

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.

Word Count: 4222 + 1000 = 5222

Evie Lewis

The teaching profession is ever changing to improve children's experiences of learning. Learning happens naturally and can often go by unnoticed in many cases (Pritchard, 2017). Classroom observation has been a relatively under-explored topic until recent years and now, significant developments have been made in the understanding of the positive impact that observation within education can have (O'Leary, 2020). One of the problems that can occur within teaching practice is to become captured by one's own routines, although essential to professional practice, this can also result in a loss of sight of what is trying to be achieved (Brookfield, 1998; Tripp, 2011). However, observation and reflection allows teachers to gain a deeper understanding of their teaching, assessment, decision making and professional growth (Alemi & Tajeddin, 2020).

The aim of this case study was to reflect upon an observed critical incident within a school setting and link to previous research in order to gain a better understanding of why the behaviour occurred. Next steps can then be identified with the aim to improve future teaching practice.

A critical incident is any unplanned event which takes place during the class which can be interpreted as a problem, and not just a routine occurrence (Joshi, 2018). The incidents appear to be 'typical' rather than 'critical' at first sight, but are rendered critical through analysis (Tripp, 2012). The process of reflective analysis on an incident involves the teacher not only asking what happened, but also why did it happen. As a result of this, an understanding can be gained of what caused the incident, and teaching professionals can then develop the next teaching and learning steps.

In this case study, the observed incident has been analysed and linked to learning theories, and pedagogy and practice to achieve better understanding of why the incident occurred. In previous studies it has been stated that student teachers observing and analysing critical incidents increased the degree of their orientation towards growth and inquiry (Griffin, 2003).

Therefore, in this case study the critical incident has been reflected upon, evaluated and the next steps have been identified based on analysis in order to improve future professional and personal development.

The observation took place within a small community primary school in South Wales. The school is located in an upper-middle class area. In their latest ESTYN inspection, the school was graded as 'good' across the board. The primary school is now on a journey to improve the outcome of their latest inspection. At the time of the observation, the school had 250 pupils on roll aged between 3 and 11. The school also has two specialist teaching facilities for pupils with speech and language difficulties.

As the observation took place during the Covid-19 pandemic, social distancing and cleanliness was maintained as best as possible within the setting.

This case study will follow the British Educational Research Association (BERA) guidelines to uphold ethical values during the observation and analysis. Therefore, the names of the school, pupils or staff will not be mentioned in this case study.

The incident observed occurred within a year two classroom. The classroom had around 25 pupils aged between 6 and 7 years old. The incident involved a teaching assistant and one pupil. The child will be referred to as 'pupil x' for anonymity and confidentiality purposes.

A classroom observation refers to the learning and/or teaching activities being observed for a specific purpose, such as continuing professional development or to monitor the quality of teaching (ESTYN, 2014). Over the last two decades, observation in education has progressively emerged as an important tool for collecting primary data to use for raising teaching standards through practitioners sharing and developing their skills (ESTYN 2014; O'Leary, 2012). In this case study, the aim of the observation was to analyse the findings for

professional development purposes. Observations allow the researcher to gather data on the physical, human, interactional and the programme settings (Cohen, Manion & Morrison, 2013). Within an educational setting, observations can be carried out in a variety of ways. Examples of techniques include participant or non-participant observation, and natural or controlled observation. The focus of this case study was to observe the behaviour of the pupils within a classroom, so non-participant observation was the method chosen for data collection. This method allowed the researcher to remain a passive observer, watching and listening to activities to enable them to draw to conclusions. Therefore, the researcher has less of an impact on the behaviour of those being observed.

Observations can also be controlled by the researcher introducing a stimulus to the group in order to gain a reaction. However, the purpose of this case study was to gain a direct understanding of those being observed in their natural environment, so a natural observation method was chosen.

The observation had also prepared observational categories on a template for guidance in advance and to facilitate the researcher's specific focus (Cohen, Manion & Morrison, 2013). There are numerous advantages to using the selected observation method in this case study for data collection. It is a purposeful, systematic and selective way of watching and listening to a phenomenon take place (Kumar, 2019). However, there are drawbacks on the effectiveness of using observation for data collection. The Hawthorne effect is one potential problem that may arise when individuals/groups become aware that they are being observed and subsequently not demonstrate their normal behaviour (Kumar, 2019). During the analysis process, the Halo effect could also be a weakness of using observational methods. This effect highlights that the way in which an observer views an individual's responses in one environment, may influence the way that they view the individual in another (Kumar, 2019). Although there are weaknesses in using observation as a data collection method, the

advantages that can be gained from the analysis process outweigh the disadvantages. The significance of the positive influence that is achieved from classroom observation feedback emphasises the power of observation as a research tool (Alshehri, 2019; Cohen, Manion & Morrison 2013).

