

**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.**

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Introduction

A key skill for teachers is the ability to observe other classrooms as from here a wealth of knowledge can be obtained and a process of critical analysis and reflexivity can occur (Firestone & Donaldson, 2019). This process is hugely beneficial to student teachers, as it forces the student to consider themselves as an education practitioner, both in relation to their current and previous social contexts. Allowing the student to undertake an internal critical evaluation in order to determine the impact this will have upon their practice (Archer, 2007).

Classroom observations were undertaken, in order to uncover a critical incident and consider the impact upon the learning taking place. Tripp (1993) described incidents as usual or 'typical' but the in-depth analysis which follows converts them to 'critical incidents'. The development of these incidents allows the student teacher to reflect upon their understanding of current practice. This piece focuses on a critical incident whereby a pupil became disengaged from the lesson, attempted to disrupt their peers from classroom activities and examines the theoretical underpinning of student engagement and ways to overcome disengagement. The learning associated with the observation will then be discussed, in line with educational theories and current research in order to identify next steps in professional development and the implications for practice considered.

Undertaking this type of investigative research and classroom observations supports teachers' autonomy and professional accountability; which is vital due to the hugely impactful nature of the role teachers play in pupils' learning (Danielson, 2016).

Observation

The lesson observations took place within a mixed inner-city school of over 1700 pupils aged 11-18. Situated within an area of significant social economic deprivation and vast multiculturalism; there are over 60 languages spoken among the school community with 70% of pupils speaking English as a second language (School Inspection Report, 2017). The school has significantly higher than the national average values for students receiving

free school meals (FSM) (32.7% compared with 17.4%) and for students possessing an additional learning need (35% compared with 25.1%) (School Inspection Report, 2017).

Several lessons were observed, see appendices for completed observation forms, during week 3 of the autumn term. The lessons were all observed over the course of a single school day. The lesson selected for this critical analysis of an incident which took place within it, happen just after the lunch break (period 5 of a 6-period timetable day). The lesson was a high ability set Year 9 Maths lesson, who were new to the class teacher at the start of the school year. The weather had been fine during the lunch break but had been very windy and raining on and off throughout the day.

The lesson was welcoming, well planned and well structured, easily accessed by all of the pupils initially. However, one student ("student Z"), positioned at the back of the classroom became disengaged with the activity, an exam style question, and became quite disruptive to fellow students.

Methodology

Developments to traditional classroom observation methodology began around the year 2000, and consequently observations have become a much more systematic process (Firestone & Donaldson, 2019; Danielson, 2016).

A non-participant observation method was used; the observer was present within the classroom as an impartial observer, observing the events without participating (Cotton et al, 2010). This is the most common type of observation-based methodology, and offers the observer/researcher the opportunity to collect data on a plethora of aspects of classroom life; such as personalities, individual roles, and interactions both with the environment and socially (Cooper et al, 2004; Gorup, 2016). British Educational Research Association (BERA) ethical guidelines were followed throughout; this includes maintaining the confidentiality and privacy of both the pupils and staff, as well as the school in which the observation took place (BERA, 2018).

It is well acknowledged within the literature that participants may alter their behaviour if they are aware that they are being observed (Orne, 1969 [as cited in Keegan, 2014]; Feist & Gorman, 2013). This is known as the Hawthorne effect, named after the psychologist who first observed it during productivity investigations in the 1920's. It was observed that regardless of the effect group members of staff at a factory near Chicago were placed into they all preformed to a higher standard than usual (Chambliss & Schutt, 2006; Polgar & Thomas, 2008).

It is for this reason that observation methodology should not be discussed without also considering the impact of the Hawthorne effect. This can have an impact upon pupils, teachers or both, thus limiting the accuracy and validity of the data collected. A common change in behaviour would be that those being observed attempting to predict the aim of the observation consequently change their behaviour or the way in which they normally teach (Keegan, 2014).

A limitation of using non-participant observation is the expertise of the observer; student teachers undertaking classroom observations have been found to focus too heavily on watching the children, and thus empathising with the children as opposed to viewing the situation as a teacher (Jenkins, 2014). However, it is therefore imperative that these skills are practiced and developed while the practitioner is a novice in order to become equipped with these skills which will be continually required throughout a career in education (Torres et al, 2017). Classroom observations also provide student teachers with the opportunity to cement their learning by forming the links between theory and practice (Jenkins, 2014).

