

Following an observed critical incident at a large secondary school in Cardiff, this paper intends to discuss the centrality of social interaction in learning and the role and use of language in 'dialogic teaching' (Alexander, 2004). In this teaching approach, both students and teachers can feel empowered by contributing to and initiating classroom discussion (Cazden, 2001). This research was undertaken in line with the *British Educational Research Association* guidelines, which outlines the need for participant anonymity, confidentiality and privacy (BERA, 2018, p.21). For this research, the school observed, will be termed 'School Z'.

Critical incidents are important for the teaching profession, as they afford teachers deeper insights into the efficacy of their teaching and the underlying assumptions, values and beliefs that shape their approach and attitude to learning (Tripp, 1993, pp. 24–25; Joshi, 2018, p. 83). Although scholars disagree over the precise definition of 'critical incidents' and have placed different emphasis on the role of interpretation and analysis, overall, critical incidents are regarded as a valuable tool. More precisely, critical incidents are considered an essential aspect of teaching development, teacher training programmes and reflexivity, as they afford teachers the opportunity to improve their teaching practise (Brookfield, 1995; Tripp, 1993, Joshi, 2018; Halquist and Musanti, 2010; Richards and Farrell, 2010). Given the depth that critical incidents afford, and the focus on a specific aspect of observation, this paper considers that continuity exists with case study approaches (Arthur et al, 2012, p. 102).

'School Z' is maintained by the Local Authority and attracts students from a disadvantaged demographic. According to Estyn, 'school Z' "serves a catchment area in which there are high levels of social and economic disadvantage" (2017, p.1). In February 2017 "around 60% of pupils live (d) in the 20% most deprived areas of Wales" (Ibid, p. 1). 32.7% of pupils were entitled to free school meals, which was over 15% higher than the national average (Ibid, p.1). Nonetheless, following their 'Excellent' status for both performance and future prospects (Ibid, p, 2) the school has established multiple partnerships with local schools and is currently oversubscribed. Despite a rise in student numbers since this report, in early 2017, 1721 pupils were registered at the school (Ibid, p.1).

The incident under examination, occurred in a Year 8 History class, the first lesson on a Thursday morning in the autumn of 2019. The class were aged between 11.5 and 13 years, and were exceptionally able, being one of the highest sets of the ten-set year. There were thirty students in the class, including approximately equal numbers of male and females. While it was unclear whether a seating-plan was in place, students were arranged in tables of two, multiple subject displays were evident, and a 'hands up policy' was apparent.

The lesson was observed in a 'naturalistic' environment (Arthur et al, 2012, p. 165; Cohen, Manion & Morrison, 2011, p. 464) where I assumed a 'non-participant' role (Kumar, 2011, p. 173). I adopted this role pragmatically: the teacher directed us to sit at the back of the class, and, since this was my first observation in 'School Z', I was keen to observe intently and develop accurate notes. Whilst observing, I strived to act professionally and objectively in accordance with Estyn's guidelines (Estyn, 2014, p.24). Similarly, in accordance with (Arthur et al, 2012, p. 166) I sought to utilise my 'five senses' and pay attention to the multiple classroom contexts for instance physical, human and interactional (Morrison, 1993, p. 80).

Contrary to quantitative approaches and use of a sociogram (Leung and Silberling 2012), I approached the observation in a semi-structured manner using (Wood, 2016, p. 125) 'checklist' for effective observation. This channelled my recording of the lesson into six key categories: classroom culture, objectives, direction, access and challenge, assessment and "telling moments" (Ibid, p. 125). I decided upon a semi-structured approach, as, I considered it more beneficial to create a hypothesis rather than test a preconceived one (Cohen, 2002, 2011).

As demonstrated by appendices 1-4, I expanded on these sections, compiling multiple narrative notes (Kumar, 2011, 175). Whilst Wood's 'checklist' influenced my observational focus, overall, I approached the observational opportunity with a broad focus on the effectiveness of student and teacher interaction. Indeed, *Estyn* (2014, p. 17) recommend that lessons should be observed based on the development of student learning and analysed according to Gagne's nine instructional phases (Krull et al, 2010, p. 203). As discussed below, two of these phases concern 'eliciting performance' and 'providing learning guidance' (Ibid, p. 203).

