

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.

For this assignment, analysis of a critical incident will be used to reflect on teaching practice and establish next steps to inform personal and professional development. It will begin by setting the context of the school and class, so the background of the environment is established to inform observation. Case study methodology suggests observing an individual event highlights key principles within teaching practice and offers multiple viewpoints, allowing critical analysis and reflection (Bassey, 1999). This provides a basis for examining areas of strength and those which require evolution for success. Therefore, identifying a critical incident will promote engagement in teaching practice, reflecting on major themes that can lead to understanding and development of key principles. A critical incident discusses the significance of an event, questioning what is happening and why, so positives and negatives can be determined. It puts a spotlight on typical teaching practice, and highlights “underlying trends, motives and structures” (Tripp, 1993). From observation two areas will be selected to review, considering key themes and ideas and how these occur in the learning environment. Literature will be reviewed to synthesise important points, comparing and contrasting factors. This will generate discussion in what is generally considered effective practice and how this is successful when compared to the critical incident. Comparing and contrasting theory and observation means key ideas and practice, both successful and those which require further development, can be reflected on using a reflection model. This will discuss feelings towards the critical incident and what has been learned by observing and undertaking research, informing what can be brought into personal and professional development in effective teaching practice. To conclude, an assessment will be given of the importance of reflective practice in relation to the new Professional Standards for Teaching and Leadership, stating it is essential for continuous learning and development to identify next steps in successful practice.

The primary school is a Rights Respecting School with community and inclusion central to its ethos. Located in an area of industrial history, families are both local and originating from the wider world, predominantly Bangladesh. A large percentage of learners

are from families who have English as an Additional Language. Learners are aged 3-11 years and split into seven mixed-ability classes ranging from Reception to Year 6. There is also a Nursery and Flying Start programme. Fourteen children with Additional Learning Needs have statements and are all included in the mainstream classes (■■■■ Primary School, 2019; Estyn, 2014). In 2018-19 29% of children were eligible for free school meals. 93% live within the 30% most deprived areas of Wales (My Local School, 2018). These figures alongside the high percentage of English as an Additional Language students means there is a PDG plan in place to reduce the impact poverty can have on attainment. The school is a green support category school. They promote positive discipline procedures and use a class peg system with a sun, sun/cloud and cloud. Behaviour is separated from the child, only behaviour is disapproved of.

The Year 2 classroom observation occurred in has one male teacher and two learning support assistants. There are thirty-one pupils in this class, predominantly boys (■■■■ Primary School, 2019). The critical incident occurred during the morning. Children were being taken out of the lesson to bake for the MacMillan coffee morning and this change of usual routine meant engagement was disrupted.

Observation may focus on an individual, whole class or school environment, considering skills and interactions. This enables reflection of teaching and learning strategies to establish next steps through critical evaluation. If accustomed to observation children may behave as normal and remain engaged. This would reflect a more accurate depiction of the focus of the observation taking place (Welsh Assembly Government, 2008).

In participant observation the observer takes an active role, joining the other members without necessarily announcing observation is taking place (Kumar, 2014). Consideration given to timing is vital, so engagement is not disrupted. In non-participant observation the observer takes a passive approach, present but uninvolved in the activity to formulate conclusions from watching and listening. This means both the environment and learners can be studied, and more information can be recorded if events happen simultaneously (Watts, 2011). I will take the role of a non-participant observer to witness the scenario as close to as if I was absent from the environment. I intend to consider teacher and pupil interaction. I will critically evaluate the observation to identify next steps without becoming part of the situation.

The Hawthorne Effect can alter the validity of a study as it suggests participants' behaviour will differ to usual due to their awareness of being under observation, as being "in such a

situation may introduce distortion” (Kumar, 2014). Researchers have found “worker output was also affected by the experiments themselves” (Tomlinson, 2010). This implies the observer’s presence alone has the power to impact the observation. Punch (1993) argues a true observer is impossible as they will always play a role simply by being present, impacting the validity. Therefore, positioning during observation will be as discreet as possible to minimise distracting learners.

A case study allows multiple viewpoints to be represented and utilises a particular event to “illuminate educational policy and develop education practice,” leading to a discussion of general theory and principles in education (Bassey, 1999). This accessibility to and interpretation of information allows multiple unique occurrences to be documented, beneficial for critical analysis and development of next steps. Uncontrollable variables are supported in this observation method, suiting the realities of the environment. However, preconceived opinions and bias can interfere with how the observation is perceived. This interpretation has the potential to differ between people as individuals may highlight differing points. A neutral tone when note-taking is important to avoid anything being misrepresented due to a lack of cross-checking (Cohen, Manion and Morrison, 2011; Kumar, 2014).

Observation techniques include diagrammatic, sampling, written and checklist. Information will be recorded through note-taking as events unfold within the classroom. The level of detail captured in note-taking alongside differentiating between the reality of the observation versus the observer’s interpretation means a certain level of accuracy is attainable (Devers and Frankel, 2000). A timeline can be captured and later transferred to observation field notes to avoid time being misspent. These will be used to reflect on and consider specific elements of the observation, as well as identifying a specific critical incident. For the purposes of this assignment, a critical incident will be identified as this allows the significance of an event to be determined, and so underlying themes can be identified and considered. Creating and analysing critical incidents means skills can be developed to inform professional judgement (Tripp, 1993). Four observations will occur and be noted on observation field note documents (see appendices 1-4), and one will be selected for the focus of the assignment (see appendix 2). Each will have a corresponding ARC sheet (see appendices 5-8), with one used to inform the reflection model selected in the reflection section of the assignment (see appendix 6).

