

A critical evaluation and the identification of the 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:

Before unravelling the details of this question, it is important to first define a critical incident and recognise what progression steps it provides for improved learning. An incident is simply an event. Thus, a critical incident is an event which has been critically studied in order to see its effect (either positive or negative) on the learning of an individual learner or group of learners (Tripp, 1993). This definition is a result of having read Tripp's research into the field. Although upon further research, I discovered other authors define the term differently. Joshi for example suggests that for an incident to be critical the event which happens must present us with a 'problem or a challenge in a certain context' (Joshi, 2018). This therefore suggests that critical incidents can only be negative, and it is vital for teachers to improve upon such problematic occurrences in order to prevent adverse effects on our pupils learning. However, it does not take into account incidents which may have a positive affect on pupils learning, these whilst not damaging are important for providing teachers with the insights and tools to better the more negative critical incidents. Carter takes another approach and defines critical incidents as 'decisive moments in teachers' educational bibliographies' (Carter, 2012). This definition aligns itself more closely with the work of Tripp although the focus moves away from the learner and towards the pedagogical decisions a teacher makes in order to improve or replicate the effects of an incident. Carter goes on to talk about the thought process of the decision making which comes after such an incident to improve the teaching and notes that in order for a teacher to create new solutions which 'break circular reflective pattern' they must go backwards in their own narratives and examine the roots of their pedagogical ideas and philosophies (Carter, 2012): Are they in the interest of their students or are they idealisms to which they subscribe? In this assignment, I intend to use one of the critical incidents I observed in bridging to explore why that particular incident occurred, and how I might use the discussion of research and learning theories presented in this essay, in my own teaching and professional development.

Observation:

School and Class Context:

In order to find a critical incident with which I might begin to address the issues of this assignment, I was required to go into a school and observe. The school I was lucky enough to be welcomed into in these uncertain times was an all-boys school not far outside the town of Caerphilly. The school caters for just over 700 boys from the surrounding areas, just under 18% of whom receive free school meals, an indicator that the school takes in just under the national average of students living in relative poverty (Welsh Government, 2020). Due to health and safety measures in place regarding Covid19 I was only allowed in certain rooms within the school and as a result stayed with one class throughout the day in order to minimise my contact with others in the school. The class I observed was a lower ability year 8 class of approximately 25 boys, ages 12 – 13. The school uses a system in KS3 in which the students are not in sets known to them except for in Maths. Unknown to the students,

however, they are also loosely grouped by ability across their form classes. As I was in one of the lower ability form groups, and I was with them over the period of one and a half days, it was possible to observe which students may have additional learning needs and also how the teacher adapted their teaching and the lesson to help these students. I observed my chosen critical incident in a Welsh lesson, although it would be better described as the time between the ending of the previous Art lesson and the arrival of their Welsh teacher. However, I will go into more detail on the incident later in the assignment.

Methodology:

The most important thing to decide upon before undertaking these observations was the method I intended to use and how this method held up against other possible procedures. It is worth noting that my choice in methodology was limited in a variety of ways, mainly in the area of sampling, due to the nature of the task, and the practicalities of organising the provisions required for the research to take place. Instead of being able to carefully deliberate over choices on sample size, representativeness and sampling strategy (Cohen L., 2013), these were chosen for me. This meant that the sampling strategy used in my research was a non-probability sample. Specifically, a convenience sample (ibid.). Whilst this may have made sampling errors in my research higher and caused generalisation accuracy to be close to none, there are a few obvious advantages to this strategy. It is far cheaper and easier to organise than sampling styles such as stratified sampling, which would give a much more representative picture of the school population (ibid.), and it meant that the reality and context of the research was preserved – the students definitely would have acted differently had they been moved in to a class with a truly representative sample of the schools population. It is worth noting however that had this research been carried out in pre-Covid19 times and I had been able to see a few different examples of different lessons, age groups, and abilities, overall issues of sampling error, representativeness and sample size would have been greatly improved, although in the individual instance of each critical incident the effect would have been largely the same.

