

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.

Introduction

According to Tripp (2011) a critical incident will, on first glance, appear to be something perhaps 'normal' or not out of the ordinary, until we reflect on what has happened and realise that it is in fact a moment of great importance. It is at that point that through our reflection on this incident, we come to recognise it as a 'critical incident'. There are many incidents that can occur within a classroom that can be simply seen as a 'positive' or 'negative' experience. This assignment will allow the trainee teacher to identify a 'critical incident' through the nature of the school lessons that the trainee teacher observed within the school practice. There are many critical incidents that can broaden your reflective experiences, such as a holistic approach to emotional wellbeing, through the "see-feel-change" process. (Bassot, 2016, p. 51) Now, my understanding and knowledge has been developed (Fisher, R. 2009, p.27) which has allowed me to deepen my own reflective process in writing this assignment.

As part of the module, It was compulsory to identify three observations through the learning and experiences that I gained during my two initial days in a Reception classroom (see appendix 1). However, through the body of my assignment, I am going to explore one critical incident in further detail that I felt most passionate about and which I related to the most (see appendix 1). This critical incident links to personal interests of mine surrounding the transformation of children with EAL (English as an Additional Language), by how their communication difficulties and language skills can be excelled through their expertise in the use of Makaton and how it creates a positive whole school ethos. (Graf, M. (2011, p.24).

The role of critical reflection

Thompson, S (2016, pg.21) emphasises that a critical reflection in practice portrays the image of educators working together as a team, outlining various issues, and implementing more beneficial changes, to establish improved outcomes for children within a classroom setting. Brookfield (1995, 2004) further supports this by adding that these beneficial changes can expand teachers' prior knowledge and can create new learning opportunities. These moments can recreate a series of questions as O' Leary, M (2013, p.111) describes as "what and why". The responsibility as a teacher in becoming more critical by transforming their learning into becoming an "everyday classroom". For practitioners to recreate this, the voices of the children need to be heard. Martin, J. (2002, pg. 47) emphasises this by analysing the need for skills to be determined through practice and feedback from children. A trainee teacher witnessed this in practice through 'the traffic light system', which encouraged children to reflect on their learning experience of the topic. This is a method for recognising and implementing ways of making progress.

The trainee teacher's vision of reflection is continually evolving, as it allows them to develop a critical awareness and understanding of the choices made when posing such questions. There are several ways of illustrating the term 'reflection'. York-barr, Sommers, Ghore, & Montie, (2006) illustrates this by "reflection-in-action and reflection-on-action". This is demonstrated by an incident that has taken place and then reflecting on how this can be improved in future practice. Alternatively, Johns, C (2017) sees reflection from a different perspective in the way of it "being viewed as a mirror". This is being explored as how you see yourself within a particular experience and examining this in a practical way. Through research, it is clear to see that reflection is more than being viewed as a mirror and instead is how you view and compare different learning experiences, which will in turn allow you to draw your conclusion (Gibbs 1988, p. 9 cited by Williams, K. 2020). 'The reflective cycle' identifies that if a teacher fails to consider possible learning areas for improvement, then that learning experience is not a success (Gibbs 1988, p. 9 cited by Williams, K. 2020). This model outlines a tool to self-reflect and how to manage different learning experiences. Whereas Kolb's Learning Cycle (2015, pg. 10) draws on the need for reflection on observation. To critically reflect, effective learning needs to be witnessed, when the learner advances through the cycle. The learner being able to integrate new observations with their current understanding of reflection.

Being able to critically reflect allows the teaching professional to enhance their professional standards, which will allow them to grow and become more proficient teachers. This reform

will result in teachers recognising valuable areas of practice, and a clearer insight into how a day-to-day classroom should be organised through better communication with peers. This communication will create the need for an improvement in ideas which is based upon intrinsic motivation. (Loughran 2010, pg. 9)

Observation (brief) and Context of the School:

Whilst carrying out several observations, to ensure anonymity was maintained throughout, the trainee teacher followed the British Educational Research Association (BERA, 2018). This is to vitally maintain the safety of all children and adults within the setting and to ensure that safeguarding is applied appropriately. The school setting will be referred to as 'School A' throughout this assignment. 'School A' is a primary school in the local area of Swansea. Currently, there are 311 children enrolled. Included in this number are 36 'half day' pupils who are situated within the Nursery. 'School A' has 12 classes and 4 specialist teaching facilities to further support any children with Autism and ALN (Additional Learning Needs). Over the last 3 years, 55% (Estyn 2019, p.1) of the children have been entitled to free school meals (FSM). This is above the average for Wales, that being 18% (Estyn 2019, p.1). Additionally, 'School A' recognises that 50% (Estyn 2019, p.1) of their children are diagnosed as having ALN. Further to this, "around 22 per cent of all learners at maintained schools in Wales have SEN" (Welsh Government 2020, p.2). Within 'School A', these children are further supported each day through having the opportunity to use the specialist teaching facilities alongside working with specifically trained members of staff. In March 2019, Estyn deemed 'School A' as "Good" with 3 areas of "Excellent". The report states that "the school is an extremely caring and inclusive community that supports pupils exceptionally well" (Estyn 2019, p.2). The trainee teacher was able to notice this inclusivity within the school, by the children not being segregated throughout the day and instead, integrated at lunch and play times.

Critical incident linked to Donaldson's four purposes

Donaldson (2015) planned a Successful Futures Curriculum, that outlined four clear purposes. He believed that if these four purposes are supported then they should "guide all future decisions about national and local educational priorities and underpin all teaching and learning in Wales". The four purposes include:

- Ambitious, capable learners ready to learn throughout their lives

- Enterprising, creative contributors ready to play a full part in life and work
- Healthy, confident individuals ready to lead fulfilling lives as valued members of society
- Ethical, informed citizens ready to be citizens of Wales and the world

During the morning's session, the trainee teacher had the opportunity to observe a 'Makaton' ("unique language programme that uses symbols, signs and speech") session, based on the days of the week. The activity applied Donaldson's theory (2015) on the Successful Futures. The teacher motivated the learners in the classroom, through praise and encouragement when producing the signs. The teacher praised them through the use of Class Dojo's, in which the child would go to the whiteboard and put the Dojo on themselves. This links to the Humanist school approach, where the teacher supports the children's independence within their own learning, whilst also embodying Donaldson's principle of "healthy, confident individuals". One child within the class has English as an Additional Language (EAL). The teacher created an inclusive and integrated environment for this child through using Makaton to all children in the class as a way of communicating language and literacy skills instead of discounting the individual child's needs. This fulfils Donaldson's recommendation for holistic teaching, enabling good communication and supporting individual children's mental health by ensuring no child is excluded.

All children within the setting started communicating through Makaton when beginning Nursery, linking to Bochner, S.(2008, pg. 10) and the use of talk between children who have EAL, stating that this is vital from an early stage, as it will support their cognitive and linguistic development. Mistry & Barnes (2013, p.614) states that Makaton has increased talk between children as a result of its use within a mainstream setting. By having the opportunity to learn and frequently use Makaton from an early age, the children have been able to develop their individual confidence. This further reinforces Donaldson's purpose of children becoming healthy and confident individuals. Makaton allows children to explore and express themselves by flourishing through the communication and language skills. By children becoming confident individuals, this will allow them to feel a sense of value within the classroom from their peers.

Towards the end of the session, the children were singing whilst using Makaton. However, during this it was clear that some children needed further support. At this point, the trainee teacher was able to provide this support through working alongside them. It was clear that the children's intent was to succeed and show they are "capable learners". This reinforces their ambition towards the task and the effort they put in. It was positive to see the class teacher encourage and support this inclusivity, within the class as these are transferrable skills that the children can use within other aspects of their lives and with their learning, so supporting the 'whole school ethos' and their 'inclusivity for all'.

Donaldson's four purposes that were created to guide and support a 'Successful Futures' curriculum, are integrated and promoted within all 'School A's' lessons throughout the daily learning for each child. The skills and methods the children are learning can be used to support them not only within the classroom but also outside of the classroom. Through the continuation of developing the practice of the trainee teacher, they will ensure they consider and implement Donaldson's theory within their own teaching, as a principle to clearly benefit and support the children's own development and learning, whilst also meeting all the children's needs. The trainee teacher will achieve this by ensuring that they continually reflect on their teaching experience and how they can best support each child within their care, at all times.

