

LEVEL 6 ASSESSMENT SPECIFICATION

Student Number:	Elissa Ratti	Student ID Number:	2102901
Programme:	PGCE Primary and Secondary		
Module:	The learner: who am I teaching?		
Module Code:	ECAD6007	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Karl Jones/Iwan Ellis-Williams	Internal Verifier:	Dr S.V.Hughes
Assignment Title:	A critical evaluation and the Word count (or Equivalent to 5000 identification of next teaching equivalent): words and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.	Word Count (or equivalent):	5000
Submission Deadline:	29/10/21 (23:59)	Return date of provisional marks & written feedback:	26/11/21
Submission Method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Module Learning Outcomes (from module syllabus)			
Upon the successful completion of this module, the student-teacher should be able to demonstrate the ability to:			
- evidence a critical understanding of theories and research that impact on wellbeing, child development and learning from 0-19 years and apply this to personal practice; - present a personal, critical stance on the role of the professional teacher in relation to meeting the needs of a diverse range of children and young people, including challenging assumptions, beliefs that lead to prejudice and stereotyping;			
critically reflect and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.			

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Total Word Count = 4230

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

Introduction

According to Tripp (2011) a critical incident is how we perceive an occurrence with the potential for a significant impact by valuing interpretation made and the convictions and conclusions underpinning them. This essay will contain an evaluation and reflection of a case-study following an individual pupil's critical incident that became apparent during the bridging 'test' phase. It will provide an insight into the context of the school to help gain an understanding of the area and background of the pupils. The critical incident highlighted in this essay will be underpinned by relevant research and key theories which relate to the critical incident and its subsequent effect on the pupil's education and learning journey. Further insight will be provided regarding the critical incident's relation to the new curriculum of Wales 2022. For example, how the critical incident relates to developing the four purposes. It will further illustrate the role of critical reflection in improving teaching practice whilst exploring the responsibilities of the professional teaching standards that are relevant to the critical incident.

This essay will additionally consider the significant impact critical reflection has on lesson planning, future practice and on pupil outcomes. Critical reflection is considered imperative when teaching because it helps identify significant points in an individual's learning journey and how this can help the holistic development of the pupils when teaching by ensuring progression is made (Tripp, 2011). An evaluation of the overall process and critical reflection will be provided by adopting Gibbs (1988) reflective model, where potential influential factors are analysed to shape the development of future practice.

The Role of Critical Reflection

The role of critical reflection is considered essential for progression within learning to occur, due to identifying crucial aspects that impact upon both the pupil and practitioners learning journey. These crucial aspects could be areas of excellence and/or areas of improvement (Hargeaves and Page, 2013). Therefore, producing an effective and enriched critical reflection should be considered as a meaningful process that helps to recognise next steps and should be considered an integral part of the teaching profession. It should instigate an opportunity to think differently, consider real life implications and consequently inform future practice (Rogers, 2002).

Processing reflective information via this approach provides a more holistic interpretation of an individual's learning and can broaden a practitioner's view. It produces a more diverse perspective with minimised bias, and it highlights any potential aspects that could have been disregarded by self-reflection. In order to effectively reflect, it is suggested that one of the many reflective models are followed, ensuring all necessary aspects considered and in-depth in detail (Brame, 2011).

Critical reflection develops the role of a teacher as a professional because it helps practitioners to focus on their progress both independently and collaboratively. Thus ensuring that the five professional teaching standards: Pedagogy, collaboration, professional learning, innovation and leadership are consistently being met. These standards consist of the competencies, behaviours and knowledge which formulate an outstanding learning environment, fostering growth and providing support. They advocate an expectancy for a positive practice, facilitating practitioners to undergo reflective practice and provide support to help distinguish aspects that require further development (Welsh Government, 2020). Hence, the professional standards illustrate how teachers should act to ensure all children receive the right to an education and the right to higher education (Fredriksson, 2004). Furthermore, high quality education should incorporate and provide every child with the suitable tools for day-to-day life, facilitate links to the community and a valued schooling. Furthermore, this should be achieved with equality and equity for all pupils regardless of nationality, religion, gender, ethnicity, political opinions, family members' income and colour (Fredriksson, 2004).

