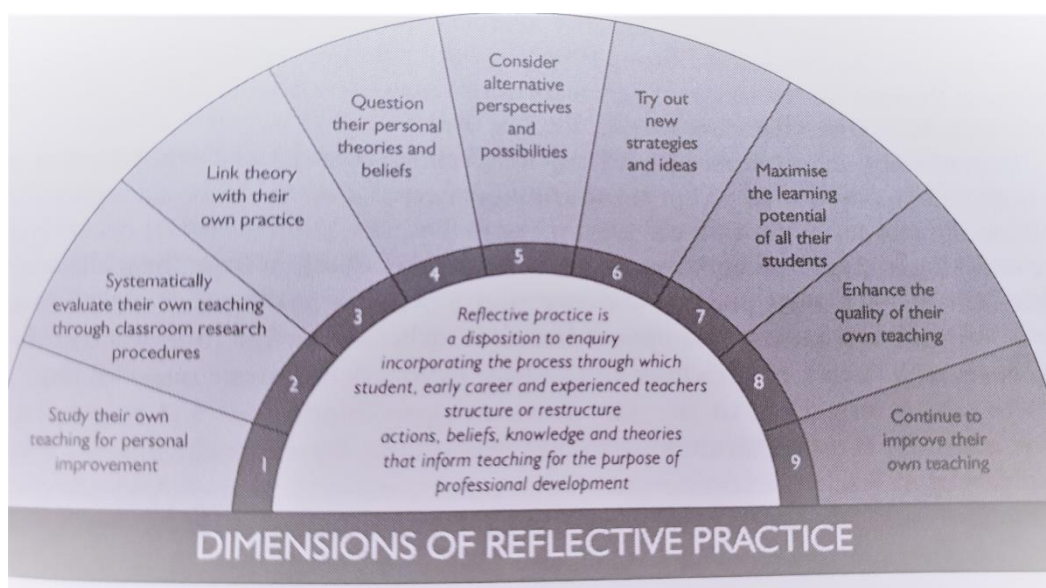


Title: A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.

Education in Wales is currently in a transition period. Moving away from the national curriculum that was first introduced in 1988, to the introduction of a new curriculum triggered by the report 'Successful Futures' undertaken by Donaldson (2015). International surveys such as PISA (2012) and evaluations from Estyn suggest achievement for pupils in Wales are below average (Welsh Government, 2019). Within the UK Wales has the lowest ranking PISA (2012) scores compared to the four UK nations (National assembly for Wales, 2013). Coe (2013, pp.4) states that in education we have important lessons to learn, 'effort and good intentions are not enough; we have to work smarter, not just harder'. Coe (2013) suggests that within education teachers must look at improving and replacing strategies through critical and reasonable approaches to evaluation. Emphasizing a change in discourse of educational practices with an onus on teachers' ability to reflect critically and analytically on professional development (General Teaching Council for Wales, 2006). Donaldson (2015, pp. 73) signifies the importance of a 'sound pedagogy' in the successful implementation of the new curriculum in Wales. Embedding the importance of teachers as reflective practitioners. The purpose of this study is to utilise one form of reflective practice, namely the use of a case study within a classroom environment to explore and critically evaluate an observed critical incident.

Reflection as a means of professional development has become a 'central tenet' of teaching and initial teacher education (ITE) (Cremin & Burnett, 2018, pp. 544; Pollard, 2005; Mathew, Mathew, Prince & Peechattu (2017) and has been given a platform in what makes a 'good teacher' (Moore, 2000: P120). The competency discourse is still predominately researched and debated with the notion of a teacher's professionalism. Teachers expertise being evakuated against measures of subject knowledge, didactic styles, and pedagogy (Beijsaard, Verloop and Vermunt, 2000). The notion of a reflective practitioner is cultivating an emphasis on the teaching profession to be evaluated not just on their own and their student's attainment but their ability to engage in critical reflection (Cremin & Burnett, 2018; Moore, 2000 (reference in Myers book). Poom-Valickis & Mathews (2013, pp.421) argues that possessing a 'disposition to engage in reflection' and the use of those reflections to alter practices are 'integral to becoming an effective classroom teacher'. Seconded by Hattie

(2009:22) arguing that “...the biggest effects on student learning occur when teachers become learners of their own teaching.” (Hattie, 2009:22). Although reflective practice and critical evaluations within the teaching profession has been given greater emphasis over the last decade, it is not a new concept. Zwokzdiak-Myers (2010 cited in Zwozdiask-Myers, 2012) illustrates nine dimensions in the framework of reflective practice (Figure 1) and linked it to the following key researchers. The dimensions include key components associated with reflective practice as it has been developed through key research from Dewey’s (1933) reflective attributes, to the use of extended professionals by Hoyle (1974) and Stenhouse (1975) and the use of teacher as researcher as illustrated by Hopkins (2002). The secondary phase of the dimensions is associated with the process of reflection and how it needs to be used to inform professional practice as demonstrated by the works of Schon’s (1987) reflection in and on action and Kolb’s (1984) experiential learning. The difficulty with defining reflective practice is that as Smyth (1992: p285) states ‘reflection can mean all things to all people...everyone has their own interpretation’. Finlay (2008) synthesised the definitions that reached some consensus as the strategies that are implored to learn through and from experiences to wards gaining new insights of their individual practice, examine assumptions, routines and establishing greater self-awareness and then to critically evaluate these responses and situations in a specific context. The skills of critical evaluation is not innate amongst teachers, reflectivity is a skill that we need to actively teach with appropriate opportunities to employ a variety of techniques to justify reasonable judgements and make effective provision (Yang, 2009, cited in, Mathew, Mathew, Prince and Peechattu, 2017; Spalding and Wilson, 2002). Francis (1997) denoted that critical incident analysis provides a process of reflection that develops awareness and skills to improve reflective practices that can facilitate and direct teachers to understand the school and classroom.



