

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. (Total word count for the essay is 4384 words, and the appendices account for 1000 words which means my assignment contains 5384 words).

In this essay, I will critically evaluate the methodology of an observed critical incident in the context of a school classroom environment. My main purpose is to identify why the critical incident occurred and how one might learn from it focusing on the teaching and learning steps of an individual learner (case study). I will critically engage with research and theories to support my findings and will reflect on my discoveries to inform my own professional and personal development.

Critical incidents are used as an approach by teachers to support and enhance their professional development. According to David Tripp

“... 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, 2012, p.8)

Therefore, a ‘typical’ incident becomes critical because it has an underlying meaning once analysed.

This is supported by Khem Raj Joshi (2018, p.82) who articulates that critical incidents take place in a classroom environment where teachers create a critical incident through reflection considering how and why the incident occurred. This suggests that critical incidents assist teacher’s professional development due to the analysis centred approach which informs them on how to improve their teaching practice. Therefore, one can conclude that critical incidents are a profound approach when considering research in education because teachers can improve their teaching practices through reflection and evaluation of an ordinary occurrence (Joshi, 2018, pp.84-85).

To ensure my educational research was ethically informed I studied the ethical guidelines for educational research. It is vitally important to be aware of what ethical considerations must be respected when conducting research such as confidentiality and anonymity as outlined in the British Educational Research Association (BERA) guidelines (British Educational Research Association, 2018, pp. 21-23).

“The confidential and anonymous treatment of participants’ 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”. (British Educational Research Association, 2018, p. 21)

Therefore, throughout this essay, I will refer to the school I attended as ‘School X’, and the individual pupil I observed will be referred to as ‘Pupil One’ to ensure confidentiality. I attended a secondary school and observed year eight pupils in a Design and Technology class (See Appendix 1 and 2). However, it is important to note that I observed this lesson in a COVID 19 pandemic environment where seating plans are in place and pupils are required to sit side by side to help prevent the spread of infection.

The methodology of my research had already been decided due to the type of research I was conducting, as my main objective was to discover a critical incident in a classroom environment through observation. As a result, the methodology used was a case study which generally employs different research methods such as an observation, and like most methodologies, there are strengths and weaknesses within these research methods.

There are numerous observation models (Cohen, Manion, and Huddleston, 2011, p.456) such as controlled, naturalistic, and participant observations. In my observation, I aimed to adopt a non-participant observation model which means that I observed participants without actively

contributing. However, there are aspects of a naturalistic observation model within my participant observation as I did not control the environment, I was observing but I did know that I would be observing pupils in a school classroom environment. Therefore, I had an awareness of the type of events that might occur in a classroom environment suggesting my observation was structured in an artificial setting. This means that I was in an overt participant observation (Cohen, Manion, and Huddleston, 2011, p. 469) as the teacher and pupils in school X were aware of my presence and were informed that I would be observing them.

However, the non-participant observation has weaknesses within the model such as unreliability because participants might alter their behaviour because of the researcher's presence (Cohen, Manion, and Huddleston, 2011, p.210). Also, the issue of observer bias is inevitably going to affect the validity of the research since the observer might approach the situation they are researching with prior knowledge and beliefs about the individuals they are observing affecting the overall reliability of the research (Ary, Jacobs, and Sorensen, 2009, p.219). For example, a researcher observes a year nine class but assumes the behaviour is going to be an issue before the observation begins because most of the class have not opted to take the specific subject for year 10 and 11 (GCSE) resulting in a lack of interest which could lead to behaviour deteriorating.

Likewise, these biases could be conscious or unconscious and one way to overcome this weakness is to ensure the researcher is proficient. This might be challenging for a trainee teacher such as myself as we might not understand a teacher's response to a pupil's behaviour because the teacher will have more experience in teaching and will have spent more time with the pupils getting to know them individually, plus one might become too involved in the environment they are observing decreasing the objectivity of the research.

However, when conducting my research, I aimed to approach my observation with an open mind and tried not to be too involved in the environment I was observing to ensure validity in my research. Though, I did this with caution as I did not want to dismiss a pupil if they talked to me as that would be detrimental to the learner and unprofessional practice on my part. As a result, my observation lead itself to being a participant observation as I was asked a question by a pupil which lead to minor participation highlighting a disadvantage within my methodology. Nonetheless, I strived for effective research even though there are weaknesses within my methodology by not getting too involved in the learning environment and avoiding any preconceptions that could influence my judgement.

As mentioned previously a case study methodology was adopted within my research since I was observing a real-life context with real people to find a cause and effect relationship between two variables (Cohen, Manion, and Huddleston, 2011, p 289). For example, due to a lack of understanding (cause), a pupil did not complete a task (effect). A case study is an in-depth study of a real-life situation where a researcher can discover unique data.

