

“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

Critical incidents are often considered a point of which significant events or change take place (Harrison and Lee, 2012). Although, according to Tripp (2012) critical incidents are often “straightforward” occurrences that intermittently appear throughout the school day (p.24), they are proclaimed as “unintentional or unanticipated events” (Richards and Farrell, 2010, p.13), yet they are paramount for the advancement of professionalism within education (Tripp, 2012). The criticality which serves the incident lies within the reflection process by which educators can analyse and reflect upon their practice incorporating change where necessary (Bleach, 2014).

The assignment presented seeks to evaluate and identify the next teaching and learning steps based upon an observed critical incident. For this to be achieved the importance of critical reflection regarding the development of teaching practice will be explored. Furthermore, to ensure information provided about the school and pupils remains ethical and anonymous BERA (2018) guidelines will be followed throughout. The researcher will discuss a critical incident based upon an observation to which a discussion on how the incident links to the ‘Four Purposes’ derived from the curriculum ‘Successful Futures’ (2015) will be formed. The literature review will explore areas related to the critical incident in discussion in this case, Behaviour Management and Health and Wellbeing for children. Potential next steps for the researcher will be provided within the reflection and evaluation section and a clear conclusion will be drawn.

The role of Critical Reflection

The purpose of critical reflection has been broadly debated by various philosophers, researchers, educators, and theorists (Smith, 2011). Barnett (1994) suggests, critical thinking in education enables professionals to improve their practice as opposed to simply recreating professional knowledge. Experienced and attentive practitioners will naturally incorporate reflection within their practice (Brookfield, 2009).

Kolb's Model of Reflection (1984) suggests using reflective observation allows one to analyse and draw conclusions upon experiences, it is somewhat considered 'learning by doing' (Wyrick and Hilsen, 2002). Kolb's model is made up of four different stages all of which have equal value; Concrete Experience, Reflective Observation, Abstract Conceptualisation and Active Experiment. The process requires learners to complete all stages whereby, they can experience, reflect, think, and act in a recursive process that is, "responsive to the learning situation and what is being learned" (Kolb, 2009, p.298). Concrete experiences form the basis for observations and reflections, the reflections are integrated into abstract concepts allowing a plan of action to be designed (Kolb, 2009). Although it is possible to enter the cycle at any given stage, completing one stage in isolation is regarded inadequate as a learning procedure.

Often, reflective practitioners actively engage in decision making regarding instructional practices that impact the school, the pupils and themselves (Baxtar, *et al.*, 2021). However, according to Brookfield (2015) to become a critical practitioner, teachers must be granted the opportunity to go beyond their everyday experiences and to perceive teaching as a wider social and cultural phenomenon, to which they are then able to reframe their thinking and gain a deeper understanding of their own experiences (Baxtar, *et al.*, 2021).

Due to the frequent development of practice by educators the teaching role has significantly transformed. As a means of revolutionising the education system in Wales, the new curriculum 'Successful Futures' was developed by Donaldson (2015). The new curriculum has five Professional Standards for teaching and leadership that apply to anyone working alongside learners. These consist of; Pedagogy, Collaboration, Leadership, Innovation and Professional Learning (Donaldson, 2015). The purpose of these standards is to allow practitioners to reflect upon their practice both independently and collectively against national successful practice. Moreover, they enable practitioners to establish areas for additional Professional Development (Welsh Government, 2020). This links to the critical reflection as practitioners can improve their professional development through critical analysis and reflection.

Observation

The British Educational Research Association (BERA, 2018) published guidelines to which the researcher will adhere to. Guidelines state that within any educational research project researchers must engage with ethical respect to not only themselves but all existing individuals involved. It is essential that researchers must be knowledgeable of the "potential

consequences for participants should it be possible for them to be identified” (p.45). Therefore, for the purpose of this assignment ‘pseudonyms’ will be used to protect their identity (O’Hara, *et al.*, 2015). The research will name the school as School X and participants will be referred to as, Teacher X, Teacher Y, Child A and Child B.

On the 28th of September 2022 the researcher carried out several observations (see Appendices) in an English Medium Primary School located in South Wales, within Bridgend County Borough. At present there are 582 pupils between the ages of 3-11 whom attend the school and are taught across 18 classes (Estyn, 2018), 11% of which are reported to have additional learning needs, which is 10% lower than the national average of 21%. Most pupils are from a white British background with every pupil speaking English as their first language and no pupil speak Welsh at home. Additionally, there are only 6% of children on average that qualify for free school meals this is significantly lower than the national average of 19% (Estyn, 2018).

