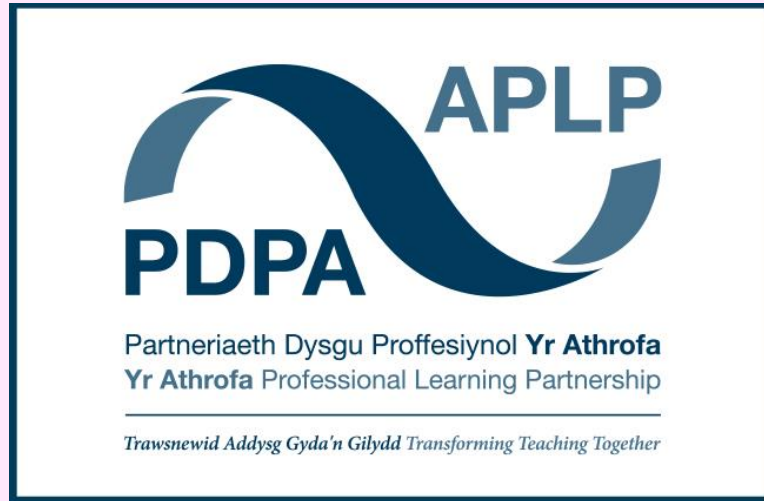




# ECAD6007

## Critical Incident: Immersive Room

# Session Aims and Overview

To view footage from a classroom setting and identify a critical incident

To view the footage within the immersive room.

To complete the STEER booklet

# Tripp's Critical Incident Methodology

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Makes use of a critical incident to inform direction for engagement with literature and informing next steps

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Critical through analysis, not explosive

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Allows engagement with literature that is close to practice

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# The Steer

Helps to guide you through the experience and contains:

- An outline of the purpose of this session
- The method for recording your critical incidents
- An example of some critical incidents from last year
- The professional standards



# The questions when observing for CI's

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Where and when – context of the incident

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What happened – a detailed description (the more detail the better to refer to in your later work)

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Areas of possible exploration – what you think could be "under the hood" in these incidents

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Notes – any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit? - the more you can refer to the better here)

# Ethics and BERA



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The biggest area of consideration here is one of anonymity

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What do we mean by anonymity?

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How could we breach it?

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What measures could we take to ensure anonymity

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Observation research can be divided into two broad groups...

## Participant Observation

Qualitative Data  
collection methods

## Structured Observation

Quantitative Data  
collection methods

# Participant Observation

Observer gains firsthand knowledge by being in or around the social setting being investigated. *Zikmund (2000)*

Requires a highly trained observer to increase validity and reliability.  
*McCuen (1996)*

'Not merely observing what is happening but also feeling it'  
*Gil and Johnson (2002)*

# Other considerations:

- \*What other areas should you consider about your observations and how you conduct yourselves?
- \* These observations are “snapshots” and can only give a narrow picture
- \* We are privileged observers, not inspectors

# Kennedy's Six Competing Concerns

This table aims to support student-teachers in developing an understanding of what they are observing in a classroom and to provide question stems and prompts in order to make the implicit, explicit.

We can refer to this sheet when making our observations to see whether they hold relevance to the critical incident.

**How to make the best use of lesson observation**

**Rationale**  
‘...as an experienced teacher, able to read a classroom fluently and to select from an extensive repertoire of well-tuned strategies, it can be all too easy to forget just how much you have learned over time, how many of your deliberate practices have now become routinised, and on how many different kinds of insight you are drawing.’<sup>1</sup>

This table aims to support student-teachers in developing an understanding of what they are observing in a classroom and to provide question stems and prompts to unpick what they are observing. Student-teachers are not likely to have appropriate strategies to help arrive at this point. Similarly, observing and may lack confidence in questioning others to help arrive at this point. These experienced practitioners may not always realise the impact or nature of their actions. It is primarily questions seek to bridge this gap and to support and further their understanding. It is primarily based on the findings of Kennedy<sup>2</sup> who concludes that teachers are trying to address no fewer than six competing concerns at any point.<sup>3</sup>

| Teachers' competing concerns, as described by Kennedy (2006) | What this may look like in a classroom | Questions for student-teachers to ask experienced practitioner to further their understanding | Questions for student-teachers to ask children to further their understanding      |
|--------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Covering desirable content                                   | • Learning objectives are              | • Where did learning objective come from?<br>• How did you create it?                         | • What do you think about the learning objective, relative to your starting point? |

**Rhestr**  
‘...fel athro profadol, sy'n gallu darllen ystafell ddosbarth yn rhydd a deis o repertoire helaeth o ddygys dros amser, faint o'ch arferion buradus sydd bellach wedi'u haddysgu, a faint o wahanol fathau o fennwelediad a ddefnyddir gennych.’<sup>1</sup>

