

A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.

Introduction

Shapira- Lishchinsky (2011) suggests that in education, critical incidents are not sensational events and are minor incidents that occur in every school. The incidents become critical when significance and meaning are attributed to them by the teacher. The use of critical evaluation, in specific, evaluation of critical incidents enables teachers to understand how they teach by questioning their own teaching practice. Analysis of critical incidents can therefore be used by teachers as a reflective tool to identify good practice and professional development. By utilising this reflective practice, teachers can learn about and improve the way they teach (Joshi, 2018). This case study will focus on an observed critical incident whereby a child hit another child during a lesson and how applying analysis to this event can help identify the next teaching and learning steps (see appendix 3).

Observation

Welsh Government (2018a) reports that the school where the research was conducted has 407 pupils in attendance, with 21.5% of children in the primary section of the school being provided with free school meals. The attendance for the primary section of the school has been reported as 94.8% and the school has been placed in the green support category (Welsh Government, 2018a).

The school is situated in a busy town that comprises of privately owned and housing association rented properties. The area has been noted to be a predominantly disadvantaged, with a high level of economic inactivity and unemployment. Foundation phase pupils are organised according to age and ability and key stage 2 pupils are organised according to their age. In addition to this, there are approximately 49 nursery pupils enrolled at the school. The school's intake comprises of the full range of ability,

with 19.4% pupils being identified as having additional learning needs (information compiled from appendix 9).

This case study will focus on children in a year 2 classroom who are between the ages of 6-7. Anonymity for both the school and the children involved has been ensured through the use of BERA ethical guidelines for educational research (2018).

Methodology

This case study uses qualitative research, collected through non-participant observation. Bryman (2012) states that qualitative research commonly centres around the use of words rather than numbers to analyse the area of focus. Following on from this, Yin (2014), describes a case study as an investigation within a real-life context of a contemporary phenomenon. Conversely, it has been defined as a method that uses a variety of sources of data collected in real life contexts to gain details on research phenomena (Morgan et al., 2016). This particular study uses a single-case design which focuses on a critical incident involving two children. A single-case study design has been described by Whitehurst (2013) as a method that is applied when using small sample sizes. In addition to this, Grix (2019) explains that a single-case design can be employed when the focus of the research is unique and requires in-depth understanding. Farrell (2013) suggests that a critical incident can be a random event and that is made specific by the teacher applying analysis and reflection. An inference that could be made from this is that analysis of a critical incident requires a concentrated approach which is indicative of a single-case design. Furthermore, Kumar (2019), explains a case study as a singular entity and could incorporate an emphasis on an individual, group or experience. Therefore, it could be argued that analysis of a critical incident is a case study by definition.

Kumar (2011) suggests that there are two types of observation; participant observation and non-participant observation. Participant observation can be described as the researcher taking part in the activities that they are observing, in the same way as the members, either with or without the members knowing they are being observed. Kumar (2011) states that during non-participant observation the researcher watches, listens and records and does not contribute. Similarly, Cohen, Manion and Morrison (2011, cited in Hopkins, 2017 p. 79) suggests that in this model of observation the researcher takes a passive role during data collection. Denscombe (2010) states that both observation models incur limitations due to researcher perception. Researcher perception is a part of human nature and Denscombe

(2010) suggests that researchers will not simply observe and record the events they are witnessing and there will be a level of interpretation.

This case study used the non-participant observation model and addresses the issues above to a certain extent, by including collection of contextual information. Galton, Simon and Croll (1980, cited in Denscombe, 2010, p. 210), suggests that collecting contextual information helps the researcher understand the data collected. During data collection in this particular case study, field notes were completed for each critical incident, which includes information on classroom culture, objectives, direction, access and challenge, assessment and the critical incident (see appendices 1, 2, 3 and 4).

