

**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**

In order to assess the question, 'Who is the learner?' from the perspective of a trainee teacher, this report used case study methodology to observe a critical incident in a Welsh secondary school. The use of a critical incident in the reflective practice of education allows the teacher to question procedures implemented, and thus allows professional development, making this an excellent technique to use for a student wishing to train in the educational sector. This report outlines the methodology used and describes a critical incident witnessed. Furthermore, the critical incident observed will be related to a very relevant area in the teaching profession, the four key purposes (Donaldson, 2015): to create ambitious, capable learners: to create ethical, informed citizens: to create enterprising, creative contributors and to create healthy, confident learners, currently. Moreover, this report will focus on several areas of research highlighted by the critical incident observed; behavioural management in the classroom, successfully engaging students and providing a positive classroom environment. Finally concluding with reflection and evaluation of how this incident can inform teaching professionals, especially myself as a trainee teacher. Thus, I will be able to identify the next steps and recognize teaching strategies I will use personally as I begin my teaching career.

For the purposes of this report, the school in which the incident was observed will be referred to as school X, to maintain anonymity as recommended by British Educational Research Association (BERA) guidelines, 2018. School X is a secondary school in a large city in Wales. In 2018, the school had 1112 pupils of mixed gender aged 11-19 (Welsh Government, 2018). The primary language in School X is English (Welsh Government, 2018). In 2018, 12.6% of pupils were eligible to free school meals as opposed to the Welsh average of 16.6% (Welsh Government, 2018). Furthermore, 19.6% of pupils in school X during 2018 were recognised to have special educational needs, compared to 14.4% in Wales (Welsh Government, 2018). Moreover, the number of pupils for which English was an additional language in school X in 2018 was half the average for Wales at 1.5% (Welsh Government, 2018). School X was awarded a green grade in 2015 by the Welsh government, which was the top level that could be awarded and was based on a number of factors including a high track record, resilience at all levels and the capacity to lead and contribute to support from the government they would need to improve (Evans, 2015). The lesson in which the incident that will be critically analysed occurred was a Biology lesson for year 10, set 2. There were approximately 27 pupils in this

class aged 14-15 years old. The lesson took place in the fourth period, directly before lunch, in the first term of the academic year of 2019/2020.

This report focuses on a critical incident observed in the classroom during a Biology lesson in school X. Tripp (2012) defines a critical incident as an instance which is analysed and judged, thus creating a critical incident from a regular occurrence; the fact that it is studied is what makes it critical. The idea was originally introduced by Flanagan in a psychology bulletin (Flanagan, 1954) and is used in many sectors as a way of identifying and resolving problems which occur, as it provides a starting point in which to research further (Serrat, 2017). The method of critical incident analysis is particularly useful in the education sector as it allows an increased understanding of a practice and behaviour in the classroom (Tripp, 2012).

There are a range of methods used to evaluate critical incidents in education. These methods are defined as being approaches used to gather data in the educational sector, which are then used as a foundation for explanation and projection (Cohen *et al.*, 2002). These methods can be broken down into the following; surveys, case studies, experiments, action research, ethnography, correlation research and evaluation research (Plomp, 2013; Opie, 2019).

The observation model used in this report is case study methodology. Since this model was first used in the early 20th century, it has become a more popular approach to research and is used across various disciplines as it provides a clear analysis (Thomas, 2011; Thomas, 2015; Wilson, 2017). When using case study methodology, the focus of the research is examined in great detail, concentrating on a single item, which could be one of any number of factors such as person, group or event, making this method very specific to one area of analysis (Thomas, 2015). However, this method cannot be used to generalise as it is so specific to the observed case (Thomas, 2015; Wilson, 2017), but can be used to draw on similar situations to assist the research (Bartlett & Burton, 2016). The purpose of this report is to focus solely on one incident, therefore making the case study methodology an ideal approach.

There are ethical considerations which need to be respected when using the case study methodology, such as confidentiality of all parties studied and informed permission of parties involved (Bartlett & Burton, 2016), given in this case by the school. Furthermore the pupils, teachers, and school are referred to as pupils A and B, teacher Y and school X, respectively.

The Hawthorne effect, defined as a behavioural response from additional attention due to the presence of an observer (Sedgwick & Greenwood, 2015) was also taken into consideration

during the observation. In order to minimise this effect, the observer did not interact with the pupils. However, it must be acknowledged that the sole fact of the observer being present may have altered the way the pupils behaved in the lesson, and how the teacher reacted.

