literacy to alter their mental and emotional mindsets by building their levels of self-confidence and resilience, enabling them to not only learn but lead fulfilling lives (Donaldson, 2015, p.31).

Interestingly, it is through the teaching of emotional and physical literacy, fulfilling the above two purposes, that allows for the development of the third: “ambitious and capable learners (Donaldson, 2015, p.31). Learners become “ambitious and capable” as a result of being equipped with the physical and emotional literacy skills taught through the first and second purpose as it teaches them how to use physical and emotional strategies to help them overcome challenge, deal with problems and most importantly, recognise how their wellbeing directly affects their ability to learn throughout their lives (Donaldson, 2015, p.31).

In order to critically analyse and evaluate the identified critical incident, the areas of physical and emotional literacy will be presented for exploration. The area of health and wellbeing and its importance for a learners’ education is demonstrated through the United Nations Convention on the Rights of the Child (UNCRC). In article 6, it states that all children hold the right to grow up healthy which links back to one of Donaldson’s Four Purposes of “healthy and confident individuals” (Unicef, 2020). Similarly, another UNCRC right in article 29 identifies the right for a child to become the best that can possibly be (Unicef, 2020). This links to a further area of Donaldson’s Four Purposes which strives for “ambitious and capable learners”. This raises the view that in order for a child or learner to become “ambitious and capable”, they must first have the foundation of good health and wellbeing before they can fulfil the latter purpose.

The concept of physical literacy and its connection to a child’s holistic development from a social and cognitive perspective has been widely discussed amongst researchers and critics, most of which take note from the constructivist theories surrounding play. These are presented through Piaget (1952) and Vygotsky (1978); for Piaget, a child’s knowledge is constructed through the act of play (physical literacy) with an object, whereas Vygotsky identified that it’s the social aspect of play, that be the process of interacting with others, that enables an individual child to understand themselves and others in the immediate world around them. Having this contextual background to the theory of play is important to our

analysis of physical literacy as it enables us to understand where the developments from later critics derived from and how their interpretations are relevant to our analysis of the identified critical incident.

Contemporary critics such as Kimberley (2013), Whitehead (2010, 2018), and Wainwright (2019), build on from the theoretical works of Piaget (1952) and Vygotsky (1952). Educational critic and scholar, Dr Kimberley (2013), draws upon the direct relationship between play and the holistic developmental growth of a child, noting how physical literacy is integral to shaping how children interact and behave, both in their internal and external worlds (Kimberley, 2013, p.253). This is important to our analysis of the critical incident in that it provides a contextual understanding for why play, or physical literacy, is embedded within educational settings, particularly from the earliest stages of a child's development for the purposes of concentration. However, in relation to Whitehead's definition of physical literacy termed as "the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the life course", the importance of physical literacy is not only not integral to the early years of a child's development, but serves to create "patterns" that will be utilised throughout life (Whitehead, 2010, p.5). In contrast to Kimberly's stance, however, Whitehead later work, *The Value of Fostering Physical Literacy* (2018), examines physical literacy from an existential perspective, in that it enables the "realisation of human potential" and critiques the fact physical literacy has wrongly held a secondary status in education (Whitehead, 2018, p.254). This concept of physical literacy being an important aspect of being human is similarly referenced by critics Maiese (2016) and Almond et al (2017) in that movement allows humans to make sense of the world; human cognition is shaped by the physical literacy experience (Maiese, 2016, p.114).

A defining feature relevant to the discussion's analysis of the critical incident, is the relationship between physical literacy and the development of a child's Fundamental Motor Skills (FMS). The earlier works of Piek (2006) identify the link between poor motor ability in children and the impact that this can have on a child's social and behaviour development later on in life (Piek, 2006, p.69). This argued is furthered by Wainwright (2019) who explored children's motor skills development in the Foundation Phase in Wales, offering a more recent and relevant interpretation of physical literacy in context of the identified critical incident. However, Wainwright's findings similarly corroborate prior critics' findings that motor development has a positive effect on a child's holistic development, particularly in terms of concentration levels (Wainwright, 2019, p.4). This draws upon Whitehead's 2018 stance which highlights the fact that children do not develop Fundamental Motor Skills unless taught (Wainwright, 2019, p.14). This is relevant to our analysis of the critical incident in that it aids our understanding of the importance of not only using movement via jumping (locomotor skill)

to not only reengage the learners but as a means of teaching them crucial Fundamental Motor Skills which they will depend on throughout their life (Whitehead, 2010, p.5).

Further to this, is the argument that incorporating physical literacy in a child's education contributes to the development of a growth mindset, drawn upon by both Dweck (2012) and Philpott (2016). This is highlighted through Philpott's stance, noting that "movement creates a positive feedback loop which supports learning and a growth mindset" (Philpott, 2016, p.76). Similarly, this is supported in the earlier works of Conyers and Wilson (2015) who comment on the increase in self-esteem amongst learners who engage in physical activity through the promotion of a "can do" attitude (Conyers and Wilson, 2015, p.41). Using physical literacy in this way, to generate a growth mindset, is relevant to our analysis of the critical incident as it enables the observer to consider how the teacher utilised movement to shift the learners' mindsets from being disengaged to motivated and ready to learn. This aspect signifies further importance in that it draws upon the concept of learner resilience, a term embedded within the four purposes of Donaldson's New Curriculum for Wales, in that physical activity introduces a child to the concept of challenge and how the right mind set can be used to overcome any obstacle, throughout the course of their life (Whitehead, 2010, p.5).

Having conceptualised an understanding of physical literacy in relation to the identified critical incident, it brings the analysis to focus on the second research area – emotional literacy. Educational psychologist and critic, Peter Sharp, defines emotional literacy, in its simplest terms, as "using your emotions to help yourself and others succeed" (Sharp, 2016, p.1). This is relevant to the analysis of the critical incident in that it demonstrates the importance of harnessing a strong grasp emotional for the purpose of allowing learners to not only engage in learning, but to help them succeed in the process "succeed". Critics such as Sharp (2016) have built on from the earlier findings of Mayer and Salovey's (1997) *Model of Emotional Intelligence* by evaluating the theory in the context of education. The contemporary findings of Sharp (2016) is of greater relevance to the evaluation of the critical incident in that it assesses emotional literacy within the context of the learning environment which enables us, as researchers, to assess the importance of developing emotional literacy for the holistic benefit of a child's development (Sharp, 2016, p.4).

Whilst the focus of emotional intelligence has been around since late 1990s, its relevance has never been more important in the context of today's teaching, particularly within the primary school setting. Critics such as Howard et al (2017) have brought this argument to light by stating that a child's overall health and wellbeing cannot be complete until their emotional health is addressed (Howard et al, 2017, p.8). Looking outside of academic literature we can see the repercussions of not addressing a child's mental health through policy initiatives; it is estimated that one three children in an average size classroom will display evidence of mental

health problem, and that by the age of 14, half of all mental health problems would have begun in children (Young Minds Trust, 2019, p.4). This statistic demonstrates the importance of integrating the teaching of emotional literacy in schools not only as a means to improve learning, but as a preventive measure for combating the rise in mental health issues amongst children. *The Guardian Newspaper* has claimed in a recent report that “UK children have the lowest happiness levels in Europe” (Topping, 2020). Whilst this evidence lends insight into why the teaching of emotional literacy is so important in schools, critically speaking, this validity of this piece is undermined by its vested interest to portray such a condemning headline; *The Guardian* comes from a socialist left, politically leaning angle and therefore would perhaps seek to condemn the right wing educational policies brought about during the past 10 years of the conservative austerity.

