

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.

Tripp (2012, p.8) defines critical incidents as “produced by the way we look at a situation: a critical incident is an interpretation of the significance of an event.” Analysing critical incidents has been described as a tool to help teachers understand how they teach and allows them to analyse their practice and develop professionally (Joshi, 2018, p.1). Tripp (2012) describes the benefit of analysing and using critical incidents, as helping to develop professional judgement. He describes this as the ability to interpret a situation, use wisdom, reflection and opinion to make a judgement. This is a process that teachers do constantly throughout their teaching. It is important for the development and improvement of the education system, that teachers are reflecting on their practice, asking “why” and analysing critical incidents. Throughout this assignment I will explore the use of critical incident analysis, how this can be developed as a tool to improve professional development and the challenges teachers may face.

This assignment will follow a critical incident case study method, using non-participant observations to identify a critical incident. Multiple learning theories have been identified, but two will be explored in details throughout; growth mindset and differentiation. I will critically analyse these theories and attempt to conclude if they are successful practices to employ in the classroom. Finally, I will reflect on the critical incident and propose next teaching and learning steps. This will allow me to analyse my own practice and the purpose and use of reflection as I develop as a teacher.

The observations in this case study took place in an educational setting that will be referred to as ‘School X’, following BERA’s 2018 ‘Ethical Guidelines for Educational Research’ (BERA, 2018, p.21). School X is medium size primary school, with 350 pupils on the school roll, based in West Wales. School X is for children aged three to eleven years of age, with twelve classes from Reception to Year 6. It has a pupil teacher ratio of 21:1 (My Local School, 2019). It has two specialist classes for children with additional learning needs and has a part time nursery based in its grounds. (Estyn, 2013). Unicef Rights of a Child are respected in the school. School X is currently planning for the new curriculum for Wales with Donaldson’s Four Purposes at the centre of the decision making (██████████, 2019).

The case study focuses on one critical incident (Appendix 1), which took place in a Year Six classroom, in School X. The classroom was set up with groups of tables, allowing students to work together if required or independently. There were thirty students in the class, with a Higher Level Teaching Assistant covering the teacher and delivering the

session. The critical incident focuses on one student, referred to throughout as Student A. The group of students in the class were of mixed abilities, with one student with high functioning autistic spectrum disorder (ASD). The child with ASD did not require any extra adult support.

The value of undertaking scientific research in the education field, is to enable educators to develop a sound knowledge and understanding, which is a characteristic of other professions and disciplines (Cohen and Manion, 1994, Kumar 2014). Morgan (2018, p.275) argues that “every research project requires decisions about the appropriateness of one method versus another, and the relevant strengths of each method are the basis for those decisions”. Due to the critical nature of this research project, a qualitative approach is more appropriate. Qualitative research allows for a holistic view to be taken of the incident and student, enabling the analysis of various factors and theories which could influence the event.

The case study method explores real-life situations, over time, via data collection using multiple sources (Creswell, 2013). The strength of case studies are their ability to enable in depth, intensive research (Arthur et al. 2012) and allows for the use of multiple sources, including asking questions, analysing data and observations (Bassey, 1999). However Gilbert (2008) argues that the findings of a case study are much more difficult and often impossible to generalise. Despite discussions about case study limitations in comparison to other methods, the case study method remains progressively popular among researchers (Gustafsson, 2017, p.1). Ellet (2007) highlights the opportunities case studies present for generating knowledge. Case studies are a research method supportive of exploring events, that upon analysis can be termed a critical incident. Using a case study methodology, it is possible to question theories that are identified from the observation of a critical incident, and explore their impact and meaning.