The critical incident occurred during the opening phase of a handwriting lesson with the class sat on the carpet and one child sat on a chair alongside. The children demonstrated themselves as ambitious, capable learners by contributing suggestions of what the content

should be (Donaldson, 2015). The child on the chair, whilst confident in contributing to the lesson, became disruptive and shouted over the others. Previously, the teacher had enforced the school's behaviour management policy by moving a child's peg onto the sun/cloud. However, the child on the chair did not receive the same response and behaviour management was not enforced consistently or clearly like with the rest of the class. I then discovered the child has cerebral palsy and behavioural issues that impact their school and home life. During the last academic year, they had low attendance and would be sent home due to behaviour.

Rather than general class behaviour management strategies being used, the deputy head was immediately involved as the child was regularly hitting other children. They demonstrated a desire to take on an authoritative role, trying to enforce rules and instructions on the teacher and class rather than following given criteria. Despite their ability to be a creative contributor, their behaviour had a significant impact on the class and brings ethics and inclusion into question (Donaldson, 2015). Due to their Additional Learning Needs, the teacher did not enforce the typical behaviour management strategies as it could have escalated the situation further. There was also risk of the other children's voices being lost if the teacher had stop to deal with the child every time they exhibited disruptive behaviour and so it appeared to be in the interest of the whole class to not always address what he was doing. There appeared to be no clear behaviour plan in place for this child which suggests it is more challenging for the child to know what their expectations are as nothing is being enforced consistently. It became apparent that they associated misbehaving with being sent home, something they wanted, and so possibly began to act out to achieve this outcome as they didn't want to be in school. By having a clear plan in place and outlining expectations to the child, this could lead to a routine which would develop them as an enterprising, creative contributor and ethical, informed citizen (Donaldson, 2015).

The child also struggled to regulate their emotions, lashing out at school staff and the other child. In becoming a healthy, confident individual, a conversation took place regarding developing emotional resilience within the classroom. This idea was extended to the whole class who discussed the idea of a tent in the classroom, to have as a quiet space when they felt it was needed during learning. This focus on wellbeing allowed the children to reflect on their emotions when in the learning environment, learning vital skills as healthy and confident individuals for life (Donaldson, 2015). Observing this discussion alongside the rest of the critical incident highlighted behaviour management and Additional Learning Needs and inclusion in a mainstream school setting were crucial in this instance.

Behaviour management looks to maximise “pupil engagement with learning” (Chaplain, 2014), promoting purposeful learning experiences and higher achievement. Learning is best when the child feels comfortable, working in an environment where they interact with others “without fear of failure or ridicule” (Barnes, 2015). This implies surroundings influence learning through conditioning and positive associations within a safe space. Creating a positive atmosphere, maintaining good relationships and setting clear and consistent expectations, rules and routines means children can engage with learning and take responsibility (Wearmouth, 2014). These should establish positive behaviour from the offset, taking a proactive rather than reactive approach. From this it can be inferred the child involved in the critical incident was unsure of their expectations, leading to uncertainty in how to behave appropriately. It is proposed to promote good behaviour work must be appropriately targeted towards the learner, challenging them with the potential to succeed. Pacing, purpose and motivation all impact the learner’s engagement in a task. When these are met, learners are more likely to be interested and engage with tasks rather than exhibiting challenging behaviour (Barnes, 2015). Therefore, engagement is vital for learning as this can determine behaviour within the environment.

“The aim of all behaviour management and discipline is to enable students to take ownership of their behaviour in a way that respects the rights of others” (Rogers, 2002). This suggests behaviour management is designed to teach children responsibility, self-awareness and the ability to “regulate their own behaviour” (Chaplain, 2014). In gaining an understanding of the impact of choices and how this affects members of society, the learner develops as an ethical, informed citizen (Donaldson, 2015). Ownership means pupils can take an active role in their own learning and develop personal self-control (Chaplain, 2014). This could imply that giving the child ownership over the learning environment and setting rules was an appropriate strategy in improving their behaviour and engagement. Involving the learner in behaviour management offers opportunities for reflection on success and personal development within a safe environment. Pupil voice in setting class rules gives the learners greater ownership as they can consider what is appropriate for the environment, and so potentially becoming more likely to abide by these (Barnes, 2015). Having these displayed on the wall in an appropriate and child-friendly format means they are accessible and can be referred to at all times.

Having rules sets boundaries and creates a “physically and psychologically safe, predictable environment” (Chaplain, 2014). This sense of security can produce positive relationships and increase engagement. It could be proposed this encourages risk taking which provides children the opportunity to explore concepts, allowing freedom in learning and positively

impacting performance (Sharma, 2015). Therefore, engagement may benefit from this approach by developing resilience in learners to attempt appropriately challenging work and reflect on criticism, leading to improvement. As the child displayed a lack of ability in regulating their emotions, this could have impacted their resilience in responding to sanctioning. Rogers (2002) suggests children learn through interacting with their environment, peers and teachers. The importance of relationships in relation to learning supports the view that community and shared values are pivotal in developing a positive atmosphere and behaviour. This requires attention to social issues and development as an ethical, informed citizen through an awareness of culture, society and community and the correlation between choice and action (Chaplain, 2014; Donaldson, 2015). It could be inferred this creates a sense of responsibility for teachers due to their influence on children's attitudes, not only to learning but to life outside school and the wider world. This was demonstrated in the teacher's sensitivity to the child's circumstances and consideration given to whether typical responses were appropriate or would cause distress.

