

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.

In his 1993 book 'Critical Incidents in Teaching' Australian educator and author David Tripp makes the assertion "the great stress of teaching comes both from the number of decisions teachers have to make every minute and from the nature of the decisions they have to take" (Tripp, 1993, p.49). Clearly a teacher's adeptness at decision making will be a factor in their teaching outcomes. Reflective practice provides an opportunity for practitioners to stop, consider and evaluate some of the myriad of events that occur within the context of the classroom and appraise how the decisions they make impact. There are many forms of reflection teachers can engage in, such as logs, journals, portfolios or action research (Purcell, 2014). One form this evaluation can take is a critical incident study.

At this point it is important to establish what is meant by the critical incident in this context. Tripp explains critical incidents are not things that exist that are awaiting discovery, critical incidents, like all data, are created by the consideration we give to what has happened (Tripp, 1993). The incident being outlined could have passed unnoticed in a lesson but by considering the incident critically we give it significance. This evaluation will consider the context in which the incident occurred and what we can learn from it, also we evaluate how the incident relates to the new curriculum being devised in Wales, spearheaded by Professor Graham Donald.

Methodology

A critical incident is in research terms a variant of a case study, "case studies have made a considerable contribution to the corpus of knowledge and practical wisdom about education" (Adelman et al, 1980, cited from Basey, 1999, pg. 23). Case studies differ from more scientific experiments as there is no rigid control of variables or standardised questioning, they are a more real-world, holistic, interpretive attempt to consider events. The value in case studies, like critical incident studies, lies not in what has happened but the in-depth analysis of the event (Basey, 1999).

The incidents observed were obtained through non-participant observation. The observation sheet was used for taking notes and the ARC sheet was used for reflection. (Appendix C). A range of observation techniques which are typical to classroom research such as a sociogram: a graphic representation that maps relationships within a group, or a Vignette: a hypothetical story which allows the gathering of data in a less personal manner (Thomas, 2013, Barter and Reynold, 1999) or participant observation could have been considered, however due to the observer's lack of experience it was deemed that choosing an unfamiliar method of recording or being an active participant could distract from the focus of observing and recording.

There are limitations to observation that are important to consider. We bring our cognitive biases to observation and it is reliant on the researcher's interpretation (Cohen, Manion and Morrison, 2007, Didau, 2016). Another important shortcoming is the Hawthorne effect, which refers to a change that occurs as a result of the study (Thomas, 2013) in an educational study this would manifest as the teacher or the pupils modifying their behaviour, because of the presence of the researcher in the classroom.

Case studies are problematic as a form of research and we must be aware of the limitations of population validity when using them: any findings are not necessarily replicable and we cannot extrapolate from them to either the whole class or even broader (McAvoy and Brace, 2014). However, being aware of these shortcomings means we can consider them during our study. Value can be added to critical incidents by creating a critical incident file, Tripp recommends collating incidents, organised by themes, within the file we can record and seek to notice patterns and revisit incidents. The value of using a file is we can reveal our routines as well as recognise possible influences, considering how and why we do things in depth allows us to improve our practice (Tripp, 1993). This collation of data can help us start to make tentative generalisations. Case studies in education could be utilised in a valuable way within knowledge communities, people with similar interests who share their insights within professional networks. (Broekkamp, and van Hout-Walters, 2007).

BERA (2018) ethical guidelines state institutions and individuals have the right to anonymity and privacy, taking that into consideration we will not be identifying individuals or the school. The school in which observation took place is a community school for children aged from three to eleven years. The school is situated in a traditional ex-mining community in the Rhondda Valley. There is a high level of economic inactivity in the village and a high level of unemployment. The area can be described as predominantly disadvantaged. 21.5% of pupils are eligible for FSM, this is in comparison to a national average of 16.9% (PLASC)

There will be approximately 425 pupils on roll in September 2019 organised into 14 classes. The school's intake reflects a full range of ability. 19.4% pupils were identified as having additional learning needs which is slightly below the national average of 22%. Currently 3 pupils have statements of SEN although 1 more is going through the process. (Appendix A)

On the day of the observation the school was celebrating the European Day of Languages. The foundation phase pupils were to carousel around classrooms, in each a lesson about a designated country would take place. Two year 2 groups and one year 1 group were rotating around three classrooms, the countries being looked at were Italy, Spain and Germany. The teacher in the classroom was an NQT supply teacher who taught within the school's foundation phase regularly.

