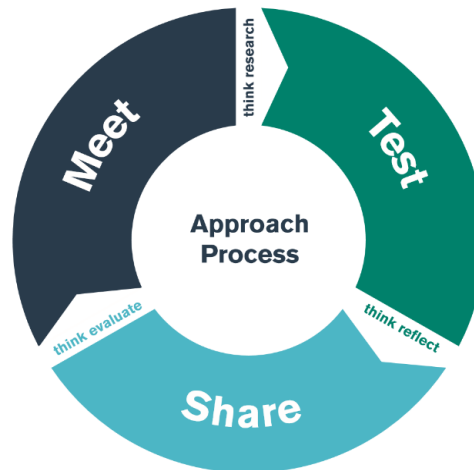


PGCE Module ECAD6007C

Case Study and Critical



Incident Methodology Steer

OBSERVATION / FIELD NOTES

Record 1

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

The pupils came into the class individually, some in pairs chatting and relaxed. The teacher stayed at her desk and greeted her pupils with a smile and by using their names. Most of the students addressed their teacher by her title and asked her how she was. There seemed to be a very clear sense of mutual respect and fondness within this dynamic.

The pupils did not all have a specific seating plan as the teacher told me she wanted to instil a sense of maturity and responsibility in the class. This right had been taken away from two male pupils who sat individually at separated desks in the middle of the room. The teacher also informed me that they used a "no hands up" policy, which was a policy implemented by the school.

Some of the pupils questioned who I was and were curious about my presence in the classroom, to which the teacher responded with "I told you before, but I will remind you that this is Miss Nicholl who is a PGCE student and is coming in to have a look at our school." This satiated the pupils' curiosity, and the lesson began.

The room did not contain much visible information, but the topic heading for the lesson was written on the board in a bold font. The class asked the teacher about the topic "Betrayal; Creative Writing" and listened intently when she began to discuss the topic further. The student that I will be discussing is included in this and was engaged with the rest of the class. The teacher was implementing a direct teaching approach by staying at the front of the class for the entirety of the lesson. There is an open-door policy in the school and this policy was followed in this class.

The pupil I will be discussing (Pupil A), was calm and invested in what their teacher was saying. She was prepared with her books and stationery and was sitting at the back of the class on her own. A fellow pupil from another class came to the door (Pupil B) and asked the teacher if she could speak to her peer, Pupil A. The teacher stayed at the front of the class and refused Pupil B's request, explaining that whatever she needed could be sorted after class. The teacher directed the Pupil B to go back to her own class. Pupil B became distressed and shouted at the class and teacher before slamming the door. The students in this class looked shocked and Pupil A sat back in awe with her mouth open. The teacher said nothing to acknowledge the situation that just occurred and carried on with the lesson. All the pupils in the class seemed to carry on with the lesson without issue other than Pupil A.

During the rest of the lesson, Pupil A shouted out repeatedly wanting to refer to the interruption. This was only enhanced by the topic the teacher was discussing. The teacher did not implement a cold calling approach as the main activity they had moved on to be a group creative writing task. The teacher provided the first sentence of the introduction and allowed pupils in the class to add the next sentence by calling out their ideas. There was a little bit of shouting over each other, but the class remained respectful, and they were able to complete the activity to a high standard, which the teacher praised them for. The teacher chose to ignore, tactically, the remarks made by Pupil A. Some of the comments made by Pupil A during this activity were as follows.

Example one

Teacher: Can anybody give me a good example of a betrayal?

Pupil (A): Miss, Pupil B betrayed you earlier, didn't she?

Example two

Teacher: Can anybody give me a good example of a betrayal?

Pupil (A): Miss, you betrayed me for not letting me go. (Out of the class)

Example three

Boy in the class interrupts the teacher as she is talking.

Pupil (A): Miss why are you letting him disrespect you that way?

In these above examples there are many theories that could explain why Pupil A feels this way. But I will leave these to one side until later in my writing.

The lesson continued with some independent work and pupils in the class were mostly motivated and studious for the remainder of the lesson, except for Pupil A who had totally disengaged and withdrawn.

The teacher went to her desk and worked on her computer whilst the other students worked quietly. She looked up from her screen to check on everyone and stopped to observe the Pupil A who had their head buried in their folded arms. The teacher studied the situation and decided to continue working. Five minutes or so later, the teacher thanked her pupils for working so well and for sharing their great ideas. She directed them to pack away their things and get ready for the bell.

The bell rang and Pupil A ran out before she was dismissed. She was called back in by The Teacher. The Teacher then dismissed her pupils in rows when the lesson was over.

