

A critical evaluation and identification of next teaching and learning steps focusing on an individual case study.

Introduction:

In this assignment, a case study will be conducted in which four critical incidents will be identified from four lessons observations, one of the critical incidents will be focused on in greater depth. With the curriculum change happening in Wales, *Curriculum for Wales, 2022*, (Department of Education) taking into consideration the recommendations provided by Professor Graham Donaldson in his report *Successful futures* (Donaldson, 2015) and the identified four purposes of the new curriculum, the identified critical incident will be related the four purposes and how it either encourages or discourages the four purposes (Donaldson, 2015) and how it either hinders or encourages the four purposes. With any incident, it is important to be able to reflect and improve, it is important to look at these incidents with an open mind in order to improve. A critical incident, in the context of education, can be anything, usually typical, everyday occurrences, but it is made critical through reflection and analysis (Tripp, 2012 p.25). This is an importance practice for practitioners and teachers, it allows them to think differently about routine things and how small changes to them will affect the learning in the classroom, both positively and negatively. Reflecting on these incidents and experiences is an important part of the teaching process, Zwozdiak-Myers, (2012 p.3) states that reflecting has become 'increasingly embedded within teacher professional development, particularly in relation to raising educational standards'. It is also important to go into these reflections with an open mind as to not be influenced by your initial thoughts.

Observation:

School and class context:

The observations for this case study were carried out in a comprehensive secondary school in South Wales, it has approximately 1600 pupils in the school, 23% are free school meal children, above the national average of 17% (Estyn, 2016). During the observations, a wide age range of classes were observed from Year 7 through to Year 11 across a range of subjects. The class observed for the selected critical incident was a year 10 Chemistry class of 23 pupils, a ratio of 15 girls to 8 boys, this was a 'top set'

class within the school, so the level of ability of the pupils involved was high. The observer did not get involved in the lesson to influence the pupils learning, this was done to ensure that what happened in the lesson was as organic as possible. The pupils and teacher will remain nameless, in accordance with British Educational Research Association guidelines (BERA, 2018).

Methodology:

When conducting research, it is important to research the various methods that could be used and to select the most appropriate for the research. Cohen et al (2007 P.78) states 'the purposes of the research determine the methodology'. The purpose of this research was to identify critical incidents that happen in a classroom.

As the purpose was to identify individual instances of critical incidents, a case study was selected. It was selected as "it provides a unique example of real people in real situations" (Cohen et al, 2007. P253). The benefits of a case study are that it allows theories to be seen in practice in a way that other ways of research such as survey research can't. It is similar to experimental research as it is performed in the setting being researched but rather than observing specific things, experimental research tries to implement different theories and methods in a classroom context however it can't be set up in a clinical way that is necessary as in a classroom it is not always possible to control and isolate every variable (Sharp, 2009 P.56). Punch and Oancea (2014 p.151) lists a limitation of case studies being 'generalisation' as the study only focuses on one incident, the findings of the study can't be 'generalised' as more data and studies would be needed to see trends in the information and whether or not the findings are conclusive. Nisbet and Watt cited in Cohen et al (2007. P256) states one of the weaknesses of a case study is "they are prone to observer bias" which is allowing the researcher to be influenced by preconceived notions of the topic being studied. Case studies can also be a good base for further research, it can be done to give a broader study a clearer direction thanks to the results of the case study (Punch and Oancea, 2014 P.155).

The method of data collection used for this case study was an observation, an observation is a great opportunity for the researcher to gain live data "naturally" (Cohen et al, 2007 P.260). Observations have advantages over other types of data collection methods, such as questionnaires or surveys as what people say in a survey may differ from what they do (Robson, 2002, cited in Cohen et al, 2007 P. 396). A written record of

the observation was taken, allowing the researcher to write down any detail they found to have been relevant however Sharp (2009 P.85) indicates trying to write down everything is no easy task and details can be missed. In comparison to other methods such as interviewing and surveys, in which previously stated, participants may respond differently to how they act, a photograph, only records the instant it was taken (Sharp, 2009 P.85) which doesn't allow for a lot of detail in what led to the photograph or what came after. It is also important for the neutrality of the observation to be maintained that the researcher does not get involved in the observation whether to assist the teacher or participants, this allows for a more natural account of the incident to take place.