Whilst the issue of mental health is at the forefront of Welsh educational policy, as demonstrated via its inclusion within the “Health and Wellbeing” Areas of Learning and Experience section within the New Curriculum for Wales, the concept of using emotions to guide cognitive thinking can be observed through the model of Daniel Goleman’s five domains of emotional intelligence. For Goleman, emotional literacy is transcribed through the following domains: self-awareness, social awareness, relationship management and self-management (Goleman, 2005, p.35). However, whilst Goleman’s model offers a valued contribution to the field of emotional literacy, it has been critiqued as being far too broad and simplistic for some psychologists and educational critics (Barsade, Mayer and Roberts, 2008 p.401). Medical psychologist Daniel Siegel offers an additional model which has been coined “The Triangle for Wellbeing” which focuses on the “three-path flow” of relationships, the brain and the mind, linking them all as one (Bryson and Siegel, 2012, p.35). This is interesting to the analysis of the critical incident in that it raises interlink between physical and emotional literacy and the duality of the relationship between mind and body; Siegel’s model suggests that wellbeing is dependent on the two areas working together. This view is expanded upon by Howard et al (2017) who draws upon the link between various conduct and behaviour disorders and mental health. In his findings, Howard raises that argument that changes in a learner’s physical behaviours are often indicative of emotional change that is going on in the context of their personal life (Howard et al, 2017, p.4). This is relevant to the analysis and evaluation of the identified critical incident as it enables us to explore how poor learner engagement and concentration level can be attributed to the interlink between physical and emotional health in children, rather than them being entirely separate entities. This compels us to consider how physical and emotional literacy work together, which indicates a “next step” in teaching by suggesting that learners should rather be taught the importance of health and wellbeing through both lenses in an integrated and holistic manner.

Having analysed the critical incident through the areas of physical and emotional literacy, it has led me to identify the teaching and learning next steps in my professional and personal teaching development. My focus on this particular critical incident has highlighted how the levels of physical and emotional literacy in learners indicates a wider sociological problem of physical and mental health issues that are impacting children's concentration levels and thus their ability to fully engage in learning. This practice of analysing critical incident has demonstrated the importance of this method as a teaching practitioner; if it wasn't for this critical incident, the situation of learners being disengaged and unfocused would have gone overlooked and I would not have interrogated the reasons behind this. This experience has therefore taught me the importance of using critical incidents "to question the way things normally operate" in order to improve my professional judgement as a teaching practitioner (Tripp, 1993, p.24).

Reflection critic, Brookfield's highlights the role of critical reflections by arguing that that it leads to informed decision making, which he deems to be "the heart of good teaching" (Brookfield, 1995 p.31). Not only is reflective practice integral for catering to the everchanging needs of the learners, but also permits teachings to "understand, question and investigate... their own learning and practice (Brookfield, 1995, p.32). However, on a deeper level, Brookfield goes further to explain how critical reflections can be used to bring to light the subverted ideologies that that influence teaching practices (Brookfield, 1995 p.32).

To structure the reflection, Brookfield's model of critical reflection will be followed. In this model, Brookfield identified four "lenses" which enable teachers to review their teaching practices. These four lenses are: the lens of teachers' autobiographical experience of learning, the lens of learners' eyes, the lens of colleagues' perceptions and the lens of theoretical or educational literature (Brookfield, 1995, p.34).

The first lens will allow me to reflect upon how the way in which my own personal experience of education was shaped by my own teachers, not only through positive experience, but more importantly via the negative, damaging experiences. This approach enables me to critically reflect and identify which techniques I will want to bring forward into my own teaching practice by looking back at how I felt during my experience as a learner. This links back to my analysis of emotional literacy as it reinforces that a positive experience of learning can only take place if there is an attitude that promotes a learner's overall wellbeing within the learning environment. The second lens of seeing oneself through the learners' eyes will enable me to assess the way in which I am delivering my lessons and the ways in which it could be misinterpreted by learners of varying abilities. This links to Brookfield's assessment of how this approach leads to a more responsive way of teaching (Brookfield, 1995, p.34). Through this method, it will allow to not only identify the importance of clear explanations but also will

enable me to reframe the way in which I would deliver a lesson, had I not considered its prospective interpretation for the learner. The approach leads to the third lens which would involve me consulting other teachers to review my own methods and how I could improve on my teaching delivery based on their prior experiences. In this way, utilising the third lens will allow me to create a network of teaching colleagues that will act as a support system to facilitate critical reflection on my own personal and professional teaching development. However, in order to build upon the personal aspect of my teaching development, the final lens of theoretical and education literature will be integral to this. The aim here would be to focus on building my confidence as a teaching practitioner, or to combat what Brookfield terms as “imposter-ship” (Brookfield, 1995, p.35). Interestingly, in the same respect that the critical incident identified the importance of emotional literacy levels in learners, the four lenses amplify the need for teachers to have a strong level of conviction in their teaching methods and practices, so that doubt and anxiety is not transferred onto the learner (Brookfield, 1995, p.35). Thus, this lens has informed the need to continually engage in critical readings and teachings theories to not only further my pedagogical knowledge, but to establish the confidence and conviction required to teach learners.

In terms of the identifying the next steps teaching and learning steps, the critical incident has allowed me to understand the importance of teaching health and wellbeing to learners at the earliest point available in their educational journey. It has led me to identify the next step of being a sensitive and mindful teaching practitioner that can recognise the signals of poor learner concentration and how this can be addressed through physical and emotional literacy skills. Moreover, it has led me to consider other areas, outside of physical and emotional literacy, that can be used to improve learner concentration, such as exploring importance of effective behaviour management and how else I could control the class when focus is lost during my teaching. From a personal standpoint, however, this critical incident has identified the way in which I hope to teach health and wellbeing as an Area of Learning and Experience in the New Curriculum from Wales; to do so by fostering an open, inclusive and accessible discussion towards the importance of the life-long well-being of the child, particularly in terms of what each learner defines as their individual needs to wellbeing. This leads to the next step is which is how I can get learners to express their differing emotions in a classroom environment, whether it be through independent activity, “thought workshops” or group work. From the perspective of physical literacy, it has led me to consider how I can cultivate an attitude amongst learners that value the importance of physical activity, not as a secondary status in education, but as a key to unlocking their individual learning and Fundamental Motor Skill development for the benefit for life-long learning. Furthermore, this investigation has identifies the next steps in teaching and learning by compelling me to consider *how* I intend to teach the area of health and wellbeing as one of the four purposes, in conjunction to how this will enable learners to fulfil the additional purpose of being “ambitious and capable learners”.

My next steps would be to see how I can enable learners to take charge of their own learning through the areas of health and wellbeing and see how I can develop activities that raise the discussion of physical and emotional literacy amongst learners from all backgrounds. Furthermore, I intend to integrate this area into all other Areas of Learning and Experience (AoLE), such as on Mathematics and Numeracy and Science and Technology, which are subjects which typically would not integrate health and wellbeing into their teaching objectives. This aspect is something I strive to do both in and outside of the classroom environment, whereby the focus is on ensuring learners have grasped a strong understanding of their health and how they can best look after their individual needs as well as looking out for the wellbeing of others.