The use of an observation framework provides structure (Rickinson & Robinson, 1999). Therefore, for this investigation, a framework was used, developed from questions devised by Fletcher-Wood (2016).

Despite the methodological strengths of observations, in order to reduce any alterations to normal behaviour linking with the Hawthorne effect, video recording of lessons could potentially offer a more robust alternative.

The use of video would also increase the quantity and ease of data collection as there is a large quantity of sensory information requiring processing by a classroom observer, “the richness of the classroom environment” (Calandra & Rich, 2014). Therefore, even a high skilled and experienced classroom observer would not be able to process and acknowledge everything that happens; whereas the use of a video recording would allow the observer time for a deeper and more complete analysis of the classroom events (Miller, 2011; Calandra & Rich, 2014). For those reasons, the use of video within lesson observations is becoming increasingly supported within the literature (Hidson, 2018), particularly for teacher education (Calandra & Rich, 2014). However, no data collection methodology is flawless and video recording comes with many less than ideal aspects; firstly, there is the issue of technology skill and availability within the classroom locations. There are also issues with video use include data protection, safeguarding, informed consent, which should not be ignored, however, these could likely be overcome with stringent policy and guidelines (Hidson, 2018, Lofthouse et al, 2010).

Links with the Four Purposes

Within the Successful Futures document, Donaldson (2015) describes four purposes of the proposed new Welsh curriculum. The new curriculum aims to create pupils who are; “ambitious, capable learners; enterprising, creative contributors; healthy, confident individuals and ethical, informed citizens” (Donaldson, 2015).

The lesson observation chosen for this detailed critical reflection was a mathematics lesson of a high ability year 9 class, there was a pleasant atmosphere within the classroom and the students listened actively during the direct teaching portions of the lesson. The aims and objectives of the sessions were clear, and with activities were clearly displayed on the board, all the students appeared to be understanding of what was expected of them throughout.

Maths lessons can provide the opportunity for students to achieve a deep personal satisfaction and accomplishment as a result of solving complex questions and problems (Donaldson, 2015). While this demonstrates the potential that Donaldson (2015) believes for maths to fit across the four purposes, it should be considered then the impact on the pupil who was unable to join his peers in achieving this but had to watch those around him succeed; whether this was because he truly did not understand, or was disengaged from the task for another reason.

Pupil Z would have been able to demonstrate success across Donaldson’s (2015) four purposes if an attempt at the task had been made. A student possessing the confidence to ask the teacher, friends or other peers for assistance, or accepting assistance when offered by the teacher would have demonstrated themselves as a confident, ambitious, capable individual, it could also be considered to show ethical awareness of not distracting others from their success. However, this is not what happened, supporting the argument that students must engage actively with their own learning in order to achieve a positive learning outcome or experience (Alford et al, 2016).

Pupil Z demonstrated little awareness of the impact of their actions on their neighbours, they were all distracted, even if just for a short while. However, pupils X and Y positioned next to pupil Z were able to continue with their task, once they recognised their need for and accepting the help that was offered. Many of the other students within the class appeared to struggle with the task initially but talking to their peers on their tables the pupils were able to work together in problem solving and deciding upon a plan in order to obtain the correct answer. This demonstrates many aspects of capability described within the four purposes; pupils were enterprising and capable enough to recognise their struggle and that working together they would likely be more successful and other students were ethical and confident enough to assist and work with their peers.

Pupils were sat around grouped tables, in a seating plan but largely of the students choosing, with some teacher input for two of the pupils that the teacher felt would be better placed with others and permitted to talk to each other during the tasks. Here the teacher has provided the pupils with the opportunity to engage in independently thinking and decision making about their own location within the classroom. Students had made their choice of seat, considered they will be both successful, and near their friendship groups and almost all of the pupils were successful in making this decision for themselves and being successful at the task provided, and this likely added to the positive atmosphere within the classroom.

Pupil Z deliberately trying to get the attention of students sitting near him, preventing them engaging with the activity; as the other students did begin to engage and succeed at the task pupil Z became quite agitated. Pupil Z was offered help, by a staff member, but refused stating he did not need help, increasing agitation and frustration was evident, and it was then the student declared he did not understand how to answer the questions.