Many view schools as a system to prepare individuals for future life, so they are able to act as enterprising, creative contributors (Donaldson, 2015; Shelton and Brownhill, 2008). Schools have a strong influence over developing opinions and behaviours in relation to learning. For those with social, emotional and behavioural difficulties, it is thought by many that it is an issue from within the student, but behavioural methodology argues that behaviour is learnt (Wearmouth, 2014). Skinner's operant conditioning suggests that reinforcement leads to associations and learned behaviours, and that it is our response to the environment around us that influences our actions (Hong-Ge and Xiao-Gang, 2009; MacBlain, 2014). "Unusual or trying circumstances don't make poor behaviour excusable but may go some way to make it understandable" (Southall, 2015). Therefore, it can be understood that getting to know the learner is vital so adequate support is given to positively influence behaviours and build associations which may otherwise have been learned as negatives. Empathy with the learner, particularly those with Additional Learning Needs, creates a safe space for them to develop with emotional support. It could be said the teacher supported this way of thinking as they believed the child should still be required to follow rules the same as the rest of the class, but that reinforcement may have to differ due to extenuating circumstances.

Cerebral palsy is a lifelong condition with affects muscle and co-ordination (KidsHealth, 2018; NHS, 2017). Behavioural problems often occur in children with Cerebral Palsy, but causation has little research. One study suggests "behavioural difficulties are common in children with CP and appear not to be associated with socio-demographic variables

and physical cognitive characteristics” but instead are linked to parental distress (Brossard-Racine et al, 2012). This supports the view that learning occurs through an external stimulus and environment can influence development. Moreover, it could be suggested this explains the child’s behaviour as this links to the discussion that occurred with the class teacher.

Additional Learning Needs are determined by learning difficulties or disabilities which mean additional learning support and provision is required. This is comparative to others of the same age, including difficulties accessing facilities within mainstream schools (Glazzard, 2015). Most are in mainstream education settings, but alternatives are available.

Learners were previously expected to take responsibility for their own outcomes, rather than focus being given to effective teaching practice to support them in this journey and ensuring their inclusion in the school community. This led to the creation of a systemic approach which categorised learners depending on their needs to provide them with adequate support. From this assessment has developed over time, placing importance on the principle that “all teachers are teachers of children with [Additional Learning Needs]” (Robertson, 2014), encouraging collaborative consideration to be given to assigning support. This can range from differentiated teaching and focused support to specialist support and resourcing, alongside Individual Development Plans (Robertson, 2014). Therefore, it can be inferred that for necessary support to be put in place, all teachers and educational practitioners must take an active part in assessing and providing for those with Additional Learning Needs. Moving away from the belief that individuals are responsible for their own achievement shifts the onus from the learner to a more collaborative effort, potentially benefitting the child involved in the critical incident.

This collaboration is recommended to come from everyone involved in the child’s life, involving parents alongside educational practitioners and specialists. Doing so could benefit those like the child in the critical incident as issues not only involve their school life but home life. Putting high quality provision in place aims to remove barriers to learning. Early identification and intervention means support can be put in place as early as possible, implying learning and development will progress (Glazzard, 2015). While teaching assistants form part of this support system, it is recommended they never replace the teacher’s role in inclusive practice. This implies it is primarily the teacher’s responsibility to provide adequate learning experiences and support, breaking down barriers. It has been found that associations can be formed by a child between certain adults and behaviour, suggesting support must come from a range of people to ensure the learner feels supported

throughout the environment to not negatively impact learning opportunities (Dockrell et al, 2019; Glazzard, 2015; Robertson, 2014).

In striving for inclusion, placement has often been prioritised over participation. This could be detrimental as the focus is placed on where the child is learning and not how effectively there are being taught (Purdy, 2014). Some state “inclusion is about much more than the type of school that children attend: it is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of their school” (Robertson, 2014). The curriculum itself has led to issues due to its focus on assessment. This has resulted in less recognition of a range of abilities and too much value being placed on “academic success as a necessity for employment in an industrial society” (Glazzard, 2015). A one size fits all approach can ignore individuality and fails to cater to those with differences and difficulties. What it means to learn and how this is assessed must diversify to become inclusive (Bourke and Mentis, 2013). It can be inferred that general opportunities do not benefit all individuals due to diverse needs and future life prospects. Adapting education to cater to individual requirements offers more realistic successes, focusing less on high-achievement and performance. Assessment can then be altered to better suit individualised learning outcomes and record learning, suiting diverse needs (Glazzard, 2015; McLoughlin, 2006). This ideology supports the practice of the teacher involved in the critical incident and why they give such accommodation to the child.

It is promoted with increasing importance than teachers maintain high expectations of those with Additional Learning Needs. The label of education needs is often used by teachers to excuse low attainment and weak teaching, something that is vital to address to improve inclusion and teaching practice (Glazzard, 2015). Pupils with these needs have been considered by teachers as someone else’s problem, and that their difficulties originate from within the child rather than as a result of environment and teaching. Therefore, teachers must take an active role in supporting all children with Additional Learning Needs. Not only should they take responsibility for progress and attainment, but there must be a push towards focusing on outcomes. Problems arise when there are no clear expectations or outcomes for the child. This suggests the child continued to misbehave as there was no clear plan or expectations set out or reinforced. By setting clear targets for the child and involving parents and pupils the needs of the child can be met through appropriate and achievable challenges. Understanding the child can lead to differentiated targets, created in a collaboration between parents and school staff to challenge the learner appropriately through achievable goal setting (Dockrell et al, 2019; Glazzard, 2015; Robertson, 2014).

Critical reflection is an important practice as it allows self-improvement. Due to the realities of the learning environment, quick-fire decisions often have to be made. Teachers need to reflect as this develops their professional judgement. As it is suggested there is no one correct answer, a multitude of reactions could occur. This has the potential to impact the emotional wellbeing of the learners, and so it is vital that self-reflection is used to improve professional judgement for future situations (Husebo, O'Regan, and Nestel, 2015; Tripp, 1993; Tripp, 2011).