Bwriad y tabl hon yw cefnogi athrawon dan hyfforddiant wrth iddynt ddatblygu dealltwriaeth o'r strategïau hyn yn eiddo. Mae'n awgrymu i bydd gan athrawon cwestiynau ac angyrnadau hysur i gwestiynu eraill er mwyn helpu i gyrraedd y pwynt hwn. Yn yr un modd, efallai nad yw ymarferwr profadol yn sylweddol effaith neu natur eu gwestiunedd bob tro. Mae'r cwestiynau hyn yn ceisio pontio'r bwlch hwn a chefnogi a hybu eu dealltwriaeth. Mae'n seiliedig yn bennaf ar ganfyddiadau Kennedy<sup>2</sup> sy'n dod i'r casgliad fod athrawon yn ceisio mynd i'r afael i ddiolli na chwe mater sy'n cystadlu a'i gilydd ar unrhyw adeg.<sup>3</sup>

| Materion athrawon sy'n cystadlu a'i gilydd, yn ôl diwyddiad Kennedy (2006) | Sut o'ch oher fod ar ym mewn ystafell ddosbarth                                                                                                                                                                                                                                          | Cwestiynau i athrawon dan hyfforddiant ofyn i ymarferwr profadol er mwyn hybu eu dealltwriaeth                                                                                                                                                                                                                                  | Cwestiynau i athrawon dan hyfforddiant ofyn i blant er mwyn hybu eu dealltwriaeth                                                                                                                                                                                          |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ymddiriedolaeth dymunol                                                    | • Mae'r amcanion dygysu'n brodorol i'r gartref<br>• Defnyddio o fersiynau praf hysur i ddangos sut mae digwybion yn cyflwyni amcan y wers<br>• Gwybodaeth bynol gadarn yn amlwg<br>• Cyflwyni myfyrwyr at ddygys blaenorol ac yn y dyfodol<br>• Defnyddio cwestiynau effeithiol i ddygys | • O ble deith yr amcan dygysu?<br>• Sut wnaethoch chi greu'r meini prawf llyddiant?<br>• Pa wybodaeth bynol, os o gabl, oedd angen ei ddatblygu er mwyn cyflwyno'r wers? Ymhle fyddwn i'n ddiol o hyd i<br>• Sut ydych chi'n gwybod i ble mae'r dygysu'n mynd yn y dyfodol?<br>• Oeddi eich cwestiynau wedi'u rhagbaratoi ac os | • Beth ydych chi'n ei foddol o'r amcan dygysu, mewn perthynas â'ch man cychwyn?<br>• Sut wnaethoch chi amcan dygysu amcud i chi deimio?<br>• Beth ydych chi'n ei wybod am ____?<br>• Beth yw pwrpas maen prawf llyddiant?<br>• Sut allwch chi gymhysu o'r sgiliau o'r wers |

<sup>1</sup> Burn, K., Hagger, H. & Mutton, T. (2015). Beginning teachers' learning. 15-18-19.  
<sup>2</sup> Kennedy, M. (2006) Knowledge and vision in Teaching. Journal of Teacher Education, 57 (3): 205-21  
<sup>3</sup> Burn, K., Hagger, H. & Mutton, T. (2015). Beginning teachers' learning. 15-19



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Critical incidents aren't particularly negative incidents

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Your ability to be critical in your selection and evaluation of these incidents is key

**These links are for your confidential viewing purposes ONLY and must not be shared with anyone else.**

The videos have been filmed using 360° technology to allow you to pan, tilt and zoom around the classroom.

EM Primary School St Thomas 8K - <https://youtu.be/m9ZkxEvzbn0>

WM Primary School Lon Las 8K Class 1 – <https://youtu.be/QRtVqJq20Ao>

WM Primary School Lon Las 5.6K Class 2 – [https://youtu.be/PE2fAAgT-\\_s](https://youtu.be/PE2fAAgT-_s)

WM Primary School Lon Las 5.6K Class 3 – <https://youtu.be/EEdKvXqQGf0>

WM Secondary School Llanhari 5.6K - <https://youtu.be/M4DXcp7F7zg>

# References

- British Educational Research Association. (2018). *Ethical guidelines for educational research*. 4th edn. Available at: <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018> (Accessed: 17 August 2023).
- Kennedy, M. (2006). Knowledge and Vision in Teaching. *Journal of Teacher Education*, 57 (3): p.205
- Tripp, D. (2011). *Critical Incidents in Teaching (Classic Edition): Developing professional judgement (1st ed.)*. UK, Routledge.