Critical reflection supports the role of teachers because reflecting on practice is considered effective and progressive by bringing areas of improvements or strengths to light. This is supported by Hargeaves and Page (2013, p.21) who states that emphasising reflections can "embed good practice, record thinking processes, develop skills, improve practice and 'move difficult situations forward'". These aspects help practitioners to understand the challenges

faced and the areas of success, which are beneficial for future practice and identify key aspects of past practice. Adopting a reflective model improves pupils and practitioners, as it allows an individual to transfer their knowledge from prior experiences and reflections (Brame, 2011, p.118). This assignment will utilise Gibbs (1988) Reflective Model, because it fosters an in-depth reflection and is considered well-structured (Syamsudin, Bunga and Syafryadin, 2020). Use of critical reflection via a reflective model will also help embed the new education reforms by providing the opportunity to re-focus on conducted practice and ensure Donaldson's (2015) four purposes are being met. It provides a new flexibility to teaching with practitioners more directly engaged in shaping the curriculum to meet the individual learners needs. It has been stated that teachers must maintain professionalism when approaching and reflecting on their practice and delivery in order to meet the required needs of diverse pupils, this is regulated by essential training, expert knowledge and academic discipline.

Observation

Following the BERA (2018) guidelines relevant information will remain anonymous throughout.

This experience took place in a large primary school in Swansea, with over 500 pupils from a mixed catchment area. The national average for free school meals is 20%, and although this primary school's percentage is 13.4%, it is an area where there are a number of Community First programmes established to help with poverty and deprivation. Additionally, 69% of the pupils speak English as a first language and there are up to approximately 18 different languages spoken in the remaining 31% (Locrating, 2021). 9% of the pupils have additional learning needs (ALN) and the school also contains a specialist teaching facility for KS2 pupils. The primary school is a pioneer school for the New Welsh Curriculum 2022 which has exhibited a new insight into the future of education and illustrated the effectiveness of this reform.

The school consists of a private nursery, three reception classes and two to three classes from Years 1 to 6, where some are mixed year group classes. The critical incident identified focused specifically on pupils within a mixed gender, Year 1 class of 27 pupils. The classroom environment comprised of a number of differentiated tables based on academic ability, which was highlighted by the practitioner who stated that it helped aid with differentiation, scaffolding the tasks and keeping track of the pupil's progression.

Critical incident linked to Donaldson's Four Purposes

The critical incident (Appendix A) described in this essay took place in the classroom during a Mathematics and Numeracy lesson. It occurred fairly early in the morning when the general environment appeared to be relatively calm. The pupils within the classroom were differentiated through ability tables. This critical incident focused on Pupil A, who was highlighted in advance by the teacher for his hyperactivity and impulsive traits, often leading to excessive physical movement and lack of consistency when concentrating. Pupil A was situated on one of the higher ability tables. From initial observation, Pupil A presented as easily distracted and found it difficult to focus when attempting the work. This was evident when Pupil A began to use actions such as slapping his face and shaking himself to help concentrate, only to direct his focus back to fidget with his chair and display a lack of concentration. The teacher was engaged with a different table during this time however, after break time Pupil A was moved and now involved in the more teacher directed learning where he received constant praise and effective questioning to aid engagement. This portrayed a noticeable change in the learner due to the more supervised, guided and positive approach. This further enhanced Pupil A's calmer behaviour and improved his ability to apply himself to the task at hand. While situated on the teacher directed table, there was clearly a positive environment where no negative reinforcement or punishments were used.