Critical incidents are similar to case studies, just on a smaller scale. They involve the study of a situation involving real people in a specific context and as such do not provide much scope for generalisation, whether or not sampling can be decided upon, as there are simply too many variables and social intricacies which would not be repeatable in other similar situations (Cohen, et al., 2013). Whilst using a case study or critical incident out of its context to generalise would not be good practice, they are very useful in giving a detailed illustrations of phenomena that we might otherwise only come across in abstract theories which are typically more difficult to access (ibid.). Observation methods applied to case studies can be quite varied and the means of collecting data can be both qualitative and/or quantitative depending on what your focus is (ibid.). Due to the nature of critical incidents, in that they occur in a given moment, it narrows the observation techniques and recording style down.

The observation technique I used when collecting information for this task was a less structured approach in which I did not have predetermined ideas on what I expected to see or what events I needed to find in order to support an idea, instead what I saw would inform my research (Cohen, et al., 2013). I feel that this approach worked well in this situation as it meant that observer bias, a big cause of reduced validity and reliability, was decreased due to the lack of pressure to prove a hypothesis. In order to prevent my presence in the classroom having an effect on what I observed I would have preferred to take on a role as complete observer and watch and gather information unnoticed. However, it is very difficult

to go unnoticed when sat at the front of the class with a 2-metre radius set up around you, so I had to take on the role of observer as participant, which in hindsight actually worked better than planned. The benefit of this observational role was that I had little involvement with any activities which took place in the class, so I had little effect on what I observed but as I was new to the class the students were interested in who I was and did speak to me in between classes which was useful in finding out information that I otherwise would not have discovered; though it did mean I ran the risk of 'going native' – becoming too attached to see the class significantly dispassionately (Cohen, et al., 2013).

Critical incident and Links with Four Purposes:

Of the many critical incidents, I observed whilst in school, I would like to share with you the one I found most interesting particularly as a result of the stark contrast in behaviours before, during and after the incident (appendix pages iv – vii).

The students had just returned from an Art lesson in which they had been particularly disruptive and noisy. Art is the one lesson they are allowed to leave their form room for currently, during which time they go to the Art department. Upon returning from the lesson the students continued behaving in the same manner as they had in that class, talking loudly, shouting across the room, sitting on tables, looking at their phones etc. Their Welsh teacher, who was slightly late from another class, came into the room very quietly. As soon as the students noticed her presence, they all sheepishly went back to their seats, put away their phones and all chatter stopped. After this they were quietly engaged for the rest of the lesson. This all occurred without the Welsh teacher saying a word, it was like watching a completely different class take the place of the students.

If we look at this critical incident in the way Tripp does; above being the description of the incident; we can then suggest that the 'explanation and meaning with in its immediate context' (Tripp, 1993) is that this is the way the students should behave when a teacher is in the classroom; the students conform to the expectations of that particular teacher. This shows the incident to be very positive, the students are clear on the teacher's expectations, they respect her authority in the classroom and as result when she enters, they begin to behave. However, as I watched that particular class over the course of my time in the school, I observed that their behaviour fluctuated from teacher to teacher and whilst other teachers also had clear control of the class, the class never quite behaved as they did here. This leads to the question how did this teacher teach the class to behave in such a manner? What is the relationship dynamic between the class and the teacher? How was it established? How can similar behaviour be achieved in lessons the students choose not to behave in?

This critical incident really focuses in on research areas of expectations and relationships, culture and routine, and a whole school approach. As a result, it can be linked to all four of Donaldson's four purposes of the curriculum to create:

"ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full part in life and work; ethical, informed citizens, who are ready to be citizens of Wales and the world; healthy, confident individuals, who are ready to lead fulfilling lives as valued members of society." (Donaldson, 2015)

You'll see in the quotation of the four purposes above I have underlined the part of each purpose that I think is of particular importance to this incident. They are the parts of each

statement that I perceive to be most greatly affected by a student's ability to behave in a way that suits a situation.

