

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.

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INTRODUCTION

David Tripp describes, 'critical incident analysis' as a unique self-evaluation technique for education of teacher **(Tripp, 1993)** essential for teacher professional development. A critical incident is an event which is entirely unplanned and could occur anytime during class or during career of a teacher but as mentioned by Brookfield (1990) **(Brookfield, 1990)** it is 'vividly remembered'. For "growth and improvement of any educational institution, teacher professional development becomes a milestone in teacher's continuum of lifelong learning and career progression' **(Hien, 2008)**. It is impossible for teachers to reflect on whatever happens in school on daily basis, it is therefore essential to emphasise on an incident from the context of pedagogy, which help a teacher to reflect personal approach towards the incident. Before analysing a critical incident, it is important to understand the term 'critical incident'. Tripp described '... a critical incident is an interpretation of the significance of an event. To take something as a critical incident is a value judgment we make, and the basis of that judgment is a significance we attach to the meaning of the incident' **(Tripp D. , 1993)**. The real purpose of observing a critical incident is to understand the impact of observation that eventually help to improve the techniques of personal teaching. The focus of this case study is to explore the reflection after critical incident which student teachers observed as a compulsory module of their Initial Teachers Training (ITE) program under a supervision of designated school-based network mentor.

OBSERVATION

For this case study observer visited an English medium school with mixed gender secondary school and the age range of the pupil was between 11 to 16 years old. An overall rating for the school in 2019 was two stars. The report from Estyn about the school' s overall performance was unsatisfactory however overall prospects were adequate and the rating from Welsh government rating is the yellow however points attendance rate in school is 93.9% **(The real school guide 2019, 2019)**. During the visit four classes were observed which include physical education science language and humanities. during this visit not only the engagement of students in their lessons were observed their behaviour was also observed at the same time although the students were of mixed ability according to their attainment level but the class attitude was highly impressing . As the Asia where school is located is one of the deprived area of the country therefore it is important to keep this aspect in mind before observing the attitudes or the

behaviours of the students in their class towards each other and towards the teachers .in the class students were seated according to plan and it was observed that high attainers and low attainers were sitting next to each other which is one of the big good examples of collaboration and wellbeing off the students being considered at the same time which is one of the for purposes of pedagogy and of new world curriculum. The environment of the classes reflected the subject they are studying which help the engagement of students in the subject they are being taught.

METHODOLOGY

In the recent case study, the method used to observe the critical incident according to specified guidelines regarding privacy and data storage, point 40 of BERA, which states that,

“The confidential and anonymous treatment of participant’s data is considered the norm for the conduct of research. Researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity...”

(Ethical Guidelines for Educational Research,, 2018). Method for observation was completely structured and no specific group of student or behaviour was observed, it was completely random observation. Four lessons of same year group were observed, and four incidents one from each lesson which was critical of nature was selected. The method used to generate incident was simple and straight forward. All the incidents were recorded on a diary, and critical incidents were recorded on the forms provided (appendices). Observation was completely bias, and health and well-being of pupils was always taken in account following the four pedagogical principles of the new birth curriculum. Observation was remained anonymous throughout the observation and made sure that name of school, gender and name of pupil is not disclosed so as the area where the school is located remained anonymous .during those four lessons the behaviour off the students in the class was observed critically and one of those was extracted and recorded in test form which is in appendices one of the incidents which was more critical according to observers point of view was more research in depth and is recorded next day dogs are visions of critical incident was shared with the fellow colleagues. It is important to understand the criticality of the incident rather than the

observation which means that when observing the incident personality of the student must be kept under consideration which means that the past behaviour of the student or any background of the incident and what happened after the incident must be considered before evaluating the incident the events happened before the incident please major role in the events that causes incident to become critical it is important to find out what lies under the hood rather than what floats on the surface. It was observed that one of the pupils was completely disengaged from the task given by the teacher and was not following the instructions provided by the teacher and upon asking by teacher pupil completely showed his ignorance towards the teacher and tried to prove the task is not worth completing. This attitude left no choice for the teacher but to send the pupil out of class as teacher realised that pupil is just wasting others time.

CRITICAL INCIDENT

Critical incident must be reported in a formative way along with the any incident that might triggered the incident to critical level. It is also necessary not be judgemental at the scene of incident, however the impact on views of teacher learner as a result of the critical incident does play a vital role in the professional development of not only the teacher learner but also the on the future learners.