This critical incident links to aspects of the four purposes from Donaldson's (2015, p.29) Successful Futures report. Specifically nurturing the two purposes "ambitious, capable learners who ... are ready to learn throughout their lives" and "Healthy, confident individuals who...and are ready to lead fulfilling lives as valued members of society". As a result of the teacher facilitating a positive environment and encouraging a growth mindset, Pupil A displayed changed behaviours, where his engagement and active participation in the task improved, resulting in a clear difference in comparison to his previous behaviours. According to Dweck (2012) rewarding a pupils effort helps to stimulate that pupils desire to learn and progress. Thereby influencing and encouraging the pupils to be "ready to learn throughout their lives" (Donaldson's, 2015, p.29). This links to shaping Pupil A's attitude toward learning, readiness to learn and desire to develop his ambition within education whilst continuing to receive the praise and positive reinforcement from the teacher. Additionally, this was building Pupil A's resilience, confidence to answer and engagement in the activity. Resulting in a drastic improvement from barely engaging with the work to fully participating and readily offering answers to showcase the knowledge in response to the practitioners questioning. Developing self confidence in individuals and addressing their well-being emotionally and mentally through positive praise, helped to cultivate a healthier mental state and a more confident pupil who is ready to contribute.

Literature Review

As summarised by Dutton, Varias, Meyers and Collins, (2010, p.86) and their summative thoughts, it has been determined that early year's pupils who experience behavioural issues or continue to be disengaged are represented with more substantial problems and psychopathology adjustments in later life. Questionable behaviour can become increasingly difficult overtime, therefore as highlighted by Dutton et al's (2010) the earlier that behavioural issues are identified and treated the more likely a pupil will undergo a more positive journey and produce desired outcomes in the future. When addressing behavioural issues several researchers have highlighted that active engagement, growth mindset and effective questioning can be beneficial when aiming to producing the required modelled behaviour.

According to Franke, Webb, Chan, Ing, Freund, Battey's (2009, p.380) "Across the curriculum teachers are being asked to delve into and make use of students' thinking. Mathematics is no exception." To do this the active engagement of pupils is considered an effective method for fostering desired behaviour outcomes. It also decreases the likelihood of pupils becoming distracted and disruptive within the classroom. Examples in research of active engagement would be the teacher producing opportunities and openings for pupils to participate and respond in classroom situations (Siraj-Blatchford, Shepherd, Melhuish, Taggart, Sammons and Sylva, 2011). As a result of pupils fully contributing and participating within the education environment it helps build upon their metacognition, self-esteem and motivation. Taking part in thinking, researching and solving problems increases pupils want to learn and interact with the teacher or help others.

Vygotsky and Piaget are two leading researchers in early years theories of learning. It has been suggested by Schaffer (2004) that both theorists can be construed as providing crucial support for how pedagogy can produce an active learning environment and consider the features that make up aspects of young people's active engagement. Schaffer (2004, p.164) further highlights that Piaget's approach is "the dynamic and continuing interaction of child and environment" which is essential to pupils. There is much discussion as to how different teachers understand the concept active engagement and how it establishes active learning. Some theorists highlighted that active engagement can often be misinterpreted as the pupils simply sitting and listening. For example, waiting one after another to take their turn at responding to closed questions or taking part in an activity where they are essentially inactive in their own learning (Stephen, Cope, Oberski and Shand, 2008).

Pedagogy plays a significant role in producing active engagement. For example, if the lesson content does not include enjoyment, appropriate learning objectives, relatable themes and real-life context then it can result in disengagement of the pupils. It is vital for the pupils to enjoy what they are learning in order to keep wanting to learn (Harmat, 2019). If the learning objectives are not appropriate, then the pupils may not be suitably stretched or challenged. To further keep the pupils in a state of active engagement relatable themes and links to real life context are required because it can draw knowledge from their own experience outside the classroom. This allows them to reflect and enhance their knowledge, whilst engaging and showcasing their understanding. However, it is important to remember that every pupil is different and will require different approaches for optimum learning.