Literature Review

Vygotsky (1986; as cited in Lyakhova et al, 2019) proposed an ideal education process as one whereby the child's everyday experiences interact with theoretical concepts; the task given to the pupils within this lesson fits this thought as students were required to complete a real-life example. The task was for students to work out the total cost of food at a barbeque and then to divide that cost to be split between different people, all paying a different percentage. Vygotsky's ideas coincide with, more recently, Lyakhova et al (2019) who states that 'learning to rather than learning about' is a major trend within many current curriculum reforms, including Wales. This lesson covered that; the students were learning to complete the formula working out what steps they needed to make in order to do the calculation to obtain the correct answer.

Pupil disengagement is a problem within the majority of secondary schools (Swann, 2016). However, within the literature there are an abundance of educational psychological theories attempting to offer an explanation for this. Patall et al (2018) examined the daily diaries of 218 pupils over 43 science classes to observe that throughout the occasions when pupils perceived the content of their science lessons to be excessively challenging the pupils' self confidence was decreased. This was ultimately associated with increased disengagement. These findings should not be dismissed easily, due to the significant quantity of science classrooms involved, however, the consideration of a larger geographical area would have increased the significance of this study. This is supported by Allan & Duckworth (2018) who found that self-empowerment was a key factor in pupil engagement and is in agreement with

Maslow's Hierarchy of Needs; where motivation is said to decrease when self-esteem needs are not met. Prusaczyk (2018) found that pupils struggling with reading were at an increased risk of disengagement; this is certainly of interest and relevance given the nature of the school in which the observation took place, where English as a second language is common. However, it is argued that this does not work the opposite way; high achieving readers are not linked with increased engagement (Daley et al, 2019).

However, it is important to note that maintaining a suitable level of challenge is a difficult balancing act. It has been observed that work that is not challenging enough becomes associated with bored and unmotivated pupils, whereas work too challenging, as discussed above can be a cause for frustration and embarrassment for pupils (Champman & Vagle, 2010). Yazzie-Mintz (2007) also found that in up to one third of pupils, disengagement existed because they found the tasks to not challenge them enough. The real concern that emerged from this investigation was not only the large proportion of students potentially affected by this, but that this disengagement was associated with decreased expectations of the pupils, both by the teacher and the pupils themselves.

Teacher actions are known to influence pupil engagement, with a pupil's perceived lack of interaction with their teacher was cited as a reason for their disengagement/dissatisfaction with school (Harris, 2011; Shernoff, 2013). Spiller (2012) performed an investigation into teacher relationships with pupils of Pasifika background attending school in New Zealand. It was concluded that many of the issues relating to Pasifika pupils' underachievement or disengagement was linked with, perceived or actual, teachers not fully understanding pupils' Pasifika culture and/or identity. Although this study is not directly transferable due to the potentially vast differences in New Zealand and Pasifika culture to the culture from the inner-city classroom observed within this lesson but raises an interesting argument. Although there were no observed cultural difficulties within this classroom experience it is important to note that there is a massive variety of cultures present within the school, and with the class being new to the teacher (and vice versa). It is therefore a possibility that Pupil Z felt misunderstood or not easily able to relate to the class teacher. Naturally this is speculation as pupil perspective and teacher-pupil relationships were not investigated.

Within the literature, there is also a body of evidence suggesting that student disengagement is largely a decision made by the pupil themselves. Deed (2011) argue that students make this decision after considering their opinion on the relevance and usefulness of the task or topic as well as their perceived likeliness to be successful. This could offer a deeper explanation for the observed disengagement when the challenge level is not set correctly in the above studies. This is in keeping with theorists such as William Glasser and Alfred Alder,

who describe behaviour as a purposeful act, ultimately this is determined by the choice of the individual (Wubbolding, 2010). This is supported by Trout (1997) who states that there have always been pupils, throughout primary, secondary and even university settings, who simply do not like to study.

There is also a body of evidence to suggest that many causes of pupil disengagement are not yet known (Swann, 2016). This is not surprising given the vastly differing explanations described within the literature.