The Observed Incident

The children had arrived at school and at registration had learnt about the structure of the day. They would be learning about Spanish culture and language in this classroom. The incident in question happened as the children were watching a short Sesame Street video about flamenco dancing (Appendix B). One of the characters in the video is going to try the dancing and before trying exclaims "I don't think I can do that!" he struggles, but after practicing he becomes more confident. At this point the teacher stopped the video and said to a girl "don't you think this really ties into what we were speaking about last week." Drawing from Tripp who believed it important we deliberately seek out the views of other participants (Tripp, 1993). I spoke to the teacher to ascertain details of the previous incident. The teacher advised that she had noticed many of the class, particularly the boys, seemed to have very fixed mindsets around what they could do, so she had held delivered a lesson specifically about positive mindsets and perseverance.

In 2015 a report by Professor Graham Donaldson called Successful Futures was published, after performing extensive research into education, pedagogy and learning, which took place mainly in Welsh schools but also Internationally, Professor Donaldson set out a vision for what students in Wales education should encompass. Within it there are four clear core purposes that synthesise characteristics children should achieve throughout their education. (Donaldson, 2015). The four purposes were physically visible in the classroom (see fig. 1) and it felt as though the lesson directly linked to them.



Figure 1: 4 Purposes display in classroom.

Children were celebrating the European Languages day which directly links to one of the purposes: ethical informed citizens. Donaldson proposes children be taught about cultures and the world so they can be valuable members in a diverse society. Focusing on positive mindsets contributes to the remaining three purposes: to be ambitious capable learners, enterprising creative contributors and healthy confident individuals. Historically education was focused on a workforce who would go into jobs that required rote performance and little cognitive functioning (Bandura, 1997), however the new curriculum wishes to equip young people with the skills they need for life in an increasingly complex and changing world. (Donaldson, 2015) The teacher had previously recognised the fixed mindsets the children held would hinder their ability to succeed, in these aims and then whilst watching the video she recognised the link between what she had taught previously and adroitly used the video as an opportunity to have the children see an authentic example that reinforced her previous teaching.

Literature Review

It became apparent that there was a historical significance in the fact positive mindset was being taught in a school which describes itself as predominantly disadvantaged. (Appendix A). In France in 1904 Alfred Binet designed the first test which attempted to measure intelligence, his aim was to help identify children in the education system who needed additional help (Byford, Mcavoy and Banyard, 2014), however he was critical of the measurement insisting it only gave us a snapshot of attainment (Smyth and Wrigley, 2013). His method of measuring intellect was soon misused for political means across the world. Where lower class children performed less well it was explained that the differences were innate rather than environmental (Wrigley, 2012). Numerous theories such as language deficiencies among the working classes, stigmatization of local dialects and even that there existed a restricted code in language used by the working classes followed. Although these theories have predominantly been discredited; erroneous assumptions about class and ability persist within education (Wrigley, 2012, Smyth and Wrigley, 2013). Aspiration being encouraged in a disadvantaged area is evidence that although the discussion around environment and heritability has not been settled, disadvantaged children's futures are not dismissed with the same ease they once were.

By the beginning of the 20th century, psychology had been focused on trying to examine mental events, Behaviourists such as John Watson and B. F. Skinner believed psychology should become more scientific and that the focus should move away from subjective study of the mind, to behaviour which was observable (Brace and Byford, 2010, Child 1973). Behaviourists focused their study on stimulus and response and B. F. Skinner created the Skinner Box which allowed psychologists to control the environment of the animal they were studying (Brace and Byford, 2010, Child, 1973). John Watson is infamous for his declarations that all humans are like a blank slate and environment alone determines their destiny. Critics of early behaviourism felt it was too simplistic to believe nature plays no role in development, they believed animal behaviour could not be used to make judgements on the behaviour of humans, and that the behaviourists belief in a lack of free will was problematic (Aubrey and Riley, 2016, Hendrick, 2016, Child, 1973).