The purpose of this essay was to critically evaluate and identify the next teaching and learning steps through a critical incident. The methodological approach taken to explore this was a structured, non-participant case study approach, focusing on a group of foundation learners in a primary school setting. The observed critical incident brought to light the importance of using physical and emotional literacy to engage learners whilst indicating a wider, systemic problem which highlighted the need to address learners' health and wellbeing as part of one of the AoLE in the New Curriculum for Wales. This approach has worked in conjunction with the role of a reflective practitioner in Wales which seeks to question how one's practice can best be improved, thus leading to improved professional judgement when teaching. This enables teaching practitioners to not only consider what they teach, but how they do so and the purpose behind their pedagogical methods. Critical reflection facilitates this process by allowing teaching practitioners in Wales to continually assess and monitor the effectiveness of certain pedagogies and how they can best accommodate the ever-changing needs of the learner. This links to the professional standards for teaching and leadership in Wales which stipulate the following five standards of: Pedagogy, Leadership, Professional Learning, Innovation and Collaboration (Hwb, 2017). The aim of these standards is to allow for more effective pedagogy, and the critical analysis undertaken within this case study has acted as a mechanism to drive pedagogy forward. Furthermore, it has demonstrated the importance of effective pedagogy to fulfil the at least two of Donaldson's four purposes which underpin the foundation of the New Curriculum for Wales: "healthy and confident" and "ambitious and capable" learners (Donaldson, 2015, p.31). The next steps of teaching and learning can therefore be drawn from the critical analysis and reflection of the case study by highlighting how health and wellbeing, through the areas of physical and emotional literacy, enable learners to become, "ambitious and capable", fulfilling Donaldson's purposes and the UNCRC article of becoming the best they can be.

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Appendices

A) Critical Incident Sheets

CRITICAL INCIDENT IDENTIFICATION RECORD - 01

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 2nd week back of Autumn Term, 2020 Time: Morning class – First lesson Year group: Nursery The morning lesson is centred around “carpet time” as a means to introduce the learning that will take for the day. The learners are aged between 3 and 4 years of age and are both the newest and youngest members of the school. The class is Nursery class 2 (N2). Due to Covid-19 restrictions, the class has been split into two groups for learner and staff safety. This lesson consists of 20 out of the 47 learners from the nursery class. The lesson is taking place indoors, on the carpet. Learners are positioned on the learning matt which consists of coloured circles allocating a space for each child to sit on. The ability range in this class is mixed. As it is the second week of learners’ first ever term in a school setting, ability assessment has yet to be undertaken. This will evolve as the term progresses. There are 4 Teaching Assistants (TAs) present in the room and they are all participating in the “introduction to carpet time” activity. TA staff are operating on a 1:8 ratio for every learner.
<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>	The AoLE for the lesson predominantly encompasses 3/6 areas, being: • Language, Literacy and Communication • Health and Wellbeing • Expressive Arts Critical Incident: When the children sit down on the carpet, the teacher quickly identifies that the engagement of the learners is fairly low – the children appear quiet and sleepy. She uses the class puppet, Rosi, to inform the children of this: “Rosi can see some sleepy boys and girls. What song could we sing?” The teacher uses the “Wake Up” song dance to reenergise, thus allowing for active learning can take place. The song lyrics are as follows: <i>“Wake up, wake up, give yourself a shake up, get your body moving “Reach up, jump up, give yourself a thumbs up, it’s another new day.”</i> After the song, the teacher asks the class, “Are we feeling okay? Are we all ready to learn? Critical incident is therefore the use of song and dance movement (physical literacy) to refocus learners’ engagement, whilst getting learners to assess how

	they are feeling and demonstrate how to lift up their moods (emotional literacy), thus taking control over their own learning ('COOL' approach). Connections to Donaldson's Four Purposes outlined in Successful Futures report that will underpin all learning: Healthy, confident individuals ready to lead fulfilling lives as valued members of society who: –have secure values and are establishing their spiritual and ethical beliefs –are building their mental and emotional well-being by developing confidence, resilience and empathy –apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives –know how to find the information and support to keep safe and well –take part in physical activity –take measured decisions about lifestyle and manage risk –have the confidence to participate in performance–form positive relationships based upon trust and mutual respect –face and overcome challenge–have the skills and knowledge to manage everyday life as independently as they can Ambitious, capable learners ready to learn throughout their lives who: – set themselves high standards and seek and enjoy challenge – are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts – are questioning and enjoy solving problems – can communicate effectively in different forms and settings, using both Welsh and English – can explain the ideas and concepts they are learning about – can use number effectively in different contexts– understand how to interpret data and apply mathematical concepts – use digital technologies creatively to communicate, find and analyse information – undertake research and evaluate critically what they find.
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CRITICAL INCIDENT IDENTIFICATION RECORD – 02

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 2nd Week of September 2020, Autumn Term Time: AM, first lesson Year group: Year 5 Mathematics and Numeracy lesson centred on the ‘Maths Challenges’ the Year 5 class have been partaking in. As this is the second week of the Autumn term, the learners are at the start of their unit of study. The lesson is being delivered indoors, in a classroom environment. However, due to the current Covid-19 restrictions, the learners are arranged in a atypical format – the desks are lined up in rows as opposed to the usual table group structure. This arrangement is less contusive to group work activities, however it is a required, government-imposed measure adopted to prevent the spread of Coronavirus and maintain student and staff safety. This Year 5 class are normally led by their year group teacher, however he is currently away on paternity leave. The Deputy Head is leading the lesson and the class is of mixed abilities.
<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>	AoLE: Mathematics and Numeracy The teacher chooses to commence the day’s Maths Challenge by first explaining the meaning of Challenge and its importance for each pupil’s learning development. He explains to the class: “Its called a challenge because it is difficult.” He then proceeds to ask the class the question: “So how you are going to deal with that [challenge] and make sure that you are calm and ready to do the challenge? And not panicking and wanting to run out of the room or worrying that your head is about to explode”. The teacher explains to the class that into to deal with a challenge you need “methods to fall back on when you have a problem.” He asks the class what word is used to describe not giving up. One learner responds with the word “resilience” and another with the phrase: “don’t give up”. This explanation is critical in that that is gets learners to thinking about the importance of challenge not only on an academic level through Maths, but also on a personal development level. In this way, the teacher draws upon two of Donaldson’s Four Purposes by incorporating an understanding of wellbeing into the learning of Maths. The purposes that are relevant here are: 1) ‘Ambitious, capable learners’ and 2) ‘Healthy confident individuals’. 1) Ambitious, capable learners ready to learn throughout their lives, who: – set themselves high standards and seek and enjoy challenge – are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts – are questioning and enjoy solving problems – can communicate effectively in different forms and settings, using both Welsh and English

	– can explain the ideas and concepts they are learning about – can use number effectively in different contexts– understand how to interpret data and apply mathematical concepts – use digital technologies creatively to communicate, find and analyse information – undertake research and evaluate critically what they find 2) Healthy, confident individuals ready to lead fulfilling lives as valued members of society who: –have secure values and are establishing their spiritual and ethical beliefs –are building their mental and emotional well-being by developing confidence, resilience and empathy –apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives –know how to find the information and support to keep safe and well –take part in physical activity –take measured decisions about lifestyle and manage risk –have the confidence to participate in performance–form positive relationships based upon trust and mutual respect –face and overcome challenge–have the skills and knowledge to manage everyday life as independently as they can.
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CRITICAL INCIDENT IDENTIFICATION RECORD – 03