There are currently gaps present within the literature; including, as with many areas of research, a large portion of the evidence base has been studied on a hugely disproportionate number of white children (Alford et al, 2016). This could be of huge significance to this context given the huge multiculturalism present within this school environment and to the trustworthiness of the evidence base as it does not reflect the reality of modern British society.

However, it is imperative that educational research continues in an attempt to close these gaps within the knowledge to enable teachers to have the understanding required to enable pupils to succeed as they have such a critical role in the learning (Danielson, 2016). It is also well acknowledged that the pupils who demonstrate high levels of engagement are more likely to achieve highly throughout their school careers (Cooper et al, 2005).

Personal Reflection

Observation promotes the active engagement of the observer (Danielson, 2016); and I feel that this has been hugely true for me. This experience has given me the opportunity to observe secondary school classes, without the pressure of being on a professional placement. There was both so many positive aspects to this lesson, and a lot to be learnt from the incident discussed above. Focusing on the critical incident, I believe that I will now be more confident when I, as the class teacher, am faced with a totally disengaged student and will be vastly more confident following this observation and reflection experience.

Classroom climate need to be positive, full of motivation and engagement strategies in order to promote a positive teacher-pupil relationship (Putwain et al, 2016).

I hope to mirror the atmosphere from this lesson observation into my own practice; many pupils were happily talking to others on their table while doing their work and I believe that this made for a happier classroom. It was a pleasure to watch so many students working together on a problem based around a real-life example.

I intend to put every effort into making my classroom a safe space, where students are able to feel safe and happy enough to be able to simply say they just do not understand something. There are many strategies to do this, but I look forward to role modelling supporting pupils who are struggling with an aspect of the content or who make a mistake. Clear boundaries and clear expectations were evident in that classroom, and I believe that had a positive impact on the other pupil tables in the within the classroom, and possibly the reason why the disruption was so low level it had a negligible impact on the other pupils.

When pupils are feeling frustrated, this can develop into even more damaging emotions such as anger, nervousness and or loss of confidence (Champman & Vagle, 2010). Therefore, I will endeavour to make sure to check on students on every table, including at back of class, and although difficult with classes so large I have definitely learnt the importance of the arrangement of classroom furniture to enable ease of movement around the room.

Pupils who are disengaged with the lesson, either from the start or that develops throughout the lesson are a daunting aspect of teaching and classroom management; however it is important to remember that most pupils want and intend to behave well most of the time (Swann, 2016). I have learnt many strategies to attempt to prevent student disengagement, and to prevent any disengagement spreading and distracting other students from their work.

Some pupils may require additional and/or extended tasks in order to maintain a suitable level of engagement within the lesson (Winstanley, 2018). But I feel this observation has taught me that differentiation for higher ability students is imperative for their learning and development, but to also consider having a back-up activity in case a similar situation to the observed lesson arose again. This would allow me to attempt to engage the student in an activity of which they could succeed, and I can now see the use for having a small whiteboard to hand to use with individual pupils who require further explanation. This does not mean to imply that the behaviour of Student Z could have been changed, merely I would feel more prepared when faced with that behaviour as a teacher if I had varied relevant resources available.

I have also learnt to look for a deeper meaning behind a behaviour, as there may be a cause for this behaviour which wasn't immediately apparent. Spending time getting to know pupils and building a positive rapport will hopefully enable cultural and personality differences to be overcome, creating a safe environment for all pupils. This knowledge of pupils' personality would hopefully then aid the detection of changes within their behaviour, should an external reason or event alter their engagement with the lesson.

A large proportion of the professional learning which occurred as consequential to this critical analysis has been the result of the actual process of reflecting upon the observations

performed. There are many compelling studies within the literature to demonstrate that the completion of classroom observations can be highly valuable to the individual completing the observation; allowing insights for the own practice and thus improving their teaching quality (Torres et al, 2017). Personally, this has been particularly true for myself, as a novice trainee teacher extremely unfamiliar with the school and classroom environments.

The process of observation, critical analysis and reflection has been shown to prepare teachers as thoughtful reflective practitioners (Bruster & Peterson, 2013) and I feel I have developed my skills enormously which will prove imperative when I am reflecting upon my own teaching practices once I begin my professional placements.

Reflexivity, a crucial aspect of performing both effective observations and critical analysis, is described as the ability to consider both oneself in relation to one's own social contexts and the ability to internally critical evaluate this in order to determines one's next steps (Archer, 2007).

