



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Module: ECAD6007 – Who am I teaching?

Module leads: Karl Jones and Ian Jones

Assignment title: 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.

Permitted word count: 4000 words +/- 10%

Actual word count: 4372 words

Due date: 7/11/22

Submission date: 2/11/22

Student number: 2200210

Introduction

This assignment will begin by exploring the role of critical reflection in teaching practice and discussing the developing role of the teacher with links to current reforms in education. The critical incident will then be introduced and linked to the Four Purposes, this will provide the opportunity for the researcher to critically analyse the incident and identify areas for research. Subsequently, relevant literature will be explored and discussed in order to identify differing perspectives regarding behaviour management and pupil well-being. With the literature review taken into consideration, a reflection will take place with detailed next steps in regard to professional development. Finally, a conclusion will identify the model of reflection used throughout, with links to the role of a reflective practitioner as well as the Professional Standards for Teaching and Leadership.

A critical incident isn't necessarily something that is problematic, it is something that a practitioner observes and upon reflection deems the incident to be important and therefore 'critical' (Bruster and Peterson, 2013, p.172; Tripp, 2012, p.25). Observing critical incidents can be considered a valuable technique to approach reflective practice, it allows teachers to question their own values and help identify areas for development. Analysing a critical incident provides the opportunity for teachers to develop the ability to make "informed professional judgement", and assists them to make connections between theory and practice in a meaningful way (Tripp, 2012, p.153). In addition, it is suggested that the use of critical incidents in reflective practice allows scope to improve teaching, enhance understanding and change future practice (Brandenburg, 2021).

The Role of Critical Reflection

Critical reflection in teaching is fundamental. Being a reflective practitioner and having the ability to critique and modify pedagogy is a skilful process, allowing opportunity for progression and enhancement of practice. Lucas (1991, cited in Bassot, 2016, p.1) defined critical reflection as a "systematic enquiry to improve and deepen our understanding of practice", which needs to be organised and thorough to "gain maximum benefit". Similar to this, Tripp and Rich (2012, p.678) discussed that critical reflection is a process of investigation where teachers can consider the "effect

of their pedagogical decisions on their situated practice with the aim of improving those practices”.

Generated from the philosophy of Dewey (1933), Farrell (2012, p.10) suggests that practitioners who do not “think intelligently about their work” become stuck in a cycle of routine and that the ability to think ‘intelligently’ is essentially a challenge to learning. To prevent this, there are many different models and approaches to critical reflection. David Kolb’s (1984) cycle of reflective practice allows learners to experience and transform practice. Through the cycle of reflective practice, a learner “touches all bases” by experiencing, reflecting, thinking, and acting. The cycle aims to “empower learners to trust their own experience and gain mastery over their own learning” (Kolb, 2015, p.49).

Following on from this is Brookfield’s (1998) model of reflective practice, consisting of ‘four lenses’. The lenses consider (1) the individual’s perspective, (2) the students’ perception, (3) colleagues’ experiences and (4) theoretical literature. This model of reflection allows the perspectives of others to be considered, whilst making practitioners aware of underpinnings that could constrict practice (Brookfield, 1998, p.197).

As a student teacher, it is important to keep learning journals, this will allow critical reflection on practice and pedagogy to be carried out. Learning journals provide an opportunity to look for “blind spots that get in the way of moving practice forward”, in turn, this assists the development of action plans for future development. Essentially, critical reflection is being able to “nourish the ‘good bits’ and tackle the ‘messy bits’” (Ghaye and Ghaye, 1998, pp.3-88).

The role of the teacher is constantly developing, therefore teachers need to distinguish areas of possible growth and recognise limitations in their practice (Evans, 2021, p.384). Critical reflection allows a practitioner to become successful when engaging in reflection by making “decisions that are well considered” (Moon, 2004, p.5). Engaging in reflection will construct competent and innovative practitioners who are able to develop a new outlook on teaching and learning.