Whilst observations are often used in conjunction with other data, and interpretation bias is inherent in observing (Arthur et al, 2012), examining incidents that are 'unexpected' in the classroom, enables teachers to probe the meanings of these events and, if negative, alter their practice (Joshi, p.1 and p. 83). According to Anderson and Herr (1999), Brookfield (1995) and Cook (1994) the most effective teachers will share these findings with colleagues to benefit other students, develop deeper insights and enhance professional awareness. Consultation with colleagues, is one of Brookfield's four lenses of critical reflection, alongside 'student's eyes... theory and personal experience' (1995, p. vi). Similarly, in their exploration of two qualitative research papers, Halquist and Musanti (2010) assert that multi-layered collaboration provides "turning points' in ways of thinking about and reflecting' for both researchers and practitioners (p. 449).

In 'school Z' the incident that has been rendered critical, occurred between a male student ('Student S') and an experienced female History teacher, who, is Head of History. The topic being studied was the Renaissance period. Although I am unclear how many lessons on this topic preceded the observation, from the level of knowledge and understanding displayed (when answering an array of questions at pace), it was evident that the class had a firm grasp of the topic and had begun to deepen their knowledge and comprehension. Although the '*Transformational Curriculum*' in Wales awaits introduction, progression in History is outlined in Donaldson's *Successful Futures* under the Humanities *Area of Learning and Experience* (AoLe) (Donaldson, 2015, p. 46-47). Progression across each AoLE will be supported by a series of 'What Matters Statements'; in the humanities, 'progression... is underpinned by the idea that subject content does not get intrinsically more complex', but, that children are able to respond with greater depth, nuance and understanding (Welsh Government, 2019a, p. 57).

Following a stimulating review of previous material that was assessed by a range of oral questioning (that activated prior knowledge and re-enforced the key concepts regarding the significance of the Renaissance) (Cazden, 1992, p. 123; Alexander, 2012, p.3), the teacher set her first independent writing task. This sequence of assessment for learning supports Rosenshine's recommendation that independent tasks should be set after teacher guidance and questioning (2012, p. 13). The task was explained verbally, and a sheet with a table was distributed to each student. The scaffold was divided into five sections, with each section containing one of the five key 'R' words. The class were asked to explain in writing how each R term, related to the Renaissance period.

The students confidently engaged in this activity, and, began to reflect and quietly discuss in pairs the terms on the page. During this period, the teacher monitored the class and engaged with multiple students. After approximately ten minutes, the teacher initiated a group discussion of the task, asking certain students to share their thoughts and posing open questions for children to voluntarily respond. Crucially, in response to the teacher's open question: 'how can the Renaissance period be explained as resonant?', 'Student S', sitting at the back of the class, remarked that the Renaissance period marked the 'official change of religion'. Until this point, no explicit link had been made between the Renaissance and the Reformation period, nor, between 'old' and 'new' religious ideals.

From an observational perspective, this insight was influenced by previous discussions where ideas and knowledge were exchanged. As will shortly be discussed, these types of

interactions relate to social-constructivist learning theories such as 'dialogic' teaching (Alexander 2008, 2012, 2017). Given the emphasis on communication and verbal reasoning, this incident illuminates the implementation of literacy development as a cross-curricular responsibility, and two of the four key purposes of the forthcoming Welsh curriculum: to create 'ambitious and capable learners' that are 'ethical' and 'informed' (Donaldson, 2015, p. 31-40; Welsh Government, 2019b, p.6)

Following praise of 'Student S's' contribution (Skinner, 1938) the teacher re-enforced the relationship between these periods by drawing the following arrow diagram on the board:



Once students had copied this illustration into their books, the teacher developed 'Student S's' remark by displaying a video that demonstrated the religious transitions and tensions of the period. Essentially, the teacher capitalised on 'Student S's' comment to introduce new knowledge and stretch the classes current level of understanding (Lemov, 2010, p.42; Alexander, 2017, p.3). This incident demonstrated that genuine learning regarding past societies and worldviews (Welsh Government, 2019a) had occurred through not only social constructive channels such as dialogue and discussion but also, careful teacher direction through scaffolding, questioning and a strong rapport with students (MacBlain, 2014, p. 11; Bloom, 1956).

Although this paper cannot explore each aforementioned aspect of instruction, this unique blend of pedagogy taps into the idea that teaching is not merely a profession, but an art that combines 'the skills of a theorist, an artist, a technician and a performer to deliver a "complex service' (Denby, 2015, p. 36). Given the current educational transformation in Wales, that teachers deliver a "complex service" (Ibid) can be upheld. In addition to the demands of the subject curriculum, teachers will be responsible for not only educating the younger generation but, equipping with them with the skills and attributes needed to achieve their potential, engage with society and cultivate successful and balanced lives (Welsh Government, 2019b). *Successful Futures* then bridges the gap between traditional and progressive approaches to learning: in that, it seeks to harmonise direct teaching and the art of teaching, alongside creating a learner-centred ethos. (Donaldson, 2015; Didau, 2015, p. 93).