For initial reflection of the critical incident, the ARC reflection model has been used (see appendix 6). However, the Gibbs' reflective cycle provides a framework to undertake reflection and evaluate the critical incident and areas of research to establish next steps. Reflection is specific and organised to consider all areas of experience, from description of events through to an action plan for future similar situations (The University of Edinburgh, 2019).

The critical incident identified was a child behaving disruptively and receiving alternative sanctioning to the rest of the class. After discussion with the deputy head teacher, discussion occurred on how they could remain in the environment and regulate their emotions independently rather than hurting others and being sent home. I remained a non-participant observer throughout (The University of Edinburgh, 2019).

During the critical incident, I was curious why the child received alternative treatment, particularly why they were sat on a chair and behaviour management strategies weren't consistent. I considered whether there were specific circumstances which required this response. Afterwards, I felt empathy for those involved due to the sensitive nature and uncertainty of the situation. In reflection, I wish to learn how to provide appropriate support for children with Additional Learning Needs (The University of Edinburgh, 2019).

Involving the deputy head teacher diffused the situation without further harm coming to the child or those they were lashing out. Discussing an emotions tent gave the child a sense of ownership and the opportunity to reflect on their emotions and behaviour. Other children made suggestions on how this could benefit them so a positive atmosphere could be maintained within the classroom. However, as sanctions weren't consistent, expectations of the child were unclear which resulted in uncertainty on how to address the situation. This could inform my own development when reinforcing rules and expectations, linked to Skinner's operant conditioning (MacBlain, 2014). Understanding Additional Learning

Needs suggests the peg system could have escalated the situation further and was inappropriate to enforce. This was in the best interests of the specific child and the rest of the class. This will inform my personal and professional development in ensuring behaviour management is appropriate for those with Additional Learning Needs and does not cause further issues or distress (The University of Edinburgh, 2019).

I have learnt that setting clear expectations are vital for developing positive behaviour and attitudes. Associations are created through reinforcement, meaning repetition is vital in promoting positive behaviour and engagement in the learning environment. Additionally, inclusion is something that must come from the teacher and school community, prioritising individual needs and catering to those requirements. This will inform my own teaching practice in enforcing rules and boundaries within the classroom from the beginning to maintain consistency, as well as ensuring practice is inclusive to all within the classroom (The University of Edinburgh, 2019).

I will use questioning strategies such as a talking stick to help children develop conversation skills, so they can wait their turn when contributing to discussion. Moreover, I will aim to have clear expectations and strategies in place from the beginning of the school year, working collaboratively to create a plan. In the future, I will use regular reinforcement to create associations with positive behaviour, developing the learner's engagement and involvement in school life (The University of Edinburgh, 2019).

In conclusion, undertaking observation and identifying a critical incident was beneficial in developing an understanding and knowledge of effective teaching practice. Selecting a particular critical incident highlighted key areas and principles which arise in the learning environment. Being able to recognise these and completing a literature review on behaviour management and Additional Learning Needs and inclusion within a mainstream setting has allowed me to engage with important information that will inform my own teaching practice, generating reflection surrounding effective teaching and next steps that will inform my personal and professional development. Using case study methodology, applied to identifying a critical incident in this context to give a specific focus to generate research and reflection from, has given concrete evidence and experience to draw from. Reflecting on this information and experience allows the individual to engage in continuous learning and development of professional judgement and teaching practice (Tripp, 2011). Participating in observation, research and reflection of teaching practice is vital for following the new Professional Standards of Teaching and Leadership in Wales, as these require professionals to engage in a process of reflection to identify clear expectations, areas of success and

areas which require further development. It is believed this is important as it allows practitioners to participate in a learning process to improve knowledge and practice, ultimately benefiting learners (Hwb, 2019). Therefore, as a reflective practitioner in Wales, it is advised engagement in self-reflection is vital as it offers differing perspectives and provides an opportunity to question what is happening and why, leading to improvement and heightened self-awareness. Abiding by these professional standards and performing as a reflective practitioner provides opportunity to benefit learner outcomes and increases effectiveness within the classroom and the school community (Hwb, 2019).

Word Count: 4,381

REFERENCES

- Barnes, J. (2015). 'Managing your Classroom Environment', in Denby, N. (ed.) *Training to Teach*. 3rd Ed. London: Sage, pp125-139.
- Bassey, M. (1999). *Case study research in educational setting*. Buckingham: Open University Press.
- Bourke, B. and Mentis, M. (2013). 'An assessment framework for inclusive education: integrating assessment approaches', *Assessment in Education: Principles, Policy & Practice*, 21(4), pp. 384 – 397. (Accessed 17th October 2019).
DOI: 10.1080/0969594X.2014.888332
- Brossard-Racine, M. et al. (2012). 'Behavioural problems in school age children with cerebral palsy', *European Journal of Paediatric Neurology*, 16(1), pp. 35-41. (Accessed 17th October 2019). DOI: doi.org/10.1016/j.ejpn.2011.10.001
- Brownhill, S. and Shelton, F. (2008). *Effective behaviour management in the primary classroom*. Open University Press.
- Chaplain, R. (2014). 'Managing Classroom Behaviour', in Cremin, T. and Arthur, J. (ed.) *Learning to Teach in the Primary School*. 3rd Ed. London: Routledge, pp.181-200,
- Cohen, L., Manion, L. and Morrison, K. (2011). *Research Methods in Education*. 7th Ed. London: Routledge.
- Devers, K. and Frankel, R. (2000). 'Study Design in Qualitative Research – 2: Sampling and Data Collection Strategies', *Education for Health*, 13(2), pp. 263 – 271. Available at: <https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/2258175866/abstract/1B3C5036BE1841E0PQ/1?accountid=130472> (Accessed 15th October 2019).
- Dockrell, J et al. (2019). 'What Drives Educational Support for Children With Developmental Language Disorder or Autism Spectrum Disorder: Needs, or Diagnostic Category?', *Frontiers in Education*, 4(29), pp. 1-14. (Accessed 17th October 2019).
DOI: 10.3389/feduc.2019.00029
- Donaldson, G (2015). 'Successful Futures'. Available at:
[file:///C:/Users/Abigail/Downloads/Donaldson%20Report%20%20Successful%20Futures%20%20Independent%20Review%20of%20Curriculum%20and%20Assessment%20Arrangements%20in%20Wales%20\(4\).pdf](file:///C:/Users/Abigail/Downloads/Donaldson%20Report%20%20Successful%20Futures%20%20Independent%20Review%20of%20Curriculum%20and%20Assessment%20Arrangements%20in%20Wales%20(4).pdf) (Accessed 10th October 2019).