Before the introduction of Curriculum for Wales 2022, teachers had been restricted by the structure and detail of the curriculum. This created a culture in which freedom and creativity were reduced and “the professional contribution of the workforce was underdeveloped” (Donaldson, 2015, p.10). The reform of education in Wales provides teachers with more autonomy for teaching and learning within the curriculum. However it is important to highlight that implementation of the Curriculum for Wales 2022 can only be successful if teachers and staff within education have the “adequate capacity to turn the policy into reality” (OECD, 2020, p.43). Subsequently it is paramount that teachers have the skills, competence, and commitment to continue their professional development and improve practice. This is essential to ensure that children are able to develop the knowledge and skills needed to be successful throughout their life (Welsh Government, 2017).

School Context

BERA (2018, p.21) guidelines state that “the confidential and anonymous treatment of participants’ data is considered the norm for the conduct of research”. In order to comply with these guidelines, the school and all participants observed will remain anonymous throughout.

The observation took place in an English medium Primary School in the area of Bridgend, South Wales. There are 500 pupils on role at the school. The school set up has a large Nursery unit, as well as 16 classes ranging from Reception to Year 6. Most of the year groups are a two-form entry, apart from Year 6 which is a three-form entry. Most of the pupils are white British and almost all of the pupils speak English, with a very small minority of pupils learning English as an additional language. As of 2018, the school had an average of 6% of students that were eligible for free school meals, this was considerably “lower than the national average of 19%” (Estyn, 2018, p.1). Out of the 500 pupils, the school estimates that 11% have an additional learning need, this is 10% lower than the national average of 21% (Estyn, 2018).

The school promotes a whole-school approach in regard to the expectations for the well-being, behaviour, engagement, and achievement of all pupils. To summarise, Estyn. (2018, p.2) described the school as a “happy and vibrant learning community where pupils make good progress”.

Critical Incident (Appendix 1)

Whilst in the school, the researcher had the opportunity to visit three different classrooms as a non-participant observer. A similar critical incident was observed in each classroom, however, the researcher decided to focus on an observation that was made in a Year 6 classroom, which was made up of 25 pupils between the ages of 10-11 years old.

The teacher was explaining that the children needed to write sentences based on Rosh Hashanah (Jewish New Year). Child A made a comment to the class that wasn't linked to the task. The teacher said, “you've distracted people now, just remember to be mindful of what you say and when you say it.” By the teacher saying this, it allowed Child A to reflect on their behaviour and how it might affect others. This specific incident links to Donaldson (2015, p.30), he explains that for children to become ethically, informed citizens, children need to be able to “understand and consider the impact of their actions”.

After this, Child B became distracted by fiddling with pens and trying to distract other children. The teacher noticed this and said, “it is important to listen and show respect to whoever is talking, you should show the same respect you would want if you were talking.” The teacher reinforced the class expectations by managing the learning environment and reminding Child B of the underpinning values of the Four Purposes. This develops an attribute of a healthy, confident individual by embedding the concept in practice for children to “form positive relationships based upon trust and mutual respect” (Donaldson, 2015, p.30).

The teacher kept relating the learning to the school values of perseverance, thoughtfulness, and respect. It is clear that effective behaviour management was observed in the classroom and that positive behaviour is modeled consistently within

the class, this is reflected by the calm and relaxed classroom environment. This elucidates the impression that the teacher aims to maximise the potential of learners by highlighting the importance of being respectful and collaborative. Donaldson (2015, p.30) highlights the importance that the Four Purposes should “underpin all teaching and learning in Wales”. The teacher effectively demonstrates one of Donaldson’s suggestions that “respect for others should be fostered throughout the teaching and learning” (Donaldson, 2015, p.28).

To support this observation, it has been observed that within the school the pupils’ behaviour is “exemplary” and they understand how to treat others fairly and with respect, in turn, this has a “very positive effect” on relationships and the learning environment (Estyn, 2018, p.5).

Literature Review

Analysis of the critical incident highlighted two areas for research; behaviour management (BM) and pupil well-being. Research will be conducted in these two areas to develop the researcher’s knowledge and understanding, in preparation for developing an action plan for their personal professional development.