In this lesson, I observed the situation and then evaluated it from all perspectives of the class: the teacher's, the students of the class and Pupil A's.

The pivotal moment of the lesson was the interruption, which altered the focus of the entire class. This was unfair on the pupils who were enjoying their lesson and who wanted to learn. The teacher's prerogative seemed to be to diminish the interruption by ignoring it with the hope that this strategy would allow most of the class to continue to learn. That was the pivotal moment, but the critical incident in my perspective, was the teacher's decision not to acknowledge the interruption of her lesson by Pupil B.

Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider?

From my perspective, the teachers approach of not confronting her interrupting pupil, may have caused a lack of trust in the pupil. The pupil in question did not seem to feel that she was; in safety in her environment, able to learn effectively or protected. She even indicated this by keeping one eye on the door thereafter and fidgeting. This pupil certainly enjoys being with this teacher, as in the beginning she was very engaged in conversation with them and smiling, but they may have needed some reassurance after the interruption that they were being cared for and acknowledged.

In our lectures so far I have been deciphering the differences and overlaps between the three “schools of learning theory”; constructivist theory, behaviourist theory and humanist theory. We were asked the question at the time of which do we feel most attracted to which I had a definite answer of humanism. Already in the early stages of my research I have realised that using elements of all three would equip me best as a practising teacher. These could be employed using the positive and negative reinforcement techniques of the operant conditioning

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)

The teacher employs a free speech in her class, this involves no raised hands or turn taking. The teacher stood at the front of the class for the whole lesson and did not float around. Her enthusiasm for the topic kept the motivation levels in the class high and this freedom of speech paired well with her lesson of the whole class constructing an introduction to a short story together. Most pupils seemed interested and eager to participate. It was however the last lesson before break and this may have contributed to some of the pupils restlessness at the end.

The pupil I have used for the majority of my observation seemed keen to engage with her teacher on a 1:1 basis during the lesson. I thought this due to their lack of participation in group discussions but rather speaking out directly to their teacher about the topic.

The class also had a couple of other pupils who were quite loud and enthusiastic which may have had an effect on pupils who are more reserved.

Record 2

Date and time, year group:

26/9/22

Year 7

science

First class of the day 9.10am

Where and When: Context of the observation – subject/AOLE, general classroom context

In the main building science room. Sinks and worktops around the class with

What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)

The class begins with a low stakes quiz revising topics from the last lesson with multiple choice answers. Self assessment - Give yourself a mark if you got them correct. The teacher explains molecular structure and then asks her pupils as a recap question about what the molecular structure is piece of ice from? Boy A proudly shouts out that “ice is both a solid and a liquid” to which the teacher replied “Well actually, I think we would all agree that right now it is a solid.” Boy A was disappointed but this did not discourage him. The teacher asks her pupils to gather around the bunsen burner for a demonstration. Teacher begins while Boy A is taking to his peers explaining why his answer was correct and then starts to narrate what the teacher is doing, to the pupils beside him. The teacher Stops him and says “Shall we just watch”. After the practical the teacher shows a short video clip about molecular states and then follows this up with more discussion. Boy A has had his hand up repeatedly through this part of the lesson 3 or more times and classroom assistant nearby goes over to him, then quietly approaches teacher to ask her for a tissue as Boy A has now bitten his pen and exploded it over his face.

Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider?

The critical incident from this scenario that I would focus on would be Boy A exploding his pen. I think possibly this pupil was having issues with controlling himself and regulating his emotions. He was very eager but wanted to be more involved with the lesson than was appropriate by wanting to assist in teaching it and attempting to correct The Teacher. This resulted in him physically breaking his equipment out of frustration.

I would consider researching constructivist theory in how the teacher build upon the prior learning of the class and how well this suited pupil A, as this

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)

This was the first lesson of the day and this Pupil is in year 7. They have only been attended the school for a month and possibly the pupil felt the need to prove himself to the teacher. To gain his teachers attention given that the primary setting gives a different level of attention to its pupils in a one to one

Record 3

Date and time, year group:

Where and When: Context of the observation – subject/AOLE, general classroom context

27/09/22

Year 7

Third class of the day

-11.25

History

What happened: a detailed description of the critical incident(the more detail the better to in your later work)