Critical Incident

The researcher observed the critical incident in discussion on the 28th of September 2022. The observation was made in a year 1 class in their first afternoon session straight after lunch at 1:30pm. The class was made up of 30 pupils with one teacher and one LSO present. The classroom had bright coloured wall displays and the AOLE’s were clearly signposted; iPad Station, Writing Area, Maths Area, Role Play Area. Additionally, there was a Creative Area in the corridor and a Construction Area outside both of which were available for children to explore independently. Prior to the critical incident, Teacher X explained to all 30 children who were at this moment sat on the carpet how the afternoon session was going to run. Teacher X and Teacher Y (LSO) would work one-to-one with every child, one at a time in a reading activity while the remaining children were given the opportunity to choose an activity of their choice within the different AOLE’s across the classroom. The learning environment at this time was rather busy and noisy, to which the critical incident occurred. Child A grabbed Child B’s arm in the attempt to gain their attention, Child B was evidently very upset by this action displaying tears and then went on to tell Teacher X what had happened. Teacher X resolved the issue by calling both Child A and Child B over to a quiet corner of the classroom to discuss the problem. The teacher used a variety of questioning to form a discussion in order find out what had happened during the incident, “What happened Child B? Now you tell me what happened Child A, how do you think this made Child B feel Child A? How do you feel Child A that you have done this to your friend... can you think of another way you can get your friends attention next time?” both children responded

confidently to the questions posed by Teacher X and the problem was resolved promptly. Both children continued in their learning activities and displayed positive emotions by laughing and interacting with peers.

The researcher believes that from the Four Purposes the observation in discussion links directly to 'Healthy, Confident Individuals' (Donaldson, 2015). The way in which Teacher X adopted the restorative justice approach allowed both children to reflect upon the event. When Teacher X was satisfied that Child A and Child B both understood how it made each other feel and how they could handle the situation if it were to happen again, they were then able to continue with their learning. The fundamental fact, however, was that both children did so happily and confidently this was reflected by the positive emotions they displayed, laughing, and communicating with peers.

Literature Review

Tripp (2012) suggests professional practice is best facilitated through accurate, clear, and precise analysis, as it allows us to critique questions what is and enables us to think what might be. The literature review intends on providing a synthesis of published literature, current research findings and theories based upon Behaviour Management and Health and Wellbeing, whereby, comparisons and differences will be drawn.

There are various theoretical positions concerning Behaviour Management in schools (Rogers, 2015), yet defining the term has been described by many as 'complex' (Williams, 2016; Moore, *et al.*, 2019). Nevertheless, it is simply the way in which practitioners respond to desirable, inappropriate, or challenging behaviour (Main and Hammond, 2008).

The Behaviourist Theory is an approach to pedagogy that focuses on controlled observation and the belief that behaviour is measurable (Kasonde Ng'andu, *et al.*, 2013). Behaviourists define learning as the acquisition of new behaviour based upon the environmental conditions (Agarkar, 2019). The Operant Conditioning Principal developed by Skinner (1957) states that learner's behaviour can be controlled using positive and negative reinforcement through the implementation of reward and punishment (McLeod, 2007). "Good things are positive reinforcers... The things we call bad... are all negative reinforcers, and we are reinforced when we escape from or avoid them" (Skinner, 1957, p.). Wheldall (2012), is of the view that behavioural strategies increase appropriate behaviour, he expresses punishment and disciplines are necessities for the establishment of a controlled classroom, as behaviour issues can disrupt the structure of a lesson and therefore conflict with the learning process (Parsons, 2012). Moreover, those practitioners that conduct behavioural analysis can create

holistic learning for pupils by adopting different teaching techniques. Dad et al., (2011) however, argues that rewards and punishments are often used inappropriately by teachers due to their limited understanding of modern behaviour psychology.

Research by Klern and Clemens (2007), encourages the use of verbal and non-verbal praise, suggesting that teachers should aim to provide children with at least four praise statements for every reprimand. Likewise, UK Government (2022) promote the use of rewards and positive recognition, stating they should be applied clearly and fairly as a tool to reinforce expectations and norms of a school's behaviour culture. Contrastingly, literature by Kohn (1993) opposes verbal praise and reward, considering it to be a method of 'bribery' to invoke temporary obedience and expresses the impact it has on the learner's intrinsic motivation. Rewards and punishments have also been said to have a detrimental effect on pupils' academic achievement and social behaviour as they have a negative impact on those children's sense of worth and belonging who depend on positive reinforcement such as praise (Mansfield, 2007).