Conclusion

To conclude, observed student disengagement could be caused by several different factors; indeed, it is likely to be a complex, multifaceted phenomena.

Lesson observations were undertaken in a vibrant and multicultural inner-city school, in order to identify an incident to critically examine and reflect upon. During one of the lesson observations, while following a class of 32 year 9 pupils, an incident was identified where one of the pupils became totally disengaged with the task and attempted to distract other pupils on his table. A structured observation was performed, in order to obtain the richest data (Fletcher-Woods, 2016). The process of undertaking this observation, analysis and reflection has been hugely beneficial on a professional development front, by not only empowering the observer in order to feel confident within the classroom and provide invaluable ideas for future practice.

The literature review highlighted many contributing factors which may not have initially been thought of as being associated with student disengagement and therefore obliged the observer to consider their personality, values and behaviour in social contexts and the importance of building positive teacher-pupil relationships.

While there are some gaps within the literature evidence base and it is important that as a profession attempts are made to rectify this, due to the significance of the role of the teacher on their pupils' achievements. It is important to note the vast learning opportunities this

observation has afforded and many suggestions for practice have emerged as a consequence.

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Appendix

Contents- 4 x Completed lesson observations and reflective conclusions

Prifysgol Cymru
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.09.19 1st & 2nd lesson (double)

Lesson details: Yr 9 - BTEC Sport Coaching (BTEC - pass only) Grade option

- mixed ability
- in computer rooms.

Classroom culture - 'Buddied up' based on prev. marked work. • catching being good.
→ Students had witnessed been involved in an altercation outside just before arriving.
- teacher moving all over the room speaking to lots of students - knows names/knows students well.

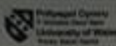
Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Clear starter and time limits/guides.
- feedback given on last lesson.
- aims displayed. - activity + time displayed
- tasks were broken down into smaller segments - no student appeared overwhelmed, all completed task/objective.

Direction - Buddy to check work.
(Are the students clear about what they are doing and how to do it well?)
- prep task - time.
- extension task - do another 10 sentences.
→ and an extra task again for those who finished.
• next lesson starter - what do we need to know?
• primary prep for next lesson - how do we need to behave?

Access and challenge → students very mixed ability.
(Are all students able to engage in the lesson? Are all students challenged?)
- questioning engaged. "Quiet classroom".
- all students - reading out students completed.
- role modelling - some students restless/distracted → walk.
None.

Assessment - questioning - no hands up.
(How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?) - speaking to individual students during activity. - checking/giving feedback on work throughout. • questions well spread around class.

Specifics / Critical Incidents
(Are there particular telling moments and examples which it would be helpful to discuss?)
• altercation outside the classroom.
• general feedback on the board - allowed literacy feedback without highlighting any particular students.
• some students behind as joined the course late.
• Role modelling → reading students work - different students each time.
• everyone out of seats halfway through (after one normal lesson length) - walking around, answering topic related questions.
• writing frames → for extended writing = all students used them, enabled lower ability students to produce several paragraphs of work.


Yr Athrofa
 Learning in 21st Century
 Education and Training

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

Ddyddiad/Date: 26.09.19. Lesson 1+2 BTEC Sports.

Ddisgrifiad criticol (ffocws)/Critical Incident (focws):

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd â'r profiad? "What are your feelings regarding the experience?"	- Classroom very welcoming, clear expectations for behaviour and task. - Classroom was a nice place to be. - Students aware of consequences - Students keen to engage with teacher and myself.
Cofio a Deall/ Remember and Understand "Allwch chi nodwch effeithiau'r achos yng nghyfeirddu y dydd?" "Can you list the aspects of the incident in the context of learning?"	- Student focus - Quiet classroom - v. clear objectives + success criteria - writing frames - gen feedback onboards. - Literacy "left onboards." - get up + walk. - some very high ability + some very low. - Very mixed literacy levels
Gwerthuso a dadamsoddi/ Evaluate and analyse "Beth y gellid ei gwneud yn y dydd i sicrhau addysgu a dysgu effeithiol yn y dyddiau?" "What could be kept the same to ensure effective teaching and learning in the future?"	- classroom environment and atmosphere was engaging and very pleasant. - get up and walk around - energised and re-engaged students - knowing students names and personalities also made for a nice atmosphere. - "ask your buddy first!"
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	- very mixed abilities, literacy and English language levels within the class - the use of the writing frame and leaving literacy feedback on the board during/ throughout the lesson allowed all students to access the activity and was inspiring to observe. And allowed higher