Although the non-participant observation model in this case study somewhat overcomes the issue of researcher perception, it has further strengths and limitations. This type of data collection has been commended in research as it is a direct reflection of participant behaviour in a natural context (Carabine, 2013). Clark et al., (2009) agree and suggest that it enables the researcher to understand activities in a specific context through first-hand experience. In addition, as this model allows the researcher to see the behaviours as they unfold and may be a more valid way of collecting data when compared to using questionnaires, which could contain distorted answers (McKenna, 2012).

However, there is one concern that is consistent amongst research that uses non-participant observation; the Hawthorne effect. Shaughnessy (2003), suggests that the Hawthorne effect refers to participants in research changing their behaviour due to their awareness that someone is watching them. Bressoux, Lima and Monseur agree, adding that the participants show an increase in productivity due to being studied therefore zoning in on a specific change in the participants behaviour. Didau (2016) adds that humans will change their behaviour and perform better due to attention from researchers. However, McCambridge, Witton and Elbourne (2014) suggest that there is no single Hawthorne effect and that further research is required.

The four purposes

Donaldson (2015), stated that the current aims of the curriculum are not conveyed in a way that will have a direct influence on the teaching and learning in Wales. Therefore, following gathering views from teachers, school leaders and stakeholders, the four purposes were created. The four purposes are intended to be developed across the curriculum and aim for children to be; ambitious capable learners; enterprising, creative contributors; ethical, informed citizens and health confident individuals. With the introduction of the new

curriculum in 2022, it would be of high importance to link the critical incident to the four purposes (Welsh Government, 2019).

The critical incident took place in a year 2 classroom and involved two children between the ages of 6-7. The critical incident occurred following the children watching a video and being briefed about their follow up task. During the briefing the teacher instructed the children to complete tasks, that were laid out on three tables set up as a carousel activity. The teacher stated that the children could pick which task they start with and then told the children to begin. The children then excited the carpet and walked towards the table. Boy A arrived at a table and consequently hit Boy B shouting "you're in my seat" however there was no seating plan in place (see appendix 3).

Although the incident could be perceived as negative, linking it to the four purposes could show the areas that the boy may require further development in and how the new curriculum works towards achieving this. For instance, the critical incident links to the "ambitious capable learners" purpose, as a key characteristic of this states that learners "can communicate effectively" (Donaldson, 2015, p. 31). During the critical incident the boy has been unable to communicate his needs effectively. Donaldson (2015) outlines that children progress at different rates meaning that some children may demonstrate skills earlier and some later. Therefore, the boy involved in the critical incident may not have developed the skills required for effective communication at this point in his learning. The purpose that endures to create "enterprising, creative contributors" and a more specifically the area of development within this to "lead and play different roles in teams effectively and responsibly" also links (Donaldson, 2015, pg. 31). The boy does not convey during this critical incident that he is a team player which could mean that he requires more social and team experiences to expand this skill.

The purpose that requires children to be "ethical, informed citizens" can also be applied to the critical incident, more specifically it links to the following concepts "understand and consider the impact of their actions when making choices and acting" and respect the needs and rights of others, as a member of a diverse society" (Donaldson, 2015, pg. 32). This is not to say that the boy in the critical incident is not respecting the rights of others however he possibly may not understand the full extent of his actions on the other boy and has not linked his behaviour to a possible impact on others.

The incident conveys the closest link to the "healthy, confident individuals" purpose and these precise concepts; "are building mental and emotional wellbeing by developing confidence, resilience and empathy", "form positive relationships based upon trust and mutual respect" and "have the skills and knowledge to manage everyday life as

independently as they can" (Donaldson, 2015, pg. 32). The boy in the incident may not have managed to independently emotionally regulate, have a sense of resilience or understand empathy at this point which then impacts on him forming positive relationships and could influence how he manages everyday life. The above ideas cannot be confirmed through the use of this one critical incident and the fact that a critical incident is a snapshot should be taken into consideration (Alphonso, 2007).