Classroom behaviour is not just an arbitrary thing that makes the teachers life easier but something that gives the students the ability to recognise what behaviour is acceptable in different situations in the real world. If we want our students to be able to 'lead and play different roles in teams effectively and responsibly' (Donaldson, 2015) we must teach them how a leader acts, what kind of authority they should expect when acting as a leader but also how to respond to those in authoritative positions above them. Classroom behaviour is also imperative to teaching students to 'consider the impact of their actions' and to 'respect the needs and rights of others'. They must develop the empathy and understanding that if they behave in a way that draws attention away from the lesson, they are affecting their peer's ability to learn and possibly in the long run potentially affecting the opportunities that their peers will be offered later down the line. Equally, instilling the right relationship dynamics in the classroom and setting up a respectful place in which all students can learn takes a step towards 'building their mental and emotional well-being by developing confidence, resilience and empathy', and one might add to that statement in turn gives them the skills to help others develop in this way too. So, as you can see being able to replicate a similar behaviour across all lessons would have a huge impact on achieving the four purposes for this class and in turn other classes.

Literary Review:

If we revisit the critical incident this assignment is based on, we can find a number of interesting research focuses which reveal themselves when looking at the event in different perspectives. The incident itself is largely positive and shows a good relationships between the class and the teacher, and as a result, the class and the curriculum. It also shows that the class habitually know how to behave when that teacher is in the room, suggestive of a good classroom culture based on a clear set of routines. However, if we compare the critical incident to some of the other critical incidents I saw whilst I was in the school (Appendix 1) we can see that the classroom culture exhibited in this lesson is not spread across all subjects which suggests that research is also required in to a whole school approach. Thus, the three research focuses that will be explored in this section are relationships and routines, culture, and the whole school approach.

Relationship appears to somewhat of a buzzword in the "behaviour management world". It was a word that frequently came up in the short debriefings I had after observing; often in the context that a class behaved well as a result of the relationship with that teacher. There is a lot of research that supports the idea that good relationships with a class foster good behaviour and achievement and it was even included in 2012 UK Government guidelines:

'Trainees should understand that good relationships are at the heart of good behaviour management. They should be able to form positive, appropriate, professional relationships with their pupils.' (Teaching Agency, 2012)

One questions how useful the rhetoric regarding relationship is however to the inexperienced teacher. It is a word which neglects to tell you all the hidden carefully thought out processes experienced teachers use in order to build such relationships.

Tom Bennet goes into detail on the (as he terms it) 'myth' that relationship is the sole cause of good behaviour (Bennet, 2020). This does not mean to say that relationship does not have a part to play in a classes engagement and behaviour but he does note that it is not the first thing you aim for when managing the behaviour of the class; they are something which form over time from a teacher showing consistency, reliability, dependability and care for their pupils (Bennet, 2020).

Interestingly, Bennet seems to imply in his writing that by focusing behaviour management around the relationship between teacher and pupil, the students are given the opportunity to opt out of behaving for supply teachers and teachers they have taken a disliking to; simply because they have not been graced with the time it takes to foster a relationship with a class. He suggests that 'students must be taught to have a relationship with not only their teacher but the whole school community and the institution themselves' (Bennet, 2020). In other words, it is not just the responsibility of the teacher to build relationships with students, the student must be taught to actively create relationships with everyone in the school and realise that at the end of the day it is for the benefit of their own learning and their pride in their school. Relating this view of teaching students to form relationships back to the critical incident in its wider context, it would seem that the students have not quite learnt this skill yet, particularly if we refer to the Art lesson which they had (Appendix 1 pp. i-iii).

Bennet's discussion on how relationships effect behaviour stands on its own to a degree, as whilst he shows that he is in favour of them, he implies that there are more important things to focus on. On the other hand, Rhodes and Long, among others, are of the belief that relationships in education are vitally important in securing better behaviour in the classroom. In their report *Improving Behaviour in Schools*, relationship and getting to know your students takes top priority on the list of strategies to improve behaviour, despite their initial paragraph reporting that the consensus is that many students and teachers feel they have very positive and supportive relationships (Rhodes & Long, 2019). This seems like a slightly odd way to begin writing about a key strategy. Probably written with the intent of sounding encouraging, it does beg the question why does bad behaviour continue to occur if most teachers have already formed this relationship?