Behaviour Management (BM)

The fundamental purpose of BM is to “enable students to take ownership of their behaviour in a way that respects the rights of others” (Rogers, 2002, p.2). One approach to BM will not meet the needs of every pupil, therefore it is critical that before intervening teachers need to determine what is causing the disruptive behaviour, e.g. are there any underlying issues, and what approach would work best for the child, to promote learning and development (Visser, 2005). However, contemporary research implies that BM should be a consistent and coherent approach throughout school, as the use of different approaches in classrooms within a school will lead children to become confused and uncertain of expectations and how they should behave (Welsh Government, 2012). Shelton and Brownhill (2008, p.83) emphasise the significance of each school having a behaviour policy that is created collaboratively with children and staff, most importantly the “policy should reflect the ethos of the school”. To embed the policy throughout the school, staff

should model positive behaviours and remain calm and consistent in their practice. Lewis (2009, p.12) coincides with this and considers the importance of a whole school approach, where “values and beliefs” are consistent throughout. It is clear that unless a policy is developed considering the needs of the school, staff, pupils, and community, it will not be effective. It is imperative that a school’s behaviour policy is “seen as an integral part of its curriculum” to ensure children have the opportunity to develop honourable social and moral values (Welsh Government, 2016, p.66). One major drawback to a whole-school approach occurs when *some* teachers decide not to implement the values underpinned within the policy and continue using their personal preferred BM strategy. This will prevent schools from meeting their aims and objectives, as well as providing inconsistency to the pupils which could prove to be detrimental (Rogers, 2007).

Developments in society over the years have encouraged transformations in classroom management, instead of controlling students, contemporary approaches focus on creating positive learning environments (Scarlett, 2014). Any approach to BM should be positive and effective, in order to create structure and support for “students’ learning and long-term development”, in turn, effective classroom management should be achieved (Briesch and Chafouleas, 2014, p.266). In response to this Briesch and Chafouleas (2014, p.267) discuss two elements of management, they are; (1) using reinforcement to increase desired behaviour and (2) using ‘punishment’ to decrease problematic behaviours. Skinner (1953, as cited in Ferguson and O’Donohue, 2001, p.13) would argue that reinforcement is a “better way to control behaviour” as children respond positively and display little emotion, compared to punishment, where a child might try to avoid the consequences. Canter and Canter (1992) would argue an implication to this theory, as most teachers struggle to use positive reinforcement within the classroom due to the pressure and desire to have a ‘controlled’ environment, therefore instantly reacting negatively rather than positively to behaviour. Canter and Canter deem assertive discipline to be the most useful approach, as it helps create an environment where there is a balance of both boundaries and support, to effectively meet the needs of both the students and teacher. Contrary to this, classroom boundaries and punishments within assertive discipline allow children to “choose how they want to behave” as

they associate certain behaviour with punishment or reward (Canter and Canter, 1992, p.36).

One common theme that is highlighted throughout literature is the view of 'positive relationships' as a fundamental factor of classroom management. Allowing time at the start of a new school year to understand children on a personal level will provide good foundations to "succeed in managing behaviour and expectations consistently and effectively" (Shelton and Brownhill, 2008, p.67). Roffey (2006) found that strategies alone would not be beneficial to a classroom with ambiguous foundations, and reaffirmed the view that relationships with students are the underlying factor that determines the success of BM. The humanistic approach encapsulates the significance of a positive teacher-student relationship and the use of empathy and authenticity to reinforce desired behaviour (Hart, 2010).

Although Rogers (2000, p.81) values the importance of student-teacher relationships, he also considers further underpinnings of BM such as the classroom environment and routine. Rogers deems the planning and organisation of a classroom to be essential for effective BM. Organisation of the classroom can be done by implementing seating plans, considering the layout of furniture, and modelling expected behaviour, which in turn will "minimise opportunities for disruption". Recent research would argue that although seating plans are useful for BM, the "rigid nature of seating plans" could limit children's ability to learn, restrict children's independence to "develop and change their friendships", and leave some children feeling isolated and constrained (Adderley *et al.*, 2015, p.116). However, the research also suggests that to prevent these implications from infringing on the core purpose of a seating plan, teachers should allow freedom for children to choose their seats to "maximise their opportunities to learn and concentrate" (Adderley *et al.*, 2015, p.117). Children respond positively when their views are acknowledged, it is crucial to consider the importance of involving children in the establishment of the classroom, this will determine their behaviour and engagement, in addition to how they respond to the teacher's expectations (Cousins and Jennings, 2003).