Literature review

Critical incidents are produced when significance and value is added to them (Tripp, 2012). Therefore, the complexities of the critical incident can be comprehended by applying theory and principles to then inform next teaching and learning steps. There are several themes that can be connected including; challenging behaviour, horizontal transitioning and behaviourism.

Traditionally, Xenitidis et al., (1999) argued that challenging behaviour is culturally abnormal and stated that the behaviour places the physical safety of the individuals themselves or others in severe jeopardy due to the intensity, frequency or duration of the behaviour. However current research suggests that challenging behaviour are actions that may place the individual displaying challenging behaviour or others at risk of harm (Hastings et al., 2018). The difference in perspectives offers some important insight into how challenging behaviour has been perceived. Historically they used harsh language when writing on this topic which potentially assigns blame to the individual. However recent research is more tentative and suggestive which could imply that further understanding has been gained on the topic. Furthermore, Emerson and Einfeld (2011), describe challenging behaviour as an adaptive response to a challenging situation. This can include but is not limited to aggression, self-injury and destruction. This could offer insight into why individuals exhibit challenging behaviour as the source suggests that the behaviour has been learned as an adaptive strategy to demanding conditions. During the critical incident the boy presented with physical aggression by hitting a peer.

The social learning theory first proposed by Albert Bandura attempts to explain aggression through adult modeling. Bandura, Ross and Ross (1961,1963, cited in Aronson, Wilson and Akert, 2005, p. 404) experiment suggested that children learn to be aggressive due to observing then consequently imitating an adult model being aggressive. Bandura introduced a further hypothesis of vicarious reinforcement. This concept is defined as the change in observers behaviour due to witnessing the consequences of behaviour performed by others.

Results to the follow up experiment suggested that observers of positive reinforcement for aggressive behaviour increased the likelihood of the behaviour and observers of subsequent punishment decreased the likelihood of the behaviour (Bandura, 1971). Rubin and Pepler (2015) contribute to this theory by stating that parents may teach children aggression by the way they model behaviour and the reinforcements they provide. Similarly, Duman and Margolin (2007) add to this theory by suggesting that children observing parental aggression during interpersonal contexts shape how the child will perform. Therefore, children may imitate their parents behaviour when presented with a challenging social situation.

Furthermore Perry, Perry and Rasmussen (1986) suggest self-efficacy is a major factor of behaviour. Self-efficacy can be interpreted as the belief that individuals hold in their own abilities to undertake an action that provides them with a desirable outcome (Maddux, 2002). The findings of Perry, Perry and Rasmussen (1986) imply that children must be confident that aggression will help them to gain a positive outcome. Therefore, this suggests that the boy in the critical incident carried out the behaviour to gain something tangible in this instance, the seat. Although there were no direct reinforcements provided in the critical incident, the child gaining the seat may have been a reinforcer for future behaviour as he attained what he wanted using aggression.

However social learning theory is limited as lacks consideration of genetic factors as a cause of behaviour (Bouchard et al., 1990, cited in Hunt and Chalmers, 2013 p.15). In addition, it lacks external validity as the experiments were undertaken in a controlled laboratory environment and it is difficult to establish whether the same effects would arise in a natural environment (Reis and Judd, 2014). Finally, the ethical issues of this experiment are concerning, due to the sensitivity of exposing children to aggressive behaviour, with the knowledge that this could influence their behaviour. Therefore, it would be challenging and unethical to re-test this theory and affirm its credibility (Farrell, 2005).

Following discussion of aggression, it is necessary to note that during the critical incident the children moved from the carpet to engaging in an activity therefore transitioned. Vogler, Crivello and Woodhead (2008) state that transitions are key events or operations that occur at specific times and act as turning points. They can be associated with modification in an activity, role, relationship or a change in how a physical or social space is used. Elaborating further, horizontal transitions refers to routine movements between domains and are utilised to gain structure to an activity. Research suggests that children can experience a shift in identity when going through a horizontal transition therefore creating a change in behaviour, ways of communication and role (Vogler, Crivello and Woodhead, 2008). This concept could

possibly explain the reason for the boys change in behaviour from being quiet and compliant on the carpet to then hitting out a peer.