When observing in the field, a form was used to structure the notes taken of the incident which was then later analysed (Appendix 1). The questions of this observation form were developed from Fletcher-Wood (2016). Notes were influenced by the Assisted Reflective Conclusions Model (ARC) (Appendix 2) and placed in a table with prompts based on this (Appendix 3) developed by Cox (2019). The idea of self-reflection is important as it allows those in the teaching profession to critically question assumptions, thus allowing them to develop professionally (Jackson, 2019). The observations were then further analysed and broken down into this report.

In total, four lessons were observed, and notes taken by answering a series of questions developed by Fletcher-Wood (2016) (Appendices 4, 6, 8 &10). These were then reflected on using the ARC reflection developed by Cox (2019) (Appendices 5, 7, 9 &11). One of these lessons was then chosen to be analysed further in the report (Appendices 4 & 5).

The incident analysed in this report took place between two pupils (pupil A and pupil B) and the class teacher, teacher Y. The culture of the classroom showed an eagerness for learning, perhaps due to this lesson being a higher set. Most pupils interacted with others within their proximity, however, some pupils were more talkative than others, sometimes interacting with their peers by shouting across tables (Figure 1). Overall, the lesson had a clear structure, beginning with a starter activity which involved teacher Y citing a series of statements regarding subject knowledge from the previous lesson, and asking the students to write down whether they are true or false. This task activated prior knowledge (APK) and introduced this lesson's topic. The lesson then had one main task, and all students were aware that the activity consisted of answering past paper questions found in their workbook. As there was a variety of questions, students of all abilities, including more able and talented (MAT) students, were engaged. The lesson didn't have a clear plenary as the activity was to run over into the following lesson later in the week.

As this was a science lesson, the classroom environment reflected that, and therefore the students were sat on stalls at work benches rather than chairs at a table. Furthermore, there was equipment used in experiments placed around the room and plug sockets and gas taps on every workbench. The teacher's desk was located at the front of the classroom in the middle, so all students could easily see the teacher and the teacher could speak openly to the

whole class. Moreover, there was previous students work displayed on the walls which also promoted learning as they had useful information on them. The physical factors of the classroom were also positive; there was plenty of light and the room was a comfortable temperature. There was no seating plan implemented, so students had chosen where they wanted to sit, and who with, however, this was the same seat during every lesson.

The critical incident occurred when teacher Y was giving an explanation which was required in order to complete this task. Teacher Y was stood at the front of the class in front of the interactive whiteboard which was used to aid the explanation. Whilst teacher Y was explaining, pupils A and B were talking between themselves and not listening to the explanation. This therefore did not represent Donaldson's ideal that learners are capable and ambitious as these pupils were not listening to material that would aid them in gaining knowledge. Teacher Y then stopped explaining, and asked pupil A a simple question to which the answer was in the content of the explanation. Pupil A did not know the answer, in response, teacher Y gave the answer and told pupil A and B that if they did not stop talking, they would have to move seats in order to separate them. Donaldson stated that one of the four key purposes of education is to produce ethical and informed citizens. By not listening to teacher Y, pupils A and B were not showing any respect to either the teacher or the other students in the lesson who were enthusiastic to learn.

Throughout the lesson, both pupils continued to talk, often disrupting the entire class by shouting across tables (Figure 1). During the time in which the pupils were completing the task, pupil B did not know the answer to a question, so they put up their hand to ask teacher Y to help. The answer to the question was given during the explanation during which pupils A and B were talking and not listening.

At the end of the lesson, teacher Y approached table 4 (Figure 1) where pupils A and B were sitting and said that their chosen seats would be re-arranged for the next lesson to split the table up.