During the fourth week of first semester of teacher training, students were sent for bridging to their assigned network school. It was one day visit where four lessons of same class were observed and the behaviour of students was recorded on the forms provided (appendices). The incident which I believe to be critical took place in science class where students observed the teacher performing practical and then students were asked to follow the provided instruction manual and after completing the first task continue with the second task. This class was of mixed ability students, hence I observed teacher was keeping eye on few students. There was a group of two students who was completely disengaged and ignored the instructions of teacher, and upon asking one of them,

Student: 'I don't understand what we are doing'.

Teacher: 'Can you please read the instructions, get the apparatus and start following the instructions.'

Student: 'I don't see any point doing this, it is of no use in real life.'

Teacher: 'Can you please clarify this to me, as I am lost?'

Student: 'I am unable to follow the instructions and I don't know how to use the equipment as well and I don't know the answers on back of sheet, therefore, I am not doing it.'

Teacher: 'You are wasting everyone's time and I cannot take this behaviour from you, therefore you can leave the class'.

As a result of this conversation, it has noticed that those students who were not paying proper attention to complete the task, start doing their own works.

It is equally important that there will be no compromise on the four purposes as mentioned Donaldson's report regarding curriculum of Wales (**Donaldson, 2015**), it states that,

"The purpose should guide all future decisions about national and local educational priorities and underpin all teaching and learning in Wales. The four purposes are that all children and young people will be: Ambitious, capable learners who are ready to learn throughout their lives. Enterprising, creative contributors who are ready to play a full part in life and work. Ethical, informed citizens who are ready to be citizens of Wales and the world. Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society." it is clear that incident report must not coincide with these purposes and health and wellbeing along with psychological and emotional condition of a student must be considered at the same time.

LITERATURE REVIEW

As part of the assignment, different literatures were reviewed. Most importantly work from Tripp, Brookfield, Ayres was reviewed to evaluate the critical incident. Also, guidance from BERA, Welsh Curriculum, Research gate, and scholarly articles from google search were also taken under consideration. It is necessary to apply Tripp's analysis approaches before evaluating criticality of incident. Here are few thinking strategies suggested by Tripp to understand the causes led to the incident. It is important to consider the situation from all angles including a negative, positive, and sometimes interesting and upsetting points as well. Also considering other opinions in the same situation also help to resolve the situation, it is therefore collaboration among colleagues

is highly recommended. And finally, thinking of other possibilities or alternatives is essential if there are available **(Tripp D. , 1993)**. Evaluating a critical incident is set on personal beliefs, which are result of one's own experience or judging the events happened in or around life which can also be referred as 'ideological viewpoint concerning professional practice' **(Ayres, 2017)**. Analysing a critical incident makes it possible for teacher to progress in professional career in number of ways. It enables to create self-awareness which in turn help teacher to realise the measure they should have taken. Teacher can perform analysis of its techniques regarding responding to students. Encouraging teacher understand criticality among teaching profession, by helping practising own beliefs and provide teacher to perform research for further progression by utilising resources available for teachers **(Ferrell, 2010)**. Tripp had suggested that in there are two crucial strategies which help to understand a critical incident. At the first place it is important to outline the description of the incident, that involves answering a question of what happened in real life. This could also be referred as first phase of critical incident analysis. After this analysis comes a second phase which addresses the question why the incident happened **(Tripp D. , 1993)**. In other words, second phase is summarising the first phase by underpinning the events which lead to the incident happening. Theil states that it is essential for teacher to follow certain criteria when reporting the incident, that includes what was observed by the teacher personally, description of incident, personal beliefs and finally its reflection on personal professional experience **(Thiel, 1999)**. The practice of critical reflection help the learner to research for the assumptions based on the autobiographies where the learner describe their own reflection, the learner as they observed it, the experiences shared by other colleagues and through the literature research which are based on the opinions and views of others experiences. It is important that the assumptions made are theoretical and philosophical in nature and help the learner to decide between what is in its own interest versus long lasting impacts on practice as professional **(Brookefield, 1998)**. Critical incidents leave a remarkable impact in the professional life of a teacher learner. Although it is very rare to describe a major critical incident, however some highly significant incidents have significance consequences which prove to be a turning point in a professional experience or reflection about incident **(David D. Wood, 1994)**. The real purpose of observing a critical incident is to understand what was the impact the observation will have on the teacher learner, which ultimately help to improve abilities and techniques which a