According to Dutton et al (2010) primary teachers are the initial source for identifying behavioural impediments. It is highlighted by Martin and Harper (2014, p.8) that "creating a positive classroom climate is key to effective behaviour management" because it produces less disruptive behaviour and a good rapport is fostered between pupils and practitioners. Therefore, forming mutual respect and enabling the pupils to feel safe and comfortable. From the critical incident previously discussed this was fostered through promoting a growth mindset in the classroom. Carol Dweck (2012) is one of the leading researchers for the growth mindset concept and argues that from an early age pupils can either determine a fixed mindset or a growth mindset. It is highlighted that children with fixed mindsets believe that you cannot develop abilities through working hard, effective instructions and using efficient strategies, whereas a growth mindset believes you can, because you can continue to progress through learning and are not restricted to a certain capacity of ability (Haimovitz and Dweck, 2017). These mindsets can begin to occur as a toddler and dictate future capabilities (Dweck, 2012). This can implicate the pupils by highlighting that the educational environments need to incorporate a growth mindset from an early age to help build the foundations of a positive learning journey for the rest of their lives. As a result of this, pupils will not be restricted or influenced into believing they can only achieve a specific standard or level of ability (fixed mindset). Incorporating a growth mindset as part of the pedagogy will promote further development in education and encourage pupils to aim high in order to achieve higher. Thus shaping the future of their education and ability, without limiting or capping their progress.

According to Haimovitz and Dweck (2017) by not acknowledging a growth mindset it can begin to explain why pre-adolescent children begin to lack interest and are fearful when encountering obstacles and challenges in education. It is further stated that children are predicted to achieve higher outcomes academically if they contain a stronger growth mindset because it enhances

motivation and self-attainment. It is later concluded by (Haimovitz and Dweck, 2017) that fostering a growth mindset is at risk of not being fostered due to current policies that are considered to be creating enriched education through a lack of positivity. For example, incorporating too many punishments and only highlighting negative behaviour. However, the new curriculum of Wales 2022 has an emphasis on promoting a growth mindset within education that helps fulfil the four purposes. The critical incident highlighted above (Appendix A) is one of many examples of practitioners promoting this mindset successfully through creating a positive environment and increasing the moral of the pupils through praise and reinforcement. Martin and Harper (2014) highlight that praising an individual's actions showcases them as a role model for appropriate conduct for other pupils to aspire to. It was also suggested that this approach has been highlighted to be the most effective form when addressing behaviour management issues and that psychologists specifying in the education sector consider redirecting negative behaviour by praising positive behaviour is the most beneficial method (Hart, 2010).

The critical incident Appendix A) showcased the practitioner using an effective assessment for learning strategy that helped Pupil A become actively engaged. This method was the use of effective questioning. From observation the use of varying and probing questions presented to further engage Pupil A and maintain his attention throughout the task. This was supported by the praise and positive reinforcement. Christine (2006) states that an imperative aspect of teaching is questioning. Christine's (2006) research exhibits that within education the focus of questioning has developed throughout the years from simply requiring an answer to eliciting pupils to take on a more enquiry approach and formulate their own knowledge. As a result of encouraging pupils to answer and respond, it provokes them to further elaborate and understand what is being required. It helps them to build upon prior knowledge and develop a further understanding of the information rather than simply learning the answer without any knowledge as to why that is the answer. Christine (2006) also expresses the crucial aspect of flexibility because pupils will require differentiated levels of scaffolded questioning in order to meet the individuals needs. By eliciting questions of an appropriate ability, it specifically addresses the learners needs and guides them to better recall, understand and express previous knowledge as well as new knowledge.