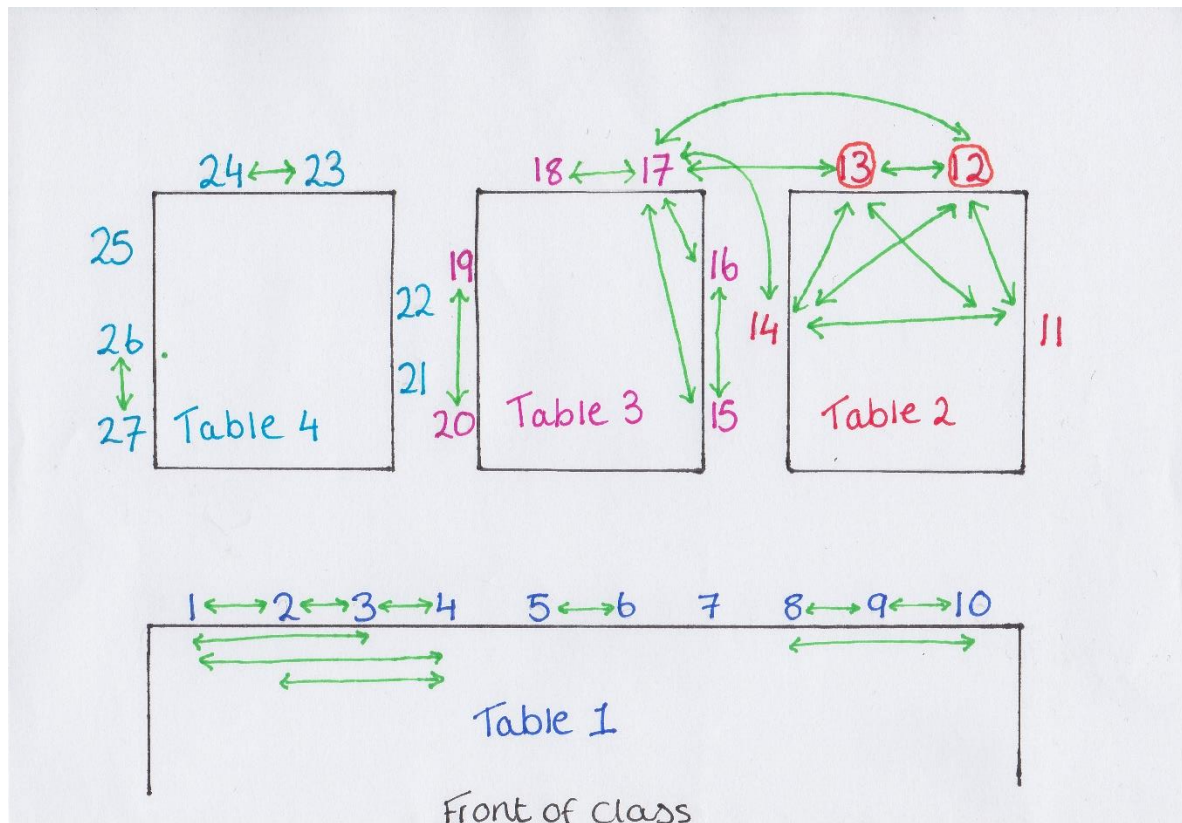


Figure 1: A sociogram depicting the layout of the classroom with all pupils. Green arrows depict how the pupils interact with each other. Pupils A and B are circled in orange, numbers 12 and 13 respectively.

The critical incident observed highlighted different areas of research pertinent to the classroom. Firstly, behavioural management, the way in which teachers manage disruptive behaviour. Secondly, effectively engaging students, making sure students are engaged in the lesson and thus preventing situations such those seen in observation 1 from occurring in the first instance. Lastly, these two areas can be combined in aiding learning by creating a positive classroom environment.

Disruptive behaviour in the classroom effects almost all teachers and is a major obstacle to learning (Närhi *et al*, 2017; Weldhall & Merrett, 2017), therefore making effective behavioural management one of the most important factors to consider as a teacher. If the behaviour of the pupils is effectively managed, then their capability to learn is maximised (Weldhall & Merrett, 2017).

Although there are many behaviour management models, there are three which are widely established (Malmgren *et al*, 2005): Assertive Discipline (Canter, 1979), Logical Consequences (Dreikurs, 1968) and Teacher Effectiveness Training (Gordon, 1977). Although three different approaches to behavioural management in the classroom, there are common themes that run through them.

Assertive Discipline is focused on laying out a set of rules and focusing on the consequences of students behaviour, both positive and negative, making sure the students are fully aware of these consequences so that their behaviour is based on informed choices (Canter & Canter, 2001; Malmgren *et al*, 2005).

The Logical Consequences model concentrates on the belief that children have a set of needs; to gain attention, to display inadequacy, to exercise power and to exact revenge. If these needs are not met then students will act out in order to obtain the attention they need (Malmgren *et al*, 2005)

Contradictory to Canter's Assertive Discipline model, Teacher Effectiveness is student lead, and the teacher's role is to educate the students so that they can regulate their own behaviour through modelling (Malmgren *et al*, 2005).

To summarise, there are several approaches to behaviour management in the classroom, although some are more established. There are many common themes and often a combination of the different models is the most effective way to manage the classroom (Malmgren *et al*, 2005).