The legacy of behaviourism is still extremely visible in the modern classroom. Reinforcement is used widely to control behaviour, however, even something as simple as reinforcement can be applied more effectively once we understand the theory behind it: positive reinforcement is more effective than negative, reinforcement is more effective if it occurs directly after an event, and intrinsic reinforcement is better than extrinsic, it was more

advantageous to have children be enthused by learning and then the positive reinforcement comes from within themselves (Aubrey and Riley 2016).

Albert Bandura was a Behaviourist who wished for behaviourism to move away from being considered as authoritarian, he stressed 'reinforcement techniques' were for 'human betterment' not 'social control' (Bandura, 1974, cited from Hendrick, 2016). Bandura believed much of our behaviour is learned from environment by observing and modelling, consequently, reinforcement could happen by seeing reinforcement happening to others (Davenport, 1991). In 1983 he published a paper on self-efficacy and went on to write and research extensively on the subject. Perceived self-efficacy is a belief that the holder can have an influence on the outcomes in their own lives. When people have high levels of self-efficacy it can lead to greater achievement and wellbeing. The four ways he proposes self-efficacy can be built are mastery experiences, social persuasion, modelling and for people to learn to interpret physiological changes in a more positive and productive way (Bandura 1994). Bandura believed education's purpose was to instil in young people the capability to educate themselves (Bandura, 1997). During the incident the teacher was highlighting an example of how a positive attitude could lead to success. The fact that the children were being taught thinking strategies is part of a movement towards education becoming more holistic, Donaldson bringing wellbeing into the curriculum is in line with the United Nations (1989) *Convention on the rights of the child* which states: every child has a right to an education that encompasses health and wellbeing. Donaldson's belief is that for children to thrive they must have physical and mental wellbeing. (Donaldson, 2015) Building self-efficacy in pupils would be looking after their wellbeing.

Bandura also outlines the importance on the perceived self-efficacy of teachers, teachers who believe they have high levels of instructional efficacy are more effective. Another consideration for teachers is the effects of differentiation on children's levels of perceived self-efficacy, Bandura describes how children naturally compare themselves and therefore being grouped by ability can be harmful to their sense of self efficacy (Bandura, 1997).

John Hattie undertook a meta-analysis of over 800 studies in his book *Visible Learning* (2012). Meta analyses are referred to often in this study, they are research which synthesizes and compares existing studies, one strength of this approach is small studies can have more value when combined with numerous other studies, furthermore, there is simply more data to draw conclusions from, however, the studies may not be looking at exactly the same issues, therefore it can be difficult to decide which studies can be used, also poorly designed studies are combined with higher quality ones (Cohen, Manion and

Morrison, 2007). From the meta-analysis Hattie argues for the transformational power of mindsets, he is interested in the effect students self-concept their learning Hattie outlines how pupils bring self-attributes to the classroom, he believes for learning to happen students must believe learning can happen, also like Bandura he emphasises the important role teachers own mindsets play (Hattie, 2012). Hattie's work reinforces the idea that the teacher was right to recognise the lacking positive mindset in the children and intervene so that it does not hinder their learning.

More recently Carol Dweck's work has covered similar themes and has been popular amongst educators. Dweck is also a social psychologist interested in self-conceptions people hold and how they can affect their lives. In her bestselling book *Mindset*, two mindsets are identified, fixed mindset and growth mindset, Dweck believes which we ascribe to has a profound effect on our lives, people with a fixed mindset see their intelligence as unchangeable, whereas people with a growth mindset believe hard work can result in improvement (Dweck, 2012). Carol Dweck's theories have led to a programme called Brainology, which centres around the idea of teaching children to think of their brains as a muscle which can be fed and grown (Pound, 2009). Dweck's theories are often misrepresented, growth mindset is not about lowering targets so they become achievable, or about simply making children feel good about themselves, Dweck advocates for a combination of high expectations and hard work. (Dweck 2012). There are many criticisms of Dweck; a recent double meta-analyses looked at the effects of growth mindset on academic achievement and the effects mindset interventions had, both showed a negligible improvement, though interestingly there was a more pronounced improvement in scores of children who came from disadvantaged backgrounds (Sisk et al, 2018).