Observation techniques are popular among educational theorists, however their approaches vary, depending on their subject and environment. Siraj was a lead member of the independent stocktake of the Welsh Foundation Phase in 2014, visiting schools to look at how the Foundation Phase was being implemented and how it can be strengthened in the future (Welsh Assembly Government, 2014, p.2). Siraj uses a mixture of naturalistic observations and systematic structured observations, within her research (Welsh Assembly Government, 2014, p.2). Observing children in a classroom setting will allow for children's attainment and achievement, as well as their involvement and enjoyment in learning to be documented. Therefore by observing children in this manner, it provides the opportunity to develop and plan learning steps that support individual child development (Welsh Assembly Government, 2008, p.11). For the purpose of this case study, classroom observations will be

the main technique used. The observations will be documented through written format, using an unstructured questioning technique, allowing the events to take place with little script or preconceived ideas. The observations will follow a non-participant approach, where the observer “observes individuals and groups without getting involved in the life of the group” (Thompson, 2016, p.1).

Whilst conducting observations, it is important to remain objective and unbiased. Payne and Payne (2004) describe this as the Hawthorne Effect, where the individuals being studied are aware of the situation, and therefore modify their behaviour, often resulting in inaccurate findings. Practitioners should be aware of cultural bias, expanding their knowledge and understanding of other cultures, making them less likely to make judgements based only on their own upbringing and background (Hobart and Frankel, 2009).

The classroom observation presented an event, which through analysis can be a critical incident and subsequently evaluated. Tripp (2012) states that deciding on an event is the first step, but turning this into a critical incident requires more than categorising. It requires asking what has happened and what has caused or allowed it to happen. Critical incidents should “question the way things normally operate, those which deal with the minutiae of routine practice are therefore by far the most common” (Tripp, 2012, p.28). The majority of the writing is therefore analysis rather than explanation of the circumstance.

The Higher Level Teaching Assistant (HLTA) was leading a literacy lesson, prepared by the class teacher, for a class of mixed abilities students, focusing on a piece of comprehension based on an extract from a novel. The HLTA read the extract to the students and presented a choice of three tasks, labelled one, two and three, where each task contained comprehension questions. The questions were designed to challenge the students reading and understanding of the text. The students were requested to choose the task they felt would most challenge them. The aim of the task was to encourage students to self assess their ability at a comprehension task, analyse the difficulty of the questions and to make personal decisions on whether or not to self challenge. The numerical labelling of the task did not differentiate between the difficulty levels of each task, and this was explained to the students. Throughout the lesson I observed the students carrying out the task, and asked why they had chosen a particular task, and if on completion if they felt they had made the correct choice. Student A informed me that she chose task three believing the number three represented the most difficult level, and wanted to challenge herself. However on reflection did not feel this was the most challenging.

Student A used the word “challenge” whilst describing her reasoning for picking the task. Student A appeared to be seeking a challenge and showed enjoyment at the potential of this. Donaldson (2015) whilst undertaking a major curriculum review in Wales, Successful

Futures, described “Four Purposes” that a new curriculum should develop in all learners. Kirsty Williams, current Welsh Education Secretary, supports and defends the proposed curriculum by Donaldson (Wightwick, 2019). One of the four purposes is that students will be “Ambitious, capable learners who are ready to learn throughout their lives” (Donaldson, 2015, p.29). Throughout School X, the new curriculum and the Four Purposes are being introduced to classrooms. This critical incident evidences the use of the terminology and mindset behind the four purposes, as can be seen by the student acting as an ambitious and capable learner. The student was able to express her ideas and understanding of her learning when questioned and was able to communicate effectively. These attributes and skills further support the Four Purposes proposed by Donaldson.

Following the observations of Student A, several areas of education theory and research could be explored, including differentiation, assessment for learning techniques including self-assessment, growth mindset, child self-autonomy, classroom management and MAT (More Able and Talented) learners. For this literature review, two areas will be explored, differentiation and growth mindset, as related to social constructivism learning theory.