Engagement is key in the learning process (Williams & Lutes, 2007; Jonson-Reid, 2010) as it directly effects the first step of gaining knowledge, clarifying perception and paying attention (Alessi & Trollip, 2001). Lack of engagement is a predicament faced in countless schools (Jonson-Reid, 2010). Engaging students can be achieved using many methods of teaching (Revell & Wainwright, 2009; Jonson-Reid, 2010).

One technique used in education to increase engagement by students is to use a variety of delivery methods and vary the activities during a lesson (Williams & Lutes, 2007). Research has suggested that to improve teaching quality, there needs to be a move away from the conventional lecturing approach to more active and applied teaching methods (Revell & Wainwright, 2009). Active learning, defined as "anything that involves students in doing things and thinking about the things they are doing" (Bonwell and Eison, 1991), is a common teaching method. By the very definition, students are actively engaged with the learning (Smart &

Csapo, 2007; Revell & Wainwright, 2009) thus perhaps making it a more effective method to use rather than lecturing students where they can become easily distracted (Spronken-Smith, 2005).

As technology improves, multimedia is making its way into the education sector, and teaching needs to evolve and adapt to use this technology to its full as it can aid learning by strengthening current teaching methods (Neo & Neo, 2014). This multisensory learning improves engagement in students (Neo, 2007; Neo & Neo, 2014), and helps them develop the skills to continue learning throughout their lives, using technology to communicate and gain information, a key aim stated in the successful futures report (Donaldson, 2015).

The research shown here suggests that both behaviour management and engaging students are vital for effective teaching. Therefore, any methods in which these can be improved simultaneously are vital for teachers. One such is modifying aspects within the classroom environment (Gaurdino & Fullerton, 2010). A positive learning environment is a key factor in effective teaching and consists of four sections; classroom management, elements of organisation, disciplining students and a positive and supportive learning environment (Stronge, 2018).

The first impression a student receives when walking into a classroom can set the tone for the entire lesson and thus the learning outcomes (Hannah, 2013). Some factors such as the colour of the walls and objects in the classroom are overlooked as they are not viewed as important, however, these elements have been shown to influence students' learning (Cheryan *et al*, 2014).

Often, students' work is displayed on the walls as a way of promoting learning and brightening up the classroom. Therefore, displaying work can be a way to promote a positive classroom environment but only if it is done with consideration. Whilst examples of excellent work can act as a good example and boost pride, if a student is not able to complete the work to such a high standard, compare and despair can create a feeling of discouragement and the student may lose motivation in the future (Hannah, 2013).

Furthermore, the physical environment of the classroom will also affect the student's capability to learn (Cheryan *et al*, 2014). These physical factors can include, but are not limited to, lighting, temperature, noise levels and air quality. If these factors are too extreme, students can become distracted and thus students are not fully engaged in the learning (Cheryan *et al*, 2014).

As shown in the Logical Consequences Behaviour Model (Dreikurs, 1968), students have a need for attention, however this doesn't necessarily have to be achieved by acting out if they already feel they are receiving enough attention (Hannah, 2013). One such way to ensure students are receiving adequate attention is with the classroom layout. If the classroom is set out so that the teachers desk allows interaction with the class by being open and not closed off in a corner, disruptive behaviour can be minimised and student's engagement maximised (Hannah, 2013). Moreover, as well as the position of the teacher's desk, the layout of the pupils seating can affect pupils' focus and therefore their learning (Rogers, 2015). As a result, a seating plan is often implemented by teachers as a way of creating a positive classroom environment.

Furthermore, the way the teacher acts in the classroom can also affect learning as students mirror what they see in the classroom environment, therefore evidence of disorganisation, such as a mess of papers on the teacher's desk, will most likely become a habit picked up by the students (Grubaug & Houston, 1990) and learning will be affected.

After evaluating the literature, there were many possibilities as to how the teacher could have moved forward from the critical incident examined in this report. By giving pupils A and B a consequence for their actions if they persisted talking, teacher Y exhibited traits from Canter's behavioural model, Assertive Discipline. During the lesson, pupils A and B continued to be disruptive, and only at the end were they told they would be moved next lesson. However, as this report was limited to one lesson observation, whether teacher Y did carry through with the changes is unknown. Perhaps if consequences were always acted on and fulfilled during the lesson while the misbehaviour was still recent, the pupils would be less likely to misbehave in the future, as they would understand that there would always be a consequence and thus they could make informed decisions. In this situation the teacher may have chosen to ignore small disruptions from pupils A and B as they were not causing a major effect to the classroom as a whole. Only occasionally did these pupils interact negatively with pupils on other tables and thus it was only their own learning they were impacting.