While the subject matter of the incident clearly has links to creating ethical and informed citizens, I consider that the way in which this response was advanced relates more closely with learner capability and ambition (Donaldson, 2015, p. 31). Most evident is 'Student S's' ability to 'connect and apply' knowledge of the Renaissance to different contexts, in this instance, the Reformation (Donaldson, 2015, p. 29). The term 'resonant' was not explicitly defined by the teacher, which suggests that 'Student S' was able to infer the meanings of the term based on previous discussions regarding the 'significance' of the Renaissance and arguably problem- solving skills since 'resonance' was the last term on the sheet.

Given that 'Student S' volunteered their response, and was confident to draw a new connection, it is also plausible to argue that 'Student S' enjoyed being intellectually challenged and was not only capable of sharing and explaining his thoughts but was willing. This latter point is significant as the new curriculum considers receptiveness to learning to be a key indicator of future success and achieving one's potential in an increasingly changing world (Donaldson, 2015, p.5; Welsh Government, 2015 p. 1). Additionally, the observation that 'Student S' was willing, fulfils Alexander's (2008) criteria that dialogic teaching is 'supportive' as well as 'collective' and 'reciprocal'. From a different paradigm, Leung and Silbering (2006) argue that positive emotional environments have profound effects on 'children's motivation to learn and subsequent achievement' (p. 57).

Contrary to behaviourism that emphasises the impact of the environment on learning, and humanism which focalises the individual in learning; constructivism argues that interaction is integral to learning and that learning is a dynamic process (Macblain, 2014, p.11; Welsh Government, 2010, p.6; Bruner, 1987, p.5). Although differences exist between constructionist theories, fundamentally, constructivism is based on the cognitive psychology premise that learning is the result of 'mental constructions' (Olusegun, 2015, p. 66). Crucially, in accordance with epistemological thought (that questions how we interact with our external environments), these 'mental constructions' or rather 'schemas' are unique to individuals and represent our processing of knowledge such as new ideas, objects and vocabulary (Olusegun, 2015, p. 66; Piaget, 1972).

Regarding the critical incident, perhaps, the characteristic most indicative of constructivist thought is that knowledge was not only collaboratively constructed through discussion and elicited by the teacher's questioning style; but that knowledge was deepened as a result of verbal interaction between teacher and students, and amongst student themselves. (Olusegun, 2015; Mercer, 2002 p.1). These observations illuminate the social-constructivist

position and two key dimensions of this scholarship: namely the role of language in learning and the optimal conditions in which learning occurs (Mercer, p. 1; Vgotsky, 1978).

Vgotsky introduced the idea that language was a sign system that *mediated* the external and internal words of children (Shabani, 2016, p.2). Since language was a social-cultural phenomenon, Vgotsky theorised that it preceded internal thought and the development of 'higher mental functions' such as logical thinking (Verenikina, 2003, pp. 1-3). Nonetheless, for more modern social-culturalists, Vgotsky's theory does not adequately explain the significance and nuances of language in learning. For social-semiotician Lemke and cognitive psychologist Bruner- who sought to clarify the relationship between language and social processes- this is certainly the case (Lemke, 1990; Bruner, 1978).

Starting from a theoretical perspective, Lemke with utmost comprehension explores the complexity of language and it's multiple dimensions. In consonance with linguistic traditions, one of these dimensions concerns the capacity of language to evoke meaning: 'semantics'. For Lemke, and Bruner, the semantic dimension of language is fundamental to understanding how language functions as a communication vehicle (Lemke, 1990, pp. ix-3; Bruner, 1978, p.1). Lemke explains that without this semantic quality, connections between different ideas would be impossible, as meanings are relational: they derive their unique definition based on other concepts (Ibid, pp. ix-3). Lemke terms this the 'semantic resources of language' which paves the way for his examination of language in educational contexts, especially in Science (Ibid, pp. ix-3).

Although Bruner agrees with the link between semantics and communication, Bruner is intrigued by the intermediary stage of interpretation that indicates a 'working understanding of reciprocal relations' (1978, p. 1). For Bruner, that 'the child's use of language' depends upon the recognition and comprehension of different voices also illustrates the cultural and cognitive dimensions, especially for younger children (Ibid, 1983, pp. 1-15). Conversely, Lemke channels the 'semantic resources of language' to uncover how language is used to speak about Science ('semantics of Science') and how Science is taught from a distinct Scientific rubric (Lemke, 1990, pp. ix-1). Two different languages are simultaneously at work during a Science class: one relates to the *ways* in which classroom ideas are exchanged, whereas, the other refers to the *Scientific use* of language to instil Scientific reasoning, terminology and methods (Ibid, pp. 129-174).