A considerable volume of children struggle with these everyday transitions. Kern and Vorndran (2000) investigated transitional difficulties and found that the difficulties that arise are diverse however the fundamental issues are predictability and the reinforcing value of the activity. Furthermore, Buck (1999) states that children may find transitions challenging due closure of an activity; comprehension of the teachers' directions and distractions of peers' movements. Buck (1999) states that the difficulties that may arise following the teacher's directions could be due to several factors such as; the directions being too vague; directions being too frequent or infrequent and the teacher providing directions too late. Therefore, when these activities are not structured and there has not been a routine or daily schedule put in place some children can become disorientated.

During this time Buck (1999) suggests that children are less likely to exhibit appropriate behaviour and could present with challenging behaviour. Furthermore, studies have found that transitions from a pleasurable activity to a more demanding activity could be associated with higher levels of challenging behaviour (Kern and Vorndran, 2000). Singer and Horner (1987, cited in Kern and Vorndran, 2000, p. 212) correspondingly found that children engaged in high levels of refusal following transitions from outdoor play to indoor activities. Similarly, Mace, Shapiro and Mace (1998, cited in Kern and Vorndran, 2000, p. 212) found that challenging behaviour materialised when preferred tangible items were removed and replaced with instructional demands. Kern and Vorndran (2000) suggests that partitioning the event may help to direct where the complications are. For example, in the critical incident the boy was transitioning from the carpet, where he was watching a video to a task. The main elements of this could be; a change in location, a higher amount of peer interaction, discontinuation of a preferred activity and the introduction of a more challenging activity. Sterling-turner and Jordan (2007) suggest that implementing structured transitions can aid the child in these changes which will be discussed further when considering next teaching steps.

Further to the investigation of the critical incident it is significant to consider a psychological school of thought. Behaviourism is a school of thought that can be applied when teaching. Behaviourism is inclusive of the predication and control of behaviour. This school of thought holds the belief that nearly all behaviour is the output of learning and all learning is produced by conditioning (Colman, 2001). Classical conditioning is a central part of behaviourism and was devised by Pavlov (Gross, 2003). Pavlov's experiments involving animals showed that by presenting a stimulus that created a natural response along with a neutral stimulus,

would, after a period of time, then create the response when only the neutral stimulus was presented. Although Pavlov discovered the conditioned reflex, Watson was the first psychologist to apply classical conditioning to human behaviour through the little Albert experiments. Little Albert was presented with a rat, whenever he touched the rat a steel bar was struck to create a loud sound that he was fearful of. This procedure was repeatedly carried out and following this presentation of the rat alone created a fear response. This certified that emotional responses can be conditioned (Gross, 2003).

However, there are many criticisms of behaviourism. One of the most common criticisms is that behaviourism is based on simplistic and mechanical models of human behaviour and does not reflect the complexity of individuals (Strain et al., 1992). This suggests that behavioural models such as Pavlov's, only analyses stimuli and the human responses. Critics suggest that this fails to account for individual differences and other factors such as genetics, attachment history or cognitive development. In addition to this, critics have stated that behaviourism is not inclusive that individuals have the ability to control their own behaviour and that it denies the existence of internal events such as thoughts, emotions and fears (Strain et al., 1992).