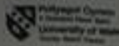
Y profiad newydd / Transformed experience
 ability students to extend their work.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26.09.19	Lesson 3	10.45-11.40	*Raining*
Lesson details:	Yr 9 - English - new topic intro. Top band set.			
Classroom culture (Are the students focused on learning?)	- teacher knew all students names - some students arrived slightly late (after break) - nothing except reading books allowed on the desks			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	- "3...2...1..." used many times but did become monotonous - all English lessons began with 15 mins silent reading → clear expectations of this behaviour - activity = an exam paper given out = all students informed not to worry as not an exam - aims + objectives clearly displayed on board			
Direction (Are the students clear about what they are doing and how to do it well?)	- silent reading = same every lesson, students know to expect it and so do it with minimal prompting			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	- students bring own book → therefore chose a book that interests them at their own reading level - hands up approach - group/class discussion - pupils @ back not heard over the pupils @ front talking			
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)	- questioning - hands up - completed questions from exam paper activity handed in			
Specifics / Critical Incidents (Are there particular telling moments and examples which it would be helpful to discuss?)	*Students bringing own book for silent reading → inspire own choice/interests/enjoyment of reading → can read at own actual ability *students were given enough time to put reading books away and get equipment for lesson out - no rushing *One student was repeatedly disruptive during teaching intro (arguing with another student). → then disengaged from lesson / throwing pen etc. *Students were allowed enough time to complete the questions and moved on as an entire class.			

Became somewhat disinterested


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

Dyddiad/Date: 26.09.19 Lesson 3- english

Digwyddiad critigol (ffocws)/Critical Incident (ffocws):

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	- teacher was worried about being present at start of lesson - silent reading began with teacher at front center, arms folded - slightly uncomfortable atmosphere, but all students focused on their reading.
Cofio a Deall/ Remember and Understand "Delwch chi restru elfennau'r achos yng nghyflwr deall y dyddiad?" "Can you list the aspects of the incident in the context of learning?"	- silent reading - students reading happily - taking meanings of words that they don't know - names on board for warnings and achievement points - effective - exam paper questions displayed on board as well as paper copies - class discussion - all engaged. - during direct teaching intro: some pupils chatty and talking over
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gwneud yn ffaith i sicrhau addysgu a dysgu effeithiol yn y dyddiad?" "What could be kept the same to ensure effective teaching and learning in the future?"	- silent reading - students enjoyed, students well engaged - provision to store books there and a stock of books if any student needed one - warnings and achievement points written on the board were very effective behaviour management
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	- potentially a warmer welcome, however when teacher was relaxed students did become more excitable/chatty so risk of disengagement - not much teaching time left after 18 mins silent reading, however this engaged the students with the lesson. - warnings on board effective for most

Y profiad newydd / Transformed experience
 Students, but for the most disengaged it only really became effective on final warning.


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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2014))

Date: 26.9.19 (Lesson 4 - 10.40-12.30 / Block Lesson)

Lesson details:
 Yr 9 Chemistry - Ionic Bonding

Classroom culture
 (Are the students focused on learning?)
 - every student who answered a question in Welsh had a reply in Welsh
 - welcomed to class
 - students told "if you make a mistake today it is fine"
 - shouting out / no hands up

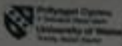
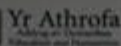
Objectives
 (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
 - clear instructions - class were confused / struggled with content - therefore continually revisited until understanding gained (or enough to begin activity with help)
 - most of the class completed worksheet successfully

Direction
 (Are the students clear about what they are doing and how to do it well?)
 - very clear instructions at every stage
 - no hands up
 - students were given worksheets

Access and challenge
 (Are all students able to engage in the lesson? Are all students challenged?)
 - content became too challenging - immediately re-taught to maintain engagement

