

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

This assignment will outline the effective use of analysing critical incidents, and the effective use of observation models to gain information and improve teaching practice. Throughout the assignment I will refer to Observation 1 and Assisted reflective conclusions 1 to link the findings. According to Tripp (1993) cited in Spencer-Oatey (2013), and Angelides (2001) cited in Shapira-Lishchinsky (2011), it is through observations that enable us to create critical incidents, as it allows us to form our own judgement and interpretation on the situation and therefore, creating a critical incident. Firstly, Richards and Fartell (2010) cited in (Raj Joshi, 2018, p. 83) define a critical incident as “ *an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning*”. In this case, Raj Joshi (2018) would argue that the learning aspects gained would develop the teachers practice since the reflection allows them to question the event and analyse it, to identify areas of good practice, and areas that need improving. Therefore, this supports the view of Schon (1983) cited in Newman (1999) who believed that the use of reflection is effective as it can improve teacher’s knowledge, as all teachers make mistakes, even those with years of experience. The critical incident that I observed was a disruptive child who was motivated to complete the task after observing peers receive praise from the class teacher. The motivation led to the child completing the task in order to receive praise and a challenge by the class teacher. This impact of praise will later be discussed and will look closely at its effect on behaviour and mindset.

Firstly, the observation that was carried out took place in a year 2 class of a city based primary school. Throughout the assignment I will refer to this school as ‘School A’ in accordance with BERA guidelines (2018). There is an estimate of 470 pupils within this school and most are from various ethnic backgrounds who speak English as their second language. 26% of children are eligible for free school meals which is above the national average and 28% of children have an additional learning need which is also higher than the national average (Esytyn, 2017). The school is a pioneer school who are continuously working with the Welsh Government to help design and implement the new curriculum.

According to Shapira-Lishchinsky (2011), the use of critical incidents are becoming a common tool for research. This may be because Richards and Lockhart (1994) cited in Farrell (2013) believe that critical incidents allow teachers to reflect on particular experiences in order to

make sense of why the incident occurred. It can also be argued that this notion for research comes from the push by the Welsh Government to encourage teachers to undertake research to better their practice (Welsh Assembly Government, 2009). Richards and Lockhart (1994) cited in Farrell (2013) believe that practice can be improved as research helps the observer gather a greater insight into the events that occurred, and it is through reflection where the teacher can understand what can be done to prevent, or continue the impacts of the incident. However, Gremler (2004) cited in Lin et al. (2011) argue that because critical incidents are remembered, they can cause an emotional reaction to the observer and this can result in the user shortening the incident if it creates distress. Acknowledging this, I will still continue to use the critical incident and case study approach in order to gain information, as the detailed narrative will enable me to discover areas of improvement (Crowe et al. 2011 and Yin, 1994 cited in Rowley, 2002). I am also mindful of the research found by Flyvbjerg (2006) that case studies can be biased since researchers may look for events that confirm what they are looking for. However, I will enter the classroom without the aim of trying to confirm an opinion.

In order to create the critical incident, I have considered many observation strategies that can be used to gain information that will allow me to form a judgement. The strategy I have chosen is the non-participant observation method. Williams (2008) reveals that non-participant observation is a research method that involves collecting rich information without direct interaction with subjects. Cohen et al. (2011) share that users must be mindful of this method as subjects in the observation may behave differently if they identify the gender of the researcher or the personality of the observer. However, after researching strategies, I decided to use this method as I feel it will be the most effective since it can offer detailed information that will be useful for analysing the incident. Therefore, when using this strategy, I will follow the advice of Flyvbjerg (2006) who advises that researchers should enter the classroom with the idea of broadening their learning as opposed to trying to prove something. Montessori (1912) cited in Papatheodorou et al (2011) agrees, and states that entering the observation with an open mind to discover something new can create many surprises. This is one of the reasons why I excluded the target child method as this method focuses on a particular child, and by doing this I might have missed the incident I found. Therefore, this supports the belief of Papatheodorou et al. (2011) who states that non-participant observation allows the user to focus more on the observation and as a result, Ostrower (1998) believes it can be a useful method since it opens the idea of writing a detailed report of events that may not seem useful at first glance, but reflecting on them afterwards can open up many ideas for discussion. However, the target child approach may have been an effective approach as it would have provided information that led up to the event (Papatheodorou et al. 2011). For example, by observing one child, I could easily compare the motivation levels at the beginning of the day

to the levels displayed earlier on into the activity. This would help me to realise why the child was distracted as oppose to assume.