It is thought that the earliest studies of mindset began in the early 1900s (Gollwitzer, 2012). The current theories of mindset, particularly growth and fixed mindset were developed by Dr. Carol Dweck. Dweck, proposed mindset theory as “a way to understand the effects of the beliefs that individuals hold for the nature of intelligence. This in turn has implications for learning and education” (David, 2015, p.1). Dweck (2012) argues there are two types of mindset. She describes fixed mindset as “believing that your qualities are carved in stone” (Dweck, 2012, p.6). “The growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts” (Dweck, 2012, p.7). Dweck doesn’t ignore the nature-nurture debate, writing that everyone has a unique “genetic endowment”, starting in life with “different temperaments and aptitudes, but that experience, training and personal effort take them the rest of the way” (Dweck, 2012, p.5). Growth mindset was launched into mainstream education after extensive research, almost twenty years ago (Busch, 2018), with hundreds of schools in the UK offering lessons and following mindset principles (Chivers, 2017).

Whitebread (2012, quoted in MacBlain, 2014, p.45) describes the features of Vygotsky’s theories as “all learning begins in the social context, which supports children in the processes whereby they construct their own understanding. This has been termed the social-constructivist approach to learning.” Vygotsky developed the idea of Zone of Proximal Development (ZPD) (McLeod, 2019). ZPD relates to the difference between “where a child currently is in terms of their ability, and where they could be. This idea suggests that a child

could gain a higher degree of learning, by exploiting their learning potential” (Open University, 2019, p.1). Growth mindset follows similar principles, that individuals can always improve, or even surpass others’ natural talents (Renaissance, 2019). This has been supported by research by Growing Learners, (University of Portsmouth, 2019), into studies teaching children about growth mindset strategies, which have suggested promising results (The School Run, 2019). Teachers play a vital role in helping to shape and develop students’ confidence and outlook, through formative feedback (Renaissance, 2019). However the concepts of differentiation and mindset are generating discussion and questioning.

Didau (2015a, p.1) challenges the growth mindset concept, suggesting there must be a limit, “having a growth mindset does not confer magical power. Maybe we can all be cleverer, but maybe there’s also a limit?”. Dweck (2015) in responding to challenges, argues many educators claimed they have a growth mindset, but she continues that it is a journey to growth mindset, not a proclamation (Dweck, 2015). Didau (2015b) agrees with this claim, arguing it is not surprising that simply by saying you have a growth mindset, that you do. Dweck’s scientific research has been questioned. Research by Li and Bates (2019, p.22), states that “mindsets and mindset-intervention effects on both grades and ability, however, were null, or even reversed from the theorised direction.” Dweck claims these failures by psychologists are because the right experimental environment have not been created (Didau, 2017). Raising concerns regarding Dweck’s research, Young (2017) posed the question that if psychologists are unable to replicate Dweck’s result, would teachers be any more successful?

Dylan William argues that work in schools on growth mindset is not wasted, as it is creating a positive message that whatever one’s talents are, one can become more proficient (Bloom, 2017). Likewise, research by McPherson and Renwick (2001, p.184) found students did not progress at the same rate, despite being motivated and holding positive attitudes. They suggested it would be easy to assume that this was the result of natural ability, but instead the research concluded “it was the type of practice in which the children engaged that made the most difference” (Didau, 2016, p.1). This suggests that as well as mindset, the type of strategies available to students to learn, is a key factor in success. This leads on to the second part of the literature review, looking at the concept of classroom differentiation.

“Differentiation is a framework or philosophy to enable students of all levels to attain their full potential” (Munro, 2012, quoted in Taylor, 2017, p.55). In classrooms using differentiation, the teacher creates an environment where there is “room for everyone and individuals make a commitment to support one another in learning” (Tomlinson & Imbeau, 2010, quoted in Differentiated Instruction, 2019, p.1). Tomlinson (2010, quoted in

Differentiated Instruction, 2019, p.1) argues that “quality differentiated instruction begins with a growth mindset”, where teachers think that their students can be successful with perseverance and effort, creating meaningful connections with their pupils. Teachers need to establish positive relationships with each of their students, to gain information about their ‘learning profile’. This will help determine the student’s strengths and needs, to begin differentiating (Differentiated instruction, 2019). “We have way too many students who bring to school with them needs and differences that we just don’t take into account in our thinking and planning” (Bell, 2017, p.1).