A refined social-cultural perspective has thus emerged: language is not merely an indicator of one's cognitive development and level of thinking, but, is a collective tool *of* thinking

(Lemke, 1990; Mercer, 2002, p. 4). Yet, for Mercer, these interactions do not merely occur in educational environments, but, socially and between family members (Ibid, p.3). According to Mercer, research has inadequately researched the "activity of adults as self-conscious teachers or instructors" (Ibid, pp.3-4). This point is substantiated by his recalled conversation with his two-year-old daughter, regarding bats. Through questioning his daughter, Mercer realised that his daughter did not understand that the bats were sleeping 'inside' of their roof and that they were nocturnal (Ibid, p.4).

While this dialogue brings to focus Piaget's behaviourist principles of assimilation and adaptation (1972,1980), as Anna- after a period of confusion and resistance- is required to form a new level of understanding about bats; Mercer is interested in how language resolves these states of confusion and how children use language – regardless of environment- to acquire new information and solidify their understanding (Mercer, 2002, p.4). In this example, Anna asks her father twice whether the bats 'go there to bye-byes now?', to confirm that the bats sleep inside the roof and to process the newly acquired fact that bats are nocturnal (Ibid, pp.3-4). Perhaps, in a similar vein, 'Student S' volunteered his connection between the Renaissance and Reformation to receive teacher clarification and input.

Notably, in accordance with Bruner and Lemke, Mercer contends that learning is a 'dialogic process' where teachers and students and parents and children depend on language not only to solidify shared experiences but to build mutual frames of understanding (Ibid, p.4; Mercer and Howe, 2012). In line with Vgotsky's 'zone of proximal development' where the presence of a more knowledgeable other can enhance learning; Mercer terms the space in which these 'frame of reference (s)' occur as the 'intermetal development zone' (IDZ) (Ibid, p.5). Yet, contrary to Vgotsky who emphasises the *presence* of a more knowledgeable other to secure learning development; Mercer stresses the important role of the *teacher* in creating and maintaining this optimal space of learning (Ibid, p.6).

As explored by Welsh Government (2010, pp.16-17), Alexander (2008, 2017), Lemov (2010, pp. 27-53), Rosenshine (2012, pp. 15-17) and Bloom (1956) this can be achieved through effective questioning. In the critical incident, the 'application' question posed by the History teacher- when asking how the Reformation can be explained as 'resonant'- gave students the opportunity to formulate their own interpretation and connect knowledge in individual ways (Bloom, 1956). Contrary to review questions and more basic dialogic patterns such as 'Triadic Dialogue', this type of questioning appears concordant with Lemke and Alexander's definition of "true" and "genuine" classroom "talk" (Lemke, 1990, p.55; Alexander, 2017, p.3).

For Lemke, "true dialogue" occurs when teachers posit 'questions to which they do not presume to already know the "correct answer"' (Ibid, p.55). Whilst Alexander agrees that autonomous thinking is a pre-requisite for meaningful classroom conversation, he also applies Bakhtin's thought, arguing that effective questions lead to answers that stimulate further questions (Alexander, 2017, p.3). Since the teacher needed to explain 'Student S's' answer to the class before introducing new material, this criterion can also be fulfilled.

Whilst 'dialogic teaching' has its roots in Socratic dialogue, it's purpose also taps into modern debates over the role of the teacher, especially in securing student success in particular subject areas alongside literacy, oracy and meta-cognition skills (Alexander 2008, 2012, 2017; Welsh Government, 2010, pp.16-20). Regarding subject success, Lemke portends that teachers have a responsibility to educate learners that the subject themes and idealised format of their discipline (subject 'language') is actually a 'code' which needs to be interspersed with every-day (non-academic) frameworks (Lemke, 1990, pp. 156-162; Cazden, 1992, p. 127). In accordance with *Successful Futures*, Lemke argues that by doing this, teachers will not only prevent student alienation, but improve their position to interrogate their own assumptions, and the laden ideologies behind disciplines themselves (p. 160-166).