The critical incident that was observed links to each purpose of the new curriculum which is being drafted from the basis of Donaldson's 'Successful Futures' (Donaldson, 2015). Donaldson's four purposes underpins the new curriculum with the aim to promote ambitious, capable learners, enterprising, creative contributors, ethical informed citizens and healthy, confident individuals (Welsh Government, 2019 and Donaldson, 2015).

Firstly, the critical incident that was observed showed the change of a child's motivation level after witnessing classmates receive praise and challenges from the teacher when they had completed a task. This motivated the child to complete the work in order to receive the same praise and eventually, the child was praised. The significant part of this incident was the use of process praise to motivate the child to take on a challenge. According to Gunderson et al. (2018) it is this type of praise that motivates children to complete challenges as it focuses on their effort, rather than their intelligence. According to, Dreikurs et al. (1982) cited in Rogers (2017) the use of encouragement can increase a child's confidence which can lead to the child taking learning risks. Deci and Porac (1978) cited in Clifford (no date) believe that taking learning risks can increase a child to acquire skills of persistence to overcome challenges and this would link Donaldson's (2015) purposes of 'ambitious, capable learner's' due to enjoying challenge and 'enterprising, creative contributor's' due to taking measured risks. Jamsek (2017) believes that teachers should give children the opportunities to solve problems independently as keeping children from the feelings of frustration that occur with challenges can reduce their chance of developing the skills of persistence and resilience. Donaldson (2015) supports this, as the need for children who display problem solving and creativity skills is a key component in the shaping of the new curriculum, especially when the modern workforce requires these types of skills (Welsh Government, 2019). In addition, he also supports the belief that opportunities to problem solve can allow children to become resilient, and this can allow them to deal with obstacles. Public Health England (2014) and Rutter (2012) cited in Banerjee et al. (2016) reveal that resilience is not a mindset that children are born with, instead, it is a skill that is shaped by teachers providing opportunities that enhance this skill, and the opportunities provided in this critical incident was the use of challenge in the praise. The importance of obtaining this skill of resilience is highlighted by Bernard (2004) cited in Cahill et al. (no date) who believe that the more resilient a person is, the more they will excel in their learning environment as they are able to deal with challenges and work under pressure (Goldstein and Brooks, 2005). This is supported by Johnson's (2008) cited in Cahill

et al. (no date) study of resilience in primary and secondary students which found that the use of encouragement motivated children to persist in overcoming challenges.

As previously discussed, Child X became more motivated to complete the task after observing a classmate receive praise. Research from O'Leary and O'Leary (1977) support this outcome as they believe that praise can be useful to encourage positive behaviour and motivate children to succeed in tasks. Likewise, more recent research by Henderlong and Lepper (2002) and Burnett and Mandel (2010) agree and believe that it is the feel-good effect of receiving praise which leads to children displaying more positive behaviours in order to receive the praise again. However, it is important to mention the views of Ginott (1965) who stated that overreliance of praise can cause children to depend on it too much, and Kohn (1996) cited in Hodgman (2014) adds that praise may not sound sincere if it is frequently used.

There are two types of praise that will be focused on, person praise and process praise. The impact these praises have on children's behaviour and mindset will be looked at into detail. According to Dweck et al. (2007) cited in Zentall and Morris (2010) these two types of praise can have different impacts towards children's achievement and motivation. Within this discussion, Henderlong and Lepper (2002) definition of motivation will be used to outline children's engagement with praise. They define motivation as engaging to succeed towards a goal, and it is the use of different praise that display how these goals can be met.