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 2nd week back of Autumn Term 2020 Time: Afternoon, last lesson of the day Year group: Reception Year 1 The learners are engaging in a numeracy counting session that is taking place indoors, on the carpet. It is the end of the afternoon, just before home-time and the aim is to get the learners to recap their knowledge of number counting through play. Learners are at the start of their unit of study and the class is of mixed ability. The lesson involves a number counting ruler (1-10) and the choice of 4 puppets to point to each number on the counting scale. Sing-song is adopted to assist learners' grasps of number counting and retain their engagement as their concentration is at its lowest given that it is the last lesson of the day.
<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>	AoLE: Mathematics and Numeracy The teacher offers the learners a choice of knitted puppet characters for their individual selection. These puppets feature varying skin tones which allows for diversity and cultural inclusivity. By enabling the learner to choose which puppet character they can select which one they identify with from a cultural and diversity perspective. This allows learners to feel represented in the classroom environment and more specifically helps them engage in this counting exercise by generating a feeling of inclusivity and strongly links to the following purpose from Donaldson's Four Purposes outlined in "Successful Futures": Ethical, informed citizens ready to be citizens of Wales and the World, who: –find, evaluate and use evidence in forming views—engage with contemporary issues based upon their knowledge and values –understand and exercise their human and democratic responsibilities and rights –understand and consider the impact of their actions when making choices and acting –are knowledgeable about their culture, community, society and the world, now and in the past –respect the needs and rights of others, as a member of a diverse society –show their commitment to the sustainability of the planet. Moreover, providing the learner with choice encourages a sense of learner autonomy, that they are in control of their own learning, thus amplifying the school's approach to "COOL" learning which stands for: "controlling our own learning".

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CRITICAL INCIDENT IDENTIFICATION RECORD - 04

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: Summer Term 2019 Time: Afternoon, 1st lesson after lunch Year group: Reception class This lesson being taken is with an established Reception class, not in Early Years, and the class is nearing the end of the both the year and their unit of study in literacy, relating to the AoLE Languages, Literacy and Communication. The class is in the upper level for Reception ability range. The learners are situated indoors, on the carpet for a literacy lesson centred on the topic of superheroes. The objective of the literacy lesson is for learners to be able to form a sentence structure about varying superheroes. The context of this lesson is that the fictional characters of the The Joker from <i>Batman</i> has mixed up the superhero sentences around the classroom. It is the task of the Reception class to solve this problem by rearranging the sentences so that they start with a capital letter and end with a full stop. This aim of this literacy lesson is to teach learners the importance of punctuation.
<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>	AoLE: • Languages, Literacy and Communication • Expressive Arts Critical Incident: In the teacher's group, there is a learner who is withdrawn, chewing his fingers and rocks back and forth throughout the activity. He appears anxious and detached from the activity and does not appear comfortable by the task of group interactions. When prompted by the teacher for participation, the learner does not respond and carries on staring down at the floor, reluctant to give eye contact. This behaviour is a stark contrast to the rest of the group who are bursting with energy and excitement and respond avidly to questions when asked. This raises concern over where the learner's behaviour requires intervention as the describes actions suggests there is some barrier to learning taking place, perhaps indicating Additional Learning Needs (ALN). This would calls for the need to notify the schools ALN advisor who could take the necessary steps to assess the child's individual learning needs on a 1:1 basis. It is additionally worth keeping in mind that if the learner does require additional learning assistance down the line, the creation of an Individual Development Plan might prove to be a required measure. The aim of this would be to ensure that this individual learner is able to receive a positive and accessible format to learning that is tailored to their specific needs, allowing for learning to progress at their pace. Addressing this issue is of particular importance in order to fulfil one of the Four Purposes, namely so that the learner can become a:

	Healthy, confident individual, that can: • have secure values and are establishing their spiritual and ethical beliefs • are building their mental and emotional well-being by developing confidence, resilience and empathy • apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives • know how to find the information and support to keep safe and well • take part in physical activity • take measured decisions about lifestyle and manage risk • have the confidence to participate in performance • form positive relationships based upon trust and mutual respect • face and overcome challenge • have the skills and knowledge to manage everyday life as independently as they can.
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B) Observation Sheets

OBSERVATION / FIELD NOTES – 01

(Questions adapted from Fletcher Wood (2016))

Date: 2nd week back of Autumn Term, 2020

Time: Morning class – First lesson

Year group: Nursery

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).

The morning lesson is centred around “carpet time” as a means to introduce the learning that will take for the day. The learners are aged between 3 and 4 years of age and are both the newest and youngest members of the school. The AoLE predominantly encompasses:

- Language, Literacy and Communication
- Health and Wellbeing
- Expressive Arts

The class is Nursery class 2 (N2). Due to Covid-19 restrictions, the class has been split into two groups for learner and staff safety. This lesson consists of 20 out of the 47 learners from the nursery class.

The lesson is taking place indoors, on the carpet. Learners are positioned on the learning matt which consists of coloured circles allocating a space for each child to sit on.

The ability range in this class is mixed. As it is the second week of learners’ first ever term in a school setting, ability assessment has yet to be undertaken. This will evolve as the term progresses.

There are 4 Teaching Assistants (TAs) present in the room and they are all participating in the “introduction to carpet time” activity. TA staff are operating on a 1:8 ratio for every learner.

Classroom culture

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

The classroom ‘vibe’ is bright, energetic and full of sensory stimulus. The walls are filled with colourful display boards reflecting the activities the Nursery learners are engaging in, including alphabet blocks, number counting strips and class puppet mascots. The room also consists of several activity tables which hold learning apparatus such as counting blocks and colourful learning resources such as books and colouring-in equipment.

The majority of N2 learners all relatively upbeat and excited for a day of learning activities. Initially, however, when the class teacher, coaches the children to sit on the carpet by tambourine song, the learners appear to be slightly disengaged and sleepy. When noticed by the teacher, the learners engage with her “wake up” dancing and sing-song carpet activity. By the close of carpet time, the learners’ energy and engagement levels have vastly improved and the children seem enthused for and ready for a day of learning.

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 N2 teacher informs the class at the start of the lesson: "In nursery, we are learning to sit on the carpet and listen. Lets use our song to help us." This statement allows learners to recognise what they are all aiming to achieve in nursery and the use of sing-song reinforces this purpose through sensory engagement. The lyrics of the song are as follows:

*"Un, dau, tri: clap your hands with me
Un, dau, tri: wiggle your bums with me
Un, dau, tri: wave your hands with me
Un, dau, tri: jump with me
Sit on the carpet with me."*

Song is used throughout the lesson to direct movement and control learners' behaviour. By using song, the lesson and learning objectives are conveyed to the learner in a fun and engaging manner. Learners are not overwhelmed by the instructions because all commands are delivered in a playful and gentle manner.

It is also worth noting that key Welsh words are integrated into the lesson through song. The teacher uses greetings and instructions in both English and Welsh such as "good morning/bore da" "thank you very much/di iwan diolch" "stand up/sefwch". This gently reinforces to the learners that Welsh will be a key feature in all lessons and it's careful integration into song allows for learning through repetition.

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 teacher uses a puppet called Rosi to direct her teachings and grasp learners' attention. The puppet, Rosi, is used to control class behaviour and reinforce instructions that had not been followed correctly. Learners therefore do not feel bombard by commands and instructions as it is being projected by the puppet, rather than coming from the teacher. The use of the puppet introduces the children to the importance of following instructing and abiding by rules in a playful manner. This helps learners understand what they are engaging in on the basis that the puppet is used to reinforce positive or unwanted class behaviour traits; learners look to the puppet to see if they are enacting the required behaviour and if not, they amend their behaviour accordingly.