Whilst perhaps being slightly contradictory in this sense the report proceeds to tell us the importance of maintaining relationships and of sharing information about pupils between colleagues and parents in order, to maintain good behaviour; perhaps this is where bad behaviour has occurred in the past – missed opportunities to share information about pupils and the absence of a 'Establish-Maintain-Restore (EMR) Method', as described in the report (Rhodes & Long, 2019).

Thijs and Fleischmann take a different approach to exploring relationship between teacher and student, instead looking to attachment theory for explanation. This makes for a very interesting discussion: are better results achieved when in a classroom with a positive relationship due to better behaviour, higher expectations and less barriers to learning, or is it because of their attachment to the teacher; their feeling of safety and confidence in exploring with their attachment figure nearby to help. In this study carried out in Dutch schools, where students have the same teacher all day, students who required greater emotional support, with higher attachment tendencies, made better progress towards their goals than those who were less attached (Thijs & Fleischmann, 2015). Whilst this study is

interesting and is perhaps a possibility for students with difficult homelives or ALNs, I think the vast majority of students in secondary schools are unlikely to view a teacher as an attachment figure; partially because they will typically only see the same teacher for about an hour every week.

Tom Bennet notes that behaviour is not solely down to relationship because if that were the case, society would not work. It's not possible for us to have a relationship with every single person we live within a five mile radius of; the reason we are all able to live together peacefully is because we have law (Bennet, 2020). This leads us neatly into the next research topic. Routines, cultures and the whole school approach.

These three strategies are essentially based around rules, which for many is the obvious place to begin when determining how to achieve a certain type of behaviour. In classrooms where routines and subsequently culture has been carefully considered a strong relationship is often witnessed between the pupils and teachers; Bennet suggests that this is the reason when teachers struggle with behaviour, senior staff will suggest they work on their relationship with the class. They forget about the rigorous process that went in to creating that relationship (Bennet, 2020).

In the discussion on relationship above it was mentioned that teacher-student relationships occur when the students recognise the adult to be reliable, dependable, predictable and worthy of their trust. These traits can be exemplified to students through the introduction of routine. A routine as defined by Bennet is 'a sequence of behaviour that you need to use frequently in order to achieve a goal' (Bennet, 2020). The reason for the effectiveness of using routines in a classroom is because behaviour is prominently habitual, if you want a class to behave in a certain way you need to enforce, encourage and role model behaviours so consistently that it becomes almost impossible for the students not to do them. If you successfully integrate routines into all aspects of the classroom it can save you masses of time repeating yourself, it means the students take less time making decisions and spend more time thinking about the curriculum, it makes it easier for the students to behave and therefore less likely to misbehave and it means that there is more equity in the students opportunities to learn in lesson. (Bennet, 2020) It is important to note however that your classroom routines shouldn't work against the school approach as this will cause the whole system to fall apart (Bennet, 2020). This is why the leadership team are so important for changing the overall behaviour of a school – because they have the authority to create the policies which enable whole school routine, culture and policy; a consistent approach which all staff and students should follow (Bennet, 2017).

'Culture' in this context means the ideas, customs and social behaviour of a particular people, society or community.' (Bennet, 2017) At the foundation of a school culture we must convince students that 'learning is important, individually and personally. Everyone in that room matters and is important. Good behaviour is the best way everyone can get what they need.' (Bennet, 2020) These quotes synthesise the purpose of Bennet's ideas succinctly, particularly the latter; it gives us a clear goal of what we are aiming to convince young people and provide them with socially when designing a whole school approach. The most successful schools in both behaviour and academic achievement have a multitude of things in common, these make the routines which build the culture which enable relationships to work smoothly. They have committed headteachers and senior leadership teams, strong management, clear communication and exemplification of the strategies in place,

consistency in the values of the school between staff, school wide routine and a large focus on behaviour policies which are consistently revised and a focus on appropriately supporting the most challenging pupils. (Bennet, 2017) I think Bennet, makes a clear point on the amount of work that is required to secure good behaviour in a school; but when you think of the benefits of good behaviour and how many hours of teaching you reclaim when you get the balance right, it does seem worth the effort.