Throughout the day a number of incidents were identified, made note of and reflected upon (See appendix A). One incident was selected for analysis. This incident occurred within a year 2 classroom and was witnessed first-hand by the observer (See Appendix B). The incident took place before the morning register whilst the pupils were entering the building. The teacher was outside the classroom welcoming the children and greeting their parents. Two of the pupils from year two had come in earlier than the rest, and were waiting in the classroom with a class teaching assistant (TA) and myself. One of the two children had sat down quietly on the carpet. The other child, who will be referred to as ‘pupil x’ was stood up and shouted “We’re the only people here, so we can mess around!” with both hands reaching up in the air. This was ignored by the other pupil who was sitting on the floor and by the classroom TA.

As the rest of the class pupils began to enter the classroom, pupil x put one hand on her hip, and the other to her head and said “I’m just going to stand here and be a model.”. The TA then replied “No. You are going to sit down as everyone is coming in.” to which pupil x replied “But I am a model?”. The TA said “Sit down please.” and pupil x sat down in a slumped position.

Welsh education is currently at an exciting turning point. The new Welsh curriculum; ‘Successful Futures’ is being rolled out in schools across the nation, and will be used throughout Wales from September 2022. The curriculum aims for schools to develop their

own curriculum, enabling learners to be successful in achieving the four purposes of the curriculum. These four purposes aim to enable students to become; 1. Ambitious, capable learners; 2. Ethical, informed citizens; 3. Enterprising, creative contributors and 4. Healthy, confident individuals (See Appendix C) (Donaldson, 2015).

The critical incident observed suggests that two of the four purposes need to be focused upon. One of these purposes is healthy, confident individuals. As the child could not be trusted to follow the classroom rules whilst the class and teacher were not present, the student may need guidance in being able to form positive relationships built on trust and mutual respect. The child also did not seem to be thinking of the repercussions of what their actions may have had on the feelings and learning of others. Therefore, the pupil may need support in building their emotional well-being by developing upon their ability to empathise.

The second purpose suggests that the pupil may need further guidance in his/her development as an ethical, informed citizen. The incident suggested that the pupil did not show respect for the TA's presence or authority. By developing strategies around this purpose, the child can then begin to understand and consider the impact of their actions when making choices in behaviour and verbal interactions. However, it is understood that the aim of the curriculum is for young people to leave school having experienced a broad education, and that the four purpose areas can be developed together over time (Donaldson, 2015).

To gain an understanding of why the incident occurred, previous research and learning theories will be considered. The incident was chosen as it appeared to be connected to several potential areas of research that could explain why the incident happened. The first area of research that links to the behaviour during the observation is the learning theory referred to as Behaviourism. According to this theory, any behaviour is a conditioned response to external stimuli and the environment (James, 2006).

Behaviourism was one of the first learning theories to be developed in the 1890's by Edward Thorndike. Thorndike observed the responses of cats placed in puzzle boxes. The cats had to work out the correct solution to achieve the food rewards. Over time, the cats took less and less time to achieve their reward. This was called 'The Law of Effect' by Thorndike. The law suggested that behaviour begins as a random activity, but when stimuli and responses are followed with a reward, the connections are strengthened (Petri & Mishkin, 1994). Thorndike explained that the law was established to explain the general potency of wants, interests, purposes and desires in education and elsewhere (Skinner, 1927).

Thorndike's theory was reinforced by B. F. Skinner in the 1930's. Skinner believed that it is important to study observable behaviour, and that the best way to understand behaviour is to look at the causes of an action and its consequences. He called this approach operant conditioning (McLeod, 2015). Skinner studied operant conditioning by carrying out experiments involving a 'Skinner Box', similar to that of Thorndike's box, and placed animals inside (Skinner, 1948). Operant Conditioning is a term which refers to the change of behaviour through the use of reinforcement which is given after a response (McLeod, 2015).

Inside Skinner's box was a lever which when triggered, would drop a food pellet for the rat. Similarly to Thorndike's findings, the rats quickly learnt to go straight to the lever (Skinner, 1948; McLeod, 2015). This is an example of positive reinforcement. Alternatively, the elimination of an unpleasant reinforcement can also strengthen behaviour, known as negative reinforcement (McLeod, 2015). For example, Skinner exposed the rat to an electric current, causing discomfort. The current stopped when the lever was knocked and the rat would slowly learn this through repetition (McLeod, 2015). As a result of his findings, Skinner added the term 'reinforcement' to Thorndike's Law of Effect. This term refers to the idea that behaviour in animals and humans which is reinforced tends to be repeated (i.e. strengthened),

and that behaviour which is not reinforced tends to die out or be extinguished (i.e. weakened) (McLeod, 2015; Zhou & Brown, 2015). Therefore, an individual selects one response instead of another because of prior conditioning (Zhou & Brown, 2015).