One strength of a case study is that they provide detailed qualitative data of reality, can demonstrate links between theory and practice and can be generalised (Cohen, Manion, and Huddleston, 2011, p 289). For example, many psychologists utilised case studies in their research such as Sigmund Freud (1856-1939) who aimed to find a treatment for a five-year-old boy 'Little Hans' who had a phobia of horses (Midgley, 2006). A case study can have a positive impact on teaching as innovative ideas can be discovered, informing professional teaching practice. Similarly, since this research is based on individual or a group of participants a holistic approach (humanist) seems the most appropriate when considering a case study methodology as the researcher would consider the bigger picture rather than what is immediately in front of them (Foley, 2004, p.83).

On the other hand, there are several weaknesses when considering a case study because it is difficult to generalise due to the uniqueness of the methodology as studies are almost impossible to replicate, but application to theories can occur suggesting some level of generalisation. Also, like an observation, observer bias is a weakness in case studies as stated by Nisbet and Watt (1984, cited in, Cohen, Manion, and Huddleston, 2011, p.293), due to the research being subjective as the research is established through interpretation of the researcher.

My critical incident was discovered due to Pupil One capturing my attention as they were not on task and demonstrated a feeling of embarrassment when asked a question by the teacher (see Appendix 1 and 2). It became apparent that distractions and the issue of differentiation surfaced as a result, and upon reflection, I have discovered that there are connections with Graham Donaldson's Four Purposes as outlined the New Curriculum for Wales (Donaldson, 2015, pp.29-30). The four purposes provide the starting point for the specifications of the curriculum and should directly influence pedagogy and assessment. The purposes should be developed continuously and should relate to individuals, society, and the economy (Donaldson, 2015, p.21).

One of the main four purposes highlighted in the critical incident I discovered was the 'Ambitious and Capable Learners' purpose (Donaldson, 2015, p.29). Pupil One and the rest of the class were attempting the lesson activities with a positive attitude even though challenges arose. This was particularly highlighted in Pupil One who was confused at the start of the lesson resulting in a lack of involvement and feelings of embarrassment (See Appendix 1 and 2).

However, after the teacher gave Pupil One attention to support and enhance their learning, Pupil One eventually understood the task and demonstrated confidence in their contribution

to the lesson; Pupil One answered a question relating to a 3DS product explaining its function and how the product can be improved (see Appendix 1 and 2). Therefore, there is a link to the 'Healthy, Confident Individuals' purpose (Donaldson, 2015, p30) as Pupil One developed their confidence in learning when positive feedback was given in response to their contributions to the lesson as Pupil One faced and overcame a challenge (See Appendix 1 and 2).

It could be argued that this critical incident also links to another purpose outlined in the curriculum due to the lesson providing foundations for the learners to eventually create their own product. Pupils thought creatively to complete the lesson activities, and this related to the 'Enterprise, and Creative Contributors' purpose (Donaldson, 2015, p.29). As a result, the pupils developed inspiration for their own products which again, demonstrates a connection to the four purposes specifically the 'Ambitious and Capable Learners' purpose.

Although, the 'Ethical, Informed Citizens' (Donaldson, 2015, p.30) purpose was not necessarily evident in this critical incident, the topic of recycling and sustainability arose in the lesson after a discussion took place when considering the positives of a product. Pupils learnt that recycling saves energy, resources, and reduces air pollution, showing commitment to the sustainability of the planet and how pupils can help the world through the act of recycling. This indicates that in this lesson all Four Purposes were evident even if only some of them were apparent in the actual critical incident.

As a result, I believe it is important to make links to educational concepts such as the curriculum, theories and research to inform and improve one's professional learning development as highlighted in the connections between a lesson I observed and Donaldson's Four Purposes (Donaldson, 2015).

The following literature review aims to analyse sources on the topic of critical incidents and differentiation, focusing on how schools embrace them. It will survey scholarly sources highlighting common themes as well as critically evaluating how the literature relates to the relevant topics.

David Tripp (2012) is a prominent figure in the field of education and his book titled 'Critical Incidents in Teaching and Developing Professional Judgement' is highly informative on the topic of critical incidents. It is evident that Tripp's publications have been informed by a huge amount of research as Tripp refers to further authoritative educational figures who have carried out research or developed a theory in relation to education to support his conclusions.

Chapter two 'Interpretation: Creating Critical Incidents' is useful as Tripp relates ideas to evidence including research and examples and provides the reader with contextual information before exploring the material further. As a result, there is clarity within the literature, and one could argue that this source is extremely credible due to Tripp being an authoritative figure in the education discipline. Tripp has a background in Secondary teaching, a doctorate and has progressed to lecturing in a university as well as publishing works on educational and professional development in teaching. Therefore, one can see that Tripp is a well-informed individual whose works hold authenticity due to his educational experiences and background.