[Figure 1] (Zwozdiask-Myers, 2012 p5)

Critical Incident analysis are an interesting way of reflection as they contain a rich information about personal learning process giving opportunity for the teacher to go beyond the routine or mundane and progressively accumulating experiences (Angelides, 2001). Tripp (1993) found that practical competence is insufficient for teaching practice and that knowledge of academics are not translated effectively or practiced within the classroom. Through the creation and analysis of critical incidents Tripp (1993) proposes to readdress this imbalance of theory and practice. Critical Incidents has been described as 'bump moments' (Romano, 2006) or 'key experiences' (Yair, 2008) that students remember as a decisive moment, 'a jolt' that can bring routine ways of working into a state of disequilibrium (Ghaye 2011) and through the transformative process of critical incident analysis, teachers can accelerate development apply changes to their teaching practices (Meijer, de Graaf, and Meirink, 2011). These definitions touch upon the nature of a critical incident does not necessarily have to be a major dramatic incident that can be rarity within the teacher profession but can be commonplace practices. These incidents may not seem 'critical' in nature but become critical through analysis when it is interpreted within a wider context and the judgements that are made and meaning that we attach to it (Tripp, 1993). Tripp (1993:p32) devised 'The diagnostic teaching cycle', which exemplified the process of critical incident analysis, which identifies the process that not only looks at observation and action components to development but the interpretation of incidents with a 'scholarly analysis' (Tripp, 1993, pp.31) which can be informal and in the moment or as part of extensive reflection using a critical incident file.

This study endeavour's to critically evaluate an observed critical incident as part of a case study. Simplistically definition of a case study is:

'a study of a bounded system, emphasising the unity and wholeness of that system, but confining the attention to those aspects that are relevant to the research problem at the time' (Stake, 1988: 258)

Yin (1984, cited in Punch, 2009) develops the definition further and clarifies that a case study is empirical inquiry into a contemporary phenomenon within a real-life context, where the boundaries between phenomenon and context are interwoven and multiple sources of evidence gathering are employed. Case study's typically use a range of evidence along a period, with multiple observations within the environment. This is differing from the critical incident analysis undertaken within this study as although the research has conducted several snapshot observations to analysis and create critical incidents, they have through a variety of methods in different contexts. The method of gathering data for this study were done through overt direct participant observation

completed in a classroom environment. The observer would stand or sit away from the class and proceedings and write descriptive accounts of what was occurring in the classroom. The critical incident case study as in its nature underwent 'post hoc analysis' to explore critical incident criteria (Weatherbee, 2019), and therefore a combination of evidentiary data needed to be used to allow for closer in-depth analysis. As critical incidences are 'created' and can be from mundane events, the scope of the study was open in nature from the outset. It was felt from that standpoint the most appropriate form of observation at the time were open unstructured observation with a blank paper approach to observation with descriptive narratives of events, to not approach the classroom with predetermined categories and classifications and not to impose on the data collection (Flanagan, 1954 cited in deMarris & Lapan, 2004; Hopkins, 2014; Punch, 2009). The descriptive narrative was guided along side in most of the four observations undertaken with a sociogram (See appendices 1-3) during the study. The sociograms were a visual representation of the interpersonal relationship between the group observed and combines different data sources at collection stage and helps to stand interface between different methods at analysis stage (Banerjee, 2019; Kawulic, 2005). For the critical incident used within this study the sociogram was initially started however as the changeability of focus in an open participant observation it did not develop further and pertained as descriptive. Moving forward to the examined incident it is important to note that while the study will examine theoretical proposition, describe links and processes it can not offer ecological generalisability due to the subjective analysis of small cohort and unique definition of what poses as a critical event it can only be regarded as analytically generalisable within similar events and incidents within similar context (Weatherbee, 2019). As a critical incident case study is a case in a context it is important to outline the case within its context (Yair, 2009).

The school which the case study took place (School x) is within a village with 424 pupils on roll between the ages of three and eleven (Estyn, 2018). Relative poverty in Wales is approximately indicated around seventeen percent, using the percentage of children receiving free school meals (FSM) (Joseph Rowntree Foundation, 2013). Approximately less than ten percent of pupils at School X are eligible for free school meals, this is much lower than the Welsh average (Estyn, 2018). The school has indicated the numbers of pupils with additional learning needs were around eleven, again notable lower than the national average of twenty one percent. The consortia challenge advisers evaluated the schools capacity to improve and have grouped school x as a 'B' in the yellow category, which is considered as showing capacity for improvement and an effective school that has minimal support from the county, which equates to up to ten visits per year (Welsh Government, 2019b). The case

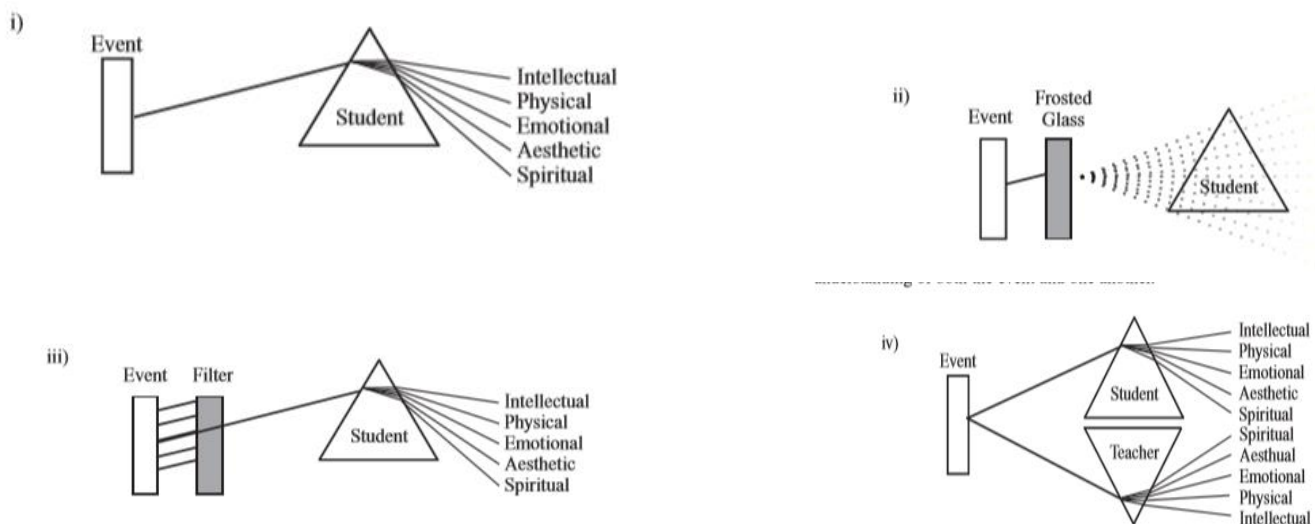
study took place within a year one class with twenty-eight pupils supervised by one class teacher and one classroom assistant. The class has outdoor learning scheduled once weekly taken by a level four trained teacher, whom is not their regular teacher. At the time of the observation the class had only two prior lessons of outdoor learning. The children were taken to the woodland area to change into outdoor clothing after morning registration. Lesson aims were to get children used to the routine to go to participate in outdoor learning and listen to story of Stickman before proceeding to task of creating their own stickmen using items found in the woodland. The layout of the learning in the outdoor area simulated teacher directed tasks indoors. The children sat silently in front of teacher whilst having a book read to them. During the activity a child had begun to grab leaves and mud on the floor and began to manipulate it between hands. Another child does the same with twigs on the ground in front. The teacher notices the first child and reprimands them. 'you do not play with the mud, look at the book'. The child looks for a few moments but again gets distracted by a worm in front of the seat. The child picks up the worm. Another child shouts out to let the teacher know the child picked up a worm. The teacher reprimands that child and states 'I've told you once, do you want to stand by the teacher at break-time?'. The child puts down the worm. Teacher continues to read the story. Asks students 'what do you think happens next?' the child who was reprimanded previously puts hand up and chosen to answer the question. The child answer correctly but has obviously read the book previously, teacher replies 'do not spoil it'.