Further research that supports Christine's (2006) findings is Franke, Webb, Chan, Ing, Freund, Battey's (2009) journal article on "Teacher Questioning to Elicit Students' Mathematical Thinking in Elementary School Classrooms". Franke et al (2009) highlights in previous years how a classroom environment was primarily influenced by instructions that were teacher-

centred, this consists of pupils occasionally asking questions and the teacher stating the answers with little to no context to help pupils understand. For example, providing information in the form of short answers. However, now the classroom environment consists of more open-ended questions that help build upon the prior foundation of knowledge the pupils already contain and prompt them to want to learn more in order to understand the answers. This article further clarifies that to internalise information a pupil requires problem solving where they can identify and justify their answers. When problem solving, a clear explanation consists of other people being able to understand the process or reasoning behind their answer so that others can follow along.

There are two types of questions; open and closed. Open questions allow the ability to probe and provide an explanation of the answer. A closed question consists of a brief and direct answer with limited options to probe. This illustrates how crucial questioning is when aiming to develop the pupils process of learning. A successful practitioner is considered to have the ability to focus on differentiated and open-ended questioning that are integral to their lesson planning Christine's (2006). Utilising such focused, flexible and differentiated questions caters to the individuals ability therefore, providing an appropriate level of stretch and challenge. As a result of the appropriate level of differentiation, it helps motivate the pupil because of the feeling of accomplishment and success when answering a question that were posed as challenging. If the questioning was too easy or too hard to answer pupils would not feel this sense of self-esteem and accomplishment and therefore this could demotivate them in the future.

Reflection/ Evaluation & Next Steps

Adopting Gibbs' (1988) reflective model, I will evaluate my overall experience relating to the critical incident discussed in this essay. This reflective model contains a six-step process of reflection; description, feelings, evaluation, analysis, conclusion and action plan.

To revisit the critical incident please refer to Appendix A. In summary, the critical incident focused on Pupil A's who transitioned from impulsive behaviour and lack of directed focus to an engaged and enthusiastic participant during the lesson, as a result of the teacher implementing effective questioning and positive praise whilst simultaneously providing a growth mindset environment.

Before the critical incident I was intrigued as to how the practitioner was going to help re-focus and adjust the behaviour of Pupil A. My initial thought was that the practitioner would implement a punishment in order to help pupil A to maintain attention on the task at hand.

After the critical incident I was amazed by the efficiency and the effect that praise and positive reinforcement had on Pupil A because, it completely changed his behaviour and attitude. He began to transition from passive observer to a willing participant in the task and further engage with questions that were not directly addressed to him. From observing this, my thoughts began to shift from the impact of praise and positive reinforcement to the effectiveness of the practitioner's implementation of scaffolded and differentiated questioning. Further observation brought to light that the appropriate and varying questions used helped to further engage and maintain the attention of pupil A because it helped prompt and initiate on task thoughts that produced a guided discovery learning environment. The pupils were then more capable of understanding how they formulated their responses.

A key aspect of this critical incident was the practitioner's ability to adjust a pupil's behaviour through a positive method and continuing to maintain an optimistic and encouraging environment throughout. Another positive aspect I will be taking away from this critical incident is the importance of good relationships within the classroom, which can potentially help foster a growth mindset in the pupils. This is a key aspect of the New Curriculum of Wales 2022, which will aid in simulating future practices to incorporate this positive mindset.

From this situation I discovered the importance of the practitioner's influence and relationship with the pupils. Building a positive and respectable rapport with the pupils allows the practitioner to understand the distinct needs and requirements of each pupil and determine the most effective approaches to educating them (as shown by the practitioners in the critical incident by the use of scaffolded differentiated questions to cater for their individual abilities). It also helps to foster an environment where the pupils feel safe and secure and are willing to be risk takers and ultimately build their resilience to be ambitious and capable learners throughout their life (Donaldson, 2015). The critical incident also highlighted the significance of maintaining a positive learning environment throughout the lesson because it fosters a growth mindset and promotes the pupil's enjoyment while learning. Enjoyment and having fun are crucial aspects when educating pupils because it maintains engagement and encourages the pupils to want to learn and take part in the activities.