Likewise, it is evident that in chapter two (Tripp) the reader is guided chronologically by introducing and defining critical incidents first before exploring critical incidents in further depth. Thus, Tripp digs deep into the essence of the research and continues to engage the reader by providing evidence to support the information illustrated. This is evident when Tripp indicates the positives of staffroom discussions about an individual's behaviour and when one has engaged with published literature to guide their own practice (Tripp, 2012,

p.38). Tripp relates this to the research of Barnes (1969) and Britton (1969-98) (Tripp, 2012 p.38), and critically engages with this research through explanation and reflection. Therefore, it is apparent that Tripp is attempting to cover all characteristics of a critical incident in a concise, thoughtful, and explanatory way before arriving at a possible conclusion.

Similarly, Tripp appears to be methodical in his illustrations because each example provided is analysed or explored in depth where alternate sides of an argument are considered. For example, one could argue that Tripp explores the 'Mary raised her hand' (Tripp, 2012, p.25) critical incident example in detail through the notation of analysis and discovery. Tripp presents the 'Mary raised their hand' (Tripp, 2012, p.25) example and examines it through analysis and interpretation along with providing diagrams to support what is being articulated (Tripp, 2012, pp.26-27). This shows a high level of criticality within the literature providing the reader with a significant amount of analytical and essential information relating to critical incidents.

On the other hand, due to the level of academic language and vigour, one could argue that the source is non-accessible which may cause the reader to lose interest (Tripp, 2012). However, one can establish that the intended audience for this book is those of a higher education such as a postgraduate level. Examples are explored extensively; the literature is highly informative, and the research is credited proving the literature to be appealingly academic. Therefore, due to the intellectuality of the source, it could be argued to be an appropriate level for its intended audience particularly since those in the field of education have a credited degree or are on an equivalent level academically.

Conversely, the 'Preparing to Teach in Secondary Schools' (Brooks, Abbott, and Huddleston, 2012) book edited by Val Brooks, Ian Abbott and Prue Huddleston is considered a 'useful guide' for trainee teachers as it covers a variety of professional topics within the profession of

teaching and broadens the readers perspective giving the wider context of the teaching profession. It is well-organised, informative, and intellectually engaging providing the reader with examples drawn from teachers' actual experiences and aims to instil a reflective approach to the reader. Also, the literature is valued by persons high in the field of education such as those lecturing in universities supporting the reliability of the source.

'Using differentiation to support learning' by Liz Brooks and Liz Bills is one of the chapters within the book and this chapter is highly informative as it clearly addresses the topic of differentiation (Brooks, Abbott, and Huddleston, 2012, pp.73-87). It is evident that this source of literature guides the reader chronologically as this chapter begins with an introduction of differentiation followed by examples demonstrated in case studies before delving into the content. It also gives the reader different examples of differentiation strengthening the readers understanding of the topic. Therefore, the indented audience for this source is evident throughout as the reader is taken through each chapter step by step enabling the 'trainee teacher' to develop an understanding of what the topic is before exploring the topic and research related to it in further depth.

When focusing on this specific chapter it is important to note that differences between learners are emphasised as it covers a range of distinctions from psychological and educational differences to social, cultural and gender differences providing the reader with an insight to issues that arise when considering the topic of differentiation (Brooks, Abbott, and Huddleston, 2012 pp.73-87)

Conversely, one of the barriers with differentiation is that individuals have different needs but in a classroom environment, teachers are expected to provide education to the highest possible standard. Therefore, teachers are expected to plan for diversity along with a variety of learning styles as outlined in the literature of this source even though there could be over

thirty pupils in a class at one time. This raises the question of whether all pupils at a similar level should be taught together rather than mixing ability in an educational setting because it can be difficult for a teacher to cater to all pupils needs. However, a solution is provided in this source when considering the achievement of pupils and this source provides a must/should/could strategy for learning (Brooks, Abbott, and Huddleston, 2012 p.79).

On the other hand, the source also explores those pupils with specific educational needs (SEN) and how a teacher can support those pupils. An example is provided in the literature where a pupil is put to sit at the front of the class and are refrained from being asked to read aloud to avoid the feeling of embarrassment. (Brooks, Abbott, and Huddleston, 2012 p.79). Although this example provides a minor solution to support pupils with SEN, it does not approach differentiation in terms of mixed ability being a positive concept where more able pupils could encourage confidence and assist with understanding to a pupil of lower ability.

In addition, it does not allow the pupil to be encouraged to develop their written literacy skills because the example states the benefits of the specific pupil communicating without written response suggesting a comfortable zone rather than a challenge zone. Also, all examples in this chapter are based on the same year and tutor groups reducing the reliability and validity of the evidence but it does supply the reader with some context to support with the understanding of differentiation.

Overall, it could be argued that Tripp's book 'Critical Incidents in Teaching and Developing Professional Judgement' (Tripp, 2012) is a reflective, informative, and authoritative source when investigating the topic of critical incidents. This is due to the use of Tripp's source being academically engaging and informative due to the high level of evidence conveyed through research and examples.