BM is more than expectations, reinforcement, and controlled environments. It is about creating a classroom ethos (or tribe) where each child feels belonging and

enjoyment, where they can develop attitudes, knowledge, and skills for lifelong learning (Cousins and Jennings, 2003; Bethune, 2018).

Well-being

“Educating the mind without educating the heart is no education at all”
(Aristotle, as cited in Hughes *et al.*, 2009, p.329).

Beyond curriculum knowledge, national testing, and academic achievements, schools facilitate the social and emotional learning of pupils, allowing them to develop “social awareness, self-regulation, responsible decision making...and relationship management” (Hughes *et al.*, 2009, p.329; Romasz *et al.*, 2004). It is fundamental that the social and emotional learning of pupils is embedded within schools and the curriculum, as it forms the foundation for behaviour, holistic well-being, academic achievement, and a lifetime of success (Burroughs and Barkauskas, 2017).

Csóti (2009, p.29) elucidates that within society, adults expect children to respond appropriately to a range of situations, some of which they may not have experienced before. However, it is almost impossible for children to know how to react to a situation if they have never been taught “social rules”. Teachers need to model expected social behaviour within the classroom in order to facilitate children to develop the necessary skills required to act appropriately within society and the community. By doing this teachers will allow children to be more “effective in their relationships”, meanwhile creating a “positive learning environment” (Csóti, 2009, p.76). Literature claims that there are endless benefits that are enhanced through the learning of social and emotional literacy, some of which are greater academic achievement and enriched pupil well-being (Humphrey *et al.*, 2007). Supporting this, research indicates that success and well-being in later life is determined by one’s ability to apply and interpret social and emotional interactions (Cherniss & Adler, 2000). Despite this, schools alone cannot enhance the well-being of children, “the well-being of children and young people is everybody’s business” and therefore a collaborative approach needs to be taken (Welsh Government, 2021, p.14).

United Nations Convention on the Rights of the Child (UNCRC), Article 29, insists that education should develop children’s “mind, body, and talents” whilst also

building on children's capacity to show respect to others and "the world around them" (Welsh Government, 2021, p.16). Supportive of this, the Curriculum for Wales 2022, has 6 Areas of Learning and Experience (AoLE), one of which is 'Health and Well-being'. The fundamental principle of this AoLE is to develop the physical, mental, social, and emotional well-being of learners, in order to enhance competence to "navigate life's opportunities and challenges" (Welsh Government, 2022). Within this AoLE teachers are encouraged to support learners to "develop strategies", to control their emotions, and "communicate their feelings", as well as assist children to understand the impact of "behaviours, relationships and experiences" (Welsh Government, 2022).

Estyn (2019, p.8) found that "two-thirds of primary schools" in Wales, successfully implement a whole-school approach to well-being. According to the Estyn report, these schools were successful with pupil well-being due to the range of strategies that were implemented. Some of the successes were; accessible well-being support for pupils, positive and effective student-teacher relationships, alongside an environment that encourages good well-being with spaces "to play, socialise and relax". Although these strategies were proved successful, contemporary education leads children through an academic-driven lifestyle of a prescriptive curriculum where play is often overlooked (Hirsh-Pasek *et al.*, 2009). Play should be facilitated in early years and throughout a child's life, play opportunities shouldn't decline as children grow, however, the play should adapt to meet the current needs of the child.