Differentiation can be linked to Intervention Theory, proposed by Vygotsky in 1978, which centres on “the importance of focusing on learners as individuals and support for their academic achievements rather than on the curriculum” (Daniels and Hedegaard, 2011, quoted in Taylor, 2017, p.57). Gardner’s 1993 ‘Theory of multiple intelligences’ supports Vygotsky’s work, arguing there should be greater emphasis on “individual-centered education, tailored to meet the needs of each child with specific focus on weaker areas of intelligence” (Taylor, 2017, p.57).

Tomlinson writes of how “differentiated classrooms support students who learn in different ways and at different rates and who bring to school different talents and interests” (Tomlinson, 2014, p.4). She puts forward the view that this classroom management operates more effectively for students, as it recognises individual needs. (Tomlinson, 2014). Hattie (2012, p.109) argues that the “art of teaching is seeing the commonality in diversity, in having peers work together” and that differentiation is more than just providing different activities, but is the different phases of learning students are at.

Differentiation helps teachers address issues of learners with varied abilities and assist them in “responding to individual student needs” (Konstantinou-Katzia et al. 2013, cited in Taylor, 2017, p.60). “Effective use of differentiation has been associated with increased learner motivation, higher academic achievement and greater collaboration among students with similar abilities” (Taylor, 2017, p.60). Differentiation is becoming common practice amongst educators, “it is accepting that learners we work with are all different” and that it is in essence, what ‘good teaching’ is all about, reacting to “each learner’s individual needs” (Cowley, 2018, p.ix). It allows students “to progress at a pace suitable for them regardless of their knowledge, skills or previous understandings” (Wu, 2013 and Valiande et al. 2011, quoted in Taylor, 2017, p.60).

Differentiation in the current classroom, however, contrasts with Vygostky and Gardner’s original theories, and has been argued to be promoting a scaffolding approach to individual needs and abilities (Hertberg-Davis, 2009, cited in Taylor, 2017, p.57). While differentiation may seem an uncomplicated process, “an array of definitions, methods of implementation, misunderstandings and the pervasiveness of criticism among educators

have rendered differentiation a contested concept” (Pollard and Filer, 2007, Brighton et al. 2005; Terwell, 2005, quoted in Taylor, 2017, p. 57). The concept of differentiation is “a complex framework that demands continuous convoluted multitasking, leading to excessive workload for teachers” (Westwood, 2013, quoted in Taylor, 2017, p.63). Utilising differentiation in the classroom may prove difficult, it will require “extensive and ongoing professional development for teachers and administrators” (Sparks, 2015, p.1).

For many teachers, it is not simply learning new practices in order to differentiate, but requires “confronting and dismantling their existing, persistent beliefs about teaching and learning” (Sparks, 2015, p.1). “Knowledge of what children of different ability levels need in terms of instruction, resources and feedback, as well as the skill to apply this knowledge in class is required of teachers” (Eysink and Hulsbeek and Gijlers, 2017, p.108). Delisle (2015, cited in Sparks, 2015) argues that a differentiated environment varies in the way it presents materials, but not necessarily the pace. Many supporters of differentiation suggest it is different from grouping students, however it is still being found difficult to separate the two (Taylor, 2017, p.63). Wu (2013, cited in Taylor, 2017, p.63) conducted an interview with Carol Tomlinson, where she admitted that grouping is part of differentiation. Westwood (2013, cited in Taylor, 2017, p.63-64) argues that lack of funding, societal expectations and pressures on teachers, means the time that should be given to teachers to develop a full understanding of how to progress students, is not provided. However, Taylor (2017, p.60) outlines that there are benefits to differentiation, including increased motivation, when implemented effectively, but acknowledges, this is difficult to “achieve on a daily basis”, due to the mixed nature of most classrooms (Taylor, 2017, p.60).