Likewise, the ‘Preparing to Teach in Secondary Schools’ (Brooks, Abbott, and Huddleston, 2012) source could also be argued to be a valuable source when considering education and the topic of differentiation due to accessibility of the source and the support contributed from authority figures within the education profession. The source touches the surface of differentiation providing the reader with enough detail to develop an understanding of differentiation, and there is a level of profoundness associated with the source due to the use of evidence such as examples supporting the literature. Further reading of academic literature is also provided at the end of this chapter to develop one’s knowledge and understanding of this topic. Therefore, this source of literature is recognised as an academic source that could prove useful for those in the field of education especially when considering the topic of differentiation.

Thus, one could agree that both books are valuable and credited sources of literature when considering education. They both reflect academia and research ensuring authenticity and reliability whilst continuing to engage the intended audience. As a result, both sources are informative, reflective and help to guide one’s professional practice in teaching especially when focusing on the topics of differentiation and critical incidents.

Upon reflection, it has become apparent how important the role of reflection is when considering professional teaching practice because it can make one aware of how to improve their practice. Evaluation of a situation can help one discover details and ideas that can positively inform practice (critical incident); thus, the progress of learning improves for the learner and educator.

This is supported by Brookfield who states that “Critically reflective practice is a process of inquiry involving practitioners in trying to discover, and research, the assumptions that frame how they work” (Brookfield, 1998, p.197). Brookfield provides a solution to this by stating

that reflective practice is developed by seeing practice through four lenses including our autobiography lens, our learner's lens, our colleague's lens, and theoretical literature suggesting that a practitioner such as a teacher should examine the wider context (lenses) when evaluating their professional practice before altering their ways informed by their reflection (Brookfield, 1998, p.197). "Viewing what we do through these different lenses alerts us to distorted or incomplete aspects of our assumptions that need further investigation" (Brookfield, 1998, p.197) Therefore, one can realize the importance of reflection as a 'process of inquiry' because one can only improve their practice if other outlooks are explored as they can signal features of our ideas that need additional exploration.

Likewise, through reflection, it has become evident that differentiation in an educational setting is vitally important when considering the learning and development of an individual, as it ensures inclusivity allowing every pupil to develop their learning and understanding as ability is generally mixed in an educational setting. Therefore, adapting my lesson to provide extra support or extension tasks to those pupils who require it would be vital to ensure education development.

One way in which I could demonstrate differentiation in a lesson is by providing a support worksheet and by ensuring my objectives relate to all abilities within the class to avoid pupils feeling as though the work is too difficult or too easy allowing all the pupils to develop confidence in the lesson. As a trainee secondary music teacher, I would aim to include instruments that would support co-ordination along with headphones for those that might find the sensory of hearing too profound such as those with autism.

I would also ensure that I provide extension tasks and more difficult worksheets for the more able pupils. For example, I would encourage a pupil to use both hands when playing the keyboard rather than just one hand if they had piano lessons. Also, I would make an effort to

get to know the pupils I will be teaching to make sure I become aware of which pupils will require support and which pupils will benefit from a more difficult or extension task.

Similarly, developing a behaviour management strategy is valuable for the classroom environment especially when considering the relationship between the teacher and pupils. By adopting behaviour management technique and setting boundaries to protect the safety and learning development of teachers and pupils (Tom Bennett, 2020). This enables a professional and supportive learning environment to evolve as positive relationships will cultivate even if pupils are faced with consequences but it is the learning of those consequences that is important so such behaviours are limited or no longer an issue.

One could recognise that a positive relationship had been built between the pupils and the teacher I observed in School X due to behaviour appearing to be managed (See Appendix 1 and 2). The pupils seemed relaxed and willing to participate in the lesson as they responded to questions, completed activities, and a discussion relating to the main topic was developed. Therefore, it could be argued that the teacher in School X had developed their own behaviour management model as behaviour issues were limited and a positive relationship between the teacher and pupils had been established. These findings support Tom Bennetts' (2020) conclusions as he believes that behaviour is not obvious to everyone, potential is built rather than discovered and teachers should get to know their pupils to build a safe and educational relationship.

Likewise, one could argue that the teacher's behaviour management model has been informed by behavioural theories such as Reality Therapy that was developed by Glasser 1965 (Wubbolding, 2015, pp.189-205), and Logical Consequences Model developed by Dreikurs in 1968 (Martella, 1968, p.11). This is due to the teacher recognising pupils having needs such as attention and implementing logical consequences in response to behaviour. For

example, letting pupils know that if they complete the activities in the lesson, they will have less homework to do. Also, the teacher allowed the pupils to make better choices by allowing the pupils to explore their behaviour and how it can have a positive or negative impact on other pupils learning. For example, arriving late to a lesson will distract those who were punctual and already on task. However, this particular incident was not through the fault of the pupils, and the teacher recognised this by telling the pupils not to worry about being late on this occasion, but clearly explained that pupils should aim to arrive at lessons on time unless there is an unforeseen circumstance such as class alterations.