Overall, as an aspiring primary school teacher the observation period within the primary school was an enriching and educational experience, where I shall adopt and adapt the approaches presented to use in the future. I believe I have improved my knowledge on varying approaches when tackling pupils' behavioural management and redirecting them to aspire for the modelled behaviour. It has also emphasised the importance of critical reflection as an integral and ongoing process for a professional and successful practitioner. This specific critical incident, further helped foster my knowledge of the importance of questioning, specifically differentiated

questioning to address each individual's needs. Building a strong and mutually respected relationship with the pupils, this will help the practitioner to know what level of ability a pupil is at and the best way to educate them.

If faced with a similar critical incident in the future I would, adopt the approach of praise and positive reinforcement instead of focusing on the negative behaviour in order to maintain a positive learning environment. I would also implement a range of effective scaffolded questions more regularly than I would have previously because as observed from my critical incident it holds the potential to drastically shift the pupil's behaviour and get them involved. Additionally, in the future I would look to research more on the impact that the time of day and nutrition has on a pupil's capability to learn and maintain concentration throughout the day.

Conclusion

To conclude, the critical incident displayed a positive approach used by the practitioner in the year 1 primary classroom that helped Pupil A build upon the foundations of some of the four purposes of the New Curriculum of Wales 2022 (Donaldson, 2015). The three research aspects that predominantly stood out during this critical incident was the active engagement of pupils, the practitioners use of scaffolded and differentiated questioning and the support of praise and positive reinforcement which contributed to the effective learning environment thus fostering a growth mindset. These aspects individually and collectively helped aid Pupil A to become more focused and engaged in the Mathematics and Numeracy lesson taking place. Creating a more "ambitious, capable learner... ready to learn throughout their lives" and "healthy, confident individual" (Donaldson, 2015, p.29).

Using Gibbs' (1988) reflective model to evaluate both the incident and personal experience within the primary school environment, has enhanced my practice as an effective reflective practitioner. This is in keeping with the professional standards which promote the use of reflective practice for teachers because it forms positive practice and helps identify areas of improvement or areas of excellence which can benefit future practice (Hargreaves and Page, 2013).

The overall experience contributed to developing a more in-depth understanding of the new professional standards required for practitioners and leaders. Alongside how to meet and apply the required demands in everyday teaching. For example it helps aid teachers to produce a high-quality learning environment that promotes positive growth, equity and progression within pupils (Fredriksson, 2004). By fostering the five professional standards it will produce and enhance the key competencies that aid in providing the optimum learning

environment for the pupils. Taking this knowledge, understanding and experience will inform and improve my future practice as an aspiring practitioner by effectively implementing a growth mindset environment, an active engagement environment and use of effective questioning.

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APPENDICES

Appendix A

(Critical incident 1)

Date: 22/09/21 Time: 10:15am Year group: Year 1
Where and When: Context of the observation – subject/AOLE, general classroom context - Classroom activity - Approximately five pupils on each table - Independent Mathematics and Numeracy task - First morning lesson
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) - Task: remembering numbers from 1 to 100 and writing them down on the work template correctly - Pupil 1 (P1) was slapping his face and shaking himself saying “I need to wake up” in order to continue completing his work and concentrate. He also began to play with his chair and find new ways of sitting on it (Lack of concentration on the classroom task). - The teacher was engaged with pupils on a nearby table to P1 and a TA was alternating between the other three groups of pupils. - After snack and playtime, P1 appeared calmer and more engaged. This was observed in the classroom (after play time) when he engaged more with the tasks and displayed less off task behaviours. After play time the pupil was moved to a table where more directed learning was taking place and a significant amount of praise and positive reinforcement was provided during this task. Also, effective questioning was implemented to help enhance the pupil engagement and check their understanding. This more closely supervised a directed teaching approach proved to further increase P1’s attention and willingness to apply himself more effectively to the task. - Teacher did well to accommodate for both the individual’s needs and the rest of the class.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? - Could P1’s lethargy be a consequence of a lack of sleep? Could this be as a result of too much late night screen time or a lack of sleep routine within the family? - Is it too early for P1 to fully engage in classroom work? - Had P1 eaten breakfast in the morning (to fuel his brain)? Did the snack have an impact on the pupils’ concentration, behaviour and learning journey in class? - Research into these areas could result in a SOW for the Health and WB AOLE to address these common issues. - The effects of praise and positive reinforcement on the pupils’ behaviour and work ethic (producing a positive environment to promote a growth mindset amongst the pupils?) - Use of effective questioning - P1 was able to access the work but was not applying himself to the task until after snack and play time where more teacher directed guidance was also given? Despite being on the top ability group table, was the initial work too easy for P1 and therefore the lack of appropriate challenge failing to engage him? - Sitting down too much? - Behavioural management - Future strategies: would a short sharp physical activity or mindgames in the morning help sharpen the pupils’ mind so they are more susceptible to the learning environment.
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) - Maybe not had breakfast to fuel his brain or help maintain concentration. - Potential health and well-being support (level of knowledge and support) (teach more about the health and wellbeing AOLE) (look at ways to wake up the child e.g. physical or brain games in the morning)