These theories have been developed upon to provide behaviourist techniques that have been used in education for a long time to promote desirable behaviour and to discourage poor behaviour (Zhou & Brown, 2015). It has been suggested that pupils positive behaviour changes are to satisfy desires that they have learnt to value, and that avoidance behaviours are associated with undesirable responses from their teachers or peers (Zhou & Brown, 2015). This supports Skinner's theory of operant conditioning, as well as his theory that behaviour can be learned and therefore, unlearned or relearned (Zhou & Brown, 2015).

In relation to this case study, the theory of behaviourism could offer a suggestion as to why the behaviour of pupil x occurred during the observation. Pupil x may have frequently behaved in such a way, and the TA may have been purposefully ignoring the comment made by pupil x. Therefore, this could have been planned-ignoring of pupil x's behaviour eventually leading to that behaviour being extinguished.

The theory could also be applied with a different approach. At the end of the year 2019, there was a virus outbreak; Covid-19 which became a global pandemic in early 2020. The pandemic has resulted in many changes across the globe including schools closing to all pupils, except the most vulnerable. Here in Wales, schools were closed for 15 weeks. During this time, children were having to learn via online video calls with their teachers, or having work set online for them to complete at home. Consequently, children were not spending time in school with their peers or teachers. Therefore, the children would not have been receiving the repetitive reinforcement from their teachers for their behaviour. In relation to behaviourism, the expected classroom behaviour may have been weakened due to the lack of

reinforcement. As a result, it may be concluded that the reinforced behaviour of pupil x may have been extinguished whilst not in school and therefore, the pupil may have forgotten what behaviour is expected during the school day.

However applicable behaviourism is in the classroom, the theory is criticised. Although there is little difference in learning which takes place in humans and other animals, it has been argued that studies of animals cannot be generalized to humans as their anatomy and physiology is different (McLeod, 2015). Psychologist A. H. Maslow also believed that studying human behaviour should be human-centred rather than animal-centred.

Maslow's Hierarchy of Needs theory originated from the theory of human motivation and offered an explanation of human behaviour and reactions (Maslow & Lewis, 1987).

According to Maslow, any behaviour that is either preparatory or consummatory, must be viewed as a channel through which many basic needs may be simultaneously expressed or satisfied (Maslow & Lewis, 1987). Maslow's hierarchy of needs is presented as a five part triangle divided into different levels of needs (See Appendix D). From the bottom of the hierarchy upwards, the needs are; physiological, safety, belongingness and love, esteem and self-actualisation. The triangle is divided into two parts; the first levels are deficiency needs and the apex of the triangle refers to growth needs. Maslow first proposed that needs at the bottom of the triangle have to be satisfied in order for an individual to meet needs higher up. However, Maslow later clarified that a need does not have to be 100 percent satisfied to move onto the next level (McLeod, 2007).

The hierarchy of needs has made major contributions to teaching and classroom management in schools (McLeod, 2018). The theory adopts a holistic approach to education and learning,

rather than attributing behaviour to a response to the environment (McLeod, 2018). This holistic approach looks at the complete individual, taking into account all of the qualities that could impact on their learning. The theory suggests that for a pupil's cognitive needs to be met, they must tend to their needs lower in the triangle first (McLeod, 2018). For example, a pupil that is hungry is not going to be able to focus in class as well as those who have had their basic physiological needs met.

In this case study, it may be that pupil x did not have all of their needs met and this theory therefore offers an alternative interpretation of why the behaviour occurred. The needs on Maslow's pyramid that pupil x may require satisfaction for are safety, esteem and the love and belongingness needs.

Undisrupted routine can provide children with a feeling of safety and predictability around what is likely to happen next in many aspects of their lives, particularly at school. Previous research suggests that young children seem to thrive in a school system with a routine that can be counted upon in the present and far into the future. The average child generally prefers a safe, predictable and organised world (Zhou & Brown, 2015).

However, routine was lost during the pandemic and the world was far from organised. This could have caused many individuals in our society, including pupil x, to feel unsafe in their world and cause unusual behaviour. It is implied that as a result of the Covid-19 pandemic, society has been driven back due to the loss of wealth and education, to the basic physiological and safety needs (Grigoryev, 2020).