Although there is no sole technique or approach that is identified as 'Behaviour Management', much literature offers elements that contribute to 'effective' Behaviour Management strategies (Hart, 2015; Eliss and Tod, 2018). In the handbook of, 'Practical approaches to behaviour management in the classroom' published by Welsh Government (2012), it states efficient Behaviour Management is constructed on the teacher's capability to create a well-managed, structured classroom environment so that learning can successfully occur.

Additionally, classroom rules are perceived as an intrinsic method of effective Behaviour Management, as they are considered simple to implement and allow room for prevention (Alter and Haydon, 2017). However, if rules are created without the involvement of the pupils themselves and are not regularly reinforced or mentioned they are found to be worthless (Alter and Haydon, 2017). Similarly, research advocates that rules are most effective when pupils are aware of what they are and the consequences that are coupled with them as opposed to new rules being created to fit the moment (Vijayan, *et al.*, 2016).

As discussed in the critical incident Teacher X responded to behaviour through restorative questioning. Payne (2015) is in support of this implying that a 'good teacher' is one that can control the learning environment without following a formal reward system. Furthermore, research by Vijayan et al., (2016) implies that discussion between the teacher and a pupil following an incident regarding what they have done is powerful technique to overcome

behavioural issues as it enables pupils to examine the motivation behind the behaviour and grants pupils the opportunity to reflect on their actions, the effectiveness of discussion was made apparent within the observed critical incident.

Parson (2012) believes creating a positive relationship between teachers and pupils is key, a positive relationship seeks many benefits and serves to limit disruptive behaviour and therefore, pupil achievement is greater. Correspondingly Welsh Government (2012) further explain that a positive teacher-pupil relationship is at the forefront of effective Behaviour Management as it sets strong foundations for behavioural change to occur when necessary. As highlighted in the Four Purposes by Donaldson (2015), the education system should strive in supporting children and young people to become Healthy, Confident Individuals, under this specific purpose ensuring pupils form positive relationships based upon trust and mutual respect is a leading priority, to which Teacher X's approach directly fulfils this aim. This leads the literature review on to the next theme to be explored, Health and Wellbeing.

Health and Wellbeing is certainly gaining prominence on the political and educational agenda (Wite, 2011). As briefly mentioned, the new curriculum for Wales 'Successful Futures' (2015), places significant emphasis on the importance of Health and Wellbeing for all children, the key components of this area consist of Physical Health and Development, Mental Health, and Emotional and Social Wellbeing. Again, 'Wellbeing' is a challenging term to define, but has been generally understood as the quality of peoples, and a state that is enhanced when individuals can achieve personal and social goals (Statham and Chase, 2010). Regarding Health, evidence suggests, successful school health initiatives are best viewed as a whole-school approach whereby it links in with various elements of the curriculum (Leger and Young, 2009). Under the purpose of Health and Wellbeing, Welsh Government (2020) propose that, "through the development of motivation, resilience, empathy and decision-making abilities, learners can be supported to become "ambitious, capable learners, ready to learn throughout their lives" (p.1).

Research by Clarke (2020) highlights that education is central to children's lifelong Wellbeing, a review of literature discloses substantial evidence to suggest those children with a degree of higher Wellbeing are more inclined to be "cooperative, self-confident, creative, tolerant, and altruistic" (Aulia, *et al.*, 2019, p.1). Anderson and Graham (2016) discuss key components that contribute to increasing children's Wellbeing; a positive teacher-pupil relationship, a sense of belonging in school and positive self-esteem. It was evident that in the critical incident, there was a favourable relationship between Teacher X, Child A and Child B, so that both children felt confident to approach Teacher X and resolve

the issue in question, to which resulted in both children continuing their learning confidently with a positive mindset.