Critical incident linked to the Four purposes:

When Professor Graham Donaldson wrote *Successful futures*, he identified that there should be four purposes that the new curriculum should promote wherever possible, they were; Being an ethically, informed citizen; an ambitious capable learner; a creative, enterprising contributor and a healthy lifelong learner. To show how they can be promoted or how teaching can be adapted to promote them, the critical incident will be related to the four purposes (Donaldson, 2015).

The critical incident that was observed was the questioning technique used by the teacher. The teacher used a random name generator on their tablet and upon seeing the name of the pupil asked them a question. It was noticed that the difficulty of the question was different depending on the name generated. This differentiation technique allowed pupils of all abilities to have the chance to experience success within the class, however it could be said that through doing this questioning technique that the learners who were asked the less difficult questions could have their learning capped by not experiencing the more difficult questions or testing their knowledge to see if they could answer them. This particular incident links well to the purpose "Ambitious, capable learner" (Donaldson, 2015) by not asking some pupils more difficult questions is it capping their learning in the session which isn't allowing the pupils to be ambitious in their learning as they are not being allowed the opportunity to do so. If questioning is used in an effective way and learners are challenged by the questions posed and are encouraged to go for harder questions without the fear of failure, it can go a long way to encourage learners to be 'ambitious and capable'. The effective questioning of pupils throughout was a great way for the pupils to contribute to the lesson, it also allows other pupils to be able to learn from their peers with more subject knowledge. With different pupils speaking in the

lesson, they are all taught to treat other pupils in the class with respect as they are speaking and can expect them to do the same when they are speaking. This links well with another of the four purposes “being an ethically, informed citizen” (Donaldson, 2015).

It could be said that by asking individuals questions that the other learners aren't contributing to the lesson as much as they could be, relating to the creative, enterprising contributor. However, some pupils are happy to be in the background and not to contribute as much as others, group discussions about the questions could allow pupils to contribute in a more subtle way that would make them feel more comfortable. Perhaps activities such as debating, and presentations allow pupils to be more creative rather than just answering questions from the teacher. All of these have a place within the classroom but allowing the pupils opportunities to contribute in their own way can lead to more effective learning.

Literature review:

The purpose of this literature review is to show the research of the effects of teacher questioning on the learning more specifically the research behind the different styles of questions and how it impacts the understanding for the pupils. The effects of how differentiation has an impact on the learning within the classroom both positive and negative, the varying methods of doing it and how the different methods can help pupils with their learning.

Questioning

Kerry (2002) says that that “questioning transfers the emphasis of the learning from the teacher to the student”. Pupils should constantly be thinking in lessons, testing their learning wherever possible. Questioning can usually be confined to the IRE sequence, which means initiation, response and Evaluation (Heritage and Heritage, 2013, p.3). This sequence generally lends itself more to recall or low order questions, where a more explorative approach was found by Mortimer and Scott (2003, cited in Heritage and Heritage, 2013 p.3) which is the IRFRF (Initiation, response, feedback, response, feedback) where the teacher would get another response from the pupil after the initial answer to really check the understanding of the question. Van Ments (1990 p.77) and Kerry (2002 p.70) both talk about the types of questions, open and closed, and their

uses within the classroom. Teachers are often encouraged to ask more open questions to challenge the pupils understanding however in order to check the understanding of the topic beforehand closed questions can be used, using both together, starting with a closed question leading into an open question, the pupil can link their knowledge and apply it, this relates to the constructivist theory of learning with the learner linking what they know to a different application (Kerry, 2002 p.68). This would show that it is more beneficial to ask the types of questions that are appropriate for the task rather than focus on asking open ended questions when it won't benefit the learning in the classroom.

In Knight and Benson (2014 P.168), they say that "teachers are only as good as the questions they ask", this implies that a teachers questioning is crucial to the learning in the classroom as referred to by other literature, what they do suggest that is different to others is creating a student led classroom rather than a teacher led, this way teacher listens to student questions and that directs the learning and allows the students to link to the information in a way they can understand. However a draw back to this method would be that the students questions might not be relevant to the curriculum being taught, a teacher led classroom provides structure to the learning to keep it focused, but a balance can be struck to allow pupils to ask questions but the teacher can keep them on track.

Bloom's taxonomy (1956, cited in Jiang, 2014, p.289) groups questions in order of cognitive demand, low order questions are recall questions and high order questions are analytical and exploratory questions. In Jiang's research (2014, p.290), he states that while it is considered 'good practice' to ask more high order questions to check pupils understand, they state that most of the questions asked by teachers are recall questions. This could be that the focus is on learning facts to pass examinations rather than allowing the pupils to gain a deeper understanding of the concepts they have been taught. Another reason for the use of closed questions could be down to the 'flow' of the lesson, the teacher could want to go on to another activity and asking quick recall questions is the best way to briefly check understanding before moving on.