student learner will be implementing as a professional teacher in future. It is highly recommended for teacher learner to observe the situation with minor details before declaring it to be a critical and hence respond to it accordingly by taking complete responsibility to justify the decision. As described by Tripp (**D., 1993**), there are two criteria for addressing the critical incidents, which are to describe the incident more elaboratively with complete minute details and be as systematic as possible. A detailed description of an incident plays a vital role for the critiques to understand the sensitivity of the situation. It must be focused, have clear picture and be methodical, as these could easily convey the message to other researchers for their justifications. It is apparent that some students to misbehave in the classroom or in the school, but their intentions are to divert the attention of teacher from the tasks provided. It is therefore important to deal with their primary behaviour at first place and then to appreciate their secondary behaviour. As mentioned by Derikurs, that inappropriate behaviours are motivated by unconscious needs (**Dreikurs, 1968**). The use of critical incident questionnaire (CIQ) plays a crucial role in identifying the feelings of student teacher where they would be able to identify the incident which could be described as critical and help the teacher learner to deal with similar incidents if they happen to come across in future (**Brookefield, 1998**). According to Brookfield it is helpful to get this questionnaire done on weekly basis to keep the reflection on track. The critical incident mentioned reflects the statement by Sweller (**J., 1998**), which states that, "that our working memory - the part of our mind that processes what we are currently doing - can only deal with a limited amount of information at one time." According to him there are three forms of cognitive loads which must be addressed when deciding the criticality of an incident. Intrinsic cognitive load deals the difficulty of study material provided in the class, but it could easily be dealt by using prior knowledge. Extraneous workload is the result of the way the material was presented however gernome cognitive load helps to develop 'schemas. It is however showing the importance of using prior knowledge to introduce the new ideas in the class. These strategies will eventually help in reducing the critical incidents that take place inside the classroom. The occurrence of critical incidents inside the classroom reflects the understanding of student about that specific subject, which necessitates the existence of a particular road map to decide whether the incident was critical or not.

<i>Kind of judgement</i>	<i>Kinds of analysis</i>		
	<i>Information required</i>	<i>Questions asked</i>	<i>People involved</i>
<i>Practical</i>	Procedural	What should I do? How? When? Where?	For and/or with whom?
<i>Diagnostic</i>	Descriptive	What happened?	Who was involved?
	Causal	What made it happen?	Who acted?
	Effectual	What does it do?	For whom?
	Affectual	What does it feel like?	For whom?
	Semantic	What does it mean?	To whom?
	Explanatory	Why did (does) it occur?	With whom?
<i>Reflective</i>	Personal Evaluative Justificatory	Do I like it? Is it a good thing? Why?	Do others like it? For whom?
<i>Critical</i>	Classificatory	What is it an example of?	Whose classification?
	Social	Is it just?	For whom?

Figure 1. David Tripp, Creating a Critical Incident

Figure above shows the detailed description by David Tripp (D., 1993) regarding handling and analysing a critical incident. According to this figure judgement must be practical and holds complete details, which means that what should have been done for who and when. The incident must be completely descriptive including details of what had happened, what caused it to happen, what was the underlying reason and what would be the future consequences if not handled properly. The description of an incident must be self-explanatory and described as a typical or atypical and judgment must be transparent. It must be easy for future reader to understand about the details of the incident. However it is important at the same time that it must reflect the teacher learners self-evaluation and justification capabilities of the action which must suppress the situation rather than provoking it at that time when the incident took place. Finally, the most important part of the analysis is for a teacher learner to evaluate whether the incident was critical and handled with complete justification.

REFLECTION / EVALUATION & NEXT STEPS

It is important that when analysing a critical incident, the judgement must be practical self-reflective. it should also be making an observer or a teacher learner to think that what, how, when, and where something should have done and who should be involved, (D., 1993). Another aspect as described by Tripp that incident must be described in detail

such as what, how and when happened and also why the incident took place, which means that for teacher learner who is observing the incident must be able to know the what caused that incident to take place and what would be the effects of immediate respond and how that would be handled in different way which could be a reflective analysis by teacher learner, without harming the health and wellbeing of a student, which is one of the 'Six areas of Learning and Experience', which contribute to four purposes as described in Professor Graham Donaldson's report, **(Donaldson, 2015)**. Analysing a critical incident is a very crucial part when reporting the incident. There is a requirement of a clear justification of any action taken at that time to handle the incident. This justification plays an important role for future teacher learner to evaluate their experiences in response to such incidents. Evaluation of critical incidents helps teacher student to understand the diversity of the complex perspectives of teaching program, where the learner student just embarked onto a new journey without having any prior understanding to professional teaching.