The pandemic, resulted in a lockdown which meant that not only did teachers have to teach online, but families and friends had to connect through video calls too. In effect, many people felt a loss of love and children's well-being and emotional stability could have been compromised. Having spent 15 weeks away from school, pupil x would have missed the structure and attention of their well-known school-routines, teachers and peers. Therefore, pupil x may have suggested 'messaging around' and wanting to 'model' for everyone in class, in an attempt to seek approval and to engage with those around them. In doing so, pupil x may have also been trying to satisfy their need for belonging. It has been stated that "a student's desire to belong, to be 'one of the kids', provides the motivation to learn new skills" (Kunc, 1992). This implies that a child must feel belonging and inclusion within their classroom in order to be able to behave in an appropriate manner for learning. Taking this into consideration, pupil x may only just be beginning to feel a sense of belonging in school and a re-connection with their peers and teachers again, after such a long period of time away from normality.

The theories of behaviourism and Maslow's hierarchy of needs discussed in this case study can offer reasonable suggestions as to why the behaviour of pupil x occurred during the observation. Having reflected upon the research and linked the incident to my findings, I have gained a deeper understanding of the behaviour that occurred and its potential causes. Behaviourism and Maslow's hierarchy of needs theories are very different. However, as previous research has stated, the application of differing theories and research can, and has allow for various unexpected, and illuminating interpretations of familiar and new situations (Brookfield, 2017).

The process of critical reflection in this case study followed a reflective model referred to as 'The Experiential Learning Cycle' produced by David Kolb (2007) (See Appendix E). This model was used to structure the reflection in a four stage cycle. Firstly, the concrete experience stage which refers to experiencing something new in the classroom, in this case, the day's observation. Secondly, the reflective observation stage, which involved reflecting and analysing the incident chosen in order to move on to the next stage. The abstract conceptualisation stage, involved reflecting upon the observation to be able to make links between the incident and previous literature to deepen my understanding and learn from the experience. Lastly, the active experimentation stage. This stage involved developing my next steps to apply them to my future practice (Kolb, 2007).

In producing my next steps, I am aware that my future practice may be impacted upon by Covid-19, and also potentially by any other unexpected outbreaks of a new disease or natural disasters should they occur (Wilson, 2020). This could result in similar outcomes to what we have experienced during 2020, such as school closures. Therefore, this could mean having to spend time away from the pupils and the school environment, and possibly having to teach online. Teachers and student teachers are having to implement technology into many areas of their lessons, and in setting homework. This is supported by research into the impacts of Covid-19 on education which is developing quickly, and there is already a large emphasis on the importance of teachers digital competence (Flores & Swennen, 2020; Kidd & Murray, 2020). Consequently, I would like to improve upon my digital competency by taking part in online courses.

With the possibility of future online teaching, I would like to implement a strategy called the 'schedule of reinforcement' which originated from the theory of behaviourism whilst in the

classroom (Ferster & Skinner, 1957). I would try to ensure that expected behaviours would not be extinguished over long periods of time due to a lack of reinforcement. During their operant conditioning experiments, Ferster and Skinner 1957 found that if no food pellet is delivered, the rat gave up after several attempts. The schedule of reinforcement involves different patterns of reinforcement and is suggested to effect response rate (how hard the rat worked) and extinction rate (how soon the rat gave up) (McLeod, 2015). Various schedules may be used such as fixed interval or continuous reinforcement. However, I would choose to use the variable interval reinforcement as the response rate is fast and extinction rate is slow (McLeod, 2015). This schedule involves behaviour being reinforced after an unpredictable amount of time has passed. Therefore, I may give the reinforcement 10 minutes after the behaviour has occurred, and then after 5 minutes after the next time reinforcement is due. I would do this in the hope that the pupils desirable behaviour would not be extinguished after longer periods of time with no reinforcement, if for example, schools should close.

I would adapt the use of Maslow's hierarchy of needs theory for the pupils. For example, in order to meet the children's needs, I would like to practice the three R's; reassurance, routine and regulation as much as possible (Bartlett & Thomson, 2020). I would like to reassure the children of their safety at school and give them age-appropriate information on matters such as Covid-19 should it impact my future teaching practice and experience.

I also understand the importance of routine for children and I would structure each day by introducing a visual timetable (Zhou & Brown, 2015). To develop self-regulation, I aim to help pupils manage their feelings with activities such as mindfulness and deep breathing to fulfil their need and sense of, safety, self-esteem and belongingness (Bartlett & Thomson, 2020). As a result of these implementations, I hope to look after the pupils needs as well as their physical and emotional well-being .