Furthermore, the opportunity to play is vital in the development of children's social-emotional well-being. Exploration of the world around them allows children to experience problem-solving and "become competent in pursuit of their own interests and happiness", subsequently contributing to overall well-being (Welsh Government, 2021, p.40). Building on this, Vygotsky considered learning to occur through interaction with 'more knowledgeable others', suggesting that play in a facilitating environment with peers and educators, enhances social and emotional learning (Smolucha and Smolucha, 2021). In response to this, it is important to consider there are implications to restricting opportunity for children to play and relax that can be detrimental to their development. Lack of play restricts children's ability to explore, socialise, recharge, and develop relationships, this can obstruct children's social-

emotional well-being (NAECS/SDE, 2001). Action Alliance for Children (2007, p.2) states that “play is not a break from the curriculum; play is the best way to implement the curriculum”. Coinciding with this, Moyles (2010) proposes that to meet the needs of learners and to enhance pupil well-being, educators should facilitate children and the learning environment by integrating play throughout teaching and learning, and embracing a playful pedagogy.

As discussed, there are numerous benefits to enhancing pupil well-being, whether that be academic achievement or the development of social-emotional skills. It is evident that the social and emotional well-being of pupils should be at the heart of every curriculum, and the opportunity for play with ‘more knowledgeable others’ must be embedded in teaching and learning.

Evaluation and Next Steps

Behaviour Management

Throughout this assignment, I have followed Kolb’s (1984) cycle of reflective practice. To begin the reflective cycle I *observed* a critical incident, subsequently, I was able to *reflect* on the incident, which led to *conceptualising* areas of research to construct a literature review. At present, I am beginning the *active experimentation* stage of the cycle, the process of *observing*, *reflecting*, and *conceptualising* provided the opportunity to construct ‘next steps’ to trial and embed in my future practice.

After considering research based on the critical incident observed, I have developed a new and informed vision of specific strategies that could be beneficial to implement in my own teaching practice.

There were certain aspects within the critical incident that stood out to me; the teacher was consistently modelling expected behaviour and it was evident that there were positive student-teacher relationships. Based on this, research evidenced that positive student-teacher relationships were the foundation that determined the success of BM strategies, and without constructive relationships, it would be difficult to implement efficient BM strategies (Roffey, 2006). This approach would be a beneficial starting point to take into my future practice, to ensure that suitable

foundations are in place to implement successful BM. Linked to this, research suggests that teachers should create positive learning environments by modelling positive behaviours and remaining consistent in their practice (Scarlett, 2014). Considering this, I will display consistency in my management strategies and demonstrate positive behaviour within my practice. Following on from this, research elucidates that positive learning environments can be enhanced through reinforcement, which allows teachers to control and increase desired behaviour, in a way children respond positively (Briesch and Chafouleas, 2014; Skinner, 1953, as cited in Ferguson and O'Donohue, 2001). Consequently, I have chosen to adopt an approach that focuses on reinforcement rather than punishment in prospect that it will create better outcomes for pupils' within my class. I came to this conclusion after considering assertive discipline as an approach, yet I found the values behind reinforcement more suited to my ethos and teaching style.

The classroom environment in the critical incident was very calm and relaxed, I discovered that the children were sitting in a seat that they had chosen at the beginning of the academic year. Linking to this, research by Rogers (2000) suggests organisation of the classroom, through the use of seating plans, to be beneficial when managing behaviour. However, more recent research proposed that seating plans can isolate and restrict pupils, and as a result, children respond better to learning when in a seat of their choice (Adderley *et al.*, 2015). Building on this, Clarke (2019) emphasises the importance of partner talk and changing seating arrangements frequently. Clarke believes the process of changing seating arrangements weekly allows children to learn from others, develop new friendships, and enhance knowledge and skills. Taking all research into account, I plan to frequently change seating arrangements in my class and use 'talk partners' to provide opportunities for children to excel in their learning and develop new relationships.

Well-being

During the critical incident, it was observed that pupil well-being was prominent. I established that there were effective student-teacher relationships, which were likely promoted by the teacher demonstrating positive language and behaviour. Research into pupil well-being found that teachers are an essential facilitator of children's

learning and understanding of appropriate social skills (Csóti, 2009). Taking this into consideration, I have developed awareness of my role as a facilitator and I intend on conducting myself in a way that will present, and promote constructive skills, that will allow children to contribute effectively to society, and assist them to develop a suitable demeanour.