Self critical reflection is often described as a conversation you have with yourself, that looks at other explanations for situations, and even where there are no conclusions, there is still worth to the reflection (Moon, 2004). Mohammed (2016, p.25) refers to Tripp, “whose analytical approaches allow reflection on teaching situations, so that teachers can develop their professional judgements and practices”. Critical incident analysis explores deeper than just self-criticism, seeking to find “underlying issues that has provoked strong feelings about a particular teaching situation, and lead the teacher to reflect upon it in a structured way and consider possibilities for future actions” (Mohammed, 2016, p.25). An ARC model of reflection was used, following the critical incident (see Appendix 2).

In the critical incident in School X, it can be seen the teacher has recognised there are different abilities within the classroom, and has differentiated the lesson by asking the children to choose one of three tasks. The teacher was practicing pedagogical principles that encourage and support pupil autonomy, “Good teaching and learning encourages children and young people to take increasing responsibility for their own learning” Donaldson’s (2015,

p.69). Student A felt she had not chosen the most challenging task for herself and upon further discussion was using language that suggested she was developing a growth mindset. Public Policy Institute for Wales emphasise the importance of “holding this ‘incremental’ view of one’s ability, appear to lie at the heart of children’s capacity to be resilient in the face of adversity and challenge” (Banerjee et al. 2016, p.39). This is reflected in Donaldson’s principles, “Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them” (Donaldson, 2015, p.64). Therefore, it is positive to see this mindset and resilience being developed in the students at School X.

Upon reflection, it would have been useful to develop this conversation further with Student A, to try and identify why she felt she made the wrong choice. There are a few potential reasons; that she did not understand the differentiation between the tasks, that she wasn’t listening to the instruction, or that the HLTA did not explain it in terminology she could understand. I would like to have had the opportunity to explore further how the HLTA felt upon realising the student could have developed her learning further. One of Donaldson (2015, p.29) four purposes is for pupils to be “Ambitious, capable learners who are ready to learn throughout their lives”. Student A appeared to be embodying the purpose, acting as an ambitious learner who is ready to develop further, however did not have access to appropriate strategies to do so, in this particular task.

Black and Wiliam (1998, p.2) describe that “teachers need to know about their pupils’ progress and difficulties with learning, so that they can adapt their own work to meet pupils’ needs”. These types of activities become formative assessment when they are “actually used to adapt the teaching to meet student needs” (Black and Wiliam, 1998, p.2). Donaldson (2015, p.67) supports the need for formative assessment, including “Good teaching and learning means employing assessment for learning principles” in his twelve pedagogical principles. In this critical incident, the HLTA conducted a mini plenary. Upon reflection, it may have been suitable to conduct further plenaries to check the understanding of the class, in different styles. Employing formative assessment techniques throughout the lesson could allow for students to identify if they are being challenged.

If Student A was confused by the initial description of the task, seeing this through another medium may have allowed her to approach it differently. Donaldson includes in his principles, “Good teaching and learning means employing a blend of approaches including direct teaching” (Donaldson, 2015, p.65). Within this classroom there was only one HLTA which may have created too large a workload to deliver the lesson, provide support to students, conduct formative assessment and control the behaviour of the classroom. To be able to understand how each student is feeling about the task and provide support, would require more time and resources, which is not always readily available. Additionally, perhaps

time could be allocated to initially teach students about strategies they could use, to support and develop their learning independently.

As well as reflecting on the critical incident, it is important to reflect on my practice as a trainee teacher. Reflection will help me to “question assumptions and deepen awareness. By being proactive in seeking opportunities to develop, a teacher will remain open to the idea that all teaching is an opportunity to learn” (Jackson, 2019, p.1). Analysing a critical incident will enable me to learn more about how I teach, allowing myself to develop professionally. Richards and Farrell (2010, quoted in Joshi, 2018, p.84) describe the benefits of teachers practicing reflection of critical incidents in their classroom to include “greater level of self-awareness, prompting evaluation of established routines and procedures and opportunities for action research”. It will be important to continue this reflection of critical incidents into my professional career, to allow me to develop holistically as a practitioner and develop an ongoing reflective journey.