The critical incident case study although maybe typical practices within the school outdoor education curriculum used, highlighted on reflection two overarching questions that will be investigated in the following. Firstly, why are the children having outdoor learning on a weekly time-table bases? The school is equipped with reading areas and resources to be able to facilitate the same lesson indoors. Did it require the students to spend the amount of time taken to get ready to go outside with a teacher trained to a specific standard of outdoor education to undertake the learning objective? Secondly, how should outdoor be structured, what is the role of the teacher in the outside environment? Finally, what is considered good practices within an outdoor experience? For instances does it translate as moving the indoor lessons, school rules and pedagogy to the outside area, or it conceptually different.

Outdoor learning is an approach to learning that involves being in the outdoors using the experimental learning that is qualitatively diverse from indoors, providing space and more freedom to experiment, explore without the constraints associated with the indoor environment (Outdoor Education Advisors Panel, 2018, Tovey, 2007). The pedagogical disposition of adult controlled spaces of the indoors, appears to dissolve outdoors, seemingly this environment is where children can avoid the watchful and controlling eyes of

adults and the rigidity of classroom roles, notable the teacher as the deliverer of knowledge and moderator of behavioural norms (Stephenson, 2002; Rodgers & Evans, 2008). Hence, validating the didactic relationship of child-and-adult initiated play, this does not come without it challenges and debates within the education system (Wood & Attfield, 2005 – book). The tentative relationship between the ideal and real experience of outdoor learning has been attributed by funding and resources constraints, safety procedure and weather climate but more fundamentally hindering is the socially and politically constructed barriers that were rooted in attitudes towards outdoor learning and tensions between best practice theories and priorities of raising measures of academic achievement within schools (Waite, 2011). Often, within the education system pragmatic concerns of outdoor learning undermine the conceptual underpinning. The construction of outdoor learning practices facilitated by the teacher, whom may not necessarily have prior knowledge of the foundation of outdoor learning, quickly become institutionalised and exacerbates the issue of misinterpretation (Leather, 2016). WAG (2009:3) recognises within its policy guidance that ‘Outdoor learning is not just taking indoor activities and doing them outside’, the fundamental principle of good practices within outdoor learning comes with ‘an attitude of mind rather than a bank of lesson plans or resources’. To achieve conceptual understanding and a value base for rationale we must first have an awareness of theories of learning through experience (Bilton and Waters, 2016). Four distinctive pioneers who have shaped our understanding of outdoor play were: Friedrich Froebel, Maria Montessori, Margaret MacMillan and Marjorie Allen (Tovey, 2007; Wood and Attfield, 2005). Froebel gave great importance on play in a more holistic process to learning. Determining that childhood cannot be compartmentalised, every experienced is interlinked and transformed with first-hand experiences, that are intrinsically motivated and chosen (Torvey, 2007; Wood and Attfield, 2005; Macblain, 2014; Constable, 2017). Outdoor play facilitates children’s learning about nature, their responsibilities within nature and recognition of own place within their environments, it was not a place for didactic lessons on nature studies (Tovey, 2007). Maria Montessori advanced the ideas of education aims to move away from the historic overpowering grasp of teachers and transforming the nursery provision into free choice and self-directed learning with the integration of both indoor and outdoor provision (Tovey, 2007; McBlain, 2014; Fulton, 2017). Montessorian practices were restricted to resources that were not natural materials but teaching apparatus that were functional to teach desired set of skills. Devaluing games, symbolic or imaginary play and deeming them distraction from reality, a direct contrast from Froebel’s creative underpinnings of the inquisitive child who could explore nature (Tovey, 2007). Margret MacMillan shaped a social movement within education, establishing an enduring relationship between care, health and educational provisions. Using open-air nurseries that encouraged discipline-based lessons that utilised integrated experiences that fosters motivation for

learning (Wood & Attfield, 2005). Majorie Allen campaigned for better provision for children and young people. Using ideals of Copenhagen junk yard playgrounds, she brought this to the UK and began the movement for adventure playgrounds, that were creative spaces for children to take ownership of play (Tovey, 2007). Allen 1968, cited in Tovey 2007; p50) saw that children 'need a place where they can develop self-reliance, where they can test their limbs, their sense and their brain'. These pioneers each in turn proposed a distinctive view of teaching pedagogy that moved away from the dominant methods of structured activities led by the teacher within an unauthentic environment to transfer knowledge from teacher to student. Moving towards a pedagogy that held alternative child-centred values in an open context (Waite, 2011). However, even the theoretical underpinning of outdoor learning has shown a continuum of play, with the level of 'freedom', 'choice', 'power' and 'control' granted children is often at the forefront of discussion. Within current practice it is not unusual to find outdoor learning spaces where the provision has little resemblance to its origins of community gardens, adventure playgrounds with natural materials, instead replaced by soft sponge floors with plastic toys and gym like equipment, exemplifying the conflict between rhetoric and reality (Wood, 2010; Tovey, 2007). The observed critical incident involved taking the children out weekly at a scheduled time with a member of staff with a background in outdoor learning. It clear that this is a step towards facilitating more imaginative free-flow environment, learnt from predecessors into current practice. However, there is still a need to explore further what pedagogical implications this holds for teachers.