Research into the Curriculum for Wales 2022, Health and Well-being AoLE, states that teachers must help children to acquire strategies that help them to manage and understand their emotions. Building on this teachers should assist children to develop the ability to effectively communicate their feelings with others (Welsh Government, 2022). Based on this, I will offer suitable provision and support, to facilitate pupils to develop the appropriate skills to improve their social-emotional well-being. Further to this, I aspire to carry out further research into effective self-regulation strategies that I could implement in my practice.

As stated, pupil well-being during the critical incident appeared to be at the heart of pedagogy and values. Coinciding with this, research by Estyn, (2019) and Moyles, (2010) highlighted the importance of play for pupil well-being, yet as children move through the school system, play is often isolated from learning (Hirsh-Pasek *et al.*, 2009). To improve pupil social and emotional well-being, teachers need to adopt a pedagogy that embraces play throughout teaching and learning, regardless of a child's age. Considering this, I will embrace and implement a playful pedagogy in practice, as I deem this to be an effective way to enhance and develop the well-being of children.

Reflecting on the research process, I enhanced my understanding of both behaviour management and pupil well-being, which led me to construct knowledge, strategies, and mindsets that can be transferred into my future practice.

Conclusion

Throughout this assignment, the researcher followed Kolb's (1984) cycle of reflective practice. This cycle was useful and practical for its purpose when reflecting on the critical incident, and offered clear guidance for a student teacher's first experience of

reflective practice. The cycle indicates the importance of observation, reflection, conceptualisation, and experimentation, these four stages facilitated a structured approach to meet the intended outcome of the assignment.

As previously discussed, to enhance the learning experience for children, practitioners must be reflective and seek professional development. The assignment facilitated reflective practice and allowed the researcher to take measured steps to enhance future teaching, whilst meeting various Professional Teaching Standards.

Conducting and reflecting on observations and research has allowed the researcher to develop their professional learning, and provide evidence towards the 'Professional learning' standard by participating in critical reflection which has allowed development in "prompting further professional growth" (Welsh Government, 2019, p.50).

Alongside this, research on social and emotional well-being, along with reflection on the research has allowed the researcher to meet the professional standard for 'developing new techniques' strand under 'Innovation'. The researcher was able to critically analyse research, to inform their personal professional development and positively impact their future pedagogy (Welsh Government, 2019, p.54).

The researcher evidenced their effort to advance learning through 'Pedagogy' with consideration of the 'Four Purposes for learners' throughout their research which also influenced how the researcher constructed their next steps for their practice. This demonstrates that the researcher has knowledge and understanding that the Four Purposes are the core underpinning of all planning and teaching (Welsh Government, 2019, p.29).

In summary, the researcher plans to use the knowledge gained throughout this assignment to positively impact future practice, by adapting pedagogy to enrich pupil well-being and academic achievement.