Literature review

Academic literature helps to develop our understanding of education and therefore, can also increase children's development, particularly their language skills, which then aids their 'active learning'. This in fact, adds to the foundation of their learning experiences. (Nash, R. 2010, pg. 1) draws emphasise on the need for children to change from "passive observers to active participant" within their own learning. He believed in the importance of all children engaging with a variety of themes within the classroom, for an active – classroom to be created. This form of learning was implemented within my 'critical incident' through the teacher facilitating holistic learning when enabling all children to communicate and participate with their peers when forming signs and symbols.

Through these learning experiences, the trainee teacher was able to materialize three key themes:

- Social Interaction
- Inclusivity
- Teacher's role

Whilst researching, the trainee teacher was apprehensive that not all literature will be relevant and will not have the same context. Therefore, their perspective regarding the critical incident, along with the relevant research, will be demonstrated throughout this review.

Social Interaction

The critical incident is situated around the need of supporting children with EAL through the use of Makaton. Strategies to support EAL can be embedded into children's learning through socially interacting a signing system, alongside their first language to transfer language skills (Sargent, 2016). By establishing these skills in Nursery, this can help identify the three areas of learning within the Statutory Early Years Framework (2019). For example, as a child learns to communicate through signs, this will then further the child's confidence and further their social development. By the time the children entered reception, they were signing confidently with their peers whilst singing the days of the week. The trainee teacher noticed a child with EAL was struggling when producing signs, and observed another child being supportive by practicing the sign to the days of the week. This creates a 'positive relationship' between the children by building upon prior knowledge and sharing experiences, which generates transferable active role skills (Johnson, J. 2010, pg. 88). This links to (Csoti, M. 2009, pg. 18) illustrating that children's knowledge will develop and allow them to understand their "human nature" more fully. This research has enabled the trainee teacher to understand the need for developing language skills through positive relationships being created, when interacting face to face through signs. This reinforces 'Donaldson's Successful Futures' (2015) of children becoming "ambitious and capable learners". By working together, the children observed by the trainee teacher, were implementing their spoken skills and knowledge from the teacher's actions, this social interaction enabled the children to successfully communicate with one another. In turn, if such strategies are implemented, children will be able to successfully "learn throughout their lives" by recognising how to communicate with others from Nursery and applying this in different learning situations. For example, a work or home environment. Again, this reflects Donaldson's (2015) theory of 'capable learners'.

Just as creating positive relationships within the classroom, it is also crucial to create a space where children are feeling happy and engaged within the environment that they are in. A place where children are encouraged to collaborate with peers when illustrating the vocabulary of the signs and symbols. This links to the theory of Lev Vygotsky (Gray, C and MacBlain, S. 2012, pg. 88) regarding 'peer teach'. Vygotsky drew on the importance of a child learning from someone who is more experienced to enable greater outcomes. These outcomes could be achieved from peers or a classroom teacher. This was demonstrated when the teacher delivered signs in a way to suit the needs and abilities of all the children. The observed teacher encouraged the use of learning when a given child found the pace of

signing too quick but was supported through praise and reassurance. For example, with small rewards such as class dojo and stickers. This was motivating for the child with EAL as sometimes they would have difficulty producing a certain symbol as the teacher was signing whilst singing the days of the week. Similarly, 'The Foundation Phase Framework (2015)' addresses the need for 'peer work' by creating better learning outcomes for children as they can express themselves through the form of signs and symbols, whilst singing all together as a group, which in turn creates a sense of inclusivity.

Inclusive practice

(Trussler, S. 2015, pg.18) defines Inclusion as a process where everybody is included, that every member of a school setting has the right to belong and take part, whether this being a member of staff or a family member. It is about being heard, as every voice matters, and it can make a difference by achieving better learning outcomes for children from having a different input by teachers. For a school to have an "inclusive ethos" it is vitally important for all staff to promote a good understanding of the term "inclusive practice" (Cheminas, R. (2001, pg. 27). The trainee teacher recognised this throughout the school in how sign language is implemented in every year group. This creates positive outcomes for children because they are gaining a deeper understanding into sign language and how this can be used throughout adulthood. However, sometimes, people may question 'why' is sign language implemented in schools. For children with EAL, it creates opportunities to communicate with teachers and children, and can add to their speech and language skill development.