Estyn (2014) *An inclusive ethos and culture promotes effective pupil participation*. Available at: <https://www.estyn.gov.wales/effective-practice/inclusive-ethos-and-culture-promotes-effective-pupil-participation> (Accessed: 5th October 2019).

[illegible]

Glazzard, J. (2015). 'Inclusion', in Denby, N. (ed.) *Training to Teach: A Guide for Students*. London: SAGE, pp. 243-257.

Husebo, S., O'Regan, S. and Nestel, D. (2015). 'Reflective Practice and Its Role in Simulation', *Clinical Simulation in Nursing*, 11(8), pp. 368-375. (Accessed 21st October 2019). DOI: 10.1016/j.ecns.2015.04.005

Hwb (2019). *National approach to professional learning: Professional Teaching and Leadership Standards*. Available at: <https://hwb.gov.wales/professional-development/professional-standards/#national-approach-to-professional-learning:-professional-teaching-and-leadership-standards> (Accessed 26th October 2019).

Hwb (2019). *Performance Management*. Available at: <https://hwb.gov.wales/professional-development/performance-management> (Accessed 26th October 2019).

Kumar, R. (2014). *Research Methodology*. London: SAGE.

MacBlain, S. (2014). *How Children Learn*. London: SAGE.

McLoughlin, C. (2006). 'Inclusivity and alignment: Principles of pedagogy, task and assessment design for effective cross-cultural online learning', *Distance Education*, 22(1), pp. 7-29. (Accessed 17th October 2019). DOI: 10.1080/0158791010220102

My Local School (2018)  *Primary School*. Available at: <http://mylocalschool.gov.wales/School/6702032?lang=en> (Accessed: 5th October 2019).

██████████ Primary School (2019) *Background*. Available at: <http://www.██████████primary.org/background/4586063447> (Accessed: 5th October 2019).

██████████ Primary School (2019) *PDG*. Available at: <http://www.██████████primary.org/pdq/4587049631> (Accessed 5th October 2019).

Punch, M. (1993). *Observation and the police: The research experience*. London: Sage.

Robertson, C. (2014). 'Providing for Inclusion', in Cremin, T. and Arthur, J. (ed.) *Learning to Teach in the Primary School*. London: Routledge, pp. 341-351.

Rogers, B. (2002). *Teacher Leadership and Behaviour Management*. London: Sage.

Sharma, S. (2015). 'Promoting Risk Taking in Mathematics Classrooms: The importance of Creating a Safe Learning Environment', *The Mathematics Enthusiast*, 12:1(24), pp. 290-306. Available at: <http://scholarworks.umd.edu/tme/vol12/iss1/24> (Accessed 17th October 2019).

The University of Edinburgh (2019). *Gibbs' reflective cycle*. Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> (Accessed 26th October 2019).

Tomlinson, A. (2010). *A Dictionary of Sports Studies*. Oxford University Press.

Tripp, D. (1993). *Critical Incidents in Teaching: Developing Professional Judgement*. Oxon: Routledge.

Tripp, D. (2011). *Critical Incidents in Teaching (Classic Edition): Developing Professional Judgement*. Oxon: Routledge

Watts, J. (2011). 'Ethical and practical challenges of participant observation in sensitive health research', *International Journal of Social Research Methodology*, 14(4), pp. 301-312. (Accessed 8th October 2019). DOI: 10.1080/13645579.2010.517658

Wearmouth, J. (2014). 'Handling Difficulties in Social, Emotional and Behavioural Development', in Cremin, T. and Arthur, J. (ed.) *Learning to Teach in the Primary School*. 3rd Ed. London: Routledge, pp. 201-216.

APPENDICES

Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019
Lesson details: Year 3 class. Aim: to login to my Hwb account. All children must be able to login to their own Hwb account by the end of the session. This is their first time working independently in the ICT room and having to log on to the computers.
Classroom culture (Are the students focused on learning?) Some students are unsettled entering the classroom due to an incident at lunchtime. After this is dealt with and everyone is sat on the carpet, the class teacher leads a Mindfulness session. This settles the class and promotes better engagement and focus on learning. Once in the ICT room the class remain focused on learning.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Children sit on carpet after lunch time and lesson objective is explained clearly before heading to the ICT room. As it is the children's first time logging in, the steps are broken down into two stages and each step is demonstrated by the teacher. Questioning is used at every step to see if anyone already knows what to do before it is explained. Each child then sits at a computer and completes the steps until they successfully log into their Hwb account.
Direction (Are the students clear about what they are doing and how to do it well?)