The classroom environment was optimal, there were no obvious distractions and the physical factors were ideal. The teacher was clearly visible and able to interact easily from their position. The light and temperature were comfortable and the classroom was attractive and engaging. However, the lesson was directly before lunch, so the pupils may have been hungry, which can have a negative impact on learning and the focus of the pupils, which could in turn lead to them being disengaged and thus talking.

Furthermore, it could be argued that pupils A and B were talking and not listening through the teacher's explanation because teacher Y was not fully engaging the students. Perhaps if teacher Y was not just standing at the front of the classroom lecturing the students, and used a more active approach to teaching, then all of the students in the class would be more engaged in what teacher Y was trying to convey.

Unfortunately, as the observer did not interact with the students to minimise the Hawthorne effect, the true cause of pupils A and B's disruptive behaviour is unknown, and the cause can only be conjectured.

The use of the arc reflection model in the report allows the critical incident to be effectively reflected upon and so allows teachers to reflect on their own professional development (Fletcher-Wood, 2016). This critical incident was reflected upon and certain questions asked such as what were your feelings about the incident, what elements of the learning went well and so would be retained, and what did not work effectively and would be avoided in the future (appendix 5) (Fletcher-Wood, 2016). Personally, moving forward from this report, I would choose to include some aspects from the lesson observed in my future teaching, such as giving the students a choice in how they would like to proceed; making clear the consequences of poor behaviour and then acting on this immediately if necessary or praising and showing appreciation of a positive change in behaviour. Moreover, I may use the consequence of moving pupils, however I would act on the consequence more readily, so pupils know they have boundaries. Furthermore, I would take care to give the students the attention they need, as one could have a conversation with the disruptive pupils to see why they were not listening to the explanation. It could become apparent that the pupils did not understand the basis of the lesson and thus the explanation being given, which is why they were disengaged. This would also fulfil the pupils need for attention so they would not feel the need to exact revenge by misbehaving in the future (Dreikurs, 1968).

In order to prevent the situation examined in this report from occurring in the first place, a seating plan could have been implemented. A seating plan would have avoided these two friends from being able to communicate so easily and would also improve student focus (Rogers, 2015). Effectively, by teacher Y moving the disruptive pupils, the teacher was implementing a seating plan. However, if the seating plan is a consequence of students disruptive behaviour and not a given at the start of a lesson, students are given more power as they can make a choice to behave and sit where they choose, or moved if they do not

behave and fulfilling the students need for power can be argued to be a successful behaviour management strategy (Gordon, 1977).

In conclusion, the evaluation of this critical incident has enabled myself, as a trainee teacher, to reflect on many aspects of the classroom and teaching as set out by the professional standards for teaching and leadership. These standards allow trainee teachers to reflect on teaching practice and recognise areas in which to develop professionally (Hwb, 2017). This was achieved by analysing a critical incident as defined by Tripp (2012) and focusing on several areas which this incident highlighted. Moreover, the situation was then examined from the perspective of behaviour management, engaging students and a positive classroom environment and how these factors could have influenced the learning in the lesson. Furthermore, through the analysis, I was able to evaluate the effectiveness of the strategies employed by the teacher observed and relate this to how I would personally like to teach in the future.

Three well-established behavioural management strategies were examined; Assertive Discipline (Canter, 1979), Logical Consequences (Dreikurs, 1968) and Teacher Effectiveness Training (Gordon, 1977). It can be argued that behavioural management is vital for new teachers as it is often cited as the reason recently qualified teachers leave the profession (Ingersoll & Smith, 2003). Therefore, the ability to examine these models is vital, as it could be argued that a combination of them could be the best approach to behaviour management (Malmgren *et al*, 2005). Moreover, the ability to engage students is as crucial for the teacher as it is key to the learning process (Williams & Lutes, 2007; Jonson-Reid, 2010), and without this, the key to a good lesson, i.e., for the majority of pupils to have achieved the knowledge objectives, could not be accomplished. Lastly, a positive classroom environment could potentially be a key component to both effective behavioural management and engaging students (Gaurdino & Fullerton, 2010) and thus could potentially be argued to be the most important area for a newly qualified teacher to perfect. To summarise, the ability to critically reflect upon the teaching practice is a vital skill for trainee teachers and will enable them to employ different techniques and further their skills as a teacher.