The area the school is in was predominantly disadvantaged and although there has been a focus on an aspiration deficit playing a role in the attainment gap, evidence does not support lower levels of aspiration in disadvantaged areas (Harrison and Waller, 2018). Often a judgement of low aspiration is made by individuals who may not understand that to some disadvantaged people aspiration may not exist because aspirations depend on opportunity, not personal optimism (Wrigley, 2012, Harrison and Waller, 2018). Lacking aspiration or poor mindsets are sometimes used as a method to shift the blame for the attainment gap onto the disadvantaged (Didau, 2014), in this sense there is a similarities to the arguments that were made earlier in history that somehow the attainment gap was excusable.

Socio-economic status is the best predictor for educational attainment (Menzies, 2013) and in May this year the BBC reported that Wales is the only UK country where poverty is on the rise, on average 29.3% of children live in poverty (Pollock, 2019). In his

report Donaldson says good teaching requires an understanding of the social and psychological factors that influence learning (2015). As such teachers in Wales have a responsibility to consider social inclusivity. On average disadvantaged pupils perform less well than their more well-off counterparts, they start education with lower levels of attainment in assessment and the gap grows throughout (Crenna-Jennings, 2018). Teachers in Wales must reflect on how they can ameliorate this problem.

One consideration is whether teachers are contributing to what the then shadow secretary of Education for the U.K. Nicki Morgan described as “a soft bigotry of low expectations” (Cassidy, 2015) her concern was based on a report for Civitas by Robert Peal called Progressively Worse (2014). Peal considers how a pervasive attitude that children from disadvantaged backgrounds are destined for lower achievement can cause teachers to at best set work that is not challenging enough and at worst believe they do not have agency to improve the lives of the children in their classroom. This view is supported in ‘Junior School’ a study by Mortimore et al in 1988, one of the findings was higher expectations and assessments for the children of non-manual workers as opposed to manual. (West and Pennell 2005). There is evidence that teachers may be contributing to the attainment gap because of their prejudices. (West and Pennell, 2005, Peal, 2014)

Peal outlines many ways we should not teach disadvantaged children, but he also draws our attention to the fact great teaching can help narrow the attainment gap. (Peal, 2014). Doug Lemov is a former teacher who is now the managing director of Uncommon Schools, an organisation that focuses on how great teaching improves achievement in disadvantaged areas. He identified great teachers by looking at schools that were in disadvantaged areas but were achieving results that were comparable to more affluent areas, he then looked for commonalities in teaching practice within these schools. The recommendations he makes mirror both Donaldson and Hattie’s findings. They give a blueprint for a classroom environment that fosters success for all.

A classroom where mastery is fostered and learning is assessed and acted on, one in which there is a positive academic ethos and classroom culture; high expectations for all and an environment where mistakes are not feared. Where questioning, writing and discussion are used to encourage rigour and engagement. (Lemov, 2015) There are a lot of commonalities with good teaching practices, positive mindsets are usually encouraged through role modelling and mastery, as opposed to explicit teaching.

Evaluation

In my essay I use the term FSM in the context in which it often is used: as synonymous for disadvantaged. The average free school meals figure in Wales is 16.9%, however 30% of children in Wales are assumed to be living in poverty. (PLASC) Britain is a country where 4 million people in work are also living in poverty (Partington, 2018) yet parents who receive working tax credits are unable to claim FSM. This is just one of a variety of reasons FSM figures being used to identify children as disadvantaged is problematic. It is also important to recognise that generalisations are made whilst discussing groups and populations, but as teachers in the classroom we are dealing with individuals not averages (Peal 2014, Smyth and Wrigley 2013). It is clear making assumptions on ability based on a student belonging to any group be it FSM, ethnicity or ALN is not inclusive practice.

After observing the incident, I instinctively felt that teaching mindset in a disadvantaged area was a positive practice, however my initial feeling has been challenged and I have had a chance to examine my own prejudice. I considered parental aspiration in relation to my own life, as someone who has been relatively privileged, having not considered the effect opportunities have on aspiration (Wrigley, 2012, Harrison and Waller, 2018). The evidence shows us that low aspiration is not prevalent among disadvantaged parents (Harrison and Waller 2018), the real difficulty is there is a lack of understanding about how children can reach their potential. (Smyth and Wrigley 2013). To improve the life chances of students there is more value in schools helping signpost opportunities for young people (Crenna-Jennings, 2018, Smyth and Wrigley, 2013). Another consideration is the effect on communities of encouraging people to leave and be socially mobile, this can be problematic, and it is important that whilst we encourage aspiration, we do not cast a shadow of failure over those who have not had opportunities. (Goodhart, 2017).