The students demonstrate understanding of the task when the teacher asks them to re-explain each step and they are able to talk through the process. They are all able to then login to their Hwb account.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Most students are able to fully engage in the lesson as they listen to the teacher instructions and complete the aim. However, one child does not know their letters so was unable to complete logging in unassisted. This meant they were unable to fully engage and were challenged to a much higher degree than the rest of the class.

All students are challenged as this is a task they have never completed before.

However, they are challenged at varying levels, as some complete the task more quickly than others.

Assessment

How does the teacher assess student understanding before, during and after the lesson?

How is this used in their teaching?

During the lesson, the teacher finds out prior knowledge and asks the children to explain each stage of the task before giving the answers. The children are able to re-explain the aim to the teacher.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

One child has poor knowledge and understanding of letters. This means they are unable to copy the usernames and passwords to login to the computer and their Hwb account.

As the keyboard had uppercase letters and the usernames and passwords were in lowercase letters they are unable to determine the relationship between the two and copy the letters from the sheet. They were not given a keyboard with lower case letters to avoid them appearing different to the other children in the class. This led to the child becoming less engaged in the lesson and requiring a lot of support. The child received peer support when logging in. Despite not knowing their letters, they were able to immediately recognise the '@' symbol and were able to offer peer support to others who had been able to successfully login but did not know how to type an '@' symbol.

Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Year 2 class. To practice and improve handwriting. Five letters are nominated by the class. These are chosen as they are found challenging and the children would like to practice them. The letters are demonstrated by the teacher on the board and then each child is given their handwriting book to practice in.
Classroom culture (Are the students focused on learning?) All children appear to interact with the teacher when prompted and listen to the lesson introduction given on the carpet. The day is out of the usual class routine, so the children are initially restless before starting. The lesson is decided based on the priority needs of the class. Adequate time is taken to ensure all students understand the task and are able to engage in the lesson. They are given time to work at an individual pace and are focused on learning, demonstrated as everyone engages in practicing handwriting. For those who complete the task they are given an extension by the class support staff.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Practicing and improving handwriting is the clear purpose of the lesson from the outset. The teacher explains this to the class whilst they are sat on the carpet. The teacher demonstrates each letter and then the children are able to copy this from the board having experienced the correct way to form each letter. Each child has the opportunity to practice their handwriting.
Direction (Are the students clear about what they are doing and how to do it well?)

The teacher demonstrates how to write each of the five letters before expecting the children to practice forming them. All children are able to collect their handwriting book and pencil to complete the task sat at a table.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Children have the opportunity to work at their own pace. They decide which letters they need to practice so all are challenged whilst still being able to engage. For those who are able to finish the task, they are given an extension by the class support staff based on their individual progress. This involves instant marking and feedback on the success of their handwriting, so they are able to act upon this whilst it is relevant.

Assessment

How does the teacher assess student understanding before, during and after the lesson?
How is this used in their teaching?

The teacher checks everyone understands the task before handing out the handwriting books and circulates the class during the lesson to check each child is on task.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

During the opening phase of the lesson, the teacher takes suggestions on what letters the children found hard and wanted to practice. One boy is sat on a chair and appears disruptive to the class. He talks over the teacher and struggles to follow rules. The child pushes the other children in the class. By continuing to behave disruptively, other children are unable to contribute their voice to the learning. The flow of the lesson was also disrupted, making it harder for the children to remain engaged and continue with their learning. Unlike another boy who misbehaves during the lesson, his name is not moved onto the cloud. This is because he has cerebral palsy and issues in his home life. Therefore, using the class sanctioning policy could have escalated the situation further. The teacher is creating boundaries in ensuring he still learns to follow the rules and must abide by the same behaviour management strategies, whilst some understanding and allowance is made due to his circumstances.

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Year 2 Class To work on catching and throwing. The class have a Physical Education lesson on the school yard. They work in pairs to practice catching and throwing. Counting is also practiced throughout the lesson in conjunction with the physical activity.
Classroom culture (Are the students focused on learning?) All students interact with each other and the aim of the lesson by participating in the task. This interaction suggests they are focused on learning as they all attempt to practice their catching and throwing skills regardless of their confidence. Support staff work with the children who find the task more challenging to increase their confidence and give them opportunity for individual support when needed.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The class teacher explains the purpose of the lesson before the children head out to the yard. They all participate in catching and throwing in pairs, so each is able to complete the aim of the lesson.
Direction (Are the students clear about what they are doing and how to do it well?) Each child is able to participate in the lesson and carries out the activity as required. They are able to answer what the aim of the lesson is when questioned.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)

All children remain engaged and challenged for the duration of the lesson. When they are able to complete the first task they are given a harder task by the teacher to ensure they are challenged.

Each pair completes the task at their own pace, allowing for successful engagement and development of skills.

Assessment

How does the teacher assess student understanding before, during and after the lesson?
How is this used in their teaching?

The teacher circulates the lesson and is able to see each child participate in practicing their catching and throwing in pairs as instructed.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

At the end of the session while lining up, a boy shouts at a girl who is immediately distressed. She covers her ears and starts crying. The class teacher enforces the rule that he will not tolerate silly behaviour and links it to the running theme 'Everyday Heroes' which discusses being kind. The boy is annoyed by being sanctioned and tells the girl that he doesn't like her and doesn't want to be her friend, which causes her to become even more upset. The class teacher deals with the incident and the boy sits at the back of the class crying.