Throughout the critical incident, instead of the teacher singling out the EAL child, the teacher carried out a 'whole class approach' where all children participated in Makaton, which creates an Inclusive environment for all children. The trainee teacher was able to clearly identify the positive impact Makaton has had on children's developmental outcomes and how this creates an inclusive environment for all learners. This is due to Makaton being taught in 'School A', to all children from Nursery and throughout their school years. Therefore, it allows children to be taught the meaning of Makaton, and for teachers, how to further support a child with any learning needs that they may encounter. Furthermore, (Mistry, M, 2020, pg. 53) illustrated that for a mainstream setting to be inclusive, it is important that children with EAL are gaining their education by it being facilitated in a creative way. 'School A' initiated this concept by applying signing to songs. This allowed the children to develop their confidence and social skills whilst demonstrating symbols with their peers. (Oldfield, A 2006, pg. 25) elaborates on this by how singing creates a multi-sensory environment. This

shapes children's learning skills with the rhythm of the music and opportunities to engage with other children.

Through the child's learning, Vygotsky (Hick, P, 2009, pg.29) trusted that if children had access to certain tools, such as Makaton and communication boards, this would allow children access to communicate in the outside world and give the children the confidence needed. This could only be achieved if the teacher made "meaningful connections" to the activities. For example, being implemented through a song. This approach will support children in remembering the signs, by it being implemented in a fun and engaging way. Moreover, the inclusivity of such school-based activities will help to support a child's ability to retain the vital information as it has been developed in a fun and memorable way. The trainee teacher was able to witness the said EAL pupil enjoying and fully participating in this teacher-led inclusive activity, which ensured they were not segregated or singled out in any way.

Teacher's role

When the trainee teacher carried out the observation, it became apparent that the class teacher had made a positive impact on all the children's use of Makaton, through the teacher introducing phrases throughout the whole school day. For example: 'What day is it today?' This was followed by practicing the days of the week song and this daily repetition ensured it was easier to recall as well as being entertaining and engaging for all children. The trainee teacher noted how 'School A' offers after school Makaton sessions for parents/guardians throughout the school year. This fosters better communication between the parent, child and school, and links to Bronfenbrenner's "ecological system". (Hayes, N. 2017, pg.17) emphasises the importance of the children's 'immediate environment'. This practice endorses the importance of the child's family and friends, which also supports the home-school partnership. Through the microsystem, the child's use of Makaton is supported within their immediate social environment, both at home and school. This enables the EAL child and family to become more effective communicators, especially when there may be limited English language skills at home. Therefore, the parent was able to highly benefit from the use of Makaton. Again, this links to 'School A' being an inclusive environment because it is supporting the wellbeing of the parents within the school as well as the children. Not only did the teacher support the learning needs of both the parent and child but "scaffolded" their learning. 'Scaffolding' was implemented by the teacher throughout both the parent and child's journey, for verbal communication to be achieved. Again, this illustrates Vygotsky's ideas on "scaffolding" by the teacher "supporting the learner's development to reach the next

stage or level” (Castagno – Dysart, D. (2019, pg. 1). When thoughtful learning techniques take place, these will in turn result in the child’s potential being positively achieved (Pylaeva, N.2012, pg.20).

Reflection/ Evaluation & Next Steps

As a trainee teacher it is vital to reflect on what has been observed and been contributed to, within practice, as this will help to continue developing and progressing into being the best class teacher they can be. Whilst reflecting on practice, the trainee teacher will follow Donald Schön’s (1983) theory of “... reflection – in – action and reflection – on – action” (Barentsen, 2013, p.5). They were able to implement reflection – in – action through being able to provide additional support. Additionally, they were able to provide this through “... signing, symbols and speech”, (Mistry & Barnes 2013, p.604) in relation to the songs they were focussing upon during the session. This then allowed the children to observe and imitate what the trainee teacher was doing whilst ensuring all children still felt included. Mistry & Barnes (2013) recognises that the use of Makaton is a positive method that can be used to enhance and support the children’s learning and development in relation to EAL. Again, this then links back to Donaldson’s (2015) four purposes through the identification of children being ambitious, ready and willing to learn and progress. The trainee teacher had the opportunity to observe the critical incident and therefore, be now able to consider the reflection – on – action aspect in relation to Donald Schön’s (1983) theory.