The Dreikursian approach links with the use of praise as it helps children meet their needs and goals by encouraging them to complete tasks, and this can create a positive environment in which children are satisfied in. Lew and Bettner (1996) cited in Soheli (2015) believe that It is this type of satisfaction and belonging that children need in order to want to learn. This links to the views of Furrer and Skinner (2003) cited in Boylan et al. (2018) who believe that children are more likely to engage in lessons when they have positive relationships with teachers and peers since it gives them a sense of belonging in the classroom. The findings of Partin et al. (2009) cited in Gunderson and McKay (2019) and Grinstein and Kronrod (2016) acknowledge this as they reveal that this feel good response causes the child to become motivated in the task they have been praised in, and leads to the child displaying more positive behaviours. The positive behaviour shown by one child in the incident impacted the motivation of child X to receive the same praise, and this relates to the ripple effect highlighted in Wuest (1999). She conveys that the ripple effect is when the consequence of a behaviour displayed by an individual has an influence on the rest of the classroom. Therefore, Busby (2018) who shares advice from teacher Sam Scudder, recommends applauding and recognising children who display positive behaviour due to the positive ripple effect it can cause in the classroom.

Recognising positive behaviour and avoiding punishment is recognised and appreciated by the study of Madsen et al. (1968) who found that a strict approach to classroom behaviour had no impact on children displaying positive behaviour. Whereas, when negative behaviour was shown and ignored, and praise was used for those displaying positive behaviour, the class displayed more appropriate behaviours. In addition, it underlines Bandura's social learning theory (1977) cited in Luff et al. (2011) which believes that children learn through observing and imitating the behaviours presented around them. It also links very closely to Skinner's operant conditioning theory as he believed children's behaviour is influenced from the consequence, and in this case the consequence is the reward of praise (Amutan, 2014). Dinkmeyer (1961) and Morgan (2011) support this use of positive reinforcement as they believe that the use of punishment can demotivate children as it will negatively affect their confidence as opposed to building their confidence from the use of praise. Haydon and Musti-Rao (2011) research supports this as they found that praise created a positive classroom environment with positive behaviours shown.

Hodgman (2014) reveals the two types of praise that can be shown, person praise which targets the children's ability, and process praise which looks closely at the children's effort towards the activity. The observation showed that the teacher demonstrates process praise in the classroom and avoids the use of person praise, and the outcome of this was clearly shown from the child's engagement. Hodgman (2014) adds that teachers must use praise effectively as ineffective use can have negative effects to children's motivation. For example, Brummelman et al. (2014) reveals that praising intelligence may cause pressure on the child as they will feel that they have to continuously meet the high standards they have been praised for and therefore, might demotivate them to tackle obstacles. Similarly, Holt (1982) cited in Henderlong and Lepper (2002) hold the same view as the pressure to perform well causes children to take less risks with their learning. Dweck (1999) cited in Hodgman (2014) add that this pressure to perform at high standards can be detrimental to their development as when they face obstacles or failures, they will feel that they are not so intelligent and therefore, the praise becomes ineffective. The study conducted by Mueller and Dweck (1998) cited in Busch (2018) highlighted the impact of praise by comparing the affects person praise and process praise has on children's learning. The results showed that children praised for their attributes were more inclined to choose activities that would bring out this praise. On the other hand, students praised for their efforts were most likely to choose tasks that develop their learning. Therefore, it can be argued that process praise is more effective since Kohn (1996) cited in Hodgman (2014) and Busch (2018) reveal that it allows children to improve their intelligence through challenges, whereas person praise gives the child the impression that there is nothing more that they can do to improve their work. However, research by Skipper and Douglas

(2012) found that the impacts of process praise compared with no praise was relatively close and concludes that it may not be as effective as researchers believe. However, the use of person praise was proven to be detrimental towards children's motivation which links with the views of Gundersen and McKay (2019) who also argue that the pressure to perform can demotivate children. On the other hand, Burnett and Mandel (2010) believe that students want to be praised on their ability in order to feel good about themselves, and to feel that they are knowledgeable. The incident that was observed showed that the teacher did not use person praise, so it is difficult to compare the impact of what this would have towards the child's engagement. However, the use of praising the child's effort and using challenge within the praise can lead the child to develop a growth mindset according to Murphy Jr (2017) and this mindset was shown when the child aimed to improve the work.