Overall, one can see the importance of developing an individual Behaviour Management Model because behaviour is going to affect learning development whether it is in a positive or negative way. Therefore, to avoid undesirable behaviour one must consider why pupils misbehave as there could be an underlying reason. Also, lessons should be pitched to the level of the pupil where a struggle zone is employed so that pupils are challenged to avoid negative behaviours surfacing due to boredom or loss of interest if the tasks set are too easy or too difficult. This is support by Vygotsky who developed the 'Zone of Proximal Development' (Vygostky, 1978, p.32) theory where learners are encouraged to strive towards a struggle zone from a comfortable zone to develop their learning (mental ability) by challenging themselves (Vygostky, 1978, p.32-35)

In conclusion, it is evident from my observation experience that a critical incident approach to inform learning is an effective reflection model. This is because professional practice has been informed and possibly improved due to discovering and analysing a typical event. As a result of researching and discovering a critical incident, a connection with the Professional Standard for Teaching and Leadership is made (Professional Standards for Teaching and Leadership, p. 9). For example, pedagogy and leadership are evaluated because the teacher

aims for the best outcomes for learners and are in a leadership, authoritative and accountability role (Professional Standards for Teaching and Leadership, p.16).

Also, the collaboration standard is considered when using a critical incident approach to inform professional teaching practice as a collaboration between the teacher, pupils, the wider community, and school is inevitable when reflecting on one's practice. This is because the teacher is informing their own practice which will hopefully be shared with other teachers improving their practice resulting in the pupils learning development and experience improving. Therefore, one could argue that by using a critical incident approach the teacher will develop innovative ideas to improve their practice which means the professional learning standard will be explored. This is because the teacher is extending knowledge, skills and understanding by adopting a critical incident reflection model to inform their professional practice.

Consequently, it has become apparent that adopting a critical incident methodology is an exceptional way to inform and improve one's professional teaching practice due to the discovery and evaluation aspects. What appears to be a typical event has proven to have more depth when analysed suggesting one should adopt this reflection model to enable professionals such as teachers to create an environment where learning can flourish.

Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)-

Date and time, year group:

- 11.25-12.25
- 28/09/2020
- Year Eight (KS3)

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).

- Indoors
- Design and Technology- Analysis of a product
- Start of a unit
- Ability- mixed
- Due to the current outbreak of the COVID 19 pandemic it is now principle that all pupils sit side by side facing forward keeping a social distance where possible to minimize the risk of infection.

- **Classroom culture**
- (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)
- All pupils were sat facing the whiteboard in a predetermined seating plan – This is used due to the pandemic to ensure pupils are sat in the same seating position in every lesson.
- Very relaxed disposition – Pupils seemed comfortable asking and answering questions. Group and independent learning took place.
- Behaviour appeared well controlled and managed - Even though a few pupils arrived late due class changes most pupils appeared on task and engaged.
- The teacher engaged the pupils straight away by using an appropriate tone of voice and by pointing to the whiteboard and posters that will help them in this lesson as well as pointing to three encouraging terms: Inspire, engage, achieve.
- Teacher emphasized the three school's rules – To be ready, respectful, and safe - teacher strategy to reinforce

Appendix 1

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?)

- Main Objective - To analyse a 3D's product, and a cassette desk tidy using analysis terminology.
- A PowerPoint Presentation was used throughout the lesson - teacher strategy to engage pupils with images as well as text - visual learning.
- Pupils were told that what they learn in this lesson will help them to make their own product - progression
- There were posters all over the walls relating to the subject and this specific lesson. E.g. An analysis terminology poster.

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?)

- Start Task -bullet points information relating to a 3D's Product.
A PowerPoint presentation was used - questions relating to the starter task was there as a prompt.
- The teacher asked the pupils to share their bullet points with the class and the teacher reinforced key words by writing them on the whiteboard.
- Main Task- To analyse a cassette desk tidy product using analysis terminology. A laminated worksheet with key terminology and definitions were give out
ACCESSFM (Asthetic, customer, environment, size, function, materials)
- Before the pupils did their task independantly the teacher did the first example with the whole class and wrote it on the whiteboard – Gave pupils confidence to work independantly
- The teacher attended each table individually- provided guidance.
- Group discussion about the pupils analysis – Critical thinking- Pupils can bounce ideas of each other.

Appendix 1

Access and challenge

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

- Challenge – Pupils were asked questions throughout the lesson (Why questions) - deeper level of thinking
- Pupils were asked to write in full sentences for the main task – Literacy skill development.

- **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?)

- Attaining High Marks

The teacher informed the pupils how they can attain high marks by telling them that they need to cover a range of products (two or more).