Good teaching is never considering the low academic attainment of certain pupils as acceptable, never lowering expectations for what disadvantaged pupils can achieve before they have even entered the classroom (Peal, 2014), being aware of how bias can creep into differentiation and assessment (Mortimore et al, 1988, cited from West and Pennell, 2005) and understanding that making education more accessible does not mean a simplification of the curriculum (Didau, 2016). The evidence shows high expectations are linked to high achievement amongst all students (Lemov, 2015, Mundy and Leko 2015), so it is imperative teachers do not lower their expectations for students or excuse lower achievement as it may become a self-fulfilling prophecy (West and Pennell, 2005). As well as practices to avoid as

a teacher, this evaluation has allowed me to consider practices that may possibly help close the attainment gap.

There is evidence in the value of self-efficacy or a growth mindset, however the evidence for explicitly teaching it seems to be unclear, and as such programmes such as Brainology, on which the American government has spent millions of dollars introducing into the classroom should be scrutinised (Sisk et al 2018). Without strong supporting evidence for interventions we should be wary of introducing them into the classroom. Didau laments Dweck's mindsets may just become another "meta-belief that warps and distorts as it becomes increasingly and uncritically consumed" (Didau, 2016, pg. 311). Dweck herself is critical of how a 'false growth mindset' has appeared as her theories have been misunderstood (Gross-Loh, 2016). Looking at this critical incident has given me a chance to reflect on how imperative it is to think critically about strategies we adopt in the classroom, unless we understand the theory behind a practice, we are unlikely to extract the maximum benefit from it. It is important as a teacher to not fall into the trap of adopting strategies we see other teacher using without understanding the expertise (Didau 2016).

Wellbeing being part of the curriculum is not without its critics. Some believe the focus should be on more academic subjects, one critic of education focusing on wellbeing is Helene Guldberg. Guldberg wonders would it not be better for teachers to focus on teaching rather than being psychologists, social workers, happiness counsellors, health and safety officers and police officers (Guldberg, 2009). The current curriculum will mean whilst we are teaching wellbeing, we should rarely be teaching it without it being linked to other cross-curricular subject or areas of learning. I think communicating with parents the reforms that are happening in education is imperative, most parents come from a time where school timetables were rigidly set by subjects.

Wellbeing like every subject should be taught in a meaningful way and not just included as a tick box exercise, teaching growth mindsets and mindfulness seem to be a popular way for schools to include wellbeing in the curriculum but the focus must remain on actually creating wellbeing among the pupils. "People want to be happy and, since this desire is well-nigh universal, we would expect to find happiness as an aim of education." (Noddings, 2005, pg. 74). The four purposes are about children living fulfilling lives and in my own classroom there will be a focus on happiness. Children learn from environment and modelling and I believe being a role model with my behaviour and thinking will help foster wellbeing in the classroom, the correct learning environment will encourage positive mindset and self-efficacy through modelling and experiences.

Conclusion

A requirement of the professional teaching standards is for teachers to constantly refine their practice so they can secure the best outcomes for learners. (Welsh Government 2018) It is difficult to imagine how a teacher could not partake in reflective practice as the nature of the job is not a constant: classes change and with them come new challenges, also there is constantly new and exciting literature and research in the field of child development, pedagogy and education. I can see the value of creating a critical incident file while teaching, particularly when I am reflecting on my own practice and not restricted by writing for an essay. A challenge I found was staying focused on specific areas rather than allowing my enquiry to lead me, it is clearly a useful way to extend knowledge in subject areas you may not have researched otherwise. The observation allowed me to focus on an incident that centred around the teaching of something that is widely accepted and instinctively felt right to me, however once I gave the incident more consideration it helped me understand the importance of considering what we teach and how resources are spent as well as challenge some of my opinions that were rooted in patronising misconceptions.

One of the struggles I found was that for every study I find there seems to be a study to contradict, evidence seemingly can be used to support any idea (Didau, 2016), however by considering a simple incident in the class I have explored numerous arguments about mindsets, aspiration, wellbeing and disadvantage, there are no definitive answers around the subjects however I feel better equipped at tackling them in the classroom. I have learnt about self-efficacy, positive reinforcement and mindsets and effective ways to utilise them personally and within the classroom. I have also had the chance to look at positive practices to apply to the classroom, which I can then refine through reflective practice.