In summary, Behaviourism offered the explanation that pupil x may have forgotten the expected classroom behaviour, due to spending a long period of time out of school. The theory also suggests that the TA may have purposefully ignored pupil x in the aim to extinguish the behaviour. Alternatively, Maslow's Hierarchy of Needs proposed that pupil x may not have fulfilled a number of their needs and therefore, was not in a suitable position to focus on their learning.

As a result of these findings, I would like to implement variable interval reinforcement into my teaching practice and use reassurance, routine and regulation in the classroom as an aim to gratify some of the pupils needs.

During this case study, I have been able to develop in a couple of the five areas of professional standards. Firstly, in pedagogy, having reflected on and analysed an incident I have developed next steps focusing on improving the learning outcomes of my future pupils. Secondly, within the professional learning area I have extended my knowledge and understanding of pedagogy through research and application of previous literature.

I understand that as an observer in the classroom, the Hawthorne effect may have impacted the validity of the findings of this case study, as my presence may have caused behaviour change. I also appreciate that analysing incidents is often a personal process for teacher who know their pupils well. As I do not know the pupils or the school, I do not know what is the norm for their classroom. However, this case study has highlighted the importance of being a critically reflective teacher and how it can benefit my professional and personal development and therefore, my future pupil's learning experience. Consequently, I strive to become a critically reflective teacher in my future practice.

Evie Lewis

This case study used a non-participant observation in order to critically analyse and gain an understanding of an incident in order to improve future practice. Once an incident had been identified it was analysed using the experiential learning cycle to structure the reflection process. The incident was linked to behaviourism and Maslow's Hierarchy of Needs theory as potential explanations for the observed behaviour. The literature review offered a deeper understanding of the behaviour and as a result, the next steps for my future practice have been developed. To conclude, the process of critical reflection throughout this case study has enriched my ability to apply previous research to my future practice.

Appendices

A – Observation / Field Note & Critical Incident Forms

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 28.09.20 AM
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). The Lesson AoLE was Mathematics & Numeracy. The class was learning to add and subtract 1 and 2 digit numbers. The class were half way through their unit of study and were split into 4 different ability groups. 3 of the groups were accompanied by an adult, 2 with teaching assistant's present, 1 with the teacher and 1 independent learning table
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) The children had just come in from playtime so they were a little wound up and excitable. The groups that had an adult present seemed a lot more on task than those on the independent learning table area.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) The lesson was aimed to improve the pupils' adding and subtracting skills. This was shown by the teacher reminding the children of the numeracy skills they had used in previous lessons before attempting to complete some numeracy worksheets by themselves.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) The class were first spoken to whilst sat on the carpet by the teacher. The teacher reminded the pupils of the subtraction and addition sums that they had already done in previous sessions. They then answered a few sums as a class before separating into their groups to complete worksheets fitting for their group's ability.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) Children were given worksheets that differed in difficulty according to the ability group that they were placed in.

Assessment

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

The pupils' existing knowledge was used during the teachers recap of previous lessons whilst the class were sat on the carpet. The class went over sums they had previously done and then attempted to answer some new ones as a class before answering worksheets independently.

Specifics / Critical Incidents

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

A child running out of the classroom to the toilet and running back in to sit on their chair. A teaching assistant sat at the table asked the pupil to not run in class. Later on, the pupil got up a second time and walked out of the class and then ran as soon as they were out of the door. This showed how literally the pupil took the phrase said by the teaching assistant.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28.09.20 AM The incident took place within a year 2 class of pupils aged between 6-7.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking</i>	The incident took place during a maths lesson in which 3 groups were sat with an adult and 1 group was on the independent learning table. The pupil of focus who will be referred to as 'pupil x' was sat with his group on a table with a teaching assistant present. Pupil x was approved to go to the toilet following a request to the teaching assistant. The pupil ran out of the class to use the toilet and then ran back to his chair. The teaching assistant reminded the pupil 'We don't run in the classroom please'. Later on in the lesson, pupil x asked the teaching assistant to go to the toilet again and the teaching assistant allowed it. Pupil x then walked out of the classroom and ran as soon as he was out of the door. • MKO • Behaviour management

towards your research.	• Speaking literally
------------------------	--

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 28.09.20 AM
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). The AoLE for this lesson was languages, literacy & communication as it was a Welsh lesson. The focus was to improve the pupil's Welsh communication and understanding. The children were half way through the unity of study and were split into 4 different ability groups. 3 of the groups were accompanied by an adult, 2 with teaching assistant's present, 1 with the teacher and 1 independent learning table.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) The lesson took place first thing after the morning register so the children took a little while to settle down into their groups. The groups that had an adult present seemed a lot more on task than those on the independent learning table area.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) The pupil's all have set tasks such as worksheets to read and whiteboards to show their interpretation and understanding of the work. The worksheets comprise of Welsh sentences about another person. The children are told that their aim is to understand the Welsh sentences to interpret them and create their own.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) The pupils have worksheets which have an example on of what they need to do to reach the success criteria. They are also in simliar ability groups so they can help one another on their table.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) The children had Welsh worksheets which they were told to read through and highlight the words that they needed to change to make the sentences about themselves, such as their name and age. Once they have done that, they had whiteboards infront of them to use for trial and error to produce similar sentences about themselves.