An example of the use of Rosi, the puppet, for the management of class behaviour is as follows:

The teacher tells the class: "Rosi tells me that there are still children on the carpet with toys. If you have a toy, please put it back."

When the children don't act straight away, the teacher adds: "It's ok, Rosi. The children *are* going to put it back." Some individual require a further guidance with navigating the toy box and the TA intervenes to help learners accordingly.

An additional observation is the use of the "topic box". Towards the end of the session the teacher introduces a "box" to this class. This box is used to introduce the lesson topic that the N2 learners

will be engaging in. The topic is revealed to be “Twinkle, Twinkle Little Star”. This provides learners with clear insight into the direction of the learning for the day.

Access and challenge

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

Song and dance is used throughout the lesson to encourage class participation and the engagement of all learners. Use this techniques increases the accessibility of the lesson objectives.

To challenge more the more abled learners, Welsh phrases and key words are integrated into the songs and classroom instructions. This stretches the learning of N2 children who already have a strong grasp of the English phrases and are ready to start to pick up on Welsh terminology. However for those not at this ability level, they can still access the sing song lessons by following the English words and phrases. By pairing English and Welsh words together, learners can grasp meanings and improve their language skills through sing-song and play.

For learners who require additional learning support and guidance, the TA’s are always at hand to assist when necessary. There are 3 learners who require 1:1 support at times and there are never left isolated or confused about what is going on, which creates a positive, inclusive and accessible learning experience for them.

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 teacher uses a colourful “box” to reveal the lesson topic to the class. Within the box there is a book which plays the music of “Twinkle, Twinkle Little Star”. The teacher asks the class: “Have we been learning about “Twinkle, Twinkle Little Star” this week in school?” This enables learners to draw connections between prior learning and the relevance of it for today’s learning. The children appear to recognise this topic and start wiggling and moving around when the discover that they will be building upon this topic.

The box is additionally utilised to assess learners’ progression and understanding of counting. The teacher announced that in order to open the box, the class must first count to 5. The teacher starts counting but purposely makes a mistake in her counting to generate a class reaction, seeing if they can correct her mistake: “1, 2, 15”. Learners identify that 15 is the incorrect answer and they collectively establish what the right answer is – 3. They then proceed to count again, recognising that the correct order is: “1,2,3”. Learners are assessed in a playful and positive manner – incorrect answers are quickly learnt from and they are encouraged to try again.

The teacher also integrates key Welsh phrases and terminology into the lesson. When instructing a command to the learners, she says in it in Welsh first, followed by English e.g. “sefwch”, followed by the words “stand up”. By doing this, the teacher is able to identify whether learners have grasped the meaning by whether or not they follow her instruction to stand up. This technique is used to assess learners’ understanding and enables the teacher to change her language and vocabulary when necessary.

Specifics / Critical Incidents

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

- ⇒ The teacher uses the tambourine instrument to gain the learners' attention, signalling to the class that her lesson will be starting/the learning will be beginning: *"Everybody freeze!"*
- ⇒ The use of song to control and instruct the learners how to sit appropriately on the carpet, reading for learning. This signals to the learners the correct manners through song. The lyrics are as follows: *"Eyes are looking, ears are listening, mouths are closed, hands are still, bottoms on the carpet, bottoms on the carpet, legs are crossed, legs are crossed."*
- ⇒ When the children sit down on the carpet, the teacher quickly identifies that the engagement of the learners is fairly low – the children appear quiet and sleepy. She uses the class puppet, Rosi, to inform the children of this: "Rosi can see some sleepy boys and girls. What song could we sing?" The teacher uses the "Wake Up" song dance to reenergise, thus allowing for active learning can take place. The song lyrics are as follows:
*"Wake up, wake up, give yourself a shake up, get your body moving
"Reach up, jump up, give yourself a thumbs up, it's another new day."*
After the song, the teacher asks the class, "Are we feeling okay? Are we all ready to learn? Critical incident is therefore the use of song and dance movement (physical literacy) to refocus learners' engagement, whilst getting learners to assess how they are feeling and demonstrate how to lift up their moods (emotional literacy).
- ⇒ The use of the puppet, Rosi, to demonstrate emotions: *"What does Rosi do when she's happy? She flies away!"* The teacher motions Rosi flying on her hand and uses facial expressions such as smiling to demonstrate the emotion of being happy (emotional literacy).
- ⇒ The use of the "box" to introduce the lesson topic to learners. When the learners see the box, they recognise its importance and identify that this will inform them what today's learning will be about. Learners demonstrate their excitement and identification with the box but wiggling and whispering to one another.
- ⇒ A learner, named X, does not engage in any of the sing and dance activities. When other learners are jumping, singing and moving in accordance to the lesson songs, learner X remains still and simply stands by himself. The teacher identifies this disengagement and asks learner X: *"Can you join in like [name of peer next to him]?"* Learner X remains motionless and does not following instruction. Raises the question over whether there are any additional factors contributing to this behaviour i.e. ALN, ACEs etc. This requires further enquiry.
- ⇒ Positive affirmations alter learners' behaviour. When the teacher uses praise such as "Well done", learners start smiling and their facial expressions and mannerism demonstrate a boost in self-esteem and confidence in learning. This refocuses the class' attention as other learners become eager to get the same level of praise as their peers.
- ⇒ The teacher starts counting but purposely makes a mistake in her counting to generate a class reaction, seeing if they can correct her mistake: *"1, 2, 15"*. Learners identify that 15 is the incorrect answer and they collectively establish what the right answer is – 3. They then proceed to the count again, recognising that the correct order is *"1,2,3"*. Learners are assessed in a playful and positive manner – incorrect answers are quickly learnt from and they are encouraged to try again.
- ⇒ After the singing activities, the teacher instructs the class to "say well done to the person next to you". Learner X, should didn't partake (reason unknown and to be investigated by teacher) proceeded to smile. This suggests his feeling of inclusivity despite his ability not matching his peers'.
- ⇒ To move learners onto the next lesson the "tippy tappy" game is used to move learners one-by-one off the carpet. A learner is selected by the teacher to walk around the group and tap a

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pupil's head. When tap, the pupil is chosen to get up from the carpet and move to the next activity. This game teaches learners' the importance of patience and leaving in an ordinary manner rather than rushing as soon as the teacher tells them to leave.

OBSERVATION / FIELD NOTES – 02

(Questions adapted from Fletcher Wood (2016))

Date: 2nd Week of September 2020, Autumn Term

Time: AM, first lesson

Year group: Year 5, mixed ability class

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:

Mathematics and Numeracy lesson centred on the 'Maths Challenges' the Year 5 class have been partaking in. As this is the second week of the Autumn term, the learners are at the start of their unit of study.

The lesson is being delivered indoors, in a classroom environment. However, due to the current Covid-19 restrictions, the learners are arranged in a atypical format – the desks are lined up in rows as opposed to the usual table group structure. This arrangement is less conducive to group work activities, however it is a required, government-imposed measure adopted to prevent the spread of Coronavirus and maintain student and staff safety.

This Year 5 class are normally led by their year group teacher; however he is currently away on paternity leave. The Deputy Head is leading the lesson and the class is of mixed abilities.

Classroom culture

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

It is worth noting, that the Year 5 learners have had 6 months off formal learning, due to the COVID-19 pandemic resulting in the closure of schools. This is important to consider when assessing the general 'vibe' of the classroom culture, along with the attitudes, dispositions and behaviours towards learning. The left side of the class appear to be slightly more focused and engaged when compared to the right side of the class whom are positioned closer to the window where playground sounds are prominent.