Reflection/ Evaluation and next steps

Following observation of the critical incident, I used an assisted reflective collaboration (ARC) model to reflect on the experience (see appendices 5, 6, 7, 8). This model made allowance of how I was feeling regarding the incident; aspects of the incident within the context of learning; what I would keep the same to ensure effective teaching and learning; possible solutions to the incident and next teaching steps. Following reflection and evaluation through the use of the ARC model, I have constructed next teaching steps. The first step I would implement would be to structure the transitions to see if this would make a difference in the emergence of challenging behaviour. Willis (2009) suggests implementation of strategies to make the transitions smoother. Therefore, prior to transition, I would warn the child that transition will be taking place soon and provide them with a timer so that they can prepare. Iadarola (2018) agrees that this is an effective strategy that reduces challenging behaviour in accordance with transitions.

Another strategy that could be utilised would be to make the transition fun. This could comprise of the children turning themselves into something that they are interested in such as a pony or a superhero (Willis, 2009). A final way that the transition could be structured could be with the use of a transition aid such as a song or sound that symbolises that it is

time to transition. However loud noises would be avoided (Willis 2009). Along with these strategies Buck (1999) suggests that providing the children with precise behavioural expectations can help with transition periods. Therefore, I would explain prior to transitions how I would intend the children to behave during the transition. For example, I would state that I would like the children to tidy up the area they have been using and quietly move on to the next area.

An additional strategy that I would implement along with the structured transition would be the introduction of a positive behavioural support plan (PBS). Blair (2010) states that early intervention is highly important in regard to challenging behaviour and that if the behaviour is left untreated it can cause a negative effect on the child's development and social competence. Furthermore, recent research suggests that using a PBS plan significantly reduces challenging behaviour displayed and is an easy strategy to use (Grey et al., 2017). Hastings et al., (2018) suggests that a limitation of using a PBS plan is that it excludes the explicit element of staff changing their own behaviour or attitude towards the challenging behaviour. However, this issue could be overcome by implementing staff training as Bosco (2019) suggests that implementing a training strategy contextualises the active components of the PBS plan which would help with staff attitude.

Furthermore, if the behaviour was to increase in frequency, duration or intensity I would then implement a behavioural incentive chart. This would be used to reduce the behaviour in a positive way by setting small and obtainable goals and providing a reward following the appropriate behaviour (Cullen, 2011). Dupaul and Weyandt (2006) suggest that this form of strategy has a long history of empirical support in reducing challenging behaviour. This strategy is based on operant conditioning which has been found to be effective in behavioural adjustment. Therefore, the child would be provided with positive reinforcement such as a star sticker following the expected behaviour and could build the stars up to achieve a larger reward. I would not include any punitive element as I believe that this takes away the positive component of this design (Cullen, 2011). Although Windows, Richards and Vostanis (2010) suggests that in the long term this way of behavioural modification can be problematic, a recent handbook provided by the Welsh Government (2012) suggests that reward charts are effective in motivating the child to track their own progress and to understand good behaviour.

These strategies are in line with Donaldson (2015) four purposes as they encompass teaching the child to build their own mental and emotional wellbeing; set high standards for themselves; problem solve; respect the needs and rights of others; overcome challenge and consider the impact of their actions when making choices and acting.

Conclusion

The approach that was executed was sufficient in gathering, evaluating and creating next teaching steps through the use of a critical incident. However, future research could be conducted in a different way to attempt to reduce the possible Hawthorne effect. It would also be compelling to research a positive event in the classroom using the same method. However, this approach is consistent with the new professional standards for teaching and leadership (Welsh Government, 2018).

The professional standards for teaching and leadership in Wales requires teachers to reflect on their professional experiences. One of the main standards that this case study relates to is regarding development of expertise, as this is perfected through reflection on your own practice. Although this case study is not a reflection of my own practice it is an example of a method that can be used during my NQT year. In addition to this it links to the standard for critical reflection and development of further professional growth as the case study encompasses both of these skills. Firstly, the evaluation of the critical incident is developing reflection skills and development of further professional growth can be noted by creating next teaching steps (Welsh Government, 2018b).