Assessment

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

The student's existing knowledge of Welsh reading and understanding was used to highlight sections of the Welsh sentences that they understood they needed to change, in order to apply the sentence to themselves. The development of their knowledge was shown when using whiteboards for trial and error to produce similar sentences about themselves. Once they finished this task, they were then asked to write sentences in Welsh about a friend.

Specifics / Critical Incidents

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

One pupil was unsure on what a word was in Welsh and how to spell it. The pupil asked the teacher for help and the teacher tried to provide support. However, the child was still struggling to spell the word and so the teacher asked the rest of the group if anyone else could help the pupil that was having difficulty.

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	The incident occurred at around 9.45 AM on the 28th of September, 2020. The incident took place within a year 2 class of pupils aged between 6-7. The stage of the group of focus was the higher ability Welsh group. The group consisted of 6 pupils, 4 boys and 2 girls. The teacher was also present.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking</i>	Pupil of focus will be referred to as 'pupil x'. Pupil x within the higher ability Welsh group became stuck when creating sentences about himself. The pupil asked the teacher what the Welsh word for 'brown' was. The teacher said the Welsh for brown out loud and pupil x asked the teacher 'How do I spell that?'. The teacher asked the pupil to have a go, to which pupil x began spelling incorrectly. The teacher then asked the surrounding group with 'Could anybody help pupil x to spell brown in Welsh?'. Another pupil within the group put their hand up in response, and was selected by the teacher to spell the word out loud to help pupil x.

<i>towards your research.</i>	The teacher used different methods in supporting the child that was struggling with the topic. When the teacher noticed that one method wasn't working, another method was used. • Social constructivism • Peer support
-------------------------------	---

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	AM of 28.09.20
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	The children had been placed into 4 groups of different abilities for Welsh lessons. One of the groups sat with the teacher, two of the groups both had a teaching assistant working with them and the other group was on the 'independent learning table' outside of the classroom. The classroom had large windows into the corridor so the teacher and teaching assistant could keep an eye on the group outside of the class. However, the group that were on the independent learning table were off task and messing around rather than doing their work. For example, a boy was trying to take a clip out of one of the girls hair which resulted in her suggested that he took another pupils necklace off of her instead. Meanwhile, one of the other pupils was telling stories to the group of her holiday to France. Gathered from what was observed, not one of the pupils was on task. • Social or cognitive constructivism • Independent learners

B – Observation / Field Notes & Critical Incident Form of incident that has been analysed

OBSERVATION / FIELD NOTES

Researcher: Evie

Lewis

(Questions adapted from Fletcher Wood (2016))

Date and time, year group:
28.09.20, AM, Year 2
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information).
Registration period within year 2 classroom.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) Children are beginning to enter the classroom to start the school day. There is a mixture of emotions amongst the class from excitability to upset. Some children are coming in and sitting down ready to learn and others are keeping themselves busy by putting their coats and bags away, chatting with their peers or finding things to fiddle with.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) Registration is a very important part of the school day. The pupils come into class and settle down on the carpet and their attendance is recorded by the teacher on the class register. The purpose of registration is for the school to know who is present and who is absent for a variety of reasons such as keeping track of absences or knowing who is present in the case of an emergency at school. This time period was also used for the children to 'check-in' with each other in pairs on the carpet and share how they are feeling and what they did on the weekend through the medium of Welsh. After this, a few children volunteered to share their answer with the class.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) Most of the children are coming into the class and sitting down in silence or chatting quietly with a peer. There was a teaching assistant present reminding the children to use quiet voices if the noise levels became too high. The children seemed to know what was expected of them, as the majority of the class came in and quietly sat down and waited for the teacher to begin registration.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) It seemed to be challenging in the morning for the pupils to come into class and settle down, especially on a Monday with news they wanted to share about their weekend. However, a teaching assistant was present to remind the pupils to use their quiet voices and sit down on the carpet.

Evie Lewis

Assessment

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

Pupils existing knowledge of the expectations of them during registration is shown by them coming into class after putting away their belongings, and sitting quietly on the carpet awaiting their teacher.