The class support staff explain that the boy is a people pleaser but struggles to comprehend when he has done something wrong so often repeats the same behaviour rather than learning from it and not repeating it in the future. This leads to him being upset as he doesn't understand why he is being sanctioned. However, the girl eventually calms down after being reassured the incident has been dealt with.

Appendix 4

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Year 2 Class For each group to complete the last maths carousal activity. There are three groups, decided by ability.
Classroom culture (Are the students focused on learning?) Everyone participates in the learning as they are clear of what the objectives and expectations are. They actively get into their assigned groups and begin the task straight away with little prompting from the teacher. One student who was previously distracted moves to ensure they remain focused on learning.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The lesson objective is for the three class groups to complete the weekly mathematics carousel activities. This is explained verbally to the children on the carpet. The two LSAs each take a group and the class teacher also takes a group. By the end of the lesson each child is able to finish the final task.
Direction (Are the students clear about what they are doing and how to do it well?) The students complete these carousel activities as part of their usual routine so are clear about how it works. They know to check the timetable on the board which explains which group they're in and what task to do each day. The learning objective with criteria is stuck in each child's book so they know how to complete the task well.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)

Students are able to engage in the lesson and are adequately challenged as the carousel tasks are differentiated for each group. The teacher and LSAs also support the children appropriately through the lesson to ensure everyone is able to continue engaging and complete the lesson. If anyone finishes the task they are given an extension or are questioned by the teacher to assess their learning.

Assessment

How does the teacher assess student understanding before, during and after the lesson?
How is this used in their teaching?

The teacher questions the children in their group throughout the task as well as circulating the other two groups to ensure everyone is completing the work. They use questioning to get the children to explain what they are doing, allowing the child to demonstrate their understanding.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

One boy in the group is very distracted in the morning and struggles to engage in the activity. He requires continuous encouragement to continue working. When splitting off into groups the child asks the teacher if he should sit separately from everyone else, so he isn't distracted and is able to do his work. The child's awareness that he is distracted by sitting next to certain people and suggesting moving demonstrated a desire to focus and complete the work rather than talking with friends.

Appendix 5

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 25/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): child has difficulty with letter recognition so is unable to login independently.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	During the observation, I felt empathy for the child who could not complete the task independently. As their difficulty recognizing letters had been brought to my attention before the lesson started, I was anticipating them encountering difficulties. However, I was surprised by how little they were able to recognize. I felt a sense of responsibility to support them in the task, so they weren't left behind in completing each stage. I will aim to ensure work is accessible for all children and contingency is put in place to support any difficulties children may have, particularly if this is anticipated when planning the lesson.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The learning objective of the lesson was to login to their Hwb account. One child has poor knowledge and understanding of letters. This means they are unable to copy the usernames and passwords to login to the computer and their Hwb account. As the keyboard had uppercase letters and the usernames and passwords were in lowercase letters they were unable to determine the relationship between the two and copy the letters from the sheet. They were not given a keyboard with lowercase letters to avoid them appearing different to the other children in the class. This led to the child becoming less engaged in the lesson and requiring a lot of support. The child received peer support when logging in. Despite not knowing their letters, they were able to immediately recognise the '@' symbol and were able to offer peer support to others who had been able to successfully login but did not know how to type an '@' symbol.

Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i> <i>“What could be kept the same to ensure effective teaching and learning in the future?”</i>	In the lesson, the teacher remained cautious in giving the child a differentiated keyboard to avoid making them look different from the rest of the class. This sensitivity to making the child feel included is something that could be carried on in the future to ensure inclusion and effective teaching and learning. An awareness of class dynamics and avoiding drawing attention to certain children or learning supports efforts in avoiding social difficulties arising for children who may require extra support.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>“Beth yw eich atebion posibl i'r mater a nodwyd?”</i> <i>“Beth y gellid ei wneud nesaf?”</i> <i>“What are your possible solutions to the issue identified?”</i> <i>“What could be done next?”</i>	To solve the issue, the child could be given a lowercase keyboard. This would mean they could copy the letters in the usernames and password independently to complete computer tasks. Giving children different keyboards could be trialled to see whether this improved their work. If differentiation caused issues between classmates, a class discussion could approach the concept of people working at different stages and therefore needing varied support. It could be explained that this is not something to be embarrassed of but encouraged as it means people can progress in their learning rather than potentially being left behind.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 6

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): child who behaves disruptively does not receive the same behaviour policy reinforcement as others during the lesson.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	During the critical incident I was curious why the child received alternative treatment. I wondered whether they had any Additional Learning Needs or extenuating circumstances that led to this behaviour and treatment. After the child's circumstances were explained I felt empathy for those involved due to the sensitive nature and uncertainty of the situation. Reflecting on the critical incident, I feel a desire to develop skills and gain knowledge so I can provide appropriate support for children with Additional Learning Needs.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	During the opening phase of a handwriting lesson, the teacher was taking suggestions on what letters the children found hard and wanted to practice. One boy is sat on a chair and appears disruptive to the class. He talks over the teacher and struggles to follow rules. The child pushes the other children in the class. By continuing to behave disruptively, other children are unable to contribute their voice to the learning. The flow of the lesson was also disrupted, making it harder for the children to remain engaged and continue with their learning. Unlike another boy who misbehaves during the lesson, his name is not moved onto the cloud. This is because he has cerebral palsy and issues in his home life. Therefore, using the class sanctioning policy could have escalated the situation further. The teacher is creating boundaries in ensuring he still learns to follow the rules and must abide by the same behaviour management strategies, whilst some understanding and allowance is made due to his circumstances.

Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i> <i>“What could be kept the same to ensure effective teaching and learning in the future?”</i>	The sensitivity and understanding given to the child could be carried forward when teaching those with Additional Learning Needs and/or extenuating circumstances. Rather than reacting exactly as the teacher would normally additional consideration was given to how this would make the child feel, and as it was believed this would escalate the situation further an alternative approach was used. This patience to work out what is best for the child as an individual so they can learn within a mainstream setting alongside their peers allows them to engage more with learning and promotes inclusive practice.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>“Beth yw eich atebion posibl i’r mater a nodwyd?”</i> <i>“Beth y gellid ei wneud nesaf?”</i> <i>“What are your possible solutions to the issue identified?”</i> <i>“What could be done next?”</i>	In the future questioning strategies such as a talking stick could be used to help children develop conversation skills, to learn patience in class discussion. Moreover, having a plan in place to establish expectations from the start of the school year could lessen uncertainty leading to spontaneous responses when issues arise. Consistent reinforcement of this to create associations with positive behaviour could develop the learner’s engagement and involvement in school life. This could include working collaboratively with parents and the school alongside specialists to ensure the child was receiving appropriate support.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 7

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): the class behaviour expectations are reinforced after a child misbehaves, resulting in them becoming upset and repeating the behaviour.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	During the observation, I felt empathy for the child who had been upset and concerned for their wellbeing after witnessing how distressed they became. I was confused why the other child continued to repeat the behaviour despite it being clearly explained why their behaviour was inappropriate. My confusion continued as they became increasingly upset when sanctioned, despite it being dealt with calmly and them being the one who had caused the issue. After discussing the child who shouted with the class support staff, I became curious about why the child has this reaction to making mistakes and wondered what could be done to help them overcome this issue. Reflecting on it after observation, I remain curious about the life of the child and if there is anything that has resulted in this behaviour occurring.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	At the end of the session while lining up, a boy shouts at a girl who is immediately distressed. She covers her ears and starts crying. The class teacher enforces the rule that he will not tolerate silly behaviour and links it to the running theme 'Everyday Heroes' which discusses being kind. The boy is annoyed by being sanctioned and tells the girl that he doesn't like her and doesn't want to be her friend, which causes her to become even more upset. The class teacher deals with the incident and the boy sits at the back of the class crying. The class support staff explain that the boy is a people pleaser but struggles to comprehend when he has done something wrong so often repeats the same behaviour rather than learning from it and not repeating it in the future. This leads to him being upset as he doesn't understand why he is being sanctioned. However, the girl eventually calms down after being reassured the incident has been dealt with.

Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i> <i>“What could be kept the same to ensure effective teaching and learning in the future?”</i>	The teacher immediately dealt with the situation. This instant response helped to resolve the issues as quickly as possible and allowed the girl who had been upset to calm down and reinforced that she was in a safe environment. Moreover, the teacher reinforced the running theme of ‘Everyday Heroes’ and the behavior policy which meant expectations and rules were consistently applied. This would be vital to continue to ensure effective teaching and learning practice in the future so the learners are aware of what is expected of them and that it is explained to them when their behavior is not appropriate so they can learn from this.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>“Beth yw eich atebion posibl i’r mater a nodwyd?”</i> <i>“Beth y gellid ei wneud nesaf?”</i> <i>“What are your possible solutions to the issue identified?”</i> <i>“What could be done next?”</i>	In the future, the class expectations could continue to be reinforced so clear rules and associations are created with behaviour. Highlighting positive behaviour alongside behaviour which does not meet these expectations gives learners the opportunity to reflect on their behavior and learn from discussion. Dealing with situations as immediately as possible meant those affected by the critical incident could recover and re-engage with learning as quickly as possible, benefiting their wellbeing and learning.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 8

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): child who is distracted by peers in morning session asks to move to prioritise learning.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	During the morning session, I was frustrated that despite trying to encourage the child to engage in the activity they remained more interested in talking to their friends. I was curious as to what their normal work ethic was like and whether they typically engaged in tasks or preferred to spend most of the time talking. In the afternoon session however, I was impressed that the child took their own initiative to move somewhere else to work independently, prioritizing their learning over socializing. I wondered what had inspired this change and whether one indicated their typical behaviour more. Reflecting on the incident, I am intrigued to observe this child again to see whether any progress has been made in their engagement and focus during tasks when sat in a group.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	During the first lesson of the day, one child was easily distracted and struggled to fully engage in the activity. For the afternoon session, they worked in a carousel format and they were sat working in group tables again. When splitting off into groups the child asked the teacher if he should sit separately from everyone else to avoid being distracted, choosing to focus on completing his work rather than socialising with his peers. This demonstrated a sense of focus that could be developed further, promoting engagement and effective learning.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i>	Allowing the child to take their own initiative and deciding to better their own learning could be kept the same as this increased the learner's engagement in the lesson, meaning they completed the task unlike during the morning. By

<i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i> <i>“What could be kept the same to ensure effective teaching and learning in the future?”</i>	acknowledging and praising positive behaviour this reinforces good decision making and can create associations that means this is more likely to be repeated in the future.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>“Beth yw eich atebion posibl i’r mater a nodwyd?”</i> <i>“Beth y gellid ei wneud nesaf?”</i> <i>“What are your possible solutions to the issue identified?”</i> <i>“What could be done next?”</i>	Continuing to praise learners when they take initiative to increase their engagement and prioritise working on tasks rather than talking to peers could be repeated. In doing so, reinforcing this behaviour could allow the learner to adopt a positive attitude when in school and improve their performance. Considering the seating arrangements within the classroom could also address whether certain children become distracted when sat together. This puts into question whether it would be better to sit them separately or to help them build resilience to distraction and improve focus on tasks when sat together.
Y profiad newydd / <i>Transformed experience</i>	