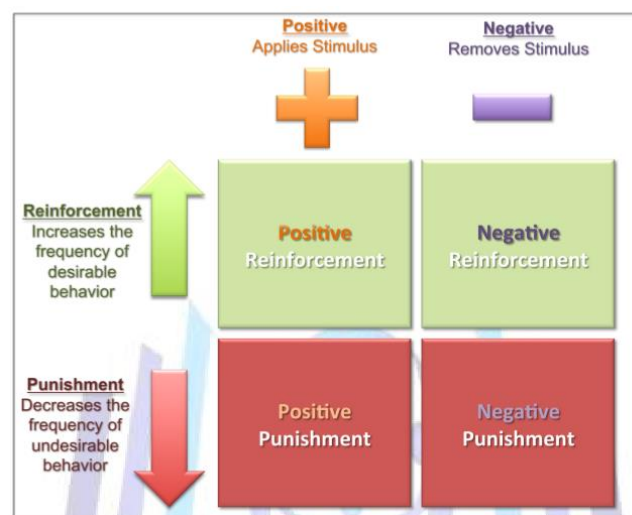


[Figure 2. Higgins and Nicol, 2002, p17-18]

Wales spearheads the UK in its advancement of experiential outdoor learning, with Foundation Phase practitioners (WAG, 2009). Despite this claim, broadening pedagogical aims endorsing creativity and wellbeing, are generating apprehensiveness about balancing

the performance standards of education within an holistic education (Alexander, 2004; Waite, 2011; Humberstone and Stan, 2009). The role of the teacher within this experiential learning can take a variety of forms (See Figure 2). During the outdoor experience the amount of input to direct learning can go from no instruction or intermediary of information, which allows the child to engage or disengage from any experiences. To methods of direct teaching which stream the experience through 'frost glass', mediated by the teacher with no direct experience by the learner or a singular filter of key components out of a complex event. (Higgins and Nicol, 2002). Lastly, Higgins and Nicol (2002) outlines a reciprocal role of the teacher and student, where they engage in experiential learning together, although the experienced gained from the event will differ due to prior knowledge and experience, it will give precedence to comparison and subsequent greater understanding through joint involvement. It is not to be distinguished which of these approaches are superior within outdoor education. It has been explored to exemplify the adult-child dynamics of learning and teaching that practitioners need to be mindful of within their everyday practices. Outdoor educational policies encourage and assumes that teachers are open and accepting of a teaching environment that is less controlled, unpredictable and provides less security of that of the indoors (Stephenson 2002:37 cited in Bilton, p16). Hutt et al (1989 cited in Tovey, 2007) instead found the role of the adult shifted from mainly interactive indoors to a more monitorial role outdoors. It embodies a style of interaction that communicates hidden expectations, implicit rules and judgements of play. Paired with habitually negative phrases the monitor of the outdoors tends to use phrases such as "mind out", "don't do that" and "take turns" (Tovey, 2007). Teachers have openly admit that they struggle to not intervene with play outdoors (Cree, 2009). Influencing the outdoor environment with statutory rules and behavioural regulation policies, which clashes against the ethos of outdoor learning (Sackville-Ford and Davenport, 2019). Teacher can begin to use verbal reprimands to enforce order and behaviour sanctions. As within this critical incident case study. The group were engaged in an adult-led activity, where the teacher is filtering the outdoor experience. The actions of a pupil within the group has in the view of this teacher, disrupted the activity. The teacher has deemed this inappropriate in the context of the current teaching objective and warned a sanction, namely loss of playtime. This behaviourist approach to learning is demonstrated regularly within classrooms and is primarily done on an unconscious level (MacBlain, 2014). From a behavioural perspective the task of teachers in the development of learning is to provide stimulation and reinforcement, and through the process of shaping and bring the behaviour deemed appropriate under stimulus control. (Ultanir, 2012; Biggie and Shermis, 2004). From the conceptual underpinning of behaviourist theories of classical conditioning from the work of Pavlov, Thorndike and Watson. They explored a passive process of learning, concerning the observable and measurable outward processes of

behaviour (MacBlain, 2014). B.F Skinner through theories of reinforcement and operant conditioning furthered understanding, asserting that behaviour is learnt through a function of its consequence (See diagram 4) (Amutin, 2014). The behaviourist approach seeks to understanding the function of a behaviour but does not dwell on the persons intention or goals (Banaji, 2011). As depicted the rate of probability of learning is increased by reinforcement, the adding or removing of a stimulus that increases the likelihood of the behaviour occurring again in the future (Amutin, 2014). Punishment of behaviour is a term that relates to the adding or removing of a stimuli that consequently results in the behaviour decreasing over time (Amutin, 2014). The unambiguous nature of behaviourist interventions that are observable and measurable, can be inviting, especially in sight of potentially chaotic outdoor learning experience. Parker et al (2016, cited in, Sackville-Ford and Davenport, 2019) discouraged the use of sanction and expressed that behaviourism 'reflects an inflexible, "one size fits all" perspective' which has little place within the holistic, construction of human learning impeding the influence of intrinsic motivation. Sackville-Ford and Davenport (2019) suggested a restorative approach is needed within experiential learning that produces meaningful consequence of behaviour, putting the behaviour right and treating the incident as a learning opportunity rather than place sanctions that bare little resemblance on the incident that occurred. The flexibility in pedagogies may warrant further exploration within the outdoor learning context as with the distinction of what constitutes a behavioural issue inside may not be relevant outside and utilising a pedagogic that matches the learning preference may address the potential disruption to the learning (Huggins & Wickett, 2011).