The classroom setting itself is well organized and the colourful display boards visually reflect the key topics that the learners are currently engaging in on their Year 5 learning journey. From the video angle, the subjects in view on the display boards are: Maths, Welsh and English. Welsh key phrases are featured across all walls in the classroom, demonstrating its purposeful integration into all subject material and prevalence throughout classroom teaching.

Learners appear focused and calm. They are all paying attention to Mr Burns when he is speaking and are behaving respectfully to one another. Being the Deputy Head, and in a position of higher authority, this might have an impact on learners' behaviour in the classroom setting.

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?

At the start of the lesson, the teacher delivers a Power-Point presentation to the class that highlights the “Aims” of the Maths Challenge for today which is to: “Explore methods and techniques used when solving problems.” This enables the learners to identify the purpose of the lesson and how it is important to their individual learning path.

By focusing on and defining the “challenge” element of the Maths lesson, the teacher communicates an important aspect of learning – to push oneself. This message is being reinforced through the teaching of Maths, linking to the Mathematics and Numeracy Area of Learning and Experience. The lesson demonstrates to learners how to apply themselves during the task of a “Challenge”.

To deliver this, learners are not left alone to problem solve, but rather there is a strong focus on collaboration of ideas and helping others. This reinforces the message that “challenge” does not need be an isolating experience for the learner, which is particularly significant given that there are a variety of individual learning needs featured within the mixed ability class.

The purpose of the lesson is to get learners to engage in what strategies or “armory” they might need to equip themselves with to tackle a Maths challenge. By using the word “amourey”, the teacher adopts a metaphorical approach to communicate the purpose of this exercise of trying to solve a maths problem. This enables the learners to view “challenge” as an obstacle that can be overcome provided that you are equipped with the right “strategies” and “armoury” to deal with difficult (Maths) challenges. The task is for learners to see how many combinations of 4 they can find.

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 teacher asks the class, “What are you going to do, or what methods will you use, when you first see that Maths problem? Hands up.” The learners respond to this question by raising their hands to offer their suggestions. The teacher engages with each learner’s response and gesticulates to them the meaning behind each suggestion, noting importance of each step in helping them deal with a difficult Maths challenge. By doing this, the teacher allows the learners to create their own success criteria for the tackling the challenge, instead of simply giving them the criteria. This allows learners to take responsibility for their own learning by recognising the importance and value of making a contribution to the class discussion. Learner’s have created their own success criteria which presents strong links to the 4 Pillars of Assessment for Learning (AFL).

Once the teacher is satisfied with the suggestions and answers offered by the Year 5 group, he turns to the Power-Point projector and shares this criteria with the class visually on the board. After identifying each element of the criteria, the teacher goes through each point systematically and gives examples of what each point means in context. For instance, he outlines the importance of neat handwriting when solving maths problems. He then explains why this is important by stating that “rushed handwriting can lead to confusion over whether the number is a 0 or a 6”. This enables learners to understand the importance of neat handwriting (a literacy based subject) in the context of maths and numeracy, demonstrating a cross curriculum approach to learning.

Access and challenge

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

The Maths Challenge involves learners working in pairs or groups of threes to complete the activity. The grouping of three allows for inclusivity of all students by including those who do not have a peer to join in a pair. This ensures all learners can be included and can access the challenge at hand and partake in group collaboration.

Learners engage in conversation and discuss amongst themselves for 30 seconds their thoughts about the success criteria, namely “what three things will make this lesson a success for you?” The Learners suggest the following success 3 main points for the class’ “success criteria”:

1. Team work – listen to each other, get involved and help.
2. Resilience – Don’t give up, keep trying
3. Discuss everyone’s idea

Given that this Year 5 class is a mixed ability set, the question posed by the teacher allows learners to exchange their thoughts on what criteria is individually important to their needs. This enables learners to consider their own, unique learning strategies but also the strategies of their peers. This aids their understanding and knowledge of how others best cope with challenges, helping them become ethically informed citizens, linking to the Four Purposes.

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 teacher starts the lesson by recapping over prior Maths Challenges that the class has engaged with over the past few days. He commences the discussion by asking learners to think about what ideas and strategies they can remember for dealing with Maths Challenges. He asks the question to the class, “When do you first get a Maths Challenge, what are you going to do?” This question opens the lesson with discussion as its focal point, asking learners to reflect upon the knowledge that they have previously acquired over the last few lessons. This enables the teacher to assess where the Learners are in their understanding, which is of particular importance given that this class is a mixed ability set.

As outlined in the Curriculum for Wales’ Assessment for Learning (AfL) guidelines, the lesson encompasses all four pillars of AfL, being:

1. Sharing criteria with learners (generated by learners via class and peer discussion)
2. Quality of questioning and quality of talk (questioning implemented by the teacher throughout)
3. Quality of feedback (the teacher corrects areas of confusing and stresses the importance criteria where necessary)
4. Peer and self-assessment (The Challenge is to take place in pairs or groups of three where there are odd numbers).

Throughout the lesson clip, the teacher integrates all 4 areas into the session. This enables learners to assess their work against the success criteria they, as a class, have generated. They then proceeded to question the importance of this criteria in helping them successfully learn. The teacher provides feedback to each pupil’s contribution and answer, allowing them to assess each their from different perspectives, drawing them into purpose of reasoning. Moreover, by

establishing this challenge to take place in pairs, or threes, it enables learners to engage in the activity of peer and self-assessment throughout. Learners get the opportunity to learn independently and through others.

It is worth noting here that due to this being a virtual observation, with the recording of the lesson only being 12:43 minutes long, the end of the lesson has not been observed. Therefore the development of knowledge by the end of this lesson cannot be measured in full.

Specifics / Critical Incidents

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

- ⇒ The teacher chooses to commence the day's Maths Challenge by first explaining the meaning of Challenge and its importance for each pupil's learning development. He explains to the class:
 "Its called a challenge because it is difficult." He then proceeds to ask the class the question: "So how you are going to deal with that [challenge] and make sure that you are calm and ready to do the challenge? And not panicking and wanting to run out of the room or worrying that your head is about to explode". The teacher explains to the class that into to deal with a challenge you need "methods to fall back on when you have a problem." He asks the class what word is used to describe not giving up. One learner responds with the word "resilience" and another with the phrase: "don't give up".
 This explanation is critical in that that is gets learners to thinking about the importance of challenge not only on an academic level through Maths, but also on a personal development level. In this way, the teacher draws upon two of Donaldson's Four Purposes by incorporating an understanding of wellbeing into the learning of Maths. The purposes that are relevant here are: 'Ambitious, capable learners" and "Healthy confident individuals".
- ⇒ Use of metaphor "armoury" (literacy) to explain the Maths Challenge. How does this words help learners understand what Mr Burns means when he talks about the "methods" and "strategies" required to problem solve in Mathematical Challenges?
- ⇒ A learner at the back of the class raises his hand timidly. He starts to raise it and then lowers it again. This happens several times and eventually he lowers it completely. Is this due to confidence issues? Or is it because his raised hand has gone unnoticed by the teacher?
- ⇒ The left side of the class are more receptive to the teacher questions and engaging in his questions; the right side remain silent. This poses the following questions:
 1. Is this due to the class being mixed ability and learners with a lower ability is positioned here?
 2. Is this due to the fact that the ride side of the class are positioned close to the noisy playground which is distracting them from their lesson
 3. The teacher engages with the left side of the class with eye contact which encourages their responses. When a question is answered, peers on the left side of the classroom want to join in and similarly receive praise/positive reinforcement from the teacher. This generates further participation from the left hand side of the class.
- ⇒ A learner at the front of the class is playing with her hair throughout the teacher explanation. When he comments that her side of the room as being quiet and not responding to his questions, she (the learner) looks down at the desk and shies away from giving him eye contact. She appears to be figety and slightly relentless. This suggests there is some underlying reasons that is attributing to her low concentration: mood/anxiety/lack of understanding?
- ⇒ The teacher informs the class that the Challenge will take place in pairs. He notices that there are a few learners that do not have a partner and immediately intervenes to find them a pair.