- Behavioural management
- P1 needed a gentle push and more intense guidance than other pupils within the class to reach their learning potential.

Appendix B

(Critical Incident 2)

Date: 22/09/21 Time: 12:15pm Year group: Year 1
Where and When: Context of the observation – subject/AOLE, general classroom context - 27 pupils in the classroom overall - After lunchtime - Classroom lesson on healthy and unhealthy foods in welsh (lach ac afiach) - Independent task on group ability tables (P3 is in the higher ability level).
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) - P2 was disrupting the pupils around them by creating a fair amount of noise and distractions in class. - When the teacher asked P2 to “come over here” for a discussion about P2’s behaviour. P2 began crying and saying “I want my mum”. After a discussion with the teacher, P2 began to calm down and understood their behaviour was distracting those around them. - After this P3 was more focused and willing to continue with the task. - When asked about the level of difficulty regarding the task P2 stated that it was “really easy”. - After further observation of P2 it was evident that P3 was able to complete the task however required constant/repetition of the instruction on how to access the task.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? - Opportunities to easily be distracted - ALN (At the end of the day when discussing with the teacher about the pupils it became evident that P3 is in the process of a diagnosis for a statement of autism) - Behavioural management - AfL (primarily questioning to help the pupil fully grasp and understand the task) - Scaffolding and differentiation of work
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) - Behavioural management - AfL (questioning understanding) - Constant teacher guidance - Scaffolding and differentiation - More direction and examples needed - Opportunities for distractions e.g. busy environment (lots of pupils doing different tasks and some finishing quicker than others. Sitting with friend...)

Appendix C

(Critical incident 3)

Date: 23/09/21 Time: 9:20am Year group: Year 1
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Where and When: Context of the observation – subject/AOLE, general classroom context - First thing in the morning - Numeracy and Mathematics - Gathering on the carpet to begin some mental maths together on the board - 22 pupils sitting on the carpet in the classroom
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) - Pupil 3 (P3) stood up from the carpet and said to the teacher “I don’t want to sit next to ... they always kick me” - The teacher provided positive praise for good/sensible behaviour saying “ well done ... your showing (teachers name) you are ready to learn” - After moving P4 was fully engaged with the class after distancing himself of disruptions - Due to the praise and positive reinforcement of P3’s behaviour other pupils copied the behaviour in order to receive the same praise.
Areas of possible exploration: what you think could be “ under the hood” in these incidents? What avenues of research could you consider? - Three schools of learning in psychology - Behaviour management - Modelling behaviour - Positive praise and reinforcement
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) - Busy environment due to all the pupils sitting next to each other on the carpet - Lots of potential distractions when sitting so close to one another - Other pupils copying modelled behaviour - Instructions to sit quietly were explicit - Effective positive reinforcement