According to Shapira-Lishchinsky, discussing and reflecting on critical incidents better equips teachers for dealing with future critical incidents (2011, p. 650). Thus, it can be argued that at the macro-level, critical incidents strengthen the legitimacy of the teaching profession, as teachers are encouraged to continually reflect on their classroom experiences, and engage others in their interpretation and comprehension of "telling moments" (Wood, 2016, p. 125; Brookfield, 1995, p. vi; Richards and Farrell, 2010). Shortly after observing the History class in focus, I discussed my interpretations with my observational partner (who is also a student-teacher) and exchanged narrative recordings of the lesson. As discussed by Kumar (2011, p. 175), this was also undertaken to prevent interpretation bias and ensure recording accuracy. During the lesson, three critical incidents were identified, each illustrating the role of language and questioning in teaching and learning. The incident discussed was the second incident that crystallised the benefits of 'dialogic teaching'. As noted by Tripp (1993), Joshi (2018, p. 84) and Richards and Farrell (2010), action research is a crucial way in which teachers can challenge their assumptions (whether paradigmatic, prescriptive or casual) and improve their practice (Brookfield, 1995, p. 5). For this reason, social-constructivism, language and questioning were researched.

Whilst collaboration might pose challenges and lead to uncomfortable feelings, Cook considers that the benefits to be gained for both new and experienced professionals are far-reaching (1994, p. 408; Joshi, 2018, p. 84). Following the informal discussion with my observational partner, I presented my thoughts to a cohort of students, including experienced practitioners. This approach was also adopted by Halquist and Musanti (2010) when reflecting on contributors comments in the technological development project (p. 449). In my case, the group corroborated my research intentions and understanding of what constitutes a 'critical incident'. Crucially, after verbalising and processing my observations using the Assisted Reflective Conclusions Model (appendices i-ix); I recognised that 'Student S's' response was not the result of teacher practice (in her use of questioning and elicitation), but, also 'Student S's' engagement in the learning process. This refined perspective encouraged me to contextualise 'dialogic teaching' in not only social constructivism but, broader debates regarding the role of the teacher.

As indicated by appendix 1, my response to the incident was overwhelmingly positive. I was impressed by the teacher's rapport with the students and her ability to utilise student's comments to further the learning. Although similarities existed with another incident in the lesson, I decided to focus on 'Student S' as this appeared to significantly develop class-learning. Additionally, later in the week, I learnt that 'Student S' presented significant behavioural challenges to 'School Z'. Whilst Leung and Silberling (2006) have discussed the impacts of popularity on student learning and motivation, their use of sociograms was focused on students that appear marginalised and lonely, whereas 'Student S' was observed to be popular with the class. This episode appeared more intriguing as it illuminated the teacher's genuine inclusion of all pupils. Similarly, in spite of the behavioural challenges that 'Student S' presented to the school, the incident demonstrated 'Student S's' ability in the subject and contribution to group learning. In my own practice, by allowing dialogic teaching, I intend to mirror this inclusivity and create a space in which different students feel engaged and comfortable to contribute (Leung and Silberling, 2006).

Despite my positive reaction to the incident, reflections of critical incidents should also entail potential ways in which teaching could be improved (Joshi, 2018, p.83). As such, perhaps, the teacher could have developed 'Student S's' answer by asking them to explain how they connected the Reformation and Renaissance (p. 61; Lemov, 2010, p. 42). Indeed, cognitive psychologists Bjork and Bjork (2011) argue that teachers need to capitalise on every learning opportunity in order to enhance student's retrieval strength, independence and problem-solving skills (p. 61). As illustrated by the previous arrow diagram, the teacher connected these two events based on Martin Luther King's religious ideas. Whilst this may

be the ideal answer from a teacher perspective (to prepare students for exams), arguably, this was a missed opportunity to explore alternative rationale and extend 'Student S's' learning.

Similarly, given that this topic encompasses the tension between state and societies, perhaps, the teacher could have asked 'Student S' to unpack the implications of the term 'official' in their statement: 'official change of religion'. From my own historical knowledge, I am aware of alternative historical positions that scrutinise whether the Reformation was imposed or not (Shagan, 2003). Thus, two methodological limitations are exposed: firstly, it can be suggested that my historical knowledge influenced my interpretation, secondly, the very reflection on my observation is concentrated on the analysis of one student (Arthur et al, 2012, p.103).

According to Brookfield, critical reflection is central to leadership, as it helps: "model the democratic impulse and increase trust" (Ibid, pp. Xi and VII). In other words, through a reflective culture and code- where communication is paramount- educational providers can prevent jeopardising professional relationships and being ignorant and unresponsive to teachers who might be abusing their positions or compromising professional standards. (EWC, 2019; 'School Z', 2018). Indeed, leadership, collaboration and professional learning, are integral to the revised professional standards (Welsh Government, 2019c). In professional practice, alongside implementing dialogic teaching, I intend to undertake observations of colleagues in accordance with school policies, professional guidelines and the *UN Convention on the Rights of the Child* (Unicef, 1989).