If the trainee teacher were to run the session again, they could complete a ‘mini quiz’ to ensure the children were confident in communicating through signs chosen. This would allow the children the opportunity to ask if there are signs they were not sure about or had forgotten. The trainee teacher could also pair the children up to practice the songs together before performing as a whole class. Again, this would allow the children who needed further support, the opportunity to seek assistance from a peer within the class before needing help from an adult. These are two examples of how the trainee teacher could improve the session next time to ensure that all children feel confident in their social interacting whilst ensuring inclusivity of all.

Reflection is an essential component to progression as explained by Brookfield (2017, p.3) as “critical reflection is, quite simply, the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions”. By doing this you are able to ensure that development can be made by both the practitioner and the children. Fejes & Dahlstert (2012, p.28) emphasises that “regardless of whether learning is described as the

result of a collective or an individual process, reflection is emphasised as a necessity for deep and successful learning". This highlights the importance of ensuring reflection is apparent within practice.

Donaldson (2015) implemented a new and improved curriculum surrounding the Successful Futures. "The case for change rests partly on concerns about perceived shortcomings in the present curriculum and assessment arrangements" (Donaldson 2015, p.9). In general, schools are increasingly implementing the use of Makaton throughout day-to-day activities within mainstream settings. This is a positive method used to support the needs of all children within a group. It ensures that all children are feeling fully included, whilst promoting diversity within the classroom. The trainee teacher has been able to identify and observe this within practice by witnessing first hand experiences which have presented many benefits.

If the trainee teacher were to complete an observation of a critical incident again, they would focus upon a weakness of their own. They would then be able to reflect further on their practice. This would then allow progression and development of their teaching skills, to happen, as they would be able to identify the next steps in their own practice.

Conclusion

This module encouraged the trainee teacher to gain an insight into 'Who am I teaching?'. The trainee teacher familiarised their self with how the teacher allows a child's learning to flourish in order to succeed. The critical incident allowed the trainee teacher to visually recognise the confidence and support teachers give children by communicating through Makaton, and how it creates social awareness between EAL learners.

In addition, the professional standards of teaching, as well as Donaldson's Four Purposes allows us an understanding that professionals undertake research and reflection as part of their ongoing development. Therefore, the critical incident has granted the trainee teacher the opportunity to observe and reflect on ways in which teaching and learning are facilitated through the use of signs, symbols and speech, in order to empower children to communicate better. The most powerful tool has clearly been the use of Makaton, not so much for its own ends, but to promote and ensure inclusivity for all, regardless of learning needs, whilst endorsing positive social interaction as a means to improve the confidence of all learners, not just within school settings but within the wider community.

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OBSERVATION / FIELD NOTES**Record 1**

Date and time, year group: 22/09/21 / 09:12am / Reception class
Where and When: Context of the observation – subject/AOLE, general classroom context It was a morning session where the children were gathered around the carpet singing the days of the week before they went into free play. It was a quiet environment where all children were engaged in the activity. I started to recognise that there was a child that was learning English as an additional language (EAL). The teacher introduced some additional exercises to support this pupil's learning in class whilst ensuring they continually feel included.
What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work) Just after the morning register, the class teacher introduced the day by encouraging the children to sing along with daily songs. The teacher then encouraged the children to take part using "Makaton" signs. Makaton has been taught to the children since Nursery and it is something that the school has introduced to support the high percentage of EAL pupils. The teacher ensured to teach the class as a whole and not single out the child with EAL in this specific class. I felt that this created an inclusive and supportive environment whilst engaging all pupils. They sang the days of the week song, using different Makaton signs for each day. All pupils enjoyed the activity and it was great to see so many 4-5 year old children know "Makaton" as I haven't seen this in a school before. Whilst observing the activity, I noticed some pupils needed additional guidance. I sat near these pupils to ensure they had the required support. Once the song was complete, the teacher praised the whole class for "having a go" by giving each pupil a class Dojo point.
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider? The teacher giving all pupils in the class a Dojo point, links to the idea of Behaviourism. The practitioner has a positive reinforcement approach towards the

children by allowing the child to put their own DoJo point on the board for their hard work. This links to the idea of being a humanist. The independence of the child.