[Figure 3- Amutin, 2014]

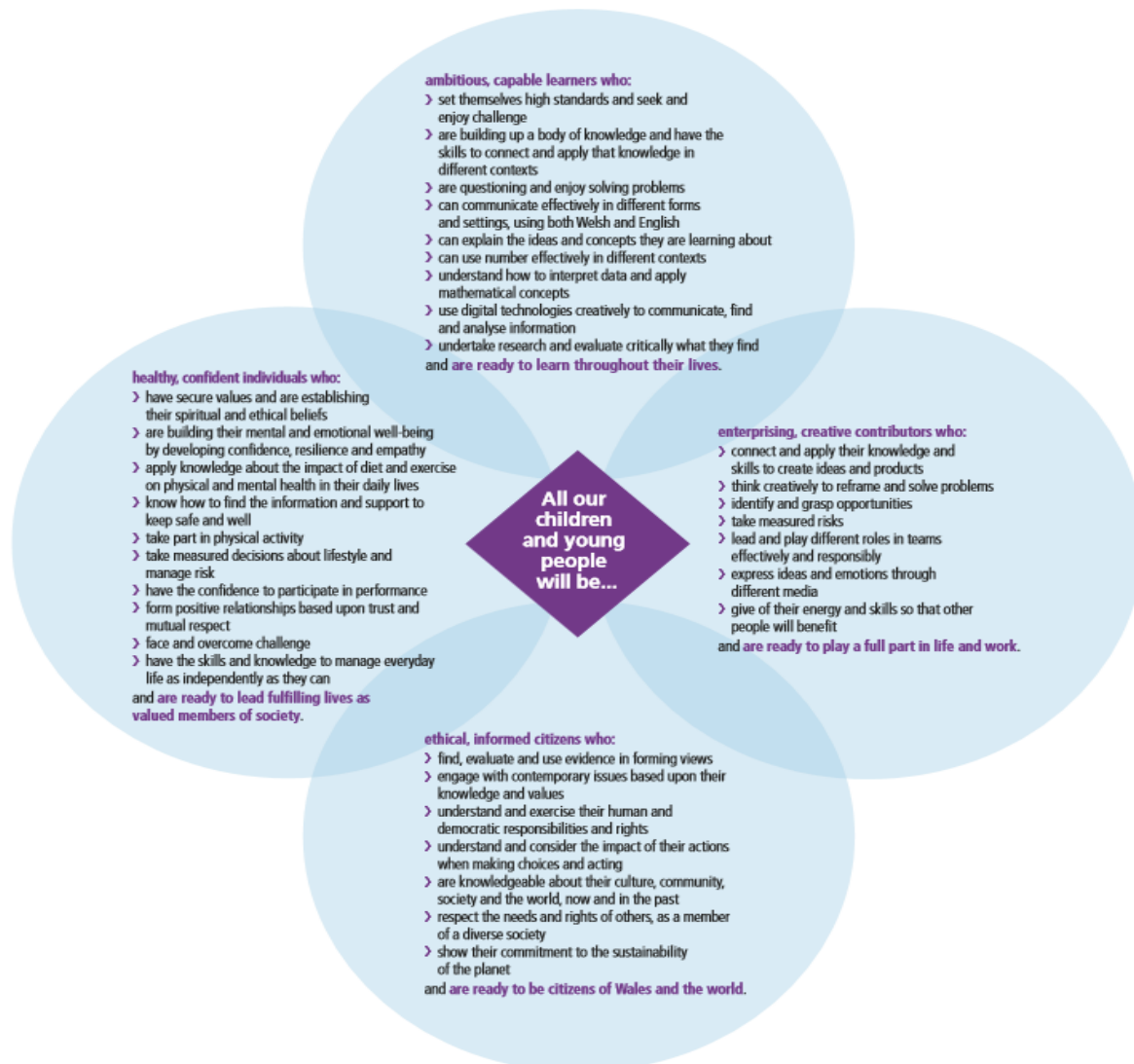
The notion of an integrated pedagogical approach has been associated with learning as knowledge creation, co-constructed through child-initiated play and adult-directed activities (James and Pollard, 2008). The model is pragmatic in its conception as it recognises that play within education is always structured but with varying degrees, due to: access to physical environments, the curriculum, adult and child required ratios, resources, rules and values (Broadhead, Howard and Wood, 2010). Co-constructed play in holistic education was supported by John Dewey, who dissuaded from child led free play (Gray & MacBlain, 2012; Mooney, 2000; Ord and Leather, 2011). It can not be assumed that play will always lead to learning and this is resonated through works of Vygotsky's theory of zone of proximal development (1978). Vygotsky emphasized that observing a child's levels development in what they have chosen to do independently can only show what has already matured (Wood and Attfield, 2005). The active involvement and mutual engagement in activities enable learners to transform prior knowledge, reinvest and co-construct new learning (Jordan, 2004). The social constructivist to learning placed more emphasis on social contributions to the process of development, conflicting with Vygotsky's predecessor Piaget, who placed emphasis on self-initiated discovery (McLeod, 2018). The concept of ZPD can present pedagogical challenges and can imply for some to be more applicable and achievable in a parent-child context, which can be difficult for educators to facilitate within a larger cohort with time constraints to facilitate each individual's zone (Bennet et al, 1997, cited in, Wood and Attfield). This has been addressed through the use of shared ZPD (Newman and Holzman, 1993), it does not require one to one it can be incorporated effectively with pedagogical framing and it requires educators to be mindful of the need to combine adult-and-child lead activities. Bruner (1983) conceptualised the notion of ZPD as scaffolding which involves a process of setting up situations to make the child's experience manageable then gradually handing over systematically to the child as he becomes skilled enough to manage (Bruner, 1983, pp.60). Critics of the work of Vygotsky have suggested that there is a lack of empirical evidence for his ideals (Langford 2005) and educators must be mindful of overreliance on theoretical ideas without critical evaluation. Despite this there is increasing bodies of research and evidence that continues to develop on the concept of scaffolding (Oakley, 2004).