Specifics / Critical Incidents

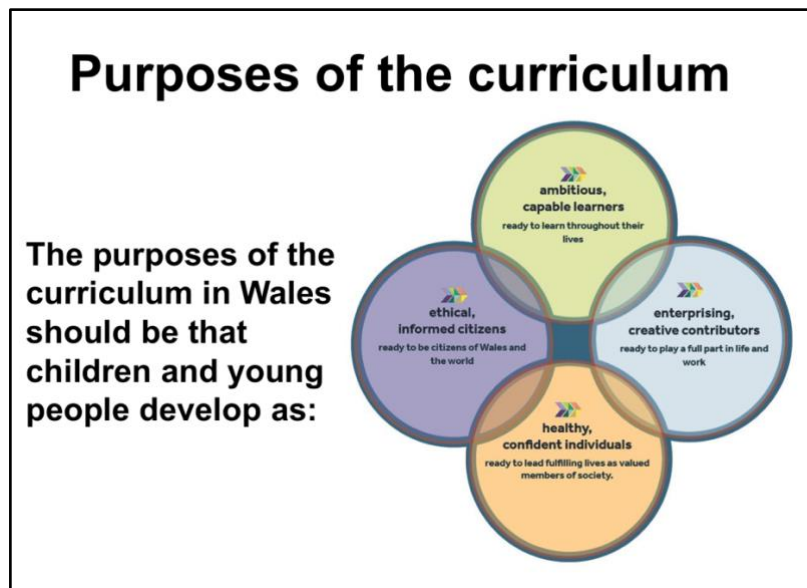
(Are there moments which cause you to consider aspects of practice when you come across them in future teaching)?

One specific incident involved one of the first two children to enter the classroom early before registration. The pupil noticed and announced that due to only one other pupil and a teaching assistant being present in the classroom, that they saw this as a window for poor behaviour.

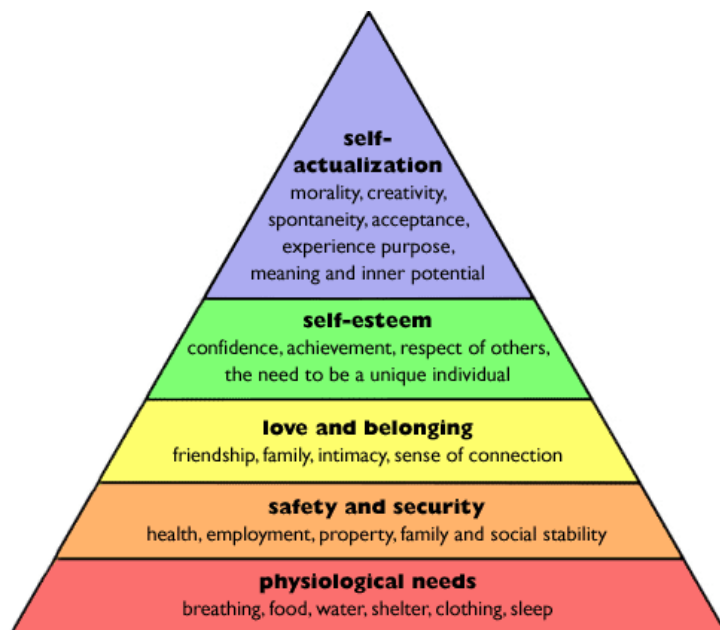
CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28.09.20 8:50 AM The incident occurred within a year 2 classroom at the beginning of the school day. At this time in the classroom, there was only 2 pupils and a teaching assistant present. The 2 pupils that were present had arrived early to school and were awaiting the rest of their peers and class teacher to join them for registration.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	One pupil had come into class early and sat quietly on the carpet awaiting their class peers and teacher to join them for registration. One of the two class teaching assistant's was present at the current time. A few minutes later, another pupil who will be referred to as 'pupil x' skipped into the class and said to the other pupil sat on the floor 'We are the only two people here so we can mess around!' and put her hands in the air. This was ignored by the other pupil and teaching assistant. As more pupils came into the classroom, pupil x remained standing and began 'posing' with one hand on hip and another on their head and said 'I'm just going to stand here and be a model.'. To which the teaching assistant said 'No, you are going to sit down as everyone is coming in.', pupil x replied 'but I am a model?' and the teaching assistant said 'sit down please'. Pupil x then slumped on the floor. • Behaviourism • Maslow's Hierarchy of Needs