Regarding the aspect of reflection, it is worth including that the experience which a teacher learner about to gain must have qualitative approach. It is evident that in certain occasions those values which are held by a teacher learner have a capacity to change overtime and reflects their new experience.

The incident which mentioned above is atypical and critical in its nature. As same class was observed all day, the behaviour of that student was different throughout the day. It made the teacher learner to think for other ways which might be effective in handling these types of situations with much different way without harming self-respect of a student. There could be several reasons which caused a student to react. It could be the time when class took place. In my opinion, practical activities are more engaging when they place at the early hours of the day. Students are fresh and ready to embark on an adventure hence more focused. Secondly, the student pretended as not understanding the task. In this case best option to get him engaged was to challenge his prior knowledge of the topic in a form of formative assessment. It is also important that the material introduced must be in a form that is easily assessable and could be understood by every student. It is worth noting that in a class, students are having different abilities. It is easy for high attainers to achieve task without any help, but it is problematic for the low attainers, which struggle to achieve the task only through the instructions provided. It is

also evident that not all disabilities are visible. It is therefore crucial for teacher to understand the ability level of each of the students attending the class. These approaches would have vanished the chances for a disengaged student not only to avoid misbehaving in the future but also help them to progress when they are challenged.

CONCLUSION

Critical incidents do not exist in their original form; they are unexpected and unplanned events that could occur during the class time, as described by Tripp. It is however, the criticality of the incidents makes them critical. It is crucial duty of a teacher learner to describe the incident as it happened with all minor and major details, including any underlying issues that would have provoked the incident, anyone who is involved, i.e., who caused it and who is affected by it, location, environment, and any action that have taken at that place to keep the situation in control. As an observer it is important for a learner teacher to keep the information anonymous and respect the confidentiality of the people and location where incident took place. For observer to act as a researcher it is crucial to analyse the incident according to its nature, and while reflecting to incident it is important to view it from different angles that involves its personal past experiences, self-reflection, experiences shared by fellow colleagues, and literature research. Critical incidents play an important part in the professional experience of a teacher learner. Incidents must be classified as a typical or atypical before describing them as a critical incident. The report presented by the teacher learner could play a crucial role when added to the portfolio as an indication of reflection not only towards the practices as a professional teacher in future, but also could act as an important guidance for teaching practices. Although critical incidents could be taken as a navigating tool for future teaching practice but the challenges which come across in developing the future practices comes with its own challenges which must be addressed.

APPENDICEX 1

OBSERVATION SHEET 1

Date and time, year group: ▪ Date: 30/09/2020 ▪ Time : 0910 am ▪ KS3 : ages 11-14
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). ▪ PE – Differnt techniques in groups practising rock climbing ▪ Indoor lesson due to heavy pouring ▪ Ability – mixed
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) ▪ Disposition was very relaxed; children could use their own initiative to overcome the challenges ▪ Very well controlled and managed behavior was observed overall, all the students were engaged and trying to achieve the target set by PE teacher.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) ▪ Although PE lesson was indoor but all of the students were in proper attire as required by PE lesson. ▪ Students were seperated in groups and were asked to perform the tasks ▪ Group which managed to perform the task was asked to perform in front of others and then to help low learners. ▪ At the end of lesson importance for that days activitie were explained along with plans for next lesson were discussed and questions were answered.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well)? ▪ PE teacher was attending each group individually and explained to them how to perform the task. ▪ Groups were encouraged to use their own logic following the guidance by

teacher to perform the tasks.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) ▪ Although outdoor environment is much more stimulating, but teacher has chosen the activities which could be better performed indoors. ▪ Activities were challenging for all type of learners that encouraged students to think deeply to overcome it.
Assessment (Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?) ▪ Although the tasks were very challenging but the students were encourage to use their prior knowledge and link to their previous activities to improve on themwith slight changed movements.
Specifics / Critical Incidents (Are there moments which cause you to consider aspects of practice when you come across them in future teaching)? ▪ There were moments which links to skills such as accuracy and criticl thinking ▪ Working in groups allowed pupils to become capable learners who are not only capable of using their own initiative but become more ambitious and look for ways to overcome the challenges.