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APPENDICES

APPENDIX A

Primary School is a community school for children aged from three to eleven years. The school is situated in the centre of the busy town of , a traditional ex-mining community with an established residential area. in the approximately eight miles north west of in Local Authority. The area has a mixture of privately owned and housing association rented properties. Although is not a Community First area, there is a high level of economic inactivity in the village and a high level of unemployment. Approximately 55 pupils live in Community First areas and attend the school through parental choice. The area can be described as predominantly disadvantaged with many children living in homes with no working parent and many have single parents.

There will be approximately 425 pupils on roll in September 2019 organised into 14 classes- Foundation Phase pupils are organised according to age and ability and KS 2 according to age with two form parallel classes. There will be approximately 49 part/ full time Nursery pupils. There will be 14 full time teachers, including the Head teacher. To enhance this provision, there are three Grade 7 additional practitioners, along with eight Grade 6 additional practitioners based in the Foundation Phase and one Grade 7 teaching assistant, four Grade 6 teaching assistants and three Special Needs Support Assistants based in KS 2. The school also employs a full time Family Engagement Officer from the PDG.

The school's intake comprises of the full range of ability. PLASC 2018 - 19.4% pupils were identified as having additional learning needs which is slightly below the national average of 22%. Currently 3 pupils have statements of SEN although 1 more is going through the process.

This percentage has remained relatively stable over the four past years.

E mail:

Website:

APPENDIX B.

<https://www.youtube.com/watch?v=ncPPVha9T6c>

APPENDIX C.

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OBSERVATION / FIELD NOTES		
(Questions adapted from Fletcher Wood (2016))		
Date: 23.09.19		
Lesson details: A year two class is in a year one classroom. Teacher is an NQT, who teaches regularly in the foundation phase. Children will be learning about Spain.		
Classroom culture (Are the students focused on learning?) Children are excited to learn about Spanish culture and all seem engaged.		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Children understand they are there to learn about Spain. Reading is interactive, teacher stops frequently to discuss reading.		
Direction (Are the students clear about what they are doing and how to do it well?) Children are introduced to the different activities they will be doing. They are given a choice of which activity to start with.		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Children are engaged in the story that is read and the video.		
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher asks children to share their prior knowledge. Questioning used to gauge understanding.		
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? * Teacher uses tambourine to silence class. * Teacher stops the video the children are watching to draw attention to how the lesson links in to previous learning. * Children are asked to put hands up for which activity they wish to partake in, it isn't made clear whether they will get to do everything.		

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

Dyddiad/Date: 23.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): video stopped to draw attention to positive mindset.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was impressed in the way the teacher made the link between what she was watching and the previous lesson.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- The teacher used the opportunity well to show the children an authentic context for what she had previously taught. - when the children were choosing activities what was going to happen next was a bit unclear.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	I liked the way the teacher had chosen to teach the children about mindsets, because she had recognised they needed it.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	- It was a good example of the importance of clear directions. - I'm interested in mindsets and how they can play a part in wellbeing.
Y profiad newydd / Transformed experience	



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
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Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	23.09.19
Lesson details:	Year One class registration. European Languages Day. - 33 children
Classroom culture (Are the students focused on learning?)	children have a set routine. Enter class, self-register and sit on carpet. Friendly chatter. Welsh used to enquire about how children are. Children are engaged.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	The children wait to hear what they are doing that day. It is explained to them they will be moving around classrooms and learning about different countries. The excitement is palpable.
Direction (Are the students clear about what they are doing and how to do it well?)	The children are not told what they will be doing once they move classrooms, however it is clear they will be told on arrival.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	There is little challenge at this point. The class are excited about the activities and seem engaged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	N/A
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	*When the teacher puts her hand up for silence (restorative), she follows extremely shortly with a question and there is some confusion as some hands are up but not to answer question. *When told they will be moving around classes one boy bursts into tears. Teacher reassures him it is temporary and that it is nothing to worry about.