The professional standards for teaching and learning will be a large part of my career as a teacher including during the student teacher experience and NQT year. This will be conducted and recorded through the use of the professional learning passport as reflection is a core value for teachers to conduct to develop their teaching continually (Pollard, 2014). Therefore, in order to conform to the professional standards for teaching and leadership I shall continue to reflect on my teaching experiences. This case study has provided a way in which I can continue to ensure ongoing development.

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Appendices

Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Friday 06/09/19
Lesson details: This was a foundation phase class that was a mix of reception and year 1 children. The observation was undertaken between 09:00 - 09:30.
Classroom culture (Are the students focused on learning?) The children were engaged in play activities using the continual provision and would be called over by the teacher to complete a task two at a time. The main behavioural management strategy was carried out by the teacher placing her hand up and waiting for all the pupils to copy her and at the same time stop talking.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The lesson objective was for children to draw a picture of themselves (including their body) and write their name for the teacher to gain a baseline of their ability. Their names were written out for them and then they had to copy this. This was promoted through continual encouragement from the teacher.
Direction (Are the students clear about what they are doing and how to do it well?) The children would be asked directly to draw an image of themselves and the teacher outlined the success criteria which included; - Draw your face and body - Write your name The children would then be told to go back to what they were doing prior to completing their task (engaging in play activities using the continual provision).
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) This activity was designed as an assessment of their baseline ability in order to inform planning and was therefore challenging for some children however others completed this task with ease.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

The teacher provided the children with success criteria and following this used questioning in order to prompt the children during the task. An example of this would be the teacher asking a child “where is your body?”.

Specifics / Critical Incidents

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

Once this task was completed by all children, the teacher used the “tidy up rumba” song to signify the end of the lesson and to also prompt the children to tidy the areas they were using. This was interesting as all the children began to rush to tidy up interdependently, showing pupil autonomy.

Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Wednesday 25.09.19
Lesson details: The observation took place in a year 8, mixed ability science lesson. The observation was undertaken between 13:35 - 14:05.
Classroom culture (Are the students focused on learning?) The desks in the classroom were laid out so that there were two students to each desk. The students waited outside, and the teacher greeted them at the door. The teacher used respectful language and manners whilst speaking to the students. There was no disruption from the students (such as talking over the teacher).
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Prior to entering the classroom, the teacher outlined to the students that on entry to the classroom they needed to sit in their usual seats and complete the starter task. Once they had completed the starter task, the teacher asked them to write down the heading and the date. The teacher then explained the second task and provided them with the success criteria which remained on the board throughout the task.
Direction (Are the students clear about what they are doing and how to do it well?) The students were instructed to fill out a work sheet using information that was set out in a carousel activity. The task was centred around joints in the body. The success criteria were outlined, and the teacher had the students repeat the success criteria back to him in order to gauge their understanding. This was also visible throughout the lesson.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students appeared to be engaged in the lesson. The teacher used a star system in order to differentiate. Therefore, the worksheet was made up of 3 elements, with each element increasing in difficulty.

Assessment

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

During the start of the lesson the teacher recapped the topic with a question and answer session. The teacher also asked the students what they knew about the topic they were focussing on that lesson. The teacher asked continual closed questions throughout the lesson in order to assess their learning. This was completed by the teacher asking a question and waiting for the students to respond with their hands up if they thought they knew the answer. Following the task, the teacher had the students carry out peer assessment prior to the students feeding back their individual answers to the teacher.

Specifics / Critical Incidents

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

When the students were provided with the starter task, the students did not talk until the teacher made the comment "you can discuss this with a partner". This appeared to be the students showing their respect for the teacher.

During the lesson there was another. During a questioning session a student put their hand up in response to the teacher asking a question and did not have the desired answer that the teacher was looking for. Following this the teacher responded to the student in a positive way which may have created scaffolding for success and a reduction in the fear of failure within the classroom.