Much published literature and framework recommend strategies that help support children's Wellbeing, some focus on increasing confidence and self-esteem while other focus on increasing resilience by improving social and emotional skills (Huppert and Johnson, 2010). As an avenue for promoting Wellbeing, the use of mindfulness is now adopted in schools, it is a fairly new approach and is believed to have considerable benefits. "Mindfulness is a way of paying attention. It means consciously bringing awareness to our experience, in the present moment, without making judgements about it" (Huppert and Johnson, 2010, p.265). Granting children, the opportunity to participate in mindfulness activities in schools can have long-lasting benefits on their Emotional-Wellbeing, Mental Health, Physical Health which facilitates a greater focus on learning. Some studies found that mindfulness has also proven to show a decrease in stress and anxiety alongside improving calmness, self-awareness, and empathy (Wear, 2012). Research even suggests that mindfulness practice can contribute towards improved behaviour, as it helps to reduce emotional re-activity (Amundsen, *et al.*, 2020). However, Amundsen *et al.*, (2020), explains that despite significant benefits mindfulness fulfils, it is important to note the exact components leading to enhancement of Wellbeing remain unknown. Additionally, Welsh Government (2021) recognise that when children do not receive the correct support for their Wellbeing there is a detrimental effect on the learning process as they suffer consequences such as unlikeliness of achieving necessary qualifications leading to likelihood of unemployment.

Ultimately under the Health and Wellbeing aspect of the Area of Learning and Experience (AOLE), children in Wales will be enabled to learn how to deal with risks, express emotions, create and maintain healthy relationships. So that learners can become what has been described as "enterprising, creative contributors ready to play a full part in life and work" (Welsh Government, 2021, p.1)

To summarise, this literature review has identified numerous factors in which contribute to effective Behaviour Management, although research slightly differs in findings, positive and negative reinforcement are considered appropriate Behaviour Management strategies. Research conducted throughout this review demonstrates the importance of supporting children's Health and Wellbeing, ensuring a positive teacher-pupil relationship. Which is paramount to behavioural issues and the development of Emotional and Social Wellbeing. When these areas are supported appropriately, pupils can flourish in their learning journey

and therefore become, “ethical citizens ready to live a fulfilling life” (Welsh Government, 2021).

Reflection, Evaluation and Next Steps

Reflective practice and continuing Professional Development are central for educators (Bleach, 2014). Therefore, the next section of the assignment intends on reflecting and evaluating the critical incident based upon the findings presented in the literature review alongside identifying next steps relevant to the researchers’ own teaching practice. For the researcher to put reflection into practice, Kolb’s Model of Reflection (1984) will be executed. Accepting the inevitability of behavioural issues occurring in the classroom, with the use of Kolb’s Model of Reflection the researcher will seek to understand the motive behind the issue. They will then implement a plan of action to limit the likelihood of the incident happening again as the purpose of this model enables professionals to experience, reflect, think, and act in a recursive process (Kolb, 2009). This will also contribute towards effective classroom management, in which the literature found appropriate as a Behaviour Management strategy so that learning can occur successfully (Welsh Government, 2012).

Reflecting upon the observed critical incident, Teacher X used restorative questioning to build a discussion with Child A and Child B as a Behaviour Management strategy. The researcher aims on using this approach within their own practice to ensure that children are given the opportunity to express the motive and reflect on the behaviour that has been displayed. This was considered good teaching practice by Vijayan et al., (2016), who argues that this approach is significantly effective in overcoming behavioural issues, as children can see how they have made each other feel.

Although not observed within the critical incident, given the analysis of positive recognition across relevant literature the researcher would also like to implement verbal and non-verbal praise within their own practice. This could be done through a simple ‘well done’ statement or ‘reward stickers’. Both of which recognise and encourage positive behaviour within the classroom. Following on from this, the literature supports this approach to Behaviour Management and also supports children’s Emotional Wellbeing. The researcher is conscious that behavioural issues may arise due to factors such as poor Emotional and Social Wellbeing. If this was to occur in their own practice, they would ensure children are supported with the correct and appropriate wellbeing strategies so that behavioural issues are limited but the child remains supported in an appropriate and necessary manor. The researcher believes that children’s Wellbeing can be supported by ensuring there is a

positive teacher-pupil relationship and would therefore like to ensure that they are approachable.

Reflective practice is valuable for the researcher's individual Professional Development. Under the Professional Teaching Standards (Welsh Government, 2019) it is essential the researcher meets the 'Professional Learning' standard. The researcher has been able to achieve this throughout this critical evaluation as they have delved into the correct research and relevant literature relating to pedagogical theory and reflective practice. The critical incident observed was not discussed with Teacher X, however, in future to achieve the 'Collaboration' standard, the researcher would construct a list of appropriate questions to discover why Teacher X finds restorative questioning most effective as a Behaviour Management strategy. The researcher would also like to find out if Teacher X uses any alternative approaches that they find effective within their practice. Through the extensive analysis and evaluation of Health and Wellbeing derived from current literature and framework, the researcher intends on creating and implementing their own Wellbeing activities within the classroom, this would also allow the researcher to again use Kolb's model of reflection to evaluate the effectiveness of the methods when put into practice. Moreover, the researcher would like to delve in specific whole-school approaches for Behaviour Management and finally focus on developing their leadership skills.