From this literature review I think it is patent to see that within the research topic I chose you cannot have one without the other. There is an order and approach to which good relationships can be achieved but it starts with a whole school approach and use of good routine.

Reflection, Evaluation and Next Steps:

Reflection and evaluation whilst closely related are two different skills. One might describe reflection as simply revisiting an experience whereas evaluation is finding the value in that experience. In order to reflect and evaluate this experience, I decided to refer to the 'Three Step Process' discussed by Boud, Keogh and Walker (Boud, et al., 1996). The three step process involves 'returning to the experience' with as little judgement as possible, 'attending to feelings' and recognising how your feelings in the moment may have affected the way you recorded the incident and 're-evaluating the experience' having eliminated the effect of your emotions on the experience (Boud, et al., 1996).

Following this process, let's revisit the critical incident described at the beginning. Without casting any judgement on the incident, I would describe it as: The students were chatting, looking at their phones and sitting on desks whilst they waited for the teacher. When the teacher came in, they all sat at their desks quietly. If you compare this description with the original details given of the critical incident, both in the appendix and earlier in the lesson, it is obvious that with repeated recollection as suggested by Boud it becomes easier to remove yourself and your emotion from the environment. If we attend to my feelings in the moment, I recall feeling, overwhelmed and nervous about the task at hand and surprise in the way the incident occurred as the class seemed so different from the way they acted in their last lesson. Looking at it without the clouding of emotion enables us to see the event in a much more objective manner. I think it is also worth noting that at the end of each observation day I had a debriefing with my senior mentor. I think this furthered the clouding of the event with emotion, as it meant that my reaction to the event was now unconsciously being compared to their reaction of my retelling of the event, coupled with their suggestions of where I might take the critical incident in terms of research. Now that emotion has been removed from the experience, re-evaluating the experience becomes an easier task and a more useful task; more can be taken from the activity.

So, what value can be taken from this observation? We can see that a rigorous routine, clear expectations and class culture has been built by this particular teacher. The students recognise and respect her as an authority figure, and they know how she wants them to behave without being told. It is also observed that when this particular teacher is not in the classroom the students do not continue this behaviour, they see the behaviour as exclusive, reserved only for this teacher and not expected when a teacher is not present or if the teacher

is someone different. From this we might predict that the grades in this class and the standard of learning is higher in Welsh than in their other subjects. We also know that the class as a whole are able to behave in a sensible manner and that they choose not to when they perceive this behaviour is not required.

The next steps then might be to understand the system and approach to behaviour and relationship that this teacher implements and train other teachers in the same method so that this behaviour is witnessed across the school. By doing this we provide all the students in the school with a clear and consistent approach; they will know what to expect if they behave in a certain way and be more likely to conform. Following, Bennet's school of thought if this was successfully introduced into the school, it might make the behaviour habitual and so new students joining the school would be more likely to conform due to the social pressures of fitting in with the behaviour of their peers (Bennet, 2020). If a whole school approach to behaviour was successfully adhered to and fully accepted by all teachers it would give the opportunity to improve learning across the school, emotional well-being of students, reduce the attainment gap and elevate the importance of the four purposes of the new curriculum.

Conclusion:

To summarise, this essay focused on a particular observation noting changes in class behaviour before and after a particular teacher came into the room. In exploring this incident in detail, there was discussion on how to approach behaviour management and the hierarchy of strategies in the area: the whole school approach and routine and culture leading into the development of relationship between the school as an institution, the teacher and the pupil. The four purposes laid out by Donaldson were also discussed in the presentation of the incident with the realisation that all four purposes could benefit if this behaviour was seen school wide. From the research and reflection, there was the opportunity to explore possible next steps to improve behaviour from class to class and when the pupils are being supervised or not, a whole school approach and a consistent set of values brought into by all teachers was the focus of this. Completing this assignment has helped me along my teaching journey by alerting me to all the research and strategies that exist with in behaviour management as a research topic and gave me some clear ideas of how I might build my own routine and hence classroom culture regardless of whether a school has a specific behaviour policy or not, and encouraged me to think about the way in which teachers with good relationships with students can help guide the students in to behaving better for those who have not yet had the opportunity to develop that relationship.