Reference List

1. Adderley, R. et al. (2015). Exploring inclusive practices in primary schools: focusing on children's voices. *European Journal of Special Needs Education*, 30(1), pp.106-121. Available at: <<https://www.tandfonline.com/doi/pdf/10.1080/08856257.2014.964580?needAccess=true>> (Accessed 14 October 2022).
2. Bassot, B. (2016) *The Reflective Practice Guide: An interdisciplinary approach to critical reflection*. Abingdon, Oxon: Routledge.
3. Bethune, A. (2018) *Wellbeing in the Primary Classroom: A practical guide to teaching happiness and positive mental health*. London: Bloomsbury Publishing.
4. Brandenburg, R. (2021) 'Enacting a pedagogy of reflection in initial teacher education using critical incident identification and examination: A self-study of Practice' *Reflective Practice*, 22(1), pp. 16–31. Available at: <https://www-tandfonline-com.ezproxy.uwtsd.ac.uk/doi/pdf/10.1080/14623943.2020.1821626?needAccess=true> (Accessed: 3 October 2022).
5. Briesch, A. and Chafouleas, S. (2014) 'Disruptive behaviors, positive approaches to...', *The SAGE Encyclopedia of Classroom Management*, pp. 266–267. Available at: <https://doi.org/10.4135/9781483346243.n109>. (Accessed: 10 October 2022).
6. British Educational Research Association [BERA] (2018) *Ethical Guidelines for Educational Research*. 4th ed. London: British Educational Research Association. Available at: <<https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>> (Accessed: 3 October 2022).
7. Bruster, B. and Peterson, B. (2013) 'Using critical incidents in teaching to promote reflective practice', *Reflective Practice*, 14(2), pp. 170-182. Available at: <https://www-tandfonline-com.ezproxy.uwtsd.ac.uk/doi/pdf/10.1080/14623943.2012.732945?needAccess=true> (Accessed: 3 October 2022).
8. Burroughs, M.D. and Barkauskas, N.J. (2017) Educating the whole child: Social-emotional learning and ethics education, *Ethics and Education*, 12(2), pp. 218-232.
9. Canter, L. and Canter, M. (1992) *Lee Canter's assertive discipline: positive behavior management for today's classroom*. Santa Monica: Lee Canter.
10. Cherniss, C. and Adler, M. (2000) Promoting emotional intelligence in organisations. Washington. DC: American Society for Training and Development.
11. Clarke, S. (2019) *The on-your-feet guide to partner talk*. Thousand Oaks, CA: Corwin, SAGE Publishing.
12. Cousins, L. and Jennings, J. (2003) *The Positive Behaviour Handbook: The Complete Guide to Promoting Positive Behaviour in Your School*. London: Pfp Publishing.
13. Csóti, M. (2009) Developing children's social, emotional, and behavioural skills. London: Continuum.
14. Donaldson, G. (2015). *Successful Futures: Independent review of curriculum and assessment arrangements in Wales*. Cardiff: Welsh Government

15. Estyn (2019) *Healthy and happy: School impact on pupils' health and wellbeing*. Cardiff: Estyn.
16. ESTYN. (2018) *A report on X X X Primary School*. Cardiff: ESTYN. Available at: <<https://www.estyn.gov.wales/system/files/2020-08/XXX%2520XX%2520XXXX%2520Primary%2520School.pdf>> (Accessed: 3 October 2022).
17. Evans, G. (2021) 'Back to the future? Reflections on three phases of education policy reform in Wales and their implications for teachers', *Journal of Educational Change*, 23(3), pp. 371–396. Available at: <https://doi.org/10.1007/s10833-021-09422-6>.
18. Farrell, T.S. (2012) 'Reflecting on reflective practice: (Re)visiting Dewey and Schön', *TESOL Journal*, 3(1), pp. 7–16. Available at: <https://doi.org/10.1002/tesj.10> (Accessed: 3 October 2022).
19. Ferguson, K. and O'Donohue, W. (2001) *The Psychology of B. F. Skinner: Operant Conditioning and the Experimental Analysis of Behavior*. Thousand Oaks: SAGE Publications.
20. Ghaye, A. and Ghaye, K. (1998) *Teaching and Learning through Critical Reflective Practice*. London: David Fulton Publishers.
21. Hart, R. 2010. Classroom behaviour management: educational psychologists' views on effective practice, *Emotional and Behavioural Difficulties*, 15(4), pp.353-371.
22. Hirsh-Pasek, K. et al. (2009) *A mandate for playful learning in preschool: Presenting the evidence*. New York: Oxford University Press.
23. Hughes, M. et al. (2009) *Handbook for developing emotional and social intelligence best practices, case studies, and strategies*. 1st edition. San Francisco: Pfeiffer.
24. Humphrey, N. et al. (2007) Emotional Intelligence and Education: A critical review, *Educational Psychology*, 27(2), pp.235-254, DOI: 10.1080/01443410601066735 (Accessed: 6 October 2022).
25. Kolb, D.A. (2015) *Experiential learning: Experience as the source of learning and development*. 2nd edn. Upper Saddle River, NJ: Pearson Education. Available at: <https://r2.vlreader.com/EpubReader?ean=1780133892505#> (Accessed: 10 October 2022).
26. Lewis, R. (2009) *Understanding Pupil Behaviour: Classroom Management Techniques for Teachers*. London: Routledge
27. Moon, J.A. (2004) *Reflection in Learning & Professional Development: Theory & practice*. London: RoutledgeFalmer.
28. Moyles, J. (2010) *Thinking about play: Developing a reflective approach*. Maidenhead: Open University Press.
29. National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2002) *Recess and the importance of play: A position statement on young children and recess*. Available at: <https://files.eric.ed.gov/fulltext/ED463047.pdf> (Accessed 19 October 2022).
30. OECD. (2020) *Implementing Education Policies: Achieving the New Curriculum for Wales*. Paris: OECD. Available at: <https://www.oecd-ilibrary.org/sites/4b483953-en/index.html?itemId=/content/publication/4b483953-en> (Accessed: 4 October 2022)
31. Roffey, S. (2006) *Helping with Behaviour: Establishing the Positive and Addressing the Difficult in the Early Years*. London: Routledge. Available at:

- <https://web-p-ebSCOhost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=cd0e2194-dcb5-448f-8c5d-537381ed28ed%40redis&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#AN=144295&db=nlebk> (Accessed: October 11, 2022).
32. Rogers, B. (2000) *Behaviour management : a whole-school approach*. London: Paul Chapman.
 33. Rogers, B. (2002) *Teacher Leadership and Behaviour Management*. London: Paul Chapman Publishing.
 34. Rogers, B. (2007) *Behaviour management : a whole-school approach*. 2nd ed. London: Paul Chapman.
 35. Romasz, T. E., Kantor, J. H. and Elias, M. J. (2004) Implementation and evaluation of urban school-wide social–emotional learning programs, *Evaluation and Program Planning*, 27, pp.89–103. Available at: <https://doi.org/10.1016/j.evalprogplan.2003.05.002> (Accessed: 6 October 2022).
 36. Scarlett, G. (2014) *The SAGE Encyclopaedia of Classroom Management*. Thousand Oaks, CA: SAGE Publications. Available at: <https://sk-sagepub-com.ezproxy.uwtsd.ac.uk/reference/the-sage-encyclopedia-of-classroom-management> (Accessed: October 11, 2022).
 37. Shelton, F. and Brownhill, S. (2008) *Effective Behaviour Management in the Primary classroom*. Maidenhead, Berkshire, England: Open University Press.
 38. Smolucha, L. and Smolucha, F. (2021) Vygotsky's theory in-play: early childhood education, *Early Child Development and Care*, 191(7-8), pp.1041-1055, DOI: 10.1080/03004430.2020.1843451. (Accessed: 28 October 2022).
 39. Tripp, D. (2012) *Critical incidents in teaching*. 1st edn. London: Taylor & Francis.
 40. Tripp, T.R. and Rich, P.J. (2012) 'The influence of video analysis on the process of teacher change', *British journal of educational technology*, 43(4), pp. 678–704. Available at: <https://doi.org/10.1016/j.tate.2012.01.011> (Accessed: 3 October 2022).
 41. Visser, J. (2005) Key factors that enable the successful management of difficult behaviour in schools and classrooms, *International Journal of Primary, Elementary and Early Years Education*, 33(1), pp.26-31, DOI: 10.1080/03004270585200061 (Accessed 14 October 2022).
 42. Welsh Government. (2012) *Practical approaches to behaviour management in the classroom: A handbook for classroom teachers in primary schools*. Cardiff: Welsh Government.
 43. Welsh Government. (2016) *Inclusion and pupil support*. Cardiff: Welsh Government.
 44. Welsh Government. (2017). *Education in Wales: Our National Mission; Action plan 2017–2021*. Cardiff: Welsh Government.
 45. Welsh Government. (2019) *Professional standards for teaching and leadership*. Cardiff: Welsh Government.
 46. Welsh Government. (2021) *Framework on embedding a whole-school approach to emotional and mental well-being*. Cardiff: Welsh Government.
 47. Welsh Government. (2022) *Curriculum for Wales: Area of Learning and Experience; Health and Well-being*. Available at: <https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/> (Accessed: 18 October 2022).