Wiliam (2017 p90-97) states the use of questioning as a form of formative assessment and how effective questioning can really tell what level the learner is at. He also states that it makes pupils actively involved in the learning by using a system such as no hands up, and the teacher picks who answers the questions, other methods such as using whiteboards and getting everyone to show their answers at the same time really encourages everyone to be involved and stay engaged in the lesson as they don't know

when the teacher is going to ask them a question or with the whiteboards they have to have an answer and show it. These methods are very good at keeping pupils involved, for the less confident pupils these methods can make them feel uncomfortable however, it is important for the teachers to understand this and praise them for getting involved even if the answer is wrong.

It could be said that the most important part of the question sequence isn't the initiation or the question but the teacher response to the answer. The teacher can further the understanding of the pupil through their response and increase their confidence by guiding them to the right answer if they are wrong rather than stating that they are wrong. The teacher's response could illicit more enquiry by the pupil by asking them to 'have a think again' or to expand more on their answer, this way the pupil is thinking and understanding why the answer is what it is. Wiliam and Black (1998, p. 139-148) states that another problem is the amount of time teacher's give pupils to answer questions, by not giving them thinking time, the pupil doesn't have a chance to think about the answer. Pupils need a chance to think about the answer they are going to give, if a pupil doesn't know straight away, there are a few option teachers can use; allow the pupil some thinking time, come back to them after asking other pupils different questions; if the pupil can give part of an answer, ask them to ask another pupil to help them finish off the answer.

Whilst there is plenty of research stating the positive impacts of using higher order questioning, the results of these studies can never been seen as conclusive, there are too many variables in the studies, such as the overall quality of teaching as some teachers may be better than others; the previous position of teachers of classroom questioning, they may have a negative view on these methods before conducting the studies so the true effectiveness of the questioning wont be shown; teacher experience is a huge factor, an inexperienced teacher potentially will not have the same ability to read a classroom or have the subject knowledge to effectively challenge the pupils

Differentiation is the classroom in crucial for many pupils to be able to access the curriculum at different points to allow learning to take place (Watts-Taffe et al, 2012, p.304), effective differentiation means all of the pupils in the class are challenged at their level and are all learning, for it to be effective the teacher has to have an in-depth understanding of the class in order to prepare effectively for them.

According to Sondergeld and Schultz, (2008, p.36), Differentiation can be divided into two categories; process differentiation and differentiation by product. Differentiation by process is the difference in how the content is taught, this could be through worksheets or presentations. Differentiation by product is how the learning is produced could be through projects or presentations. The focus of differentiation is to individualise the learning for every pupil to be given the chance to learn and advance.

Another way to differentiate pupils is by setting classes, whilst it does remove the challenge for teachers of planning for pupils of all abilities, there will still be a range of abilities within that classroom however the range will be smaller as the pupils will be of similar abilities (Dunn and Darlington, 2016, p.341). However, most schools, due to timetable constraints, have started to prefer mixed ability classes, this is more challenging for teachers as instead of focusing on pupils of similar grades or ability, they have to plan for all abilities. This could end up with the more able pupils not being sufficiently challenged throughout the lessons or the less able pupils being left behind as they aren't able to learn as quickly as others. A problem with differentiation by setting is pupils in the 'lower classes' becoming de motivated by being in the lower sets being aware of this can mean pupils think that they aren't capable of achieving in the same way as pupils in the higher classes. If this method is used, it is important that pupils understand that they can achieve the same as other 'more gifted pupils', the class they are in is so the teacher can plan to teach them more specifically and move them all along at a similar pace rather than risk feeling left behind by pupils who are at a higher level at that time.

The overarching problem with differentiation is peoples outlook on it, they look at pupils getting different work or being in different classes and wonder why they aren't being given the work that 'higher ability' pupils are being given or in the same classes as them but it is important to understand that all of these methods are design to be able to push every pupil to the best of their own ability, it works for pushing the more academic pupils higher without leaving less academic behind, they will have work more specific to their own needs.

Reflection and evaluation:

Reflection is an important part of teaching; it is a constant process that happens daily, it allows teachers to evaluate what has happened in their lesson, what they have done

and how they can improve their teaching and the pupils learning. When most teachers reflect, they tend to focus on negative aspects when reflecting, it is important as teachers to focus on the positives, analyse what and why it went well, using what went well to improve the negative aspects found.