The reward system also links to the idea of Jean Piaget. Piaget believed in behaviour being guided by rewards.

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

- Morning routine
- All children sat around the carpet
- Quiet environment
- All children engaged

Record 2

Date and time, year group: 23/09/21 / 12:09 / Reception class

Where and When: Context of the observation – subject/AOLE, general classroom context

It was the pupil's first week of being in full-time school. Pupils attended Nursery, however this was disrupted due to COVID-19. They haven't had lunch in the hall previous to this. The incident happened on the way to the hall at the beginning of lunch. The environment was over-crowded, loud and busy.

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

At the beginning of their lunchtime routine, the teacher ensured all of the pupils were lined up quietly and then began walking the pupils to the hall. Once they had left the classroom, the environment quickly changed from a quiet classroom to a noisy, over-crowded corridor. One of the pupils felt quite overwhelmed by this transition and couldn't control their emotions. The busy environment led to the pupil not being able to digest what was going on and they got quite upset. One of the members of staff tried to calm the pupil down by using a soft voice and encouraged the pupil to return to the classroom to sit with their "calm down jar". The rest of the pupils continued to walk to the hall for their lunch, while the staff member took the child back to their classroom for some quiet time. The pupil soon calmed down by using the strategies suggested and after several minutes the staff member suggested attempting walking to the hall again. The pupil asked if they could take their calm down jar with them and the staff member allowed this. On the second attempt the pupil left the classroom with a better understanding of the environment they were going into and they approached this routine with a positive attitude. This could be for two reasons; 1. they were aware of the environment they were entering and therefore it wasn't new to them and 2. they had a support mechanism with them if they were to feel overwhelmed again.

Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?

This links to the idea of Bowlby's attachment theory – the relationship between the child and the TA. The TA showed constant reassurance, eye contact and patience. The TA was also thinking of different ways to support the child's emotional development by providing the calm down jar. This allowed the child to calm down, process their emotions and regain control.

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

- Lunch time – on the way to the hall
- Noisy, busy environment

- Over-crowded
- Unfamiliar routine

Record 3

Date and time, year group: 22/09/21 / 09:50am / Reception

Where and When: Context of the observation – subject/AOLE, general classroom context

The Mathematics activity took place in a busy / loud environment, as the children were taking part in free play with different topics around the classroom. The teacher was sat in the learning corner, 1:1 with each individual child. However, I noticed that with one particular child, the child was getting distracted due to the noise surroundings, which is when the teacher introduced the reward system.

To help the child's learning, the teacher also used physical objects. These objects were different coloured balls, which helped the child to form a pattern. This helped the child understand the concept of the activity, which the child was then able to fulfil.

What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)

Mathematics activity - Numicon

The teacher was encouraging the child to follow a pattern. The colour pattern was yellow, green, and orange. The teacher was encouraging the child's learning through rewards. For example, having five minutes extra in the outdoor learning area. This was encouraging the child to wanting to achieve better so he could play outside for longer. Throughout the activity, the child got the number 1 mixed with the number 6. The teacher then went through the flashcards again until he got it right. By the teacher showing constant praise and encouragement, this enabled the child to want to do it again. Towards the end of the activity, there was a slight distraction as the teacher was trying to teach the child on a 1:1 basis

whilst another child brought building blocks over to the table. The teacher spoke in friendly and clear tone in which the child then returned to the playing area. By the end of the activity, the child was able to follow the flashcards from 0 – 10 independently, which demonstrated that the activity was successful. This is due to the teacher's encouragement and constructing a behaviourist approach within the classroom. The child knew that by completing the flash cards successfully he was then able to play in the outdoor area.

Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?

A behaviourist approach is an avenue to consider as the teacher was encouraging and motivating the child through rewards. For example, five minutes extra in the outdoor learning area. The reward system links to Jean Piaget. Piaget believed that rewards can encourage children to have good behaviours.

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

- Just before lunch
- All children were participating in free play resulting in the environment being busy / loud
- Slight distractions due to a child walking over to the learning table with building blocks