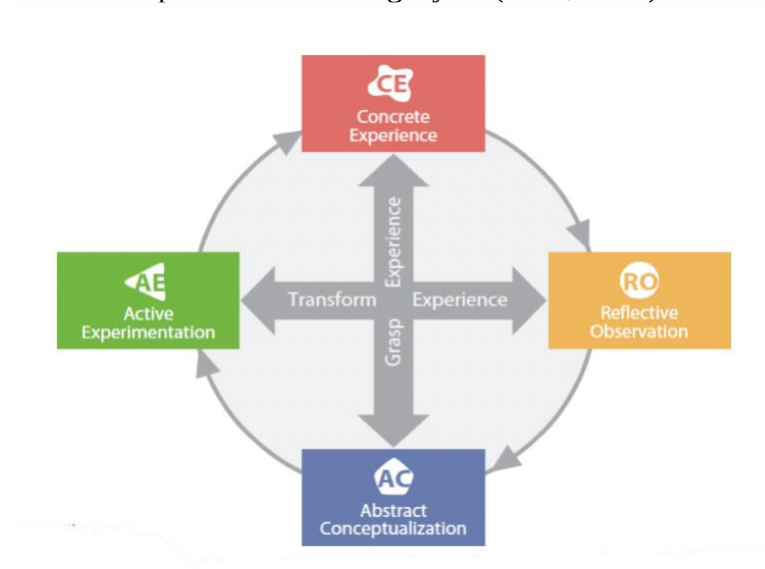
C – The four purposes of the curriculum in Wales (Donaldson, 2015)



D – Maslow's Hierarchy of Needs (Maslow & Lewis, 1987).



E – The Experiential Learning Cycle (Kolb, 2007)



Bibliography

Alemi, M. and Tajeddin, Z., 2020. Reflection and good language teachers. *Lessons from good language teachers*.

Alshehri, E. (2019). Classroom Observation for Professional Development: Views of EFL Teachers and Observers. *Arab World English Journal: Special Issue: Application of Global ELT Practices in Saudi Arabia September*.

Bartlett, J.D., Griffin, J. and Thomson, D., 2020. Resources for supporting children's emotional well-being during the COVID-19 pandemic. *Child Trends*.

Brookfield, S., 1998. Critically reflective practice. *Journal of Continuing Education in the Health Professions*, 18(4).

Brookfield, S.D., 2017. *Becoming a critically reflective teacher*. John Wiley & Sons.

Cohen, L., Manion, L. and Morrison, K., 2013. *Research methods in education*. Routledge.

Donaldson, G. (2015) *Successful futures: Independent review of curriculum and assessment arrangements in Wales*. Cardiff: Welsh Assembly Government.

Estyn, 2014. Effective classroom observation in primary and secondary schools.

Ferster, C.B. and Skinner, B.F., 1957. Schedules of reinforcement.

Flores, M.A. and Swennen, A., 2020. The COVID-19 pandemic and its effects on teacher education.

Grigoryev, L.M., 2020. Global social drama of pandemic and recession. *Population and Economics*, 4.

Griffin, M.L., 2003. Using critical incidents to promote and assess reflective thinking in preservice teachers. *Reflective practice*, 4(2).

James, M., 2006. Assessment, teaching and theories of learning. *Assessment and learning*, 47.

Kidd, W. and Murray, J., 2020. The Covid-19 pandemic and its effects on teacher education in England: how teacher educators moved practicum learning online. *European Journal of Teacher Education*.

Kolb, D.A., 2007. *The Kolb learning style inventory*. Boston, MA: Hay Resources Direct.

Kunc, N., 1992. The need to belong: Rediscovering Maslow's hierarchy of needs.

Maslow, A. and Lewis, K.J., 1987. Maslow's hierarchy of needs. *Salenger Incorporated*, 14.

Evie Lewis

McLeod, S., 2015. Skinner-operant conditioning.

O'Leary, M., 2012. Exploring the role of lesson observation in the English education system: a review of methods, models and meanings. *Professional development in education*, 38(5).

O'Leary, M., 2020. *Classroom observation: A guide to the effective observation of teaching and learning*. Routledge.

Petri, H.L. and Mishkin, M., 1994. Behaviorism, cognitivism and the neuropsychology of memory. *American Scientist*, 82(1).

Pritchard, A., 2017. *Ways of learning: Learning theories for the classroom*. Routledge.

Skinner, B. F. (1948). Superstition' in the pigeon. *Journal of Experimental Psychology*, 38.

Thorndike, E.L., 1927. The law of effect. *The American journal of psychology*, 39(1/4).

Tripp, D., 2011. *Critical incidents in teaching (classic edition): Developing professional judgement*. Routledge.

Wilson, S.D., 2020. Leading Edge Online Classroom Practices: Influenced by the Global COVID Pandemic. Book Publisher International.

Zhou, M. and Brown, D., 2015. Educational learning theories.