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

Specifics / Critical Incidents
 Are there particular telling moments and examples which it would be helpful to discuss?
 - went back to recap/reteach part that several of the students didn't understand
 - 2 students playing with paper/folders - using them as speakers (same student as lesson 3 disruption)
 - did not engage with activity
 - white board on the side of classroom (as interactive board center front)
 - does this cause the disengagement on the side of the classroom?
 - Detention minutes written on board - not followed through

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

Dyddiad/Date: 26.09.19

Diben/diad critical (Focus)/Critical Incident (Focus): Chemistry - yr 9 ionic bonding

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	* It was a safe, welcoming environment. * I was positioned on @ side of the room - slightly louder/ increased disengagement on occasion.
Cofio a Deall/ Remember and Understand "Welch chi reitio a ffennu? a sut i'w rhannu ynghyd ddaeth y ddiwyd?" "Can you list the aspects of the incident in the context of learning?"	* A few students not engaged - context too challenging initially but refused to engage in re-teach. * Same student as disruptive previous lesson. * Bad day/ external cause for disengagement.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gwneud yn ffaith i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	* Position of the white board - several students on left side of the room disengaged. * Reteach + questioning + re-teach as req. * 'Safe zone' talk @ start of lesson. * No hands up - adding to friendly atmosphere but did get very loud and several students.
Casgliadau a chymau/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	* Potentially rearranging seating plan to rotate students closer and further from board to ensure no student disadvantaged chronically. * Same student triggering disengagement. * Could have conversation with student - are they ok etc. ? outside school reason. * I do not know this student or their background.

Y profiad newydd / Transformed experience

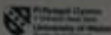

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26.9.19	Lesson 5	1:10 - 1:20
Lesson details:	after lunch.		
Yr 9	MATHS.		
top board set / express set.			
Classroom culture (Are the students focused on learning?)	- Seating plan		
- Some chatting / noise but students largely on task and discussing the work.			
- teacher appeared very much 'in charge'.			
- Students moved following warning + ongoing behaviour.			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	- Starter activity questions clearly displayed on board		
- direct teaching followed by questions from students booklets			
Direction (Are the students clear about what they are doing and how to do it well?)	- Students have booklets - they know what is coming next.		
- Starter on board			
- Activities done in bite size chunks - kept students focused.			
- clear instructions regarding behaviour			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	- most of the class were able to engage with the task / asked students near them to help / understand		
- one student found it difficult. so disrupted rest of table			
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	- questioning - self-assessment / marking own work.		
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	* moving disruptive student to another table * seating plan - a very able but very disruptive student at front of class away from his friends (but with other students - not alone). * one student began low level disruption - distracting other students on the table / preventing them engaging with the task. * when attempted, the student seemed to really struggle with the task and became quite agitated once other students began successfully completing the questions.		


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

Dyddiad/Dat: 26.9.19

Disgrifiad critigol (Effocws)/Critical Incident (Focus): *Ysg. mathys, one student finding the task difficult and then becomes disruptive*

Profiad/ Experience	
Twimladau/ Feelings Beth ydych chi brofiadur ynghyd â'r arfodol? "What are your feelings regarding the experience?"	- classroom was present, nice atmosphere. - clear aims/objectives, starter and main activities. - teacher was in charge in the classroom - not much went unnoticed/unchallenged.
Cofio a Deall/ Remember and Understand "What do you remember about the incident?" "Can you list the aspects of the incident in the context of learning?"	- Almost all students were focused on the tasks. - Most students were challenged but with group discussion arrived at correct answers. - Task was too difficult for this one student. - Others on the table seemed to understand. - This may be why student felt embarrassed. - Student refused help.
Gwerthwro a dadansoddi/ Evaluate and analyse "What is good or bad or an both in this experience and why?" "What could be kept the same to ensure effective teaching and learning in the future?"	- It is important to note that almost entire class were suitably challenged. - Disruptive behaviour - initially distracted his friends but when they refocused on the work, student became agitated - Persevered. - Group work when one is struggling?
Casgliadau a chamau gweithredu/ Conclusions and actions "What are your possible solutions to the issue identified?" "What could be done next?"	- Why do students refuse help? - Clear behaviour strategies maintained a nice atmosphere/working environment. - Solutions? - Why was student so reluctant to have help? - Was there another reason? - low mood. - Difficult to attempt solutions without any knowledge of that student.

Y profiad newydd / Transformed experience