This prevents any feeling of exclusion from developing at the start of the Challenge which could have an impact on the learner's level of engagement with the task.

- ⇒ When a learner offered a suggestion to the teacher's question concerning the class' "success criteria", instead of immediately dismissing her answer, he first praised her for it and told her "I like that answer". He then proceeded to gently question her reason for it and helped her understand the areas around her answer which could be addressed. This prevented her from being singled out to the class and allowed her to understand the context behind her answer. By commencing with the comment, "I like your answer", the teacher gave this learner a positive experience of attempting to answer a question which increased, rather than decreased, her self-esteem.

OBSERVATION / FIELD NOTES – 03

(Questions adapted from Fletcher Wood (2016))

Date: 2nd week back of Autumn Term 2020

Time: Afternoon, last lesson of the day

Year group: Reception Year 1

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:

Mathematics and Numeracy

The learners are engaging in a numeracy counting session that is taking place indoors, on the carpet. It is the end of the afternoon, just before home-time and the aim is to get the learners to recap their knowledge of number counting through play. Learners are at the start of their unit of study and the class is of mixed ability.

The lesson involves a number counting ruler (1-10) and the choice of 4 puppets to point to each number on the counting scale. Sing-song is adopted to assist learners' grasps of number counting and retain their engagement as their concentration is at its lowest given that it is the last lesson of the day.

Classroom culture

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

The classroom 'vibe' is vibrant, creative and full of visual stimulus. The display boards on the wall reflect the class' learning journey and work represents all ability levels – not just the high achievers.

Learners are sat quietly on the carpet facing the teacher, who sits in the chair in front of them. Some children are fidgeting slightly and are distracted; however, this can be attributed to the fact that this lesson is the last one of the day. Learners have already expended a substantial portion of mental energy on concentration.

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 teacher uses a selection of 4 puppet characters to aid number counting from 1-10. Learners use this puppet as visual marker for each number and follow its journey on the ruler as it progresses up and down. The teacher informs the class that her puppets need help with counting and therefore asks for the learners' help with this numeracy task.

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 activity of number counting is incorporated a fun, creative and visually expressive manner using the puppet characters. When an error is made by the learners, the teacher utilises the the puppet to correct their mistakes. Similarly, when the children start becoming restless and raising their voices, the puppet is used to identify this to the class and the children correct their behaviour according to what the puppet's instructions.

Access and challenge

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

The learners' concentration is low at the start of the lesson; they are tired at this is the last session of learning before they go home. To reengage learners, the teacher raises her tone of voice inject energy into the lesson and help enthuse learner engagement. Learners turn their bodies towards the teacher and are drawn to her fluctuating tones. She appears excited and the learners emulate this energy and now appear reengaged and ready to learn again.

The teacher offers the learners a choice of knitted puppet characters for their individual selection. These puppets feature varying skin tones which allows for diversity and cultural inclusivity. By enabling the learner to choose which puppet character they can select which one they identify with from a cultural and diversity perspective. This allows learners to feel represented in the classroom environment and more specifically helps them engage in this counting exercise by generating a feeling of inclusivity. Moreover, providing the learner with choice encourages a sense of learner autonomy, that they are in control of their own learning, thus amplifying the school's approach to "COOL" learning which stands for: "controlling our own learning".

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)?

"What were we learning to do this morning?" The teacher points to the display board and $\frac{3}{4}$ of all learners' hand raise up. They visually recognise the numbers on the display board and realise that the answer is counting.

The teacher uses the method of getting children to "sit with their bunny ears on if you know the answer". This allows the teacher to assess which learners need more attention than orders, without drawing attention to specific learners and isolating them against their peers. The children are unaware that assessment is being made at this time and engage positively in this activity by smiling to one another and actioning "bunny ears" with their hands on top of the heads.

Specifics / Critical Incidents

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

⇒ The learners' concentration is low at the start of the lesson; they are tired at this is the last session of learning before they go home. To reengage learners, the teacher raises her tone of

voice inject energy into the lesson and help enthuse learner engagement. Learners turn their bodies towards the teacher and are drawn to her fluctuating tones. She appears excited and the learners emulate this energy and now appear reengaged and ready to learn again.

- ⇒ The teacher offers the learners a choice of knitted puppet characters for their individual selection. These puppets feature varying skin tones which allows for diversity and cultural inclusivity. By enabling the learner to choose which puppet character they can select which one they identify with from a cultural and diversity perspective. This allows learners to feel represented in the classroom environment and more specifically helps them engage in this counting exercise by generating a feeling of inclusivity. Moreover, providing the learner with choice encourages a sense of learner autonomy, that they are in control of their own learning, thus amplifying the school's approach to "COOL" learning which stands for: "controlling our own learning".
- ⇒ The teacher notices that a learner has a piece of paper that needs to be placed in the recycling bin. She asks the class: "Who is my recycling monitor?" The learner in charge of the class' recycling raises his hand and proceeds to help their peer place the paper into the recycling bin. This action links to one of Donaldson's Four Purpose, being: "ethical and informed citizens of Wales and the world."
- ⇒ When responding to the teacher's question, one learner shouts out. Noticing his, the teacher asks: "Who's has got their hand up?" and proceeds to name the learners who have got their hands. The learner who originally shouted out looks to his peers and notices their raised hands and immediately corrects his behaviour and raises this hand. Other learners join in and raise their hands so that the teacher can announce their names too, representing the learners who are adhering to the code of conduct when answering questions.
- ⇒ During the lesson, a learner forgets to raise their hand when wanting to speak and start shouting out. The teacher intervenes and corrects this behaviour through song and hand movement using the character puppet chosen for number counting. The words are: "Don't shout out, put your hand up". Once the learner puts their hand up, the teacher acknowledges their correction and rewards them for doing so by choosing this individual to help her (positive reinforcement). The learner smiles and sits back down quietly; their correction with learning was a positive experience.
- ⇒ When the level of volume gets too loud, the teacher uses her puppet character to control the sound level of the class. She gestures the puppet whispering in her ear and tells the learners that the puppet "can't hear your beautiful counting because you are all shouting too loud!" Learners empathise with this and collectively lower their voices to the point at which they are whispering the number counting from 1-10.
- ⇒ Learners clap each other "well done" at the end of the lesson. This celebrates all learners' participation regardless of ability, giving those that struggle a positive numeracy experience.

OBSERVATION / FIELD NOTES – 04

(Questions adapted from Fletcher Wood (2016))

Date: Summer Term 2019

Time: Afternoon, 1st lesson after lunch

Year group: Reception class

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).

NB: This recording is a performance management clip that was taken pre outbreak of Covid-19.

AoLE:

- Languages, Literacy and Communication
- Expressive Arts

This lesson being taken is with an established Reception class, not in Early Years, and the class is nearing the end of the both the year and their unit of study in literacy, relating to the AoLE Languages, Literacy and Communication. The class is in the upper-level for Reception ability range.