As argued by Shapira-Lishchinsky (2011) who identified five types of ethical dilemmas, reflective cultures and codes should also incorporate 'ethical guidelines' to minimise the adverse emotional effects (pp. 649-655). Whilst my incident did not display overt ethical tensions, conflicts could be interpreted between modelling 'correct' answers (such as Martin Luther King's ideas) and providing students with an opportunity to develop their reasoning. Shapira-Lishchinsky's qualitative findings are significant because they demonstrate that teachers are operating in ambivalent contexts. Teachers are forced to make and act upon decisions, based on the importance they attribute to their diverse responsibilities, for instance, a pupil's health and wellbeing and school procedures (Ibid, pp. 653-655; Denby, 2015, p. 31). This brings to focus the ongoing concerns regarding the 'professional learning' element of the revised professional model (Welsh Government, 2019c) and the extent to which the *Schools as Learning Organisations* model can be realised in real-life contexts (Egan et al, 2018).

This paper has examined social-constructivist interpretations of learning, the role of language and 'dialogic teaching'. This approach was taken as both student and teacher influenced the direction and depth of learning. Although Vgotsky paved the way for this strand of constructivism, this paper considered the positions of Lemke, Mercer and Alexander, to be most useful for modern-day teaching. Whilst Mercer and Alexander are engaged in ongoing research on dialogic teaching, hopefully, Lemke's Vgotskian suggestion that teachers should educate their students that subject 'language' is a 'code' will also be realised through the principle of authentic contexts and the implementation of *Successful Futures*.

Despite the centrality of interaction and conversation, behaviourist ideas were acknowledged when questioning the factors that influenced 'Student S's' response. To unpack the relationship between 'Student S's' response and his known behavioural difficulties, behaviourism and literature on the emotional environments of learning might be useful. Finally, if professional learning models and frameworks can be harmonised, and teachers are utilising their training, knowledge and experiences to effectively implement the educational theory, pedagogical principles and a 'repertoire of talk-based pedagogical skills' (Alexander, 2017, p.2). Perhaps, Tripp's vision of a robust teaching profession can be realised (Tripp, 1993, pp. xvi-xviii; Macblain, 2014, p.8).

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.09.19

Lesson details:

- 30 students (arranged in 2s, boy/girl ratio approximated).
- Year 8, Thurs AM first lesson.

Classroom culture

(Are the students focused on learning?)

- yes appear interested in topic.
- teacher engaging, informative, clear + helpful. Strong positive relationships with all students.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

- initial Q on board 'How sig was the Renaissance?'
- yes: worksheet + table on desks in advance.
- development theme + topic displayed on board.

Direction

(Are the students clear about what they are doing and how to do it well?)

- teacher utilised board: across / culture / freedom of thought /c- both of tasks. teacher walked around the tables + offered individual help.
- 1 student asked the meaning of sig - teacher asked him to think about 'importance'.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

- teacher linking K + encouraging reflective thinking. plenty of hands up.
- pairs to discuss what makes an event sig. (1-3 in margin direction 3 points).

noise level increased on the task.

- boy at front clearly competent + confident answered recap Q + also took initiative on
- Scarlet: answered 'change' / 'mind-set shift' - boy at front answered. 3 points task

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- checked who was not in lesson (3 hands up). Instructed to write down key feedback points.
- effective recall of Greeks + Romans
- final table displayed on board to summarise Nick's cell ideas/beliefs.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

'aw come on think' on table task for student who was completing table - he could not recall previous lesson originally, then remembered the transformation idea.

'I don't know' in response to summary of video + Martin Luther King's views. (questioning literature).

Significance

- legacy 306

1 boy at back shouted out and - as an example.

boys at back 3.
(noise level slightly increased when on what was wrong with the church ruzel).

children are copying the mind map in books.

low level chatter at back - teacher asked them to stop + asked Qs to focus more.

(concentration?)

level?

support

challenge?

'in my many many' places - response at back for impact on others.

Critical Incident (1).

* Abdul: insightful

Kahane? took a reaction idea

→ moved learning on →

teacher used this to develop

Malcolm X + Hitler

change of name?

Neil

Herce: dialogic teaching

reference other students capitalised on this point.

MLK + Civil Rights Movement

Open Q:

what can we learn about this period of history? Palet response: asked him to develop - white people have power

modern example

used to highlight the impact that an event such as the Renaissance had on R. Europe.

↓
new people contributing
blacks freed.

↓
Voices rounded.

Student logic

teacher added to mind map:

what these sig events reveal

vocabulary / literary skills.

highlighted this term lens was v. positive throughout lesson

challenge

- little table on desks SRS. (extension task available.)

how Renaissance might match (SRS) - what does it reveal about this period of history.

- what changes?

- Some children had to make note about what made the Renaissance unusual. Teacher gave follow up as asking them to think about what changed (direction / 'challenge').