Conclusion

To conclude, the assignment has identified various effective Behaviour Management strategies through extensive research of current literature and theory. Carrying out this research project has enabled the researcher to identify Behaviour Management strategies they wish to fulfil within their own practice. Moreover, Health and Wellbeing approaches have also been evaluated and considered. The two themes derived from the critical incident have explained how they contribute towards the Four Purposes. The researcher has examined how and why critical reflection will allow them to develop their Professional Development and has delved into deeper research regarding Kolb's Reflective Model. Engaging with relevant literature and theory has allowed the researcher to gain a deeper understanding and extend their knowledge of Behaviour Management and Wellbeing approaches so that they can incorporate them within their own teaching practice. Additionally, the Professional Learning Standards have been considered, whereby, the researcher has identified standards they have successfully achieved throughout the body of this assignment. Furthermore, there has been a discussion of Professional Standards the

researcher is still yet to achieve, and an evaluation of how they intend on meeting these has been made.

Reference List:

Agarkar, S.C. (2019) 'Influence of Learning Theories on Science Education', *Resonance*, 24(8), pp. 847–859.

Alter, P. and Haydon, T., (2017). Characteristics of effective classroom rules: A review of the literature. *Teacher Education and Special Education*, 40(2), pp.114-127.

Amundsen, R., Riby, L.M., Hamilton, C., Hope, M. and McGann, D., (2020). Mindfulness in primary school children as a route to enhanced life satisfaction, positive outlook and effective emotion regulation. *BMC psychology*, 8(1), pp.1-15.

Anderson, D.L. and Graham, A.P., (2016). Improving student wellbeing: Having a say at school. *School Effectiveness and School Improvement*, 27(3), pp.348-366.

Aulia, F., Hastjarjo, T.D., Setiyawati, D. and Patria, B., (2020). Student well-being: a systematic literature review. *Buletin Psikologi*, 28(1), pp.1-14.

Barnett, R., (1994). *The limits of competence: knowledge, higher education and society*. Open University Press, 1900 Frost Rd., Suite 101, Bristol, PA 19007.

Baxter, L.P., Southall, A.E. and Gardner, F. (2021) 'Trialling critical reflection in education: the benefits for school leaders and teachers', *Reflective practice*, 22(4), pp. 501–514.

Bleach, J., (2014). Developing professionalism through reflective practice and ongoing professional development. *European early childhood education research journal*, 22(2), pp.185-197.

British Educational Research Association [BERA]., (2018) *Ethical Guidelines for Educational Research*, 4th edn. London. (Online). Available at: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018> (Accessed: 20/10/22)

Brookfield, S., (2009). The concept of critical reflection: Promises and contradictions. *European Journal of Social Work*, 12(3), pp.293-304

Clarke, T., (2020). Children's wellbeing and their academic achievement: The dangerous discourse of 'trade-offs' in education. *Theory and Research in Education*, 18(3), pp.263-294.

Dad, H., Ali, R., Janjua, M.Z.Q., Shahzad, S. and Khan, M.S., (2010). Comparison of the frequency and effectiveness of positive and negative reinforcement practices in schools. *Contemporary Issues in Education Research*, 3(1), pp.127-136.

Donaldson, G., (2015). Successful Futures. (Online). Available at: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> (Accessed: 20/10/22)

Ellis, S. and Tod, J., (2018). *Behaviour for learning: Promoting positive relationships in the classroom*. Routledge.

Estyn., (2018). *** Primary school. (Online). (Accessed: 10/10/22)

Harrison, J. K. & Lee, R., (2011). Exploring the use of critical incident analysis and the professional learning conversation in an initial teacher education programme. *International Research and Pedagogy*, 37(2), pp. 199-217.

Hart, R., (2010). Classroom behaviour management: Educational psychologists' views on effective practice. *Emotional and Behavioural Difficulties*, 15(4), pp.353-371.

Huppert, F.A. and Johnson, D.M., (2010). A controlled trial of mindfulness training in schools: The importance of practice for an impact on well-being. *The Journal of Positive Psychology*, 5(4), pp.264-274.