Word Count: 5041

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Appendices

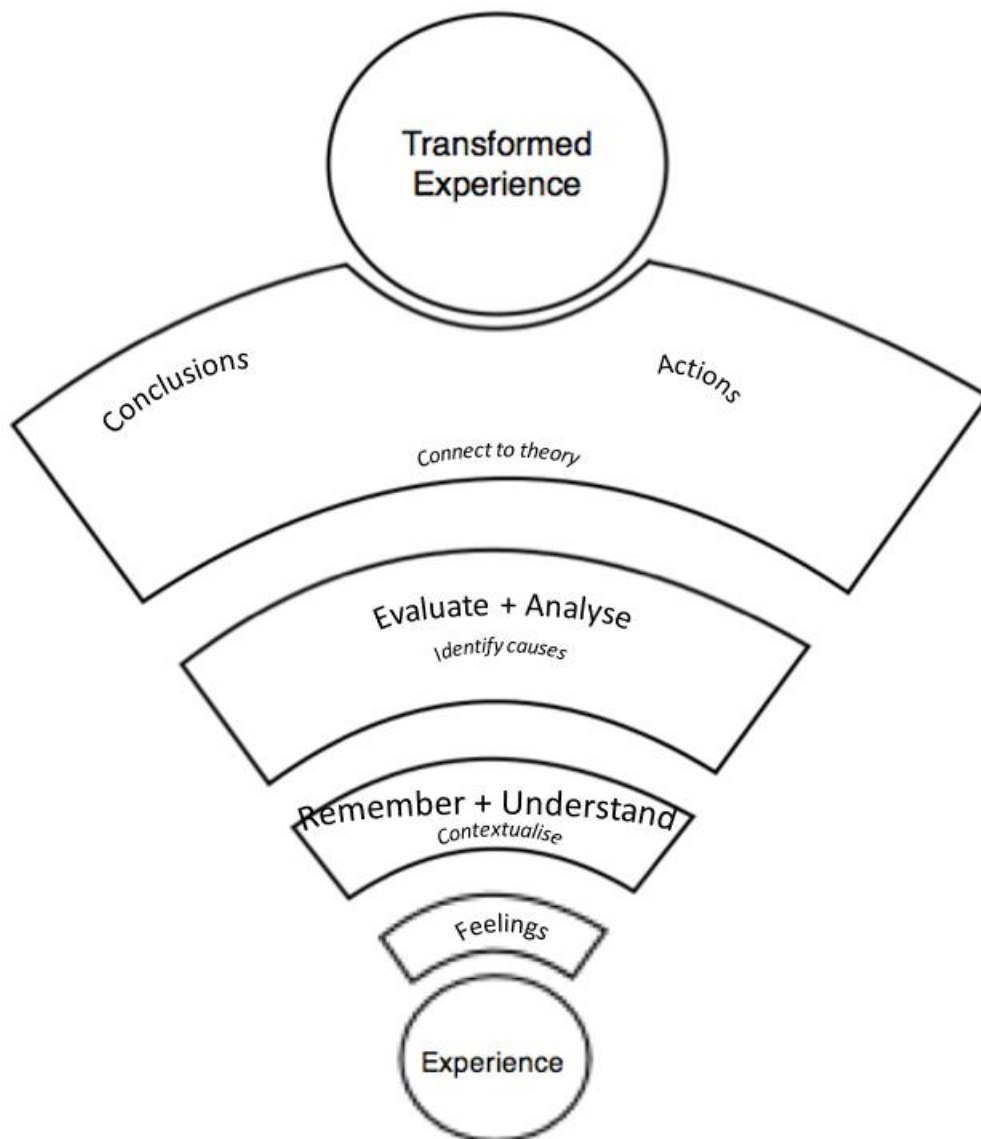
Appendix 1: The blank form used to structure observations made in the field to describe the incident which would later be analysed.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:
Lesson details:
Classroom culture (Are the students focused on learning?)
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Direction (Are the students clear about what they are doing and how to do it well?)
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?

Appendix 2: The ARC structure used to prompt questions and analysis during the observation of the critical incident developed by Cox (2019).