APPENDIX 2

CRITICAL INCIDENT 1

IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	▪ Date: 30/09/2020 ▪ Time : 0930am ▪ Stage of group: mixed ▪ Involved : 2 pupils and teacher
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	▪ I observed that two students of lower ability were struggling to achieve the task of standing by joining backs, which was one of the activities that day. ▪ Pupil 1 approached teacher and asked him for help. ▪ Teacher encouraged student to think practically about their position which causing them the failure. ▪ Pupil 2 suggested to the teacher about the possible positions which could help them to achieve it. ▪ Teacher later explained them the imporatance of the activity and future prospects of it. ▪ Both students, with full spirits manged to achiev the task following the guidance of teacher and using their own initiative as well. Pedagogical principles for good learning and teaching: ▪ It is important to challenge the learners intially and encouraging them by explaining them the imporatance of the challenges. ▪ Become more practical and indendent learners. ▪ Collaboration help to achieve the targets more easily and help to learn new methodologies. Four purposes: ▪ Ambitious and capable learners: Both pupils learnt from their own mistakes and managed to improve their learning

	skills by attempting over and over again and finally achieved the target. ▪ Collaboration, team work, and trust.
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APPENDIX 3

OBSERVATION 2

Date and time, year group: ▪ Date: 30/09/2020 ▪ Time : 1000 am ▪ KS3 : ages 11-14
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). ▪ Science – physics (magnetic field was explained with practical) ▪ Unit was near end of study ▪ Indoor lesson ▪ Ability - mixed
Classroom culture (What is the classroom ‘vibe.’? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) ▪ Classroom culture was well behaved and properly managed. ▪ Start of class rules were explained. ▪ Students were willing to learn the lesson and ready to have their hands-on task
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) ▪ Students were working in group of two. ▪ Students were provided with paper magnet and compass. ▪ Practical was explained with live video on screen and students were asked to follow the instructions from provided sheet and later answer the questions on other side.

Direction

(What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well)?

- Teacher attended students who were low attainers to check their progress and explained to those who struggled with the practical activity.
- Group work encouraged collaboration and team work.

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

- Practical activities help students to explore their potential and provide them with an opportunity to research further and to encourages independant learning.
- Students were challenged by taking the activity as a team work.

Assessment

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

- Pupils used their existing knowledge and guidance from the teacher to perform the task using equipments provided.
- Linking their guidance provided by the teacher with their prior knowledge helped them to complete their task well.

Specifics / Critical Incidents

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

- Critical thinking helped students to understand the magnetic field using magnet and compass.
- Importance of group working and collaboration help students to become ambitious learners.
- Implementation of prior knowledge related to the topic.

APPENDIX 4

CRITICAL INCIDENT 3

IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 30/09/2020 Time: 1040am Involved: 1 pupil and teacher
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	▪ I observed that a pupil was not engaged in the practical task provided by the teacher. ▪ Teacher asked the pupil for reason. ▪ Pupil was asked to follow the instructions provided step by step. ▪ Pupil refused to perform the task as it was too much to get done. ▪ Misbehaving by pupil forced teacher to send pupil out of class. Pedagogical principles for good learning and teaching: ▪ it is important to challenge learners and encouraging them to understand the importance of effort and achieving the targets. ▪ Hands on practical is an authentic context for learners. ▪ It encourages learners to take their responsibility of learning and by using his own data and justifying with his own practicals. Four Purposes: Ambitious and capable learners: ▪ Pupil learnt that he was making a mistake and repeating practical helped in understanding the mistakes. Enterprising and creative contributors:

	▪ Pupil thought about the practical realistically and managed to understand various techniques that could be used to interpret data.
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APPENDIX 5

OBSERVATION 3

Date and time, year group: Date: 30/09/2020 Time: 1120am KS3 – Ages 11- 14
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). ▪ Welsh Full Course – End of study unit ▪ Indoor ▪ Ability - Mixed
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) ▪ Very relaxed disposition, very well behaved, using prior knowledge to relate it with the topic. ▪ Students well engaged in the lesson and willing to learn more about language.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) ▪ Teacher explained the classroom rules at the start of lesson and also the consequences for and behavioural mismanagements. ▪ Students are provided with new worksheets for that day, assessed for their prior knowledge and instructed to complete the sheets using references from previous works. ▪ Examples were written on white board by the teacher before start of class.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well)? ▪ Teacher attended each student and provided students with clear instructions where required. ▪ All students were working independantly for their tasks. This helps promoting their deep thinking towards achieving their targets.