- Homework

To analyse a Lego Desk Tidy. – Independent learning.

The teacher wrote the homework on the whiteboard and pupils were told to write the homework in their planner – Teacher strategy – organisation skill development

- Plenary

Pupils were asked questions relating to definitions of analysis terminology to check understanding – critical thinking

Specifics / Critical Incidents

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

- Links to key skills – Critical thinking, organisation, communication etc.
- Links to the four purposes – Ethically informed citizens and ambitious, capable learners. E.g. Pupils were taught about the importance of recycling when analysing the product in terms of it being environmentally friendly.
- Numeracy and Literacy Framework – Pupils writing in full sentences, thinking of the price of a product in a different way to assist understanding.
- Those pupils who appeared to be struggling with the tasks were given a sentence starter sheet to support their literacy development and understanding.

Appendix 2

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	• 28/09/2020 • 11.25-12.25 • Year 8 pupils and teacher. • Design and Technology- Pupils task was to analyse a 3DS product (Starter activity). • The Covid 19 pandemic has influenced the context of school and classroom environments. E.g. A seating plan has been put in place for all classes to reduce the risk of infection and to support the Welsh Governments Track Trace and Protect strategy.
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	I recently attended school X and observed Pupil One in a year eight Design and Technology lesson. Pupil One sat at the back of the classroom and this pupil grabbed my attention as it was clear that they were not on task. The teacher asked pupils questions relating to the starter activity but pupil one appeared to be embarrassed when asked a question. In response to the teacher's directed question Pupil One paused and asked if the teacher would return with the question later in the lesson as they had not understood the starter activity or attempt to complete the task. The teacher replied with a positive comment and discreetly approached Pupil One and checked in with them. The teacher realised a lack of understanding in relation to the starter activity and explained the task in a simpler way. Pupil One began to complete the starter activity and a few minutes later the teacher directed the initial question to Pupil One to confirm understanding. Pupil One replied with a confident answer and for the rest of the lesson Pupil One was given a support worksheet to encourage and instil confidence when completing forthcoming tasks (differentiation)

Appendix 2

	<u>Pedagogical Principles</u> 1. Promote problem solving, creative and critical thinking. 2. Support social, emotional and positive relationships. Between the Teacher and Pupil 1. 3. Encourage learners to take responsibility for their own learning. The starter task was to be done independantly before discussion as a class took place. 4. Encourages collaboration Between Pupil 1, teacher and all pupil in the class. <u>Four Purposes- Curriculum for Wales</u> 1.) Ambitious, capable learners- Once pupil 1 understood the starter task activity and got the question right, they continued to work hard throughout the lesson – Positive learning. 2.) Enterprise and creative contributors- The pupil thought creativley about the task in order to complete the activity. 3.) Healthy, Confident Individuals. – Pupil 1 was confident in their answer to the teachers question and this lead to pupil 1 contributing to the rest of the lesson by answering quesions and helping other pupils.

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: • 28/09/2020 • 12.25-1.55 (break 12.55-1.25) • Year 8 (KS3)
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). • No seating plan- pupils chose their seats. • All children sat at desks facing forward. • Cover lesson • Maths lesson - Timestables • Ability- Mixed • Due to the current outbreak of the COVID 19 pandemic it is now principle that all pupils sit side by side facing forward keeping a social distance where possible to minimize the risk of infection.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) • Very relaxed disposition- pupils were able to explore and learn independently. • Behaviour was challenging at the start of the lesson and after the break - Probably due to the lesson being split in two (distraction)-Year groups are in bubbles and their breaks alternate to reduce the number of people being in the same place at one time.
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?) • To write down their timestables from the 2 timestables to the 12 timestable. • The pupils could refer to this throughout the year.

Appendix 3

• There are posters relating to the timestables on the wall.
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)? • The teacher asked every student a timestable hoping they will respond with the correct answer. If the answer was incorrect the teacher explained a way of getting the correct answer – assessment • The teacher visited every table individually to ensure pupils were on task and provided guidance when needed.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) • Pupils were encouraged to work independently and to help each other before asking the teacher. • The teacher wrote the first two timestables on the white board to give the pupils confidence and to show the pupils how they should set their work out in their book - demonstration
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)? • The teacher reinforced the importance of learning your timestables and related timestables to real life situations. • The teacher told the pupils that by learning their timestables they will be able to develop these skills and apply it to more difficult maths questions. • An extension task was given to those pupils who had finished the main task.
Specifics / Critical Incidents (Are there moments which cause you to consider aspects of practice when you come across them in future teaching)? • Links to key skills – critical thinking, accuracy, literacy and communication. • Independent work allowing pupils to be ambitious, capable learners. • Pedagogical principle- Build on previous knowledge and experience to engage interest – understanding of numbers and they can be utilised.