Ancient Egypt and the Pyramids

Teacher greets her class and asks them to get prepared for class with books and pens out tables. States what they studied in the previous lesson and then begins with 3 questions to the class with no hands up. Teacher uses a “random pupil picker” from her class charts and selects pupils to answer. Boy A has his hand up - teacher asks him for the answer to which he replies he needs a pen. Teacher carries on. Boy A looks embarrassed. The teacher continues the lesson dealing with other pupils who are being boisterous and noisy. She quietens them down and continues. She begins asking more questions with random pupil picker and picks Boy A. She asks the question to him and He replies with “this is going to sound really stupid but_____” Teacher replies that there are no silly answers. (Boy A is searching through his bag) Teacher continues on his saying “whatever it is your looking for you don’t need it now” Boy A looks embarrassed again and sits back in his chair. The teacher begins showing a video - she takes this time to approach Boy A and asks him if he is alright? He answers yes. Shortly later he begins to disengage further and tether asks him again if he is ok? He replies yes. He waits until the rest of the class is gone at the end of the lesson to return the pens he borrowed to his teacher. He thanks her and leaves quickly.

Areas of possible exploration: what you think could be “under the hood” in these incidents
What avenues of research could you consider?

When we got to the Bridging schools we were told to look out for the fact some students come from backgrounds that are underprivileged. Without jumping to conclusions I would maybe this boy comes from a disadvantage of some kind.

He was ill prepared for his lessons and didn't seem to have much with him. Other than his uniform was ill fitting and he seemed to be insecure. This pupil may not be able to have the same things as his peers and is possibly embarrassed about it.

Coming from primary school, this is an even more difficult adjustment as their teacher in primary would know them better - seeing them every day, and therefore maybe would be more familiar with how to help make adjustments for them. Calling on this pupil was randomly picked by the teacher maybe a point of research would be in how to deal with a pupil that is insecure and very socially aware of their difference from their peers. Should those pupils come at an exception from the teacher's calling. Should the teacher have been checking on them in class? This could come under emotional literacy.

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)

The class has a few noisy pupils and the teacher was very good at dealing with them. Perhaps the teacher did not want Pupil A to feel forgotten about or ignored if they were having issues by spending a lot of attention on others in the class.

EXPERIENCE TEMPLATE

1. What did you do and why?

Describe your professional experience. You may wish to refer to your role or involvement, why you had engaged in this experience and the intended outcomes. You can also mention any particular professional standards you had chosen to focus on.

As a privileged observer of the school I was in I gained a great insight to the teaching practice. I wanted to gain a further insight of how the 12 pedagogical principles were implemented through the school and how each class approached their incorporation of the new curriculum for Wales.

2. What have you learned?

You might want to consider some of the following: why is this experience important or relevant? How does it relate to your overall learning, development and/or use of the standards? Did it meet the intended outcomes? Any lessons learned? What are the implications for colleagues and learners? How will you share what you've learned?

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The classes and teachers I observed were insightful, realistic and informative. In my placement school there was posters in the halls to inspire students and remind them of their purpose at school to become Healthy, Ethical, Enterprising and ambitious learners. I have learned so far that Teaching is more than one job role. You need to look after children in every way when they are in your care. Thinking about their needs Emotionally/ physically/ academically and practically. Planning for this in each child is key.

3. What Next?

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Is there anything you intend to do as a result of this experience? You might want to consider some of the following questions: Are there any specific actions that you will take? What would you do in similar circumstances in the future? Is there anything you intend to change? Do you have plans for any further learning or development opportunities? If so, who or what can help - using the standards, people, written resources, online materials, workshops etc? How will you share what you've learned?

TARGET	-I have taken inspiration from many of the teachers I have seen in being able to prioritise the needs of a class. -I would work on being firm with a whole class for their own benefit like some of what I've seen. -Preparing questions and anticipating answers also
TIMESCALE	I see the end of my first placement as being a realistic time scale and goal for these objectives.
What area do you want to develop in your own practice?	
When do you want to achieve this by?	

RESOURCES What do you need to help you achieve this? Who do you need to talk to/ observe? What do	In doing these 3 things I would need to keep in regular contact with form tutors of pupils with ALN and adjust what they need or ask for regularly. I will be researching some teaching technique (like constructivism) that have a less Holistic perspective, that contrast my natural teaching approach and try to implement that over my first placement.
SUCCESS CRITERIA/ OUTCOME How will you judge whether it has been successful or not? What impact do you hope to see in teaching and	I will judge whether I have done this or not, through my written feedback and the quality of work being produced by pupils. I will also know if I am meeting my targets through conversations with pupils, as I feel their feedback is greatly important. If I am prioritising correctly then the classes I teach should be staying on track with the scheme of work and meeting their objectives
MONITORING/ EVALUATION How will you check that you have successfully achieved your target? Lesson observation? Book	I will be monitoring my own progress through my daily reflections and my mentor feedback. I also will consider the pupils voices and how they feel I am doing by asking for understanding throughout lessons and outside of class time.