Different models can be used to aid reflection, ask inquisitive questions to get you thinking more in depth about specific incidents. The Assisted Reflective Conclusions model (ARC) model was used in the observations to allow the observer to structure their reflection, it asks the observer to think more personally about how the incident affected the lesson and the learning but also how to move forward and improve what had been observed. When reflecting, it is easy to lose focus on what is being reflected, using a reflective model such as the ARC model, it gives it a structure and helps to maintain focus allowing the reflection to be specific.

Throughout the observed lesson (appendix 1), the learning was helped by the way the teacher questioned the learners throughout, constantly checking pupils understanding of the topic and making sure they were engaging with the lesson, in a section of the lesson, the teacher used a random name generator, this was used to ensure that every pupil within the classroom got asked a question to challenge what they have learnt. The teacher differentiated the questions to suit the level of the pupil answering. The method of questioning that the teacher used showed great subject knowledge to be able to adapt questions to the level of the pupil, it also shows a great understanding of the pupils existing knowledge to be able to cater questions to test their knowledge further. There could be an argument that by only asking pupils a certain level of questions is not allowing them to challenge their knowledge, however most pupils will tend to opt for easier questions if given the choice as they have a higher chance of experiencing success. In the future, the teacher could have a determined level of questions and allow the pupils to choose which question they answered, if the pupil was successful, they could then try the harder question, to see where their knowledge had got to.

What can be taken away from this is, effective questioning, whether it is used as an assessment tool or for explorative thinking, it is a great way for pupils to become engaged in the lesson as they must focus in on the questions. It allows teachers to understand what level the pupils are at in lessons so the teacher can adjust the next steps, to tailor it more for the level the pupils are at. The teacher could also try to use

more higher order questions, that involve more critical thinking, for the pupils to really understand the topic rather than just recall facts previously mentioned in the lesson.

The critical incident highlights the importance of differentiation within a lesson, the pupils were able to engage with the content provided and were all challenged individually. The teacher did not do in a way where it was obvious that pupils were being given different questions. This helped all the pupils feel comfortable in the classroom not isolated for being given different work. A star system or ladder system could be used, this would allow pupils to choose the difficulty of the work, test themselves at that level then attempt the harder levels. This would encourage aspiration and ambition in the pupils the allow them the chance to challenge their knowledge at a higher level. Being able to differentiate effectively can only come from knowing the class well, and having a good enough subject knowledge to be able to pitch the lesson appropriately, there is no point in differentiating tasks if no pupils in the lesson are going to be tested by them or on the contrary that no pupil will be able to complete them.

Conclusion:

The purpose of this assignment was to be able to identify critical incidents within teaching, realising the importance of reflection and how if done with a structure, how effective it can be to improve the teaching within a classroom. This assignment was focused on the effective use of questioning throughout a lesson and how differentiation is used to ensure pupils can access the curriculum at their specific knowledge level (appendix 1). The research conducted in this study shows that whilst more higher order questions improve pupils understanding of the topic, teachers still generally tend to use more lower order questions such as recall, more needs to be done to show teachers how much higher order questions this can improve pupil understanding and then their results.

It is important as a trainee teacher to understand the importance of reflective evaluation and how it can be used to improve teaching. The new professional standards for teaching and learning in wales looks at how important reflection is to be an effective teacher (Standards) also relevant research to influence teaching. There is a lot of research on teaching, it can be highly beneficial to keep up to date with the research and try and implement what it is finding in teaching to be able to improve the learning of everyone involved.

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Appendix 1: Lesson observation and Reflection 1



Prifysgol Cymru
Y Drindod Dewi Sant
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:	26/9/19
Lesson details:	Year 10 chemistry lesson on Pollution, Starter task given, activity investigative given
Classroom culture (Are the students focused on learning?)	focused, involved and engaged in learning
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	lesson objectives stated, teacher questioning activity all linked back to learning objectives
Direction (Are the students clear about what they are doing and how to do it well?)	Clear tasks given, able to complete work well
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Student ~~not~~ challenged, not allowed to copy, have to put it in own words Teacher questioning ensured all pupils had to be engaged
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Questioning everything. Task given extension work given too.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Questioning techniques, different ~~and~~ techniques used throughout Teacher differentiated through questioning, asking more able learners different questions that required more detailed answers.