- Environment was completely Welsh, with posters on wall with important Welsh commands, numbers and everyday vocabulary.
- Students were encouraged to speak Welsh where possible.

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

- Learning language in addition to English is a challenge.
- It is possible to speak certain languages by learning to read and write is challenging.
- Asking children for meanings and making sentences in welsh take students to another level of achievements.

Assessment

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

- Pupils used their existing knowledge that helped them to achieve their tasks.
- Linking to prior knowledge is a key skill where student manage to adopt linking theories of present with the past.

Specifics / Critical Incidents

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

- Students manage to critically think and evaluate using their existing knowledge.
- Working independently allow student to become ambitious and capable learners.

APPENDIX 6

CRITICAL INCIDENT 3

IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 30/09/2020 Time: 1130 am Involved: Pupil and teacher
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	• I observed a student was misbehaving and disturbing other students and was completely disengaged. ▪ Teacher reminded the pupil about the class rules and consequences for bad behaviour. ▪ When pupil repeated the same behavior, teacher asked the pupil to change his seat. ▪ I observed pupil completed his work and was completely engaged in the lesson. Pedagogical principles for good learning and teaching: ▪ Challenging learner push them to their limits and in return help the learner to use existing knowledge to solve the riddle. ▪ It is important to encourage individual learning as it increases the sense of taking on responsibility and results in delivering successful results. Four Purposes: ▪ Behaviour management: Pupil when allowed to sit alone, it helped in improving not only the behaviour but also capability to learn better. ▪ In many cases, disengaged students act more responsibly when they are challenged and hence able to provide better results ▪ Students deeply involved in learning Welsh because of the way and the environment provided by the teacher.

APPENDIX 7

OBSERVATION 4

Date and time, year group: Date: 30/09/2020 Time: 1200 noon KS 3 – Age: 11 – 14 years
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). ▪ Humanities : history of Victorian era ▪ Lesson was near the end of study unit. ▪ Indoors ▪ Ability range : mixed
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) ▪ Classroom culture was very relaxed and allowed children to explore independently rather working in groups. ▪ Lesson was in humanities class and seting plan was already explained on the white board. ▪ Classroom rules were explained, along with the possible consequences. ▪ Behaviors appeared to be well managed and students appear to know the rules of the class.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) ▪ Students were provided with two sheets, one with blocks printed and the other with reading material. ▪ Students were explained by the teacher and provided with the opportunity for any questions. ▪ Teacher showed the students methodology for solving provided work sheet and asked them to follow the instructions. ▪ Teacher also completed the task herself. ▪ Complete engagement was observed by the students in the lesson.

Direction

(What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well)?

- After completing sheet, teacher attended each table and provided them any guidance in relation to understanding the text or task.
- Individual learning promotes their ability to critically evaluate and encourages deeper thinking.

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

- Students were challenged with the task, however fast learners managed to complete task, whereas slow learners struggled initially but with the instructions by teacher, they achieved the target.

Assessment

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

- Students were provided with sheets to find the data, hence their skills of evaluation were challenged. However they were not allowed to use their prior knowledge to complete the task.

Specifics / Critical Incidents

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

- Students who misbehave in the class are not necessarily disengaged. When their potentials are challenged they prove to complete the task much quickly and more effectively.

APPENDIX 8

CRITICAL INCIDENT 4

IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 30/09/2020 Time: 1230pm Involved: 1 Pupil and a Teacher
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	▪ I observed that in presence of clear classroom rules, one pupil was continuously misbehaving and distracting the class. ▪ As soon the worksheets were distributed in the class, that pupil became highly engaged in his activity. Pedagogical principles for good learning and teaching: ▪ Such type of behaviour lead to the deeper study of behaviour management and exploring underlying scaffolding as a pedagogical technique. Four purposes: ▪ Pupil completed his worksheet when the behavior was addressed and taken it as a challenge, which shows that pupil was not only ambitious but also a capable learner. ▪ Such activities are important for health and well being of pupils.

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