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group:

29/09/20, 11:50, Year 8

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).

- Art - AoLE Creativity
- Unit: Atmospheric Perspective - middle of unit
- Specialised Art Room

Classroom culture

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

- Very distracted
- Noisy students wondering around the room
- Making seagull noises and whistling whilst the teacher is speaking
- Once task set slightly more focused

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?)

- Using 'Welsh' colours paint a picture showing atmospheric perspective - things that are further away should be a lighter shade

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?)

- Showed a video explaining concept
- WAGOLL
- Teacher walking around room making sure all the children have all of the resources they need

Access and challenge

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

- Examples given out to students who are struggling
- Teaching them how to blend once they've got the basic colour ideas
- Students who finish early given an extension task

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)?

- Reminder of what happened last lesson
- Teacher walking around, checking work
- Once one task complete they are allowed to move on to next task

Specifics / Critical Incidents

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

- Child came into lesson and complained they'd been kicked out of every lesson. Teacher responded well lets not start on a negative. Let's start afresh for a new lesson
- Student X shouting over teacher, presenting a child in the classes work as an example, that the students work was "bad". Student Y defends peers work. Teacher didn't react.
- Some of the class got to the end of the task quickly and started messing around - teacher took this as a cue to start the class tidying up.
- Students calling out - teacher ignored and continued talking over the top of them
- Lots of calling out in this lesson - teacher shushing - students not clear on hands up protocol or choosing to ignore?
- Student Z really wanted the teachers attention and kept shouting "Miss!" unsure of task, what paint they needed etc. Needed a lot of encouragement and reassurance that he was doing the task correctly. Lacking in confidence but work seemed to be very good. Self gratifying behaviour?

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 29/09/20 Time: 11:50 Age: 12 – 13 Year: 8 Context: • Art (creativity) • Unit: Atmospheric Perspective • Specialised art room • Classroom culture poor students quite disrespectful and teacher held little authority over them.
<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>	Incident: Students continued to talk, whistle shout and make inappropriate noises whilst the teacher was explaining the task and despite the teachers attempted 'shushing'. The students didn't recognise the authority of this teacher and seemed to have no concept of routine or appropriate behaviour for this lesson. Pedagogy: This again goes back to class room routine and behaviour management. This teachers approach was to ignore any inappropriate behaviour and just continue with the lesson in the hope that the students would eventually apply themselves. I think the variety of behaviour witnessed across the 4 observations is a direct result of the lack of one unifying behaviour policy in the school.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group:

29/09/20, 11:50, year 8

Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information).

- Welsh (communication - AoLE)
- Half way through unit of study
- Lower ability
- Indoor - non-specialised classroom

Classroom culture

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

- Much more respectful than previous lesson
- Quietly focused

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 be able to use the past tense to describe holiday destinations
- Workbook to fill in
- Reading aloud in Welsh

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?)

- Questioning students on purpose of unit
- Teacher gives examples of how to do the task

Access and challenge

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

- One child fluent in Welsh (recently moved from Welsh medium school) - teacher spoke to this child in Welsh while rest of class were busy - extending fluency and development of Welsh skills through conversation - no clear differentiation for him in tasks though

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?)