Resonance (bottom word) (subject terminology).

teacher reframed think in terms of compare? what does it remind of as? [teacher was seeking out new students to answer.] questioning styles engaging all students.

'excellent answer' praise

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Ffocws)/Critical Incident (focus): Dialogue in history (Student and teacher conversation).

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- v. positive; encouraging behaviour - no overt challenging behaviour. - teacher was very competent + adapted to a range of as asked by students. Various vocabulary as were asked e.g. 'Llechoed' + 'Elegy'. These were explained verbally with correct spelling on boards. - genuine student enthusiasm + interest sustained.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- review Qs - mid map discussion This critical incident was not discussed in the assignment.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	- use open questions. Engage all students in classroom conversation. - allow lesson to be naturally developed based on student comments. - 1 student answered 'I don't know' after watching the video.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materlauon siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	- The teacher could have been more patient with the student who was unable to answer the Q in response to the church video. - She could have given him more time to think/repared key parts of the video; used another student to help him or reframe the Q to reuse an idea identified in the video.
Y profiad newydd / Transformed experience	

- research role of interaction and conversation in lessons.
- investigate the role of the teacher and use of questioning.
- discuss findings with group and peer.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	Thurs 26.09.19
Lesson details:	- 3rd lesson after break. Top set Yr 8. ONA Biology project: independent task with use of ICT. Students have been asked to 'create a cartoon strip on A3 paper using the computer'. (Synthesis aspect of Bloom's questioning used + cross-curricular responsibility of digital competence). Did students know what a 'cartoon strip' involves in previous lesson?
Classroom culture (Are the students focused on learning?)	- fairly given the use of computers + independence aspect of the task: low level noise constant. - lesson rather slow to start with further clarification questions and logging in etc.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	- research based activity - 1 Q from student clarifying specific focus of lesson ('research'). - independent time to undertake research.
Direction (Are the students clear about what they are doing and how to do it well?)	- at least 3 sources to be covered + discussed (powerpoint presented with follow up detail + explanation). - 1 Q from student asked how many paragraphs.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	- fairly attentive at the start. - previously undertaken research task in year 7 with the use of computers (collating / identifying relevant information is a key challenge to mitigate + links to their development of literacy skills). - different student approached / engaged with the subject matter differently.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	- credibility of sources recap Q on use of wikipedia + how to apply information effectively. As asked to write class to gauge prior learning. - research task (methods / table / oracy) - assessment level for each criteria / or termly statistics). 3 colours to assess whether targets have been achieved. Data report produced each term. Error level taken into account determines who sets his / her / m / pl
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	In response: - Teacher responded 'qualifying over quantity, so long as the three main scientists have been discussed'. Was that helpful? Could further clarity been given? - Some students were sharing computers and there were some distractions + accusations between students over copying. I'm not clear whether the teacher realised 2 were sharing and how this would be assessed?

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher response to student questioning ('how many paragraphs?')

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- Fairly neutral. The lesson was particularly fast paced and the project was a summative task for the end of term. Taken out of context the teacher's explanation may appear vague.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- The phrase 'quality over quantity' is rather vague. Perhaps further detail and clarification could have been provided. Certain students were focused too much on the biographical information of the scientists. Additionally, use of the internet introduced an abundance of resource material.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	- Teacher expectation that students undertake the work independently, using their own creativity and ideas. - Time and pressure to complete the project before the end of year reports. It was explained that science had more regular summative assessments. Perhaps also repetition, the task was explained multiple times before this answer was given.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	- use of a scaffold so students have more examples on how to structure their work. - Example presentation displayed so that students know the type of information required. - Following class in the initial write up stage of the assignment I will observe whether similar concerns arise regarding lack of clarity of the task and whether this is motivated by noise level and classroom disruption.
Y profiad newydd / Transformed experience	

3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.09.19

Lesson details:

- Thurs early PM (Lesson before lunch) 4th lesson of the day.
- Welsh
- Yr 8 (top set).

Classroom culture

(Are the students focused on learning?)

- noise level higher than previous lessons.
- Students were passing around paper (some time - delay + noise level rose).
- Some minor squabbling between students.
- Some behavioural issues. Teacher addressed these well instructing students to move their chairs back.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

- 'To write a script about the topic of school for an speaking assessment'.
- Class aim is to achieve a level 4.
- Class (using Au word paper) are to use write a conversation. (Model in handbook) is this fully clear?

Direction

(Are the students clear about what they are doing and how to do it well?)