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Questioning techniques, teacher differentiated questions for pupils

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The way the teacher differentiated their questions helped all pupils improve in the lesson. The use of a name generator ensured pupils had to stay engaged as they might be asked a question.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The learning was helped throughout by the teacher's questioning. They differentiated the questions based on their knowledge of the pupils ability. Most pupils were challenged for through this method.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The effective use of questioning throughout ensured all pupils were engaged in the lesson.
Casgliadau a chymau 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?"	Allow pupils to choose level of questions rather than teacher. It could encourage them to try more difficult questions.
Y profiad newydd / Transformed experience	

Appendix 2: Lesson Observation and Reflection 2



Prifysgol Cymru
Y Drindod Dewi Sant
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:	26/9/19
Lesson details:	Year 7 Biology, ALN class.
Classroom culture (Are the students focused on learning?)	all focused, ALN class Involved as much as possible - giving books out etc
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Clear lesson purpose, everything is about that purpose.
Direction (Are the students clear about what they are doing and how to do it well?)	clear directions given and time frame to do it achievable.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	simple questions used, encourages pupil discussion but all well mannered, engaged in activity, language used by teacher kept them focused.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	using questioning for starters, checking prior knowledge, checks work individually, assists where needed. Uses WWW, EBI & QFT to measure progress, what could go better
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Language used throughout lesson and its affect on the learning.

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Language used by the teacher in ALN Class.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The language used by the teacher reflected the ability of the pupils. The teachers questions allowed the pupils to relate to the topic.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The learning throughout the lesson was good and it was assisted by the language used by the teacher. The teacher pitched the lesson well, not leaving any pupils behind.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The language used by the teacher helped pupils to stay engaged. Related topic to subjects pupils were interested in allowing them to understand it more.
Casgliadau a chymau 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?"	Always ensure as a teacher I know my class ability in order to use appropriate pitch of language allowing pupils to engage in the lesson.
Y profiad newydd / Transformed experience	

Appendix 3: Lesson Observation and Reflection 3



Prifysgol Cymru
Y Drindod Dewi Sant
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:	25/9/19
Lesson details:	Year 7 English lesson
Classroom culture (Are the students focused on learning?)	Teacher ensured focus on learning through movement around room to engage with pupils and tables set were accessible to all.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	lesson objectives stated early on, all activities tailored towards the lesson objective
Direction (Are the students clear about what they are doing and how to do it well?)	starter on the board when pupils entered room, tasks on desk ready to use.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Differentiated task used by teacher to challenge all ability and encourage ~~people~~ pupils to push themselves
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Starter used to check pupils understanding of alphabet, group task encouraged pupils to converse and assist each other. Constant questioning throughout.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Teacher uses hand up approach instead of shouting to get pupils attention

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

Dyddiad/Date: 25/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Hand up approach used instead of shouting

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	By not shouting to get the pupils attention, the teacher stays calm and in control. It helps to create a positive learning environment by avoiding confrontations with pupils.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The hand up approach helps to reduce confrontation in the classroom, leading to a more positive learning environment.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The teachers persistent use of the approach will help keep consistency within the classroom.
Casgliadau a chymau 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?"	~~Pupils~~ Ensure pupils know what is expected of them when the teacher does it. Be consistent with it and be patient initially, allow pupils to get used to it before using consequences.
Y profiad newydd / Transformed experience	

Appendix 4: Lesson observation and Reflection 4



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Lesson on convection, conduction
+ radiation

Date:	26/9/19
Lesson details:	Year 10 Physics, Lesson on convection, conduction and radiation.
Classroom culture (Are the students focused on learning?)	Most students focused on learning, Several students not focused, distracted each other
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Lesson objectives stated, demonstrations used to show lesson objectives and relate theory to practice.
Direction (Are the students clear about what they are doing and how to do it well?)	Yes, however some students not engaged to start with, end task had everybody engaged.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Yes, more able students able to help weaker
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Plenary at end questioning children, no hands up used, throughout Teacher questioned students to make them pay attention.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Behaviour of students throughout lesson and how teacher could effectively manage class

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behaviour management throughout lesson.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Teacher didn't have attention of every pupil, low level disruption i.e. talking throughout.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Learning was disrupted throughout, when practical demonstrations were being used some pupils didn't watch, pupils didn't engage in questions, teacher didn't help engage pupils. Teacher focused on those engaged in lesson.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Good Qs Open questions were used to help develop pupils understanding.
Casgliadau a chymau 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?"	Set clear behaviour standards at the start of the lesson. Set tasks that engage all of the pupils
Y profiad newydd / Transformed experience	