Donaldson (2015) recognises the international significance of the 'two-way relationship' of the educational systems and health of their society and economy. High quality outdoor education should be an integrated and stimulating part of the curriculum in Wales. Using it as a driver to develop understanding, abilities and behaviours consistent with the four key purposes of the new curriculum when planned, executed and evaluated

effectively (outdoor handbook guide) Pickering (2018, cited in Cremin and Burnett) outlined five values of learning and teaching outdoors: Cognition, health and wellbeing, responsibility and independence, collaboration and communication and motivation and aspiration. Each in turn exemplify the Welsh curriculum purposes (Figure 3) (Donaldson, 2015). The critical case study has drawn investigation into the practice of outdoor learning in a primary education setting. It has triggered a curiosity into the fundamental underpinning of play and learning and highlighted the importance of understanding the didactic relation between teacher and learner. The process of reflection is a key tool for teachers regarding approaches to outdoor learning. When professionals choose not to reflect on their practices constructively and critically, they can fall back on unexamined judgements (Hobbs, 2007; Larrivee, 2000). Reflection on the other hand can be taxing and for busy, over-stretched professionals it can be difficult to engage with (Finley, 2008). The current case study has enabled the researcher to critically evaluate using a snapshot observation, the underpinnings of an area of teaching that triggered a disequilibrium in the uncertainty of teacher pedagogical practice through researchers reflective ARC documentation (See Appendix 2). Didau (2019) gave notice to the emotional response that is produced during observations. It cannot be discounted that although the researcher has drawn on theory and investigated through the literature to critically evaluate the documented critical incident, the personally cognitive bias is still prevalent in our observations. The focus of this critical incident could have proceeded down many other avenues and as Didau (2019) revealed when we focus on one aspect of our reflective and observational practice, we become subject to inattention blindness. Meaning that suggested steps for improvement of pedagogical practices are limited to the researcher knowledge, values and basis. The exploration of outdoor learning has been beneficial for the researchers own practices, as there were limited experiences of this form of experiential teaching. This may be reflected in the fact the research has progressed to understanding the pedagogical implication of this practice as a starting point for developing further in the process of initial teacher training.

Broadhead, Howard and Wood (2010) summarised the next steps for educators the outdoor learning and play context. They believe the way forward to address these tensions is through the articulation of their interpretation of policy frameworks, in the context of their own communities and mindfulness of practitioners to increase their own knowledge of play, learning and pedagogy. It is an endeavour that is complex but worth pursuing, as the relevance of outdoor learning in the production an advancement of the new holistic approach to learning in Wales. The time of 'command and control' is losing momentum in the new curriculum platform and the educational system is being to reverse the 'top down' approach of learning and demonstrating the need for strong foundations in the authentic learning

experiences afforded by continuum of child and adult led teaching (Broadhead, Howard and Wood, 2010; p25).



[Figure 4. Donaldson (2015, pp. 31).

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Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.09.19 - 9.20am - 10.30am (Morning Outdoor Learning session / Break / Returned to Outdoor Learning after break 11.10am- 11.40am)
Lesson details: Outdoor Learner taken by a level 4 trained member of staff. This class has outdoor learning once a week on Thursdays, taken by another member of staff (Not regular teacher). Teacher was supported by another Learning support assistant. This was their third time doing an outdoor learning session since starting in this year 1 class. Children were taken after registration through the school to exit the building to gather outdoor clothing from a storage unit and to get changed in preparation to go to the woodland area. Lesson aims were to get children used to the routine to go to participate in outdoor learning and listen to story of Stickman before proceeding to task of creating their own stickmen using items found in the woodland.
Classroom culture (Are the students focused on learning?) Low level destruction in classroom prior to proceeding to collect items of clothing. Students excited to go outside for the morning. Changes in routine due to the school celebrating European Languages day & children could wear non-school uniform. Whilst putting outdoor clothing on children were unsure of what to do and distracted by building work that was going on in the area. Whilst in the woodland area children were majority orientated towards the teacher and focused on the story.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Activities included: - Recap - on previous session - rules of the woodland - Teacher 'Can someone give me a rule of the woodlands. To assist this the teacher proceeded to model incorrect behaviours. Highlighting important risks that all children needed to be aware of before carrying out the lesson. - Games - Practice moving around the firepit (not lit) area and log seats. Change places game. - Teacher proceeded to then read Stickman. Pausing briefly during the rhyming words for children to fill in the blanks. - After reading the story the teacher mentioned to the children that after <u>break</u> you will be making your own stickmen using things you find in the woodland. - Teacher talked through what the children need to make. 'What does the stickman need? Does he need legs? Does he need arms? (Success criteria). Children were then escorted to alternative yard for break-time. - o Purpose was not explicitly outlined prior at the start of the lesson. Speculated objective was that the teacher was re-establishing rules and

practicing correct movements in woodland area. Introducing the character of stickman in preparation of lesson.

After break-time:

- Children brought back to woodland area and as they arrived were told to go and make their stickmen. Use twigs and leaves you find on the floor.
- Several children asked the teaching staff what they needed to do at various points of the activity. Teaching staff explained several times to different students and made sure they were doing the task independently to make their own stickman not in partners.
- Teaching staff walked around took pictures of stickmen when child had finished.
- Lesson lasted 10 minutes before proceeding back to storage area to talk outdoor clothes off.

Direction

(Are the students clear about what they are doing and how to do it well?)

Re-establish rules: Rules were given by the children and expanded by teacher. E.g. do not pick from the trees and plants. Do not eat or put anything in your mouth. Do not touch the mushrooms. Climb over and walk around the logs. Do not go near the fire pit.

During independent task (Making a stickman) there were several children asking what they needed to do, what to use and could they do it together. There were not strong links to the story or expansion of the story to direct children to the task they were doing after reading the book. The teacher went through success criteria - what does a stickman need vocally. This was prior to break and guided by the teacher. This was not re-established after break and no other prompts were used for children to refer to during the task. Children continued with task until they recruited the teaching staff's attention to take a photo of task.