- Class are using booklets to direct their sentences.
- teacher walked around the class, translated regularly between Welsh + English explaining key vocabulary. The teacher answered word games effectively e.g. 'Sarad for talking'. 30 minutes available to complete task ahead of being graded.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

- introductory song used as a way to discuss + test Welsh vocabulary.
- example criteria displayed on board. Hard-copy
- example of level 6 answer shown on board. Sheets distributed to class.
- class are allowed to decide own groups to work with.

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- review Qs at start of lesson (hands-up + answering out-loud was visible).
- regular Qs to the class clarifying key terms / phrases + idioms.
- 'Beir ydy' enforcing habits - whenever students needs to ask for a term.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

- teacher showed letters of desired word for work to prompt the student to derive correct answer.
- clarification from student on the time frame of the task (teacher confirmed that they are speaking in two weeks time).

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher + student engagement, use of language prompts.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- overall fairly positive
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- students were participating and attempting certain phrases. - behaviour. The class was rather noisy throughout the lesson. This started with the boys at the back, however, there was low level chatter throughout. This seemed to partly be a result of practising Welsh sentences.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	- lack of interest / ~~more~~ ^{limited} ~~refined~~ focus on the lesson (too much information at the start of the lesson perhaps).
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materlaon siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	- Perhaps simplify the lesson objectives and broach them in multiple stages. whilst there was successful recall and an attempt at the basics, the class was not always wholly focused. The teacher did use her voice well though to command attention. - Seating plan in place? - any audio aids?
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.09.19 (Th) Tuesday 5 th lesson after lunch.	
Lesson details:	
- Digital literacy. (prep for Welsh bac) - year 8 - fortnightly lesson. ICT room. (top set has one once a week)	
Classroom culture (Are the students focused on learning?)	
- yes - hands up approach to answers	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	
- manipulation of data for diagrammatic use i.e. graphs & tables (use of excel). - sums on excel (final task on excel). - students are required to copy the tables in their spreadsheet. - independent task - teacher clarified how to implement a border (use of powerpoint and demonstrations)	
Direction (Are the students clear about what they are doing and how to do it well?)	
- written instructions on the board. - nervous students finished promptly. - Create your own OS task - Example modeled on the board.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	
- Students appeared to be engaged + interested in the task. Appeared to have a positive relationship towards ICT. - teacher did move around the class and provide personal help and clarification.	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	
- review OS at start (teacher commanded precise answers + had a good rapport with the students + effective behaviour management).	
Specifics / Critical Incidents - Sis can provide a clustered column - teacher repeated line graph, we graph.	
Are there particular telling moments and examples which it would be helpful to discuss?	
- 1 student was asked to stand outside as the teacher deemed his behaviour unacceptable to have a private word. The teacher was actually discussing his subject and the curriculum with Rose and myself. It seemed he was distracting other students from the task. - 'I keep your mouth shut and not be rude in my lesson'. - I oversaw some distraction from male students at the back, however, I'm not convinced this language was appropriate. Nevertheless, the students overall listened to the teacher and appeared to respond well to his approach.	

(4)

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.09.19.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behaviour challenges, use of
behaviour policy

Profiad/ Experience

Teimladau/ Feelings

Beth yw eich teimladau ynghylch y profiad?
"What are your feelings regarding the experience?"

not particularly negative, I think the teacher meant well and tried to be firm so that the students would listen and develop their EQ skills by acknowledging that he is speaking and trying to support their education. However, his choice of words and the somewhat abrupt tone could be reconsidered.

Cofio a Deall/ Remember and Understand

Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?
"Can you list the aspects of the learning experience that went well?"

- most students appeared to complete the first task
- students listened to the subjects verbal explanations.
teachers

Pa elfennau o'r profiad dysgu oedd yn siomedig?
"What were the elements of the learning experience that were disappointing?"

- 1 student did not have his own computer to use yet, the purpose of the task was to develop independent learning skills required for the Welsh bacc.

Gwerthuso a dadansoddi/ Evaluate and analyse

Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?
"What will you keep the same to ensure effective teaching and learning in the future?"

Beth oedd achos yr elfen siomedig bwysicaf?
"What was the cause of the most important disappointing element?"

- teacher focusing on communicating advice to us student teachers
- close proximity to friends
- perhaps, some impatience given this was the final lesson of the day

Casgliadau a chamau gweithredu/ Conclusions and actions

Beth yw eich atebion posibl i'r materiau siomedig a nodwyd?
"What are your possible solutions to the disappointing issues identified?"

Beth ydych yn mynd i'w wneud nesaf?
"What will you do next?"

- reflect on initial reaction.
- discuss observation with peer
- discuss the lesson with the teacher (he voluntarily explained the context of the pupils behaviour).

Y profiad newydd / Transformed experience