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

Dyddiad/Date: 23.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Boy crying at the prospect of moving classrooms.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	It was upsetting to see the little boys adverse reaction.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	Something as simple as moving around classrooms was very exciting for the majority of the class. It reinforced that they were celebrating something as the day was not the same as most days.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	I like the idea of the team teach element of the task, I also like that the day was marked out as special by the non-uniform and the moving around. The boys reaction was a reminder that we must prepare for a range of reactions.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	* It would be interesting to probe the teachers about the boy, why do they think he cried, did they pre-empt it. * It is important to consider how different children will react to different scenarios.
Y profiad newydd / Transformed experience	



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Y Drindod Dewi Sant
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Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	25.09.19
Lesson details:	GCSE maths Intermediate → who are moving toward higher tier. 30+ students, sat boy, girl.
Classroom culture (Are the students focused on learning?)	Teacher does not use textbooks. Expectations in the class are extremely clear. There is extremely little disruption or chatter. The teacher is literally everywhere, checking everybody's work. Pace of the lesson super fast.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	The teacher has a very clear objective. I don't note whether it was communicated to children. They are obviously used to the teachers fast pace and expectations. They get their heads down and work.
Direction (Are the students clear about what they are doing and how to do it well?)	When they enter the starter is on the board, a timer for 7 is on for completion. With every task the children are given a completion time + harder tasks for those who finish.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Teacher uses direct teaching, then children do tasks in silence. Children appear to be engaged throughout. A list of more difficult tasks stay on board throughout lesson for those who want more challenge.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	The teacher asks, are there any questions? Throughout - He is also physically checking all the books as he goes along. Helping anyone who has the wrong answers.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	* Teacher gives one answer wrong, confusion is apparent among pupils. It takes a while for one boy to summon up the courage to point it out. * One child sighs loudly when he realises time is up and he has not finished. * Hands up if you got that task right? Only 1/3 of hands up. * Some pupil answers questions 3 times.

Teacher makes clear links to prior knowledge.

When asking if there are any questions, teacher allows very short amount of time for anyone to speak up.

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

Dyddiad/Date:

25.09.19

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

Child sighs loudly as maths task ends.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt excited by the levels of engagement in the class. Children seemed to really enjoy the challenging nature of it.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	I felt as though in the short time I was there they covered a lot of material. I was particularly impressed at how quickly in the lesson children were working. and teaching style I think the pace probably wasn't right for all pupils.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysigaf? "What was the cause of the most important disappointing element?"	I thought the lesson was inspirational, the teacher had really built an environment where children seemed to be striving. After speaking to the other observers in the room it was interesting that we were split down the middle on whether we would have enjoyed such a fast paced style.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	* One take away was how good routines can help us as we waste less lesson time. * Strong behaviour expectations result in compliant students. * Teachers would have to be aware of how their teaching style impacts pupils.
Y profiad newydd / Transformed experience	



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Trinity Saint David

Yr Athrofa
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Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	23.09.19
Lesson details:	Tapas tasting activity. Year two, seven pupils. Learning about Spain - Modern Languages Day.
Classroom culture (Are the students focused on learning?)	The children are very excited at the prospect of trying food, another pupil in the class tries to speak to the teacher she replies "I'm in a bubble with my group. don't burst my bubble"
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	-Children are learning about Spanish culture. In this task they are learning about and tasting Tapas. Teacher discusses knife safety.
Direction (Are the students clear about what they are doing and how to do it well?)	Children are encouraged to try different foods but are told they can choose what to try.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Children aren't formally challenged, however they are encouraged to discuss the foods.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	The teacher asks children about their experience. e.g. "this is an avocado, before I open it can anyone guess what colour it is inside?"
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	* One child is not comfortable touching a knife. * During the activity the teacher declares, now we will try strawberries, a girl says "Miss, I can't I'm allergic" - Teacher says we will skip strawberries with this group. * Assembly bell goes, teachers were under the impression there was no assembly today, causes a bit of chaos.

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

Dyddiad/Date: 23.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child allergic to strawberries - strawberry eating part of task

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt very sorry for the girl. The teacher had already mentioned eating strawberries to the group before withdrawing.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- Questioning was used well throughout the task. - The teacher should have been prepared, it caused a potentially dangerous situation.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	It is essential for planning tasks to be tailored to the class you have. With any eating tasks, allergies should be ascertained.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Not only was the situation potentially dangerous, it was unpleasant that it was clear the group were not having strawberries because of the specific pupil.
Y profiad newydd / Transformed experience	