Access and challenge

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

Reading of stickman - Most children were orientated towards the book. Some were actively participating in the rhyming parts of the story, but not all. Some of these children were fidgeting with clothing, looking around or playing with the soil.

Making a stickman - Some children were pacing the outside looking at the floor but not actively participating. These children did not have a picture taken or asked for their stickmen to be seen.

Assessment

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

Specifics / Critical Incidents

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



The layout of the learning in the outdoor was like teacher directed tasks indoors. The children sat silently in front of teacher whilst having a book read to them. 3 pages into the book a child has began to grab leaves and mud on the floor and began to manipulate it between hands. Another child does the same with twigs on the ground in front. The teacher notices the first child and reprimands them. 'you do not play with the mud, look at the book'. The child looks for a few moments but again gets distracted by a worm in front of the seat. The child picks up the worm. Another child shouts out to let the teacher know the child picked up a worm. The teacher reprimands that child and states 'I've told you once, do you want to stand by the teacher at break-time?'. The child puts down the worm. Teacher continues to read the story. Asks students 'what do you think happens next?' the child who was reprimanded previously puts hand up and chosen to answer the question. The child answer correctly but has obviously read the book previously, teacher replies 'do not spoil it'.

o Discussion points:

- ❖ Learning theories - what is the importance of outdoor learning?
What should it look like? Is it replication of indoor learning but in different location?
- ❖ Instructional control & how this is affected in different environments.
- ❖ Rules - what is the expectation? What is the consequence? Is this in line with their outdoor learning ethos? How does this link into new & current curriculums?
- ❖ Activity - Learning objectives / success criteria / Assessment for learning - how could this be effectively used in an outdoor context? Are they appropriate with the outdoor learning/constructivist ethos?



OBSERVATION / FIELD NOTES

 (Questions adapted from Fletcher Wood (2016))

Date:25/09/19
Lesson details: Maths - Subtraction
Classroom culture (Are the students focused on learning?) Teacher greets children on arrival. Children immediately proceed to assigned seats and begins work that has been placed on the board. Lesson is fast paced and structured as we were assured as it is a typical set up with the class. Class were engaged with the content of the lesson throughout and worked within the books. There were not shouting out, hands up was encouraged and children stayed seated until end of lesson. High levels of praise was used throughout the lesson.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Objectives were clearly stated on the board and read through with the students. The teacher would do one example of the objective with the students prior to the students working independently.
Direction (Are the students clear about what they are doing and how to do it well?) Children progressed through lesson with minimal disruption. Objective clear displayed and spoken.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The lessons were set in accordance to ability. One student did display dislike to the content and began to place head on desk. The teacher asked what was wrong and she explained that 'this is too hard'. The teacher assisted with the problem and ascertained that she will need to finish the work. There were extension tasks provided for students that finished the work early.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? - Students marked own work - Teacher would ask pupils to put hands up to answer questions on the board.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - The learner that found the task to difficult and disengaged from the learning. - Learners were given an extension task (More sums from textbook) when finished.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Morning routine and Maths - Primary year 2
Classroom culture (Are the students focused on learning?) Class walk into class and immediately sit in spot on the carpet with required equipment for the lesson starter (White, board and pens) They complete sums. There is low level of disruption. Clear signals of expectations given by the teacher (hand cupped ear - shout out sign), Fun songs to encourage appropriate behaviours. Lots of movement within the carpet-time to eliminate boredom.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Hand signals and songs to signal appropriate behaviours. - Lesson objective explained on the carpet, WALT objective on the board in front of desks - Carpet opener - accessed prior maths knowledge before moving onto current objectives.
Direction (Are the students clear about what they are doing and how to do it well?) WALTS - were displayed and discussed with learners - Correct behaviours were modelled. - All students were working in their books as required. - Children in continuous provision - struggled to stay on one task, often talking and moving to different area, regardless of teacher first instruction on the carpet.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Maths work sheets were differentiated for learners. Learners were in two groups with a member of staff for each small group. Continuous provision materials were harder to access for the children not engaged with direct task with the teacher.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? - Teacher provided live feedback and marked work. Practice where needed was done before child left the table. - Continuous provision - The children were praised for on task behaviours during the time, however not resources were checked or given feedback on.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - Routine - The highly structured and routine classroom was moving through the morning nicely, but how structured should a classroom be? It does not leave room for independence. - Continuous provision - What should the children be doing in this time, is it experiential learning, on task behaviours or is it just free time?

Appendix 2

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Efocws)/Critical incident (focus): Outdoor Learning



Dyddiad/ Experience	
Tystiolaethau/ Feelings Beth ydych chi'nni ddarparu i'nni ystyried y dwyddiad? "What are your feelings regarding the experience?"	The lesson was highly structured and fast paced, it left me in amazement at the level of behavior strategies that were in place to embody an environment purely for learning. It left me with a sense of worry that if some students were struggling that this fast pace may be determinant to self-confidence and hinder further progress.
Cofio a Deall/ Remember and Understand Dim ond chi'nni ddarparu i'nni ystyried y dwyddiad dymuniad i'nni ystyried y dwyddiad? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r ddyddiad dymuniad i'nni ystyried y dwyddiad? "What were the elements of the learning experience that were disappointing?"	Aspects that went well: - Most children were engaged in work - High levels of praise by the teacher through lesson. The disposition of the teacher was positive. - Clear learning objectives encouraging on task behavior Aspects that were disappointing: - Little development of concepts in an authentic way, it was mostly driven to exam results. - The fast pace of the learning did not allow for questioning and time to review.
Gwerthuso a ddatblygu/ Evaluate and develop Beth fyddwch chi'n i'nni ddarparu i'nni ystyried y dwyddiad dymuniad i'nni ystyried y dwyddiad? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd y rheswm i'nni ystyried y dwyddiad? "What was the cause of the most important disappointing element?"	- The routine and clearly defined objectives establish great behavioral momentum at the start of the lesson and something to keep in mind for practices - Prior knowledge was engaged at the start of the lesson - All equipment need was readily available on start of the lesson. - It is difficult to ascertain the cause of the student not engaging in the work at the start of the lesson. It is knowing your pupils. Is this the first time, is the work too difficult, what strategies are in place to support the work.
Casgliadau a Chyrraedd/ Conclusions and actions Beth ydych chi'nni ddarparu i'nni ystyried y dwyddiad dymuniad i'nni ystyried y dwyddiad? "What are your possible solutions to the disappointing issues identified?" Beth ydych chi'nni ddarparu i'nni ystyried y dwyddiad? "What will you do next?"	- Look at ways of differentiation, and reviewing and feedback - What resources that could help to support the learning? - Establishing a good rapport with learners. - Ensure with feedback for the learners that the pace is manageable. Double check work of the learner to ensure they are understanding the work.
Y profiad newydd / Transformed experience	