Appendix 3

- Links to the Four Purposes- ‘Ambitious, Capable Learners’- each pupil attempted the task.

Appendix 4

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	• 28/09/2020 • 12.25-1.55 (break 12.55-1.25) • Year 8 pupils and teacher. Maths – Timetables • COVID 19 classroom- pupils sitting side by side facing forward
<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 pupil 1, 2 and 3 not on task. All three pupils were chatting and having a tipex fight. • The teacher monitored their behaviour and eventually told pupils 1, 2 and 3 to concentrate because they are distracting others and reinforced the importance of learning timetables – behaviour management strategy • The teacher then told the whole class that ‘Everyone has something to do’. – Behavior management strategy • Pupil 4 asked the teacher to check their work. It appeared pupil 4 needed reassurance that they had done the work correctly. The teacher studied pupils 4 work and said in a loud voice ‘Marvelous! You have got it!’ – Positive encouragement • It was then time for the year 8 class to have their half an hour break. – influenced by COVID 19 pandemic • When the pupils returned the teacher told the class that ‘Everyone is more than capable. I am disappointed that some of you haven’t completed the work’ – Behaviour strategy- encouragement whilst demonstrating a feeling of dissatisfaction. • The teacher then gave positive encouragement- confidence development • Pupil 1, 2 and 3 eventually got on with the task and the teacher praised them for getting on with the work.

Appendix 4

	<u>Pedagoical Principles</u> 1. Encourages learners to take increasing responsibility for their own learning Independent task – The teacher emphasised that the pupils are ‘more than capable’ of doing this task. 2. Build on previous knowledge and experience to engage interest. Pupils will have needed to have worked with numbers previously to know or develop their understanding of the timestables. 3. Use assessment for learning to accelerate progress. The teacher reinforced the importance of learning the timestables because they will refer to them in real life situations and will use them to work out more challenging maths questions in the future. <u>Four Purposes- Curriculum for Wales</u> 1.) Ambitious, capable learners- Pupils were encouraged to learn and once they understood the significance of the task their attitude towards learning in this lesson changed. The pupils became motivated. 2.) Ethical, informed citizens – Pupils 1, 2 and 3 eventually understood the impact of their actions. They realised their choice to disrupt the lesson distracted the learning of other students.
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Appendix 5

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group:

- 29/09/2020
- 9.55-10.25 (break 10.25-10.55)
- Year 8 (KS3)

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).

- Indoors
- Music- Jazz and Blues
- Start of a a unit
- Ability- mixed
- COVID 19 pandemic influence on classroom- pupils sit side by side facing forward

Classroom culture

(What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)

- All pupils were sat facing the whiteboard in a predetermined seating plan – This is used due to the pandemic to ensure pupils are sat in the same seating position in every lesson.
- Very relaxed disposition – Pupils seemed comfortable asking and answering questions.
- Behaviour was mostly controlled and managed – Most pupils were engaged.
- Behaviour was challenging during the start of the second part of lesson- This is probably due to the lesson being split for the pupils to have a break.

Appendix 5

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?) • To learn about the history of blues and jazz music
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?) • The purpose of this lesson was to provide the pupils with a context before they start composing and performing their own jazz and blues inspired music. • The teacher provided listening examples. This engaged the pupils and resulted in a discussion about famous musicians.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) • The teacher used a question and answer approach to ensure understanding • Pupils were asked what they thought certain images were representing
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 asked the teacher questions to develop their understanding e.g. 'Why are the lyrics about sad things?' • The teacher played a 12 bar blues piece on the piano to demonstrate to the pupils the type of composition they will eventually do. – Providing the pupils with an insight to what they will be aiming for and achieving.

Appendix 5

Specifics / Critical Incidents

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

- Links to key skills – critical thinking and collaboration
- Pupils were asking questions about what they were learning – showing interest and engagement – ambitious capable learners
- Learning about the slave trade and discussing slavery as a class – ethically informed citizens.

Appendix 6

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	• 29/09/2020 • 9.55-11.25 (break 10.25-10.55) • Year 8 pupils and teacher. • Music – Jazz and Blues • The Covid 19 pandemic has influenced the context of school and classroom environments.
<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 pupil 1 not being engaged after the break that took place in the middle of the lesson. Pupil 1 was talking to other pupils whilst the teacher was talking and as result distracted them. At first the teacher ignored the behaviour but then paused mid sentence. Behaviour Strategy. Pupil 1 continued to distract others and eventually the teacher asked for quiet because other pupils were being distracted-the teacher did not say this to a specific person such as pupil 1- Gave the pupil a chance to stop distracting others Pupil 1 eventually listened to the teacher and stopped distracting others. The teacher decided to turn the lesson into a discussion.- Teaching strategy to support learning and engagement – Behaviour management. Pupils were asking questions about blues and jazz music. E.g. composition elements, performers etc. – Pupils showing an interest- engaged.