Muller and Dweck (1998) cited in Droe (2013) share that children can obtain two mindsets. A fixed mindset, the belief that their talents are inherited, and a growth mindset, the belief that particular talents can be created from effort and can be improved. Similarly, Murphy Jr (2017) shares that a growth mindset is the mindset of improving intelligence through effort and this can lead a child to reach their potential (Garcia, 2014 cited in Boylan et al. 2018). According to Dweck (1999) cited in Boylan et al. (2018) pupil achievement comes from more than their intelligence. He believed that it comes from a growth mindset where the learner is committed to a desire to achieve. This desire to achieve was displayed in the child's eagerness to improve their work and supports the views of Droe (2013) and Schroder et al. (2017) who believe that the use of feedback and challenge in praise can motivate children to overcome obstacles and persist to achieve. Therefore, Dweck et al. (2014) and Boylan et al. (2018) believe that encouraging this growth mindset gives children ownership of their learning as they are able to become creative problem solvers to overcome challenges.

These findings suggest that the use of process praise can have many positive impacts on children's development and learning, and Bialik and Fadel (2015) cited in Boylan et al. (2018) conclude that it should be every teacher's duty to encourage children to develop a mindset that seeks challenge and resilience to improve their learning. This critical incident has opened the opportunity to explore the areas of behaviour and mindset in greater detail in order to support my positive view of the use process praise. However, Henderlong and Lepper (2002) conclude that the use of praise in general can bring a positive impact to children's feelings but argue that it needs to be used effectively. For example, if a child has been praised for their outstanding behaviour, but remembers that they did something unkind earlier in the day, then the praise will be ineffective.

In order to reflect on the critical incident, the ARC model was used which has allowed me to identify the next steps that would be taken to improve the incident. Johns (1995) cited in Clouder (2000) reveal that reflective practice is the process of using experience to shape knowledge by looking at the wider factors to why an event occurred and how it led to the specific outcome. Paterson and Chapman (2013) and Newman (1999) believe that reflection can be effective as it can reduce any bias assumption an individual has on their own practice. Therefore, it can be argued that reflective practice is the process of minimising the gap of what is said and what is actually done, in order to improve practice (Lishman, 2015).

The ARC model that was used to support this reflective process consists of four stages, which are feelings, remember and understand, evaluate and analyse, and actions. This model is similar to Gibbs' (1988) cycle of reflection where experience, feelings and action all play a role in the reflective process (The University of Edinburgh, 2019). Similarly, this is also used in Kolb's (1984) cycle of experiential learning cited in Stella (2012) and Dallos and Stedmon (2009) where experience also plays an important role in shaping knowledge. The important use of experience is highlighted by Dewey (1910) cited in Stella (2012) as he argued that when an individual is faced with a challenge, the person will reflect on past experience and knowledge to help overcome this. This past experience and knowledge has come from the experience of another individual who has reflected, which emphasises the argument that reflecting on experience helps build knowledge. Similarly, Akella (2010) agrees and claims that without experiencing and reflecting on an event, the individual may be prone to making similar mistakes. This is supported with one of the next steps that will be taken in my practice. The next step that will be taken is to identify at an earlier stage why the child is being disruptive. Rappaport and Minahan (no date) believe that disruptive behaviour may be caused from the work being too challenging and the behaviour communicates that they are not comfortable with the situation. Buck (1992) also believes that the work being too challenging can cause the child to become bored, and therefore, I will take the advice of Rappaport and Minahan (no date) and Buck (1992) to observe the child to confirm the reasons why the child is acting out.

Focusing on the feelings aspect of the ARC model, I noted the feeling of discomfort when the teacher was ignoring the child's behaviour. At the time, I believed that the child was disruptive due to the need for attention. Although this is a common behaviour shown when wanting attention as revealed by Buck (1992), through research I found that ignoring disruptive behaviour can be a useful tactic as Buck (1992) found that ignoring this type of behaviour was more effective than addressing the misbehaviour. Therefore, this links with Brookfield's (1998) example of why reflection is effective. She shares that certain actions may not seem significant at the time, however, through reflection the individual may realise why the action occurred and

this develops the user's knowledge. This can also aid teacher's own reflection of their practice as Britzman (no date) cited in Brookfield (1998) because reflecting on the child's behaviour can allow them to come to the conclusion that the misbehaviour may be caused by too much work load put onto the child due to the pace the curriculum requires children to learn at, and nothing to do with their own teaching. Therefore, reflection in this sense takes pressure off the teachers own self-criticism. Reflective practice would prove to be useful for the teacher in my observation as the teacher may have thought that ignoring the behaviour will be scrutinised, but in fact, it can improve the behaviour as findings from Madsen et al (1968) as discussed previously, showed that ignoring misbehaviour and praising positive behaviour increases engagement. However, it must be noted that Rogers (2017) reveals that teachers are often faced with situation of whether to intervene or ignore behaviour. He claims that teachers should not enter a power battle with the student as that will only make the situation worse, and claims that teachers should not ignore such disruptive behaviours either. Therefore, reflecting on the event has allowed to me to understand the effectiveness of ignoring inappropriate behaviour, but it will be used accordingly to how extreme the behaviour reaches and the type of environment it is at.