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Thursday 26.09.19
Lesson details: The observation took place in a year 2 classroom. The observation was undertaken between 09:10 - 09:40
Classroom culture (Are the students focused on learning?) The classroom appeared to be under control. The main behavioural management strategy in place was a “hands up method”. This was implemented by the teacher holding up their hand, the children copying this which showed that their focus was on the teacher. In addition, they simultaneously stopped talking during this which signalled to the teacher that they were ready to learn. During the implementation of the behavioural management strategy the teacher reinforced to the children why they copy the teacher and stop talking. There appeared to be a good relationship between the class teacher and children as they remained compliant following this.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The teacher opened the lesson by firstly explaining that it wouldn't be a normal day as it was international language day and they would be moving around classes. The teacher reminded the children that they are to be on good behaviour in whatever classroom they are in.
Direction (Are the students clear about what they are doing and how to do it well?) The children watched a video on an Italian school. The teacher then outlined the objectives to a series of three tasks set out as a carousel. The children were told that they should pick a task then, once they are finished, move on to the next task. There was a success criterion provided for each task and the teacher repeated this prior to beginning the activity. These remained visible throughout the lesson.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most of the children engaged in all tasks during the lesson with some children who may have been of a lower ability unable to complete higher level tasks. The three tasks were different with one being more challenging and involved the children matching Italian numbers to the English equivalents.

Assessment

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

Assessment was carried out by asking the children questions following a video of an Italian school. This included open and closed questions. An example of an open question used was "which school do you like more, ours or the Italian school, and why?". An example of a closed question used was "when comparing our school with the Italian school what is the same and what is different?". The teacher then asked closed questions throughout the different activities.

Specifics / Critical Incidents

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

Following watching the video on the carpet, the children were asked to go and start their tasks and were given free choice in regard to which task they completed first. On arrival at a table, boy A hit boy B shouting "you're in my seat" (there was no assigned seating plan or direction from the teacher that certain children should sit in certain seats).

Appendix 4

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Wednesday 25.09.19
Lesson details: The observation was carried out in a year 9, set 1 English class. The observation was undertaken between 11:00 - 11:30.
Classroom culture (Are the students focused on learning?) Prior to the lesson the students were lined up outside the classroom, the teacher met them there and asked to sit in their usual seats (which gave the perception that there was a seating plan in place). The students then entered the room and sat down. The classroom had a relaxed atmosphere as the students were talking on entry but not loudly.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson was to read a chapter of "To kill a mockingbird". This was promoted by the teacher reading the text and the students following it.
Direction (Are the students clear about what they are doing and how to do it well?) The students understood that they had to listen to the teacher read the text and follow it themselves.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) It appeared that for some students the text was above their ability as "To kill a mockingbird" was described by the teacher as an A-Level text. This was evident by some students disengaging from the independent reading and carrying out what appeared to be disinterested behaviour such as; looking out the window; sliding the book along the table; leaning back on the chair whilst looking at the ceiling and whispering to friends.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher asked closed questioning to assess the learning before and during the lesson.

Specifics / Critical Incidents

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

During the lesson the teacher was asking questions and waiting for students to put their hands up which appeared to create an environment where students had the chance to disengage.

Appendix 5

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

Dyddiad/Date: Friday 06/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Routine

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I feel that using the "tidy up rumba" song was a good way of signifying to the children that the session was ending and that they needed to tidy the areas that they were using. I feel that I would use this in my own classroom.
Cofio a Deall/ <i>Remember and Understand</i> "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	This incident showed pupil autonomy but also created an environment where the children were taught independence. This showed that there was a daily routine in place and that the children understood what to do when this song came on.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> "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?"	I think that the "tidy up rumba" song could continue to be used to ensure effective teaching and learning. I believe that this was a very effective way of signaling to young children that the session was finished, and they all understood this.
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> "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?"	As this was a positive incident, I don't feel that anything needs to change. However, a challenge could be added to bring an incentive to tidying up. For example, you could say that whoever tidies their area the best will get a dojo.
Y profiad newydd / Transformed experience	