Appendix 6

	<u>Pedagogical Principles</u> 1. Promote problem solving, creative and critical thinking- Question and Answer 2. Encourage learners to take responsibility for their own learning. – Pupils asked questions about the music and took lead in a class discussion. 3. Encourages collaboration Between Pupil, teacher and all pupils in the class. – Class discussion <u>Four Purposes- Curriculum for Wales</u> 1.) Ambitious, capable learners- Pupils took the lead in the class discussion on the music topic. 2.) Ethical, informed citizens – Pupils were learning about the slave trade and how this influenced blues and music.
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Appendix 7

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group:

- 29/09/2020
- 11.25-12.25
- Year 8(KS3)

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).

- Indoors
- History- The topic was 'evil'.
- Start of a a unit
- Ability- mixed
- COVID 19 pandemic influencing the classroom environment- pupils siting side by side facing forward.

Classroom culture

(What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)

- All pupils were sat facing the whiteboard in a predetermined seating plan – This is used due to the pandemic to ensure pupils are sat in the same seating position in every lesson.
- Reasonably relaxed disposition – The teacher was firm
- Behaviours were well controlled and managed – Pupils were 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?)

- To understand the conept of evil.
- To form an opinion on what the pupils reason to be evil.
- To consider what was evil during the Tudor period in hisory.

Appendix 7

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)?

- Posters and flags on the wall.
- Detailed displays.
- A PowerPoint presentation that included text, images and video clips from the T.V. programme 'Horrible Histories'.
- The pupils were asked to write 'What makes you evil?' in their books and a class discussion took place.
- The teacher let the pupils critically think about different scenarios enabling them to develop an opinion on what they consider to be evil.
- The teacher related pupils answers to real life situations and used language the pupils could relate to when discussing the Tudors – supporting understanding.

Access and challenge

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

- The teacher asked individual pupils to name 'evil' people and to explain why they think those people are evil.
- He asked the pupils to think about what the word 'evil' means to them.
- During the question and answer, and discussion part of the lesson the teacher wrote key words on the whiteboard.
- An alternative side to the argument was applied when focusing on different scenarios of what 'evil' might look like.

Appendix 7

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)?

- The teacher played a video relating to Richard III and asked the children what they thought of the video. The teacher also asked if the children all agreed that Richard III was evil by using 'I wonder....?' questions. A class discussion occurred as a result– Critical Thinking.
- The teacher asked pupils if they knew anything about Henry VIII before discussing him as a class.

Specifics / Critical Incidents

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

- The teacher made sure the children spelt certain words correctly and that their grammar was correct when writing in their books. E.g. The teacher reminded the class that Anne Boleyn should have a capital A and B because it is a name.
-Literacy skill development.
- Pupil 1 related slavery to black people but the teacher taught the pupil that slavery can happen to white people. The teacher gave the class a question to think about critically. 'is putting a white seven year old boy to work down a colmine slavery?' – Ethically informed citizens.
- Question and Answers leading to a discussion and forming an opinion– critical thinking, ambitious, capable learners and Ethically informed citizens.

Appendix 8

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	• 29/09/2020 • 11.25-12.25 • Year 8 – KS3 • History- The topic was ‘evil’ • Start of a a unit • Ability- mixed • COVID 19 pandemic- pupils sitting side by side facing forward keeping a social distance where possible to minimize the risk of infection
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	• I observed pupil 1 answer the question given by the teacher ‘What makes you evil?’. • Pupil 1 responded with the word ‘corruption’. • The teacher asked pupil 1 for an explanation of ‘corruction’., but Pupil 1 appeared embarassed- they went bright red and did not respond with an answer. • The teacher provided an explanation accopmanied by a scenario and asked pupil one if this was that they meant. – The teacher reasured pupil 1 that it was it is important to have a go even if it is wrong- encouragment- safe environment to make mistakes • Pupil 1 agreed that the teacher had understood what they meant by corruption. – Critical thinking • Eventually pupil 1 related their original response of just ‘corruption’ to Henry VIII and the tudors – confidence development • Pupil 1 and other pupils realised that detail is required in an answer. Pupils were eventually giving indepth answers– Development in understanding and assessment achievement. <u>Pedagogical Principles</u>

Appendix 8

	• Use assessment for learning to accelerate progress By the end of the lesson pupils in the class were making an effort to develop their answers further. E.g. Pupil 2 concluded that even though Henry VIII might be considered evil by having many wives he did what he had to do to remain as the king of England. • Encourage learners to take responsibility for their own learning – Asking open questions such as ‘I wonder....?’ to develop a discussion or to form an opinion <u>The Four Purposes – Curriculum for Wales</u> • Ethical, informed citizens – Pupils were encouraged to form an opinion but to respect other people's opinions – knowledge development about their culture now and in the past. • Healthy, confident individuals- establishing ethical beliefs and developing confidence through collaboration with others.
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