Appendix 3: The blank form used to analyse the observations, based on the ARC structure

Assisted Reflective Conclusions (ARC) Model

Date:

Critical incident (focus):

<i>Experience</i>	
<i>Feelings</i> <i>"What are your feelings regarding the experience?"</i>	
<i>Remember and Understand</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	
<i>Evaluate and analyse</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	
<i>Conclusions and actions</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	
<i>Transformed experience</i>	

Appendix 4: Observation 1 field notes table used as the basis of this critical incident report.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 28/09/2019
Lesson details: A year 10, 2 nd set biology lesson which took place in the 4 th period of the day, directly before lunch.
Classroom culture (Are the students focused on learning?) Many of the students were focused on the teacher & activities, however, there were a significant number of students who were very chatty and disengaged. The number of pupils who wanted to learn outweighed the number who were distracted.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) No lesson objectives were provided to the students; however, a starter activity gave the lesson topic of osmosis.
Direction (Are the students clear about what they are doing and how to do it well?) The students were clear on the activities they had to complete as every lesson they work from a 'Year 10 Biology' booklet which provides the lesson activities. The students were told to complete the questions on pages 3-7. Before they started the teacher gave an explanation which was needed to complete the questions well.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All the students were able to engage in the lesson as all were provided with the questions and had the basic knowledge of which to answer the questions given. If a MAT pupil was present, they were able to go further in the booklet to complete more questions.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? At the start of the lesson, the teacher assessed the student's prior knowledge by stating a series of statements, which the students had to decide if they were true or false. During the lesson, the activity of the past paper questions gauged the student's knowledge. There was no plenary as students were completing the past paper questions until the end, and then finishing them in the next lesson. Later while completing the activity, the pupils who were talking during the explanation had to wait for the teacher to come over and explain as they did not know how to answer the question. At the end of the lesson, the teacher came to the table where the two pupils were and told them that as they had all been quite disruptive and not completed the work, they would all be moved and separated next lesson.

Appendix 5: The completed ARC model based on observation 1 (appendix 4).

Assisted Reflective Conclusions (ARC) Model

Date: 26/09/2019

Critical incident (focus): Students talking while teacher was giving an explanation

<i>Experience</i>	
Feelings <i>"What are your feelings regarding the experience?"</i>	it was good as called the students who were not listening out, therefore stopping them from talking. However, one of the students was singled out when the teacher asked them the question and not the other, so potentially embarrassing one.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The students were able to work at their own pace through the activity, therefore allowing for all abilities. However, it was not the most engaging activity it could have been as it was just working through a booklet. The students were not paying attention at the start to the explanation and the teacher broke the learning to call the students out.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	The teacher was able to stop the students from talking and concentrate on the learning. When the teacher asked them a question about the learning, it assessed their knowledge and acted as a recap for the other students if they didn't understand the explanation. There were several students who were disruptive throughout the lesson, the teacher didn't get to the root of this, and therefore it was an issue throughout the lesson. It was disappointing as only one of the students was called out when two were misbehaving.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	The teacher made a consequence clear if the students carried on talking and being disruptive. The teacher could have moved the students when they were disruptive to the class later in the lesson, and not just say this at the end when the teacher may forget about it for the next lesson. When one student didn't know the answer, the teacher could have asked the other teacher the same question.
<i>Transformed experience</i>	

Appendix 6: Observation 2 field notes table.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Year 11, set 5 Biology lesson in the 5 th period, the last lesson of the day.
Classroom culture (Are the students focused on learning?) There were only approximately 8 students in the class. Approximately half of those students were focused. Because of the small number of students in the class, the atmosphere was relaxed.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The lesson objectives were given at the start of the lesson and they related directly to the main task of the lesson as this promoted a basic understanding.
Direction (Are the students clear about what they are doing and how to do it well?) The students were all given verbal instructions as well as them being placed on the board. The instructions were repeated for as many times as the students needed to understand fully.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students were able to engage in the lesson in some way. Because of the nature of the task, pupils could complete it at their own pace, and go into as much knowledge depth as they had.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher assessed the students understanding based on work completed in previous lessons which students were using as an aid in this lesson. At the end of the lesson, the students submitted the task so it could be marked by the teacher.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One student refused to do the task in hand. To this the teacher and the TA tried to reason with the student to discover why they didn't want to complete it. This enabled them to assist the student further and therefore the student eventually completed part of the task.

Appendix 7: The completed ARC model based on observation 2 (appendix 6).