Using the feelings, remember and understand sections of the ARC model, I was able to identify what the last next step would be to improve the outcome of the incident. The teacher did not reveal to the child why their behaviour was inappropriate and this caused some discomfort as the child may not know why their behaviour is wrong. Following the advice by The Welsh Government (2012) and Donaldson (2015), I will model what good behaviour looks like so that children are aware of the importance of respecting others. Rogers (2017) believe that this is a useful action since children can visualise what the desired behaviour looks like, and the impact it has on the environment as according to Education Support Partnership (2010), disruptive behaviour can impact children's learning. It can also lead to children becoming an Ethical informed citizen as they will be learning about how their actions can affect others (Donaldson, 2015). Therefore, reflecting on action using the ARC model has proven to be a useful tool that has developed my knowledge through analysing events.

Reflecting on the assignment, it is satisfying to reach the conclusion that reflection has provided myself with new knowledge that will prove to be useful in my future teaching. By using the critical incident method and using the ARC model to structure reflection, questions were asked, and have been answered in the process of research. For example, at the time of the incident, I questioned why the teacher did not praise the child's ability since this is what I was used to doing. However, research as previously discussed by Brummelman et al. (2014), informed me that praising ability causes pressure on the child that can lead to demotivation,

whereas, praising effort as seen by the teacher, can motivate and challenge pupils, and this can be useful since Wales' new curriculum seeks to challenge children (Hodgman, 2014 and Donaldson, 2015). Therefore, this emphasises the importance The Welsh Government (2011) and The Welsh Government (2015) place on the use of reflection, as it can improve the teaching in Wales, which can lead to better results and will meet the professional standard seen in in Welsh Government (2019), which states that teachers should teachers should continuously reflect on their teaching in order to improve practice and keep up to date with changing beliefs (General Teaching Council for Wales, 2002). However, Fook (no date) cited in Lishman (2015) reveals that criticising another colleagues practice may have more of a negative impact rather than a positive one, as the focus of a person's weaknesses might cause tension. To combat this, Fook (no date) cited in Lishman (2015) claims that schools should build a culture where reflecting on experiences should be valued and respected in order to learn from each other. Cross (1997) cited in Clouder (2000) adds that the skill of reflection should also be the transferring of knowledge to one another from reflecting on events and is made easier in a culture where reflection is promoted. This will allow professionals to meet another professional standard which require teachers to work in collaboration with others to develop practice (The Welsh Government, 2011). This can allow teachers to improve their teaching as experiences of best practice will be shared from their use of reflection and will also meet the standard of improving their learning from feedback if action is taken (General Teaching Council for Wales, 2002 and Welsh Government, 2011). Overall, the use of reflection has developed my knowledge and has lead me to the desire of wanting to conduct research into the impact punishments have in order to gain further knowledge by comparing which method is more useful.

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## Observation 1

Date: 26/09/19

Lesson details: A year 2 class consisting of 26 pupils (16 boys and 10 girls). The children were learning about partitioning numbers.

### Classroom culture

(Are the students focused on learning?)

The students were more focused at the beginning of the lesson as the teacher introduced a YouTube video of learning the 2 times table. The video engaged children as they were able to sing along to the video whilst improving their mathematical skills. The teacher introduced this to 'warm' the children up ready for their tasks.

Most children remained focused throughout their activity. The activity children were required to complete was about partitioning numbers. This activity was supported with the help of the teacher who worked with the more able group (Group A), and the teaching assistant who worked with the lower ability group (Group B). The positive use of questioning enabled children to focus on their learning as it developed their thinking. Likewise, instructions were used throughout the activity so children were able to focus on the learning. However, one child (Child A) in Group (A) became less focused on the activity and started to become disruptive. The child was disruptive because the teacher was not given her enough attention.

### Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that

Assisted reflective conclusion 1

**Dyddiad/Date: 26/09/19**

**Digwyddiad critigol (Ffocws)/Critical incident (focus):**  
**Disruptive child motivated to complete work after**  
**receiving praise.**

Profiad/ *Experience*

Teimladau/

*Feelings*

*Beth yw eich teimladau ynghylch y profiad?*

*"What are your feelings regarding the experience?"*

- Felt discomfort at first because the child's needs were not met instantly. For example, it was clear that the child wanted attention but the teacher continued to ignore the behavior.
- Satisfying to see the positive impact praise had to the child's attitude and learning. The use of process praise motivated the child to work harder which showed the benefits of ignoring disruptive behavior and praising good behavior.

## Observation 2

Date: 26/09/19

Lesson details: A Read write ink lesson with mixed year groups of 1 and 2 containing 19 pupils. The lesson focus was to learn the 'oa' sound.

### Classroom culture

(Are the students focused on learning?)

- The students were focused on learning as they all contributed to reading the sounds by shouting them. The students showed pleasure at being able to already sound the words shown.
- The students were focused on learning as they were able to work alongside peers to complete the work. Scaffolding was shown during this as children were having discussions with their handwriting and were giving advice to one another.

ARC 2

*Assisted Reflective Conclusions (ARC) Model 2*

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**Dyddiad/Date: 26/09/19**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): The use of visual aid to support children with EAL.**

Profiad/ Experience

Teimladau/

*Feelings*

*Beth yw eich teimladau ynghylch y profiad?*

*"What are your feelings regarding the experience?"*

- It was satisfying to see that all children were involved in the lesson due to the visual aid supporting them.
- The teacher's support with children with EAL was also satisfying as she was praising the children for their hard work and this was causing children to smile throughout the lesson.

### Observation 3

Date: 26/09/19

Details of learning event: A year 1 class consisting of 29 pupils (14 boys and 15 girls). The children were learning about maths, English and science.

#### Learning culture

- Pupils focused on learning by answering questions at the beginning of the lesson. E.g. the teacher was asking them can they remember what they have been learning about.
- Pupils were focused in the writing task with the teacher as the teacher used the storybook to help them with their story recap.
- Everyone was engaged as the teachers were paying a lot of attention to their needs.

ARC 3

**Dyddiad/Date: 26/09/19****Digwyddiad critigol (Ffocws)/Critical incident (focus):****Children were given little amount of independence to complete the task.**

Profiad/ Experience

Teimladau/  
Feelings

- Discomfort due to the teaching assistant not giving the children time to work out the answers.
- Satisfaction that the teaching assistant showed passion to improve the children's knowledge but maybe this passion was too much as she did not give children independence to complete the task.

#### Observation 4

Date: 26/09/19

Lesson details: A year 2 class consisting of 26 pupils (16 boys and 10 girls). The children were carrying on from the previous lesson where they learnt about the different senses.

##### **Classroom culture**

(Are the students focused on learning?)

All students were focused on the learning from the beginning of the lesson to the end. The teacher started the lesson by asking lots of questions to recall what they learnt last week. This created a lot of competition between students over who could remember the most, and therefore, they were engaged with the content. The class were split into different groups where they had to complete certain tasks. Each group remained focus on the tasks as they were appropriate to their developmental level.

##### **Objectives**

The purpose of the lesson was clear as the teacher started the lesson off by letting the children know that they will be continuing from the topic they learnt last week. The teacher challenged children to recall knowledge and then made the information relatable for them to understand. For example, to remind them of the senses, she asked "What did you smell on the way to school today?"

## ARC 4

**Dyddiad/Date: 26/09/19**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): The use of the outdoors to support children's learning.**

Profiad/ Experience

Teimladau/

*Feelings*

*Beth yw eich teimladau ynghylch y profiad?*

*"What are your feelings regarding the experience?"*

- It was satisfying to see that the teacher used the outdoor environment to support children's learning and writing. Giving children the opportunity to explore really engaged them in the lesson and they showed excitement at being able to share the experience.
- It was also satisfying to see that the teacher gave children independence with their task and trusted that the children would behave and contribute to the lesson focus.