Transformed Experience	
Feelings Beth <i>wasn't expecting knowledge</i> "What are your feelings regarding the experience?"	The experience has left me feeling confused as to what is the primary focus of the lesson. It made me think about how I may have engaged with outdoor learning and why have these procedures have been used. It left with multiple questions which was unsettling, it made me question my own understanding of outdoor education.
Remember and Understand Beth <i>didn't expect to go outside as y</i> "Can you list the aspects of the learning experience that went well?" Pa efferey o' gaeal deai cead "What were the elements of the learning experience that were disappointing?"	Aspects that went well: - Majority of children were engaged in the activity - The teacher accessed prior knowledge before proceeding to current lesson objective - The teacher shared success criteria prior to next activity. - Children were aware of the safety procedure of the environment Aspects that were disappointing: - The class remained sat down for a prolonged amount of time, with little input into the learning activity (reading the story). - There was a long break between the children have a shared success criterion and the actual activity. There were little the children could reference to continue activity independently. - The staff did not model to the students behaviours. It was not a joint experience. Staff monitored activities with little feedback after activity of making a stickman.
Evaluate and evaluate Beth <i>thought it was un fair i</i> "What will you keep the same to ensure effective teaching and learning in the future?" Beth <i>said she was going to change</i> "What was the cause of the most important disappointing element?"	- Establishing rules and safety – this produced engagement for the majority of the class, this is something that would need to be kept <u>to ensure</u> safety and encourage participation. However, if there are <u>particular rules</u> during different activities, e.g. reading time you have to sit still, stick man activity means you can talk. This needs to be shared with the group also, as this was not explicit. - Sharing success criteria with the learners. I would develop this further, possible using exemplars and have something for the children to reference upon starting and through the continuation of the task. Eliminating repeated asking and - The activities sparked interest, so would develop on these. But the lesson was mostly adult-led or individual work, which I would move away from. I would want to try and design more open-ended activities, encourage group working and socialization. - Incorporate more self and peer assessment and teacher feedback. - There seemed to be no difference in pedagogy used from the indoors to outdoors. Children still expected to behavior orderly, under the control of the teacher and activities prescribed by teacher.
Conclusions and actions Beth <i>didn't expect to go outside</i> "What are your possible solutions to the disappointing issues identified?" Beth <i>said she was going to change</i> "What will you do next?"	- Theories that underpin outdoor learning will need to be explored <i>by me</i>. I would need to examine the policies and practices of the curriculum being used to better understand objectives. - I would like to ask the teacher about the incident to see if this offers rational behind the form that the outdoor learning took.

Model Beirniad Wedi Adfyfyrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Outdoor Learning

የጥያቄ / Experience	
ፈላጊነት / Feelings Beth ከህጻናት ጋር በተደራጀበት ትምህርት ዓመት “What are your feelings regarding the experience?”	I left the classroom with a positive feeling. The high levels of praise and classroom was not disordered. Upon leaving it did raise questioning into how is this working so well for this class, and then I realized that choices over what to do in the environment were very limited, which left me feeling unsettled about the value of on task behaviours to teacher directed tasks.
ስለማስታወስ እና መረጃውን መረጃውን / Remember and Understand ፈላጊነት chi ምንምንም ዓይነትም የማይቀየር የማይቀየር የማይቀየር የማይቀየር? “Can you list the aspects of the learning experience that went well?” Pa የእኛም አጠቃላይ የማይቀየር የማይቀየር የማይቀየር የማይቀየር? “What were the elements of the learning experience that were disappointing?”	Aspects that went well: - Children were engaged and body language express contented - High levels of praise by the teacher through lesson. The disposition of the teacher was positive. - Clear learning objectives encouraging on task behavior - Behavior momentum was <u>keep</u>, not many lulls in the morning. Aspects that were disappointing: - The continuous provision did not create prolonged engagement - Tasks set in the continuous provision were all academic worksheets and nothing for authentic context
መጨረሻ እና ምርመራ / Evaluate and appraise Beth የአጠቃላይ ሁኔታውን በጥንቃቄ የማይቀየር የማይቀየር የማይቀየር የማይቀየር? “What will you keep the same to ensure effective teaching and learning in the future?” Beth የዘመናዊ የማይቀየር የማይቀየር የማይቀየር የማይቀየር? “What was the cause of the most important disappointing element?”	- The routine and clearly defined objectives establish great behavioral momentum at the start of the lesson and something to keep in mind for practices - Prior knowledge was engaged at the start of the lesson - All equipment need was readily available on start of the lesson. - Clear signal used for behavioral standards. - The use of movement within the carpet-time and understanding in keeping momentum of learning - The continuous provision did not seem to be the right level of task for the learner at that time, it did not harness independent working, and did not provide <u>authentic context</u> in this may attributed to the lack of sustained engagement
ማጠቃለያ እና ምርመራ / Conclusions and actions Beth ከህጻናት ጋር በተደራጀበት ትምህርት ዓመት የማይቀየር የማይቀየር የማይቀየር የማይቀየር? “What are your possible solutions to the disappointing issues identified?” Beth የሕጻን ምንምንም የማይቀየር የማይቀየር የማይቀየር የማይቀየር? “What will you do next?”	- Look at ways of <u>differentiation-and</u> reviewing and feedback within the continuous provision. - What resources could be used in the continuous provision? - Giving more choice in the structure of the morning

Y. neqiaf, newydd / Transformed experience