Assisted Reflective Conclusions (ARC) ModelDate: 26/09/2019Critical incident (focus): Student refusing to complete the set activity

<i>Experience</i>	
Feelings <i>"What are your feelings regarding the experience?"</i>	It was quite a negative experience and one that many teachers would face. As a teacher you must try to make all activities engaging so that the students will want to participate. The teacher handled the incident well, coming up with a compromise with the student so that they would gain some knowledge of the topic instead of none.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The activity set was based on computers, the students clearly found this interesting and it provided them with ICT knowledge. Although there was only one student who refused to complete the work, many others were also distracted and trying to make excuses for not completing the task, perhaps there were too many opportunities for this in the task.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	The task was one that every pupil could relate to thus making it more enjoyable, however this enabled the pupils to get distracted.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	The teacher could have informed the pupils of some consequences if their actions were repeated and carried this out if they continued to misbehave.
<i>Transformed experience</i>	

Appendix 8: Observation 3 field notes table.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: upper set year 8 maths lesson, period 4 directly before lunch.
Classroom culture (Are the students focused on learning?) A loud class who had never had a lesson with the teacher before so there was quite a lot of disturbance at the start of the lesson while the pupils got seated and settled. Once the lesson got underway and the task started the students were more focused however still quite loud.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Aims were given at the beginning of the lesson after the starter activity. The entire lesson revolved around the one objective. The main activity involved questions around examples.
Direction (Are the students clear about what they are doing and how to do it well?) The students were working from a textbook, so it was very clear what to do. Before completing the task, the students had a clear example from the teacher to work from.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The topic was new so was challenging to all students. There were several questions to work through of which many didn't finish so any pupil who found it easier had more to practice.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The starter activity gave the teacher an understanding of their basic knowledge. The teacher walked around the classroom while the students were completing the main activity to check on answers. At the end of the lesson the teacher asked a series of questions to random pupils to check learning.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? As the questions that the students had to complete were quite challenging, many had questions to ask the teacher. The way the teacher moved round the classroom giving all the students the attention and help they required was very effective.

Appendix 9: The completed ARC model based on observation 3 (appendix 8).

Assisted Reflective Conclusions (ARC) Model

Date: 02/10/2019

Critical incident (focus): The movement of the teacher around the classroom

<i>Experience</i>	
Feelings <i>"What are your feelings regarding the experience?"</i>	very positive as it was an effective way to give all the students the time they needed to get extra help. It also worked as a way of controlling noise levels and behavior as the teacher was as present in as many areas as she could be.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The task that the students had to complete were challenging which made them more engaged in completing the work. A lot of the work however involved the students copying text from the board and the textbook which is a very dull task that doesn't engage students and therefore made them more agitated.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	The way the teacher continuously moved around the classroom and engaging all students in conversation regarding the task was an effective way of ensuring the students were completing the activity, monitoring their behavior and assessing their ability. It was disappointing how repetitive the activity was and that it wasn't very creative so some students may have struggled with concentration.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	A solution to the issues of this lesson would be to make the next lesson one that is more engaging and creative than just reading and copying from a textbook. All students do need to learn the theory which this lesson accomplished.
<i>Transformed experience</i>	

Appendix 10: Observation 4 field notes table.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: Upper set year 8 RE lesson in the last period of the day.
Classroom culture (Are the students focused on learning?) The students were very engaged with what the teacher was saying as it was a very discussion-based lesson.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The starter activity set the topic of the lesson and the teacher stated what the lesson would be about however there were no aims written on the board.
Direction (Are the students clear about what they are doing and how to do it well?) The students were given examples before completing the tasks so knew what they were aiming for in their answers.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The tasks were only short and due to the nature of the subject, there was no one right answer to the questions the teacher was asking, and the activities set. Students who were more able could simply come up with more in depth answers.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The starter activity allowed the teacher to assess the student's prior knowledge. During the lesson the teacher asked for points the students had thought of in the activities set, and at the end of the lesson each table had to answer a question relating to the lesson in order to leave.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? During the time which the teacher asked for the students answers which were arguments for and against a statement, the pupils were often talking over each other and not being respectful of others.

Appendix 11: The completed ARC model based on observation 4 (appendix 10).

Assisted Reflective Conclusions (ARC) Model

Date: 02/10/2019

Critical incident (focus): Students talking over each other during a discussion.

<i>Experience</i>	
Feelings <i>"What are your feelings regarding the experience?"</i>	It was good to see pupils engaged in the lesson and want to partake in the discussion, however it was a shame that the pupils did not pay each other the respect they deserve whilst talking.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The learning experience of bringing in the pupil's own opinions and asking them to justify these is a good way of getting them to really think and making them well rounded for the future. However, the fact they can't listen to each other's opinions politely is a shame as this is a skill that is needed for the future.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	The element of discussion is effective as it makes the students aware of other people's views however this needs to be done in a more effective way to make it so that they don't talk over each other.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	Consequences for those students who keep on interrupting their peers may be needed as well as a method to ensure they took it in turns to speak. This could include an object which is passed around and when you have this you can speak or taking it in turns in a pattern, so everyone knows who's turn it is to speak next.
<i>Transformed experience</i>	