Appendix 6

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

Dyddiad/Date: Wednesday 25.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Respect

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt that the students had respect for the teacher during this session. I feel that one reason why this may be is due to the language the teacher used when addressing the students. The teacher always addressed them in a polite manner and treated them like adults.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	This incident showed that the students respected the teacher as they did not speak until the teacher directed them to do so. It also showed that by the teacher providing them with respect that they returned it.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	I feel that the lesson should be kept the same as the environment created a good atmosphere for learning.
Casgliadau a chymau <i>gweithredu/ Conclusions and actions</i> <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	This was a positive critical incident therefore I do not feel that there are solutions however next steps could be to continue incorporation of respect.
Y profiad newydd / Transformed experience	

Appendix 7

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

Dyddiad/Date: Thursday 26.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Boy A hitting Boy B

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	I feel that the incident surprised me as my initial thought entering the classroom was that the children appeared to be compliant.
Cofio a Deall/ <i>Remember and Understand</i> Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" <i>"Can you list the aspects of the incident in the context of learning?"</i>	The incident occurred at the start of a task following the children watching a video on the carpet.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The aspects of the lesson that could be kept the same to ensure effective teaching and learning are as follows; - Using the video as an opening for the lesson as all children fully engaged in this. - The carousel technique for all tasks as this flowed.
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> Beth yw eich atebion posibl i'r mater a nodwyd?" <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	The possible solutions to this incident could include the following; - The teacher creating a set of ground rules prior to a task and structure the transition from the carpet to the table. - If the behaviour is a regular occurrence, a plan should be implemented. - Behaviour chart in place to discourage this behaviour.

Appendix 8

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

Dyddiad/Date: Wednesday 25.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Hands up questioning technique

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? “What are your feelings regarding the experience?”	I feel that the teacher using the hands up questioning technique created an environment where the students had the chance to disengage. A lot of students were talking and did not feel that they needed to engage during the questioning.
Cofio a Deall/ <i>Remember and Understand</i> “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 incident of hands up questioning meant that students who had disengaged possibly due to the questioning technique were disrupting the other learners.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> “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?”	I think that the text, to kill a mockingbird, should remain the same which would ensure effective teaching and learning as this was challenging for the students.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> “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?”	Suggestions for possible solutions to the issues identified include; - The teacher asking the students to individually read the text aloud to the class. For example, starting at the front of the class each student could read a paragraph aloud to the class which would ensure that they were following the text. - The teacher could use a different way of questioning to ensure engagement. For example, she could ask the question aloud then pick a student to answer.
Y profiad newydd / Transformed experience	

Appendix 9

Information provided by the school.

[REDACTED] school for children aged from three to eleven years. [REDACTED]

[REDACTED] The area has a mixture of privately owned and housing association rented properties. [REDACTED]

[REDACTED] there is a high level of economic inactivity in the village and a high level of unemployment. Approximately 55 pupils live in Community First areas and attend the school through parental choice. The area can be described as predominantly disadvantaged with many children living in homes with no working parent and many have single parents.

There will be approximately 425 pupils on roll in September 2019 organised into 14 classes- Foundation Phase pupils are organised according to age and ability and KS 2 according to age with two form parallel classes. There will be approximately 49 part/ full time Nursery pupils. There will be 14 full time teachers, including the Head teacher. To enhance this provision, there are three Grade 7 additional practitioners, along with eight Grade 6 additional practitioners based in the Foundation Phase and one Grade 7 teaching assistant, four Grade 6 teaching assistants and three Special Needs Support Assistants based in KS 2. The school also employs a full time Family Engagement Officer from the PDG.

The school's intake comprises of the full range of ability. PLASC 2018 - 19.4% pupils were identified as having additional learning needs which is slightly below the national average of 22%. Currently 3 pupils have statements of SEN although 1 more is going through the process.

This percentage has remained relatively stable over the four past years.