Kasonde Ng'andu, F.H., Haambokoma, N. and Tomaida, M., (2013). The Contribution of Behaviourism Theory to Education. *Journal: Zambia Journal of Education*, 4(1), pp.58-74.

Kern, L., & Clemens, N. H., (2007). Antecedent strategies to promote appropriate classroom behaviour. *Psychology in the Schools*, 44(1), 65- 75.

Kohn, A., (1993). Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes. *New York*.

Kolb, A.Y. and Kolb, D.A., (2009). The learning way: Meta-cognitive aspects of experiential learning. *Simulation & gaming*, 40(3), pp.297-327.

Kolb, D.A., (1984). The process of experiential learning. *Experiential learning: Experience as the source of learning and development*, pp.20-38.

Main, S., & Hammond, L. (2008). Best Practice or Most Practiced? Pre-service Teachers' Beliefs about Effective Behaviour Management Strategies and Reported Self-efficacy. *Australian Journal of Teacher Education*, 33(4).

Main, S., & Hammond, L. (2008). Best Practice or Most Practiced? Pre-service Teachers' Beliefs about Effective Behaviour Management Strategies and Reported Self-efficacy. *Australian Journal of Teacher Education*, 33(4).

McLeod, S.A., (2007). Bf skinner: Operant conditioning. *Retrieved September, 9(2009)*, pp.115-144.

Moore, D., Benham-Clarke, S., Kenchington, R., Boyle, C., Ford, T., Hayes, R. and Rogers, M., (2019). Improving Behaviour in Schools: Evidence Review. *Education Endowment Foundation*.

O'Hara, M., Wainwright, J. & Kay, J., (2011). *Successful Dissertations The Complete Guide for Education and Childhood Studies Students*, London: Continuum International Publishing.

Parsonson, B.S., (2012). Evidence-Based Classroom Behaviour Management Strategies. *Kairaranga*, 13(1), pp.16-23.

Payne, R., (2015). Using rewards and sanctions in the classroom: Pupils' perceptions of their own responses to current behaviour management strategies. *Educational Review*, 67(4), pp.483-504.

Rogers, B., (2015). *Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support*. Sage.

Skinner, B.F., 1957. The experimental analysis of behavior. *American scientist*, 45(4), pp.343-371.

Smith, E., (2011). Teaching critical reflection. *Teaching in higher education*, 16(2), pp.211-223.

St Leger, L. and Young, I.M., (2009). Creating the document 'Promoting health in schools: from evidence to action'. *Global health promotion*, 16(4), pp.69-71.

Statham, J. and Chase, E., (2010). Childhood wellbeing: A brief overview. *Loughborough: Childhood Wellbeing Research Centre*.

Tripp, D., (2012). *Critical incidents in teaching (classic edition): Developing professional judgement*. Routledge.

UK Government., (2022). *Behaviour in Schools*. (Online). Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf (Accessed: 15/10/22).

Vijayan, P., Chakravarthi, S. and Philips, J.A., (2016). The role of teachers' behaviour and strategies in managing a classroom environment. *International Journal of Social Science and Humanity*, 6(3), p.208.

Weare, K., (2012). Evidence for the impact of mindfulness on children and young people. *The mindfulness in schools project in association with mood disorders centre*.

Welsh Government, (2020)., *Health and Wellbeing*. (Online). Available at: <https://hwb.gov.wales/curriculum-for-wales/health-and-well-being> (Accessed: 15/10/22).

Welsh Government., (2012). *Practical approaches to behaviour management in the classroom*. (Online) Available at: <https://gov.wales/sites/default/files/publications/2018-12/practical-approaches-to-behaviour-management-in-the-classroom-a-handbook-for-classroom-teachers-in-primary-schools.pdf> (Accessed: 15/10/22).

Welsh Government., (2019). *Professional teaching standards*. (Online). Available at: <https://hwb.gov.wales/professional-development/professional-standards> (Accessed: 20/10/22)

Wheldall, K., (2012). *The behaviourist in the classroom*. Routledge.

White, J.P., (2011). *Exploring well-being in schools: A guide to making children's lives more fulfilling*. Routledge.

Williams, L., (2016). *Positive Behaviour Management in Early Years Settings: An Essential Guide*. Jessica Kingsley Publishers.

Wyrick, D. and Hilsen, L., (2002). Using Kolb's Cycle to Round out Learning. In *2002 Annual Conference* (pp. 7-1260).