- "Remind me what we did last lesson?"
- Lots of questioning

Specifics / Critical Incidents

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

- Before lesson class was very rowdy - had just come from a lesson where the classroom culture was disruptive in nature. Waiting for teacher they were sat on desks, wondering around the room, shouting across to each other, on phones etc. As soon as teacher entered the classroom they all immediately took their seats, put phones away and went silent. Teacher has clearly set very clear expectations early on.
- Teacher said: "I know you've just had P.E so you should all be awake"
Student X called out: "we had P.E first"
Student Y called to student X: "Shut up! Just get on with it."
Teacher gave both students a look during this interaction - confusion was that they had actually had Art the lesson before.
- Teacher uses actions whilst speaking Welsh - helped students understand what was being asked of them.
- Asks students to read allowed in a really encouraging way.
- One student not concentrating - messing around sat at back of the room - tied string around head - writing when asked not to.
Teacher: "(Name), you can stand up because I've had enough of your behaviour now."
Student became even less engaged.
- Some quiet chatter, students helping each other with the task
- One student had hand up majority of the lesson.
Teacher to student: "Do you really need to ask a question?"
Teacher to class: "He's probably going to tell us he breathed in and out again" - One example of multiple interactions with the same student -

not sure he ever got to say whatever he had his hand up for.

- Same student required alot of prompting to do the tasks correctly
- Colouring activity at end of lesson - mindfulness/wellbeing

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 29/09/20 Time: 11:50 Age: 12 – 13 Year group: Year 8 People involved: Teacher and class Contextual Information: • Welsh lesson • Teacher slightly late • Students disruptive in lesson preceding incident • Lower Ability set • Non-specialised classroom
<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>	Incident: The children had just come back from an Art lesson in which they were particularly disruptive. Their Welsh teacher was slightly late to the lesson and in the mean time the students were sitting on desks, on their phones, shouting across the classroom, wondering around the room etc. Their teacher arrived in the classroom and the classroom culture immediately changed. The students took their seats promptly, seemingly slightly nervous about what the teachers reaction would be to their misbehaviour at the beginning of the lesson. They all put their phones a way and were silent. Thoughts on pedagogy and practice: The immediate change in the clasroom culture made me think of behaviour management strategies and creating routine in the classroom. What routines has that particular teacher made habitual in previous lessons in order for the class to change there behaviour so drastically in her lesson? How does this improve the learning in this particular lesson? How might other subject teachers acheive a similar thing? It is worth noting that in this school they don't have a school wide behaviour policy – I would suggest that this may be something that needs to be put in place in order for this kind of behaviour to be matched across other lessons. Where to start: Go back to behaviour management slides.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 30/09/20, 08:35, Year 8
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). • French (Communication) • Unit: Greetings • Beginning of unit • Non-specialised classroom • Lower ability
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) • Well-behaved; quiet and listening • Polite to answer questions - some calling out but calmly and relevantly • Teacher used a lot of humor • Children engaged asking relevant questions
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 confidently greet people using formal language - displayed on board (ppt.) • Worksheet to complete with fill in the blanks for the greeting • Teacher says phrase students say it back
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?) • Powerpoint • Worksheet to fill in • Asks students to repeat tasks back to teacher • Annotated versions of the worksheet on the ppt. • "In order to achieve today's objective I'd like you to recognise at least 8 of the greetings"
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) • Really clear verbal explanations of everything • Children to write the word in French, English and then their interpretation of how to pronounce it - Aide Memoire

- Disruptive child - given fidget toy at beginning of the lesson - also given lots of jobs and responsibilities during the lesson

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)?

- Testing each other in pairs
- At beginning of lesson teacher states that the students will be tested on LO at end of lesson
- "Who can help me with the pronunciation of them?"
- Asking questions in French and asking students to respond

Specifics / Critical Incidents

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

- Despite not having had this teacher before students are behaving well - "I haven't taught you before, but what I don't like is lazy, naughty, rude, arrogant people. I don't have any of those in here so we will get on." "If you behave, we will have fun!" - Sets expectations clearly from the beginning.
- "Have a look at your first page. Are you proud of it?" - Setting expectations clearly.
- Student Z throws water bottle across room aiming for the bin. Teacher gave the student a look and asked "What do you think I'm going to say about that, love?" Student got out of seat and replied "I got it in" Student Z, then reading the teacher's expression got up and put the bottle in the bin properly. Child then returned to their seat. - By not escalating the situation with shouting the teacher gave the student the opportunity to correct the behaviour.
- Teacher: "If you get them right, I won't set you homework tonight"
Students: *gasp* They then get all of the questions correct
Teacher: "Well done, there will be no homework tonight!"
Students: "Yes!"
Teacher: (more quietly) "Not that I had any set anyway"
Using incentives to get homework done quickly.
- Lots of self gratifying behaviour from class "Miss, I know how to say this in French" Teacher response "Great, can you go and find this out for next week."
- Student X: whispers something inaudible to another student
Student Y: "Oh! What you say?! What you say?!"
Teacher: "Calm down"
Student Y: "Oh! Miss! He said something to me!" (to student X) "What you say?! I'll drop you on your head now!"
Teacher: "Come on, you've been good so far. Come on, don't lose it now!"

CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	Date: 30/09/20 Time: 08:35 Ages: 12 – 13 Year group: year 8 People involved: Teacher and class Context: • French Lesson • Lower Ability set • Non-specialised classroom • Students had not yet had this teacher before
<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>	Incident: Teacher started the lesson by saying “I haven’t taught you before, but what I don’t like is lazy, naughty, rude, arrogant people. I don’t have any of those people in here so we will get on. If you behave we will have fun!” Class politely listened. Pedagogy and practice: I found this to be an interesting incident as despite not having the teacher before the students already seemed to have some idea of what this teacher expected of their behaviour, as they settled down fairly. This is another area of research that lies in the areas of relationships between teacher and student and behaviour management. In this example in comparison to the Welsh lesson, as the teacher is new there was more of an opportunity to see how she set out her expectations – she immediately told them the type of behaviour she would not be accepting in her classroom. It would be interesting to explore what type of behaviour management model this fits into seeing as she does not mention any sanctions.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group:

30/09/20, 09:35, year 8

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).

- AoLE - Humanities (Geography)
- Unit = Development - Beginning of unit
- Non specialised classroom
- Lower ability

Classroom culture

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

- Chatty at the beginning of the lesson and a bit disruptive in the main body of the lesson
- Children settled down
- Hands up when answering questions

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?)

- Know what development means
- Know what a more developed and a less developed country look like

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?)

- Instructions said aloud and written on board - seem to be difficulty reading in this class
- Tells them what is expected by the end of the lesson
- Powerpoint - give them headings to write in books which they need to respond to

Access and challenge

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

- Makes analogies linked to sport (boys school so many would be able to relate to this)
- Writes class discussion ideas on the board so that they can copy ideas easily in to book

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)?

- Green penning at beginning of lesson - making corrections according to teachers marking
- Lots of discussion and questioning
- Asking for feedback on tasks then elaborates on answers given

Specifics / Critical Incidents

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

- Student X quiet in the lesson before but doing alot of shouting out in this lesson
- Marks work in lesson detail - makes student interact with marking - learn more from correcting there own work
- Lots of complaints about the amount of writing required.
- Teacher picks and chooses battles. Some behaviour is ignored, some is sanctioned.
- Student X: "Do I need to do that task?"
Teacher: "Why wouldn't you need to do that task?"
Student X: "Becasue I'm special... I have special needs"
Teacher: "No, you don't. You are perfectly bright enough to do that task."
- In response to students to getting out of seats.
Teacher: "Why are you out of your chair? I haven't asked you to move. Park it." Lettign students get required resources row by row.
- Student Y (whose behaviour had been getting progressively worse through registration and french) ran outside and shouted "I need hand sanitiser". Had a chat outside with some students who had been sent out of their classrooms. Comes back in.
Teacher: "Right, you arent getting out of your seat for the rest of the lesson."
Student Y: "Yeah I am"
Teacher: "No you're not"
Student Y: "Yeah I am"
Teacher: "That's it! Last warning for answering back."
Student Y: "I weren't" (swears under breath at teacher)
Teacher: "Stand outside. You swore at me"
(Student Y stays in class and chats to class mates)
Teacher to Student X: "Ignore him"
Student Y: "Don't ignore me! I'm going to f***** kill you now"
(leaves lesson and goes to learning support)

- “I’m only asking boys with their hands up.” - Students eager to give answers and excitedly shouting out
- Child shouted out correct answer.
Teacher: “I thought I was trying to talk... You’re point is correct but you need your hand up.”