The learners are situated indoors, on the carpet for a literacy lesson centred on the topic of superheroes. The objective of the literacy lesson is for learners to be able to form a sentence structure about varying superheroes. The context of this lesson is that the fictional characters of the The Joker from Batman has mixed up the superhero sentences around the classroom. It is the task of the Reception class to solve this problem by rearranging the sentences so that they start with a capital letter and end with a full stop. This aim of this literacy lesson is to teach learners the importance of punctuation.

Classroom culture

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

The classroom 'vibe' is vibrant and visually stimulating. The display boards are colourful and reflect the learning journey of the Reception class throughout the year, with particular emphasis on their current topics.

The children are excited and engaged when Rachel reveals that they will be continuing with their work on the topic of superheroes, using their literacy skills to correct the sentence structures that has been altered by The Joker. Learners are particularly eager to engage in this activity and the use of play encourages interaction amongst peers and positive learner collaboration.

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 teacher utilises the character of The Joker to present the task to the Reception class. Learners take on the responsibility of helping the superheroes fix their sentences structures that have been interfered with and mixed up by the Joker. The purpose of this experience is to get learners to interact and problem solve inaccurate sentence structure through group and teamwork. Learners are encouraged to think independently and creatively when using their literacy skills.

In order to communicate the importance of punctuation, the teacher gesticulates the meaning of what she is describing. For instance, to illustrate the meaning of a full stop, she puts her hand out in front of her and signals a 'stop sign' with her hand. Learners identify the meaning of a stop sign

and draw connections between a road sign and a the purpose of a full stop in sentences. This clarifies to learners that a full stop is used to end a sentence.

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)?

To introduce the lesson task, the teacher instructs the class to revisit the literacy work they conducted yesterday on the topic of superheroes. Learners stand up from the carpet and move towards the literacy board which showcases the sentence structures they formed yesterday. When they get to area, learners notice there is a picture of The Joker hanging from the ceiling and they starts whispering. One learner discovers a yellow card and draws attention to it, calling The teacher to take a look at it. The teacher reads out the card and the contents provide the instructions for the lesson task. In this way, learners engage in the creativity of the activity; the topic of literacy is incorporated in a fun, innovative and stimulating manner. This allows for a cross curricular approach by incorporating the learning of literacy in a visual and expressive way, linking to the Expressive Arts AofLE.

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 sits down with a small group of learners. When the learners construct a sentence, she asks them: “how do you know that this sentence is right?” The learners answer with “because there is a captial letter and a full stop.” It is clear that the majority of learners in the group has a strong understanding on this lesson’s literacy objective. The teacher then proceeds to rearrange the sentence structure and places additional words in the sentence to increase the level of challenge for the learners. At first learners appear less confident to tackle this, however the teacher adjusts this level, by taking it down a notch, by removing words. Learners quickly identify that the sentence is still compete, despite extra words, because it contains a captial letter and full stop. When recognising this, the teacher adopts positive reinforcement to cement learner engagement and participation from all learning abilities within the group.

However, within the group there is one learner who doesn’t appear to be in engaging in the activity to the same level of his peers. His behaviour is quiet, withdrawn, chewing his fingers and is rocking back and forth throughout the activity. He appears anxious and detached from the activity is does not appear comfortable by the task of group interaction. When prompted by the teacher for participation, the learner does not respond and carrys on staring down at the floor, reluctant to give eye contact. These mannerisms suggest that this learner is not able to engage in the activity as it seems that his individual learning needs are not being met, hinting at a possibility for Additonal Learning Needs (ALN) intervention. To address this, the child would perhaps benefit from engaging in this activity with a TA on a 1:1 level.

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)?

To gauge learners’ level of understanding of the literacy topic, the teacher asks the class: “Who can remember what our little challenge was yesterday with sentences?” The learners respond with the answer “superheroes” and one child gesticulates the writing of words with her hands.

Having assessed that her group, the teacher notes that the majority of learner has formed a strong level understanding on this lesson's literacy objective. To challenge the learners' level of ability, the teacher proceeds to rearrange the word cards, increasing the level of challenge adding additional words into the sentence sentence. Words are added and removed based on the group's ability to identify whether or not each sentence is complete.

By the close of the lesson acitivity, learners have demonstrates progress in their ability to form and identify complete sentence structures. The teacher's group articulate that at the start and end of a sentence comes a captial letter and full stop respectively, no matter how many words are inserted in between.

Specifics / Critical Incidents

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

- ⇒ At the start of the lesson, the teacher uses a hand gesture to control the level of volume within the class. She positions her hand on top of one another and starts counting 1-5 in a whisper. The learners quickly identify that the teacher is waiting for them all to sit quietly on the carpet in order for the lesson to begin.
- ⇒ The teacher uses positive reinforcement in Welsh, "di iwan, diolch" to praise the learners that are behaving well and listening intently. After this positive reinforcement, the learners who have received praise from the teacher exhibit emotions of satisfaction and happiness – they start smiling and become more engaged when the teacher is speaking. Learners who weren't listening to the teacher and were instead fidgeting, now appear eager to follow instruction because they want to receive the same level of satisfaction, praise and happiness of their peers. It appears that, here, positive reinforcement is used to recenter learners concentration by encouraging learners to recognise their mistakes not by highlighting the behaviour of those who are incorrect, but by praising those who listen to the teacher and conform accordingly.
- ⇒ When a learner in the group shouts out instead of raising their hand, the teacher places her finger on her lip to signal to the learner that that behaviour is correct. By doing so, the learner quickly realises and places a finger on their lip, acknowledging their error. By performing this action in this way the teacher does not single the learner out to the class for their error but instead quickly corrects it without drawing attention to the other learners, allowing for learning to continue without having to stop.
- ⇒ In the teacher's group, there is a learner who is withdrawn, chewing his fingers and rocks back and forth throughout the activity. He appears anxious and detached from the activity and does not appear comfortable by the task of group interactions. When prompted by the teacher for participation, the learner does not respond and carrys on staring down at the floor, reluctant to give eye contact. This behaviour is a stark contrast to the rest of the group who are bursting with energy and excitement and respond avidly to questions when asked. This raises concern over where the learner's behaviour requires intervention as the describes actions suggests there is some barrier to learning taking place, prehaps indicating Additional Learning Needs (ALN). This would calls for the need to notify the schools ALN advisor who could take the necessary steps to assess the child's individual learning needs on a 1:1 basis.
- ⇒ When participating in the group activity, a learner appears eager to get the teacher's attention however she does not follow the class code of conduct by raising her hand. She instead taps the teacher on her leg and continues to do so throughout the activity. The teacher does not engage with the child's request for attention. This poses the question as to whether this action was intended to demonstrate to the learner that this is not the

- appropriate way to answer a question, thus encouraging the learner to raise her hand.
- ⇒ In order to communicate the importance of punctuation, the teacher gesticulates the meaning of what she is describing. For instance, to illustrate the meaning of a full stop, she puts her hand out in front of her and signals a 'stop sign' with her hand. Learners identify the meaning of a stop sign and draw connections between a road sign and the purpose of a full stop in sentences. This clarifies to learners that a full stop is used to end a sentence.
 - ⇒ The teacher asks the class: "Do we think we can sort out The Joker's mess?" Her tone of voice stresses that it is really important that the class can restructure the sentences correctly so that they read properly. Learners are aware that this is going to be tricky task, however the teacher's encouraging, and enthusiastic tone of voice indicates to the learners that this task is possible. This shifts their mind set to a positive, "can do" approach, putting them in the right frame of mind to tackle their literacy task.