In order to identify areas for developing future teaching and learning steps, I used a case study method, to focus on an individual student based on an observed critical incident. A non-participant observation method enabled me to gain an insight into practices in a primary school classroom and an opportunity to understand the thoughts and views of the students. Using a case study method allowed me to question and analyse the critical incident I observed and propose potential suggestions to move teaching and learning forward.

The critical incident highlighted several areas to explore. The areas of differentiation and growth mindset, through a social constructivism lens, were subsequently researched in the literature review. The benefits and possible drawbacks of both these areas were noted from research in the field of education, whilst undertaking classroom observations, and subsequently on reflection of the critical incident. It was evident on reflection that both differentiation and growth mindset can have a beneficial influence on learning, however in order to deliver this successfully requires investment in human and physical resources. This continues to be a topical issue in the education sector, with limited financial input, creating difficult decisions within schools, with implications particularly at classroom level.

As echoed throughout the assignment, continuous reflection is a vital practice for teachers to follow. As identified in the ‘Wales Professional Standards for Teaching and Leadership’ (Welsh Assembly Government, 2019, p.8), “The teacher is a professional learner and commits to continuous engagement in a career long development, collaboration and innovation”.

Through focusing on a critical incident, this has opened a new perspective for me as a trainee teacher, with an understanding and appreciation of the balance needed between

educational theory and the implications for the teacher in the classroom. In my personal development as a teacher, I aim to continue my lifelong learning, reflecting on my practice as I continue to gain experience.

AppendicesAppendix 1

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26 September 2019
Lesson details:	Literacy lesson, focusing on a comprehension task. 3 differentiated tasks for each child to choose.
Classroom culture (Are the students focused on learning?)	All students were working independently and focused on the learning.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Lesson purpose was to develop the ability to answer comprehension questions and read text.
Direction (Are the students clear about what they are doing and how to do it well?)	Students given clear direction, with a mini plenary to check understanding.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All students are able to engage, but some finished quicker than others.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Teacher walks around reading and marking, talking to the student about any mistakes.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	I questioned one student about which task they chose. They explained they picked what they felt was the hardest as they wanted to be challenged, but on reflection thought it was too easy. This highlighted the child's mindset and the differentiation technique used.

Appendix 2



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26 September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Differentiation and mindset

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Felt the child's frustration at completing the task quickly and no further work to do.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	children were engaged and interested in the task. There was good behaviour in the classroom. A few children finished their work early and had no extra work to complete.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	The task was enjoyable and the set up of the classroom allowed individual quiet work, but ability to ask a friend if stuck. children did not choose a task that would challenge them enough.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Next time I believe there needs to be better self assessment before starting the task. There could also be more check ins, and the option to change to easier or harder questions if the child felt necessary.
Y profiad newydd / Transformed experience	

Appendix 3

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26 September 2019
Lesson details:	class were sat on carpet creating an EPIC wall/ topic board with the teacher.
Classroom culture (Are the students focused on learning?)	most students were focused on participating, but some were distracted.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	The session was focused on generating ideas for each AOLE linked to the new theme.
Direction (Are the students clear about what they are doing and how to do it well?)	Students understand how to participate, with examples provided.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All students are able to engage.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	No assessment used.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Students are given the ability to influence what material /the way it is taught to them.

Appendix 4



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

Dyddiad/Date: 26 September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): EPIC wall

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Really pleased to see students have a say in what they learn.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	Students were pleased when their ideas were chosen to be part of the EPIC wall. Some children were not listening or taking part.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	Asking students how they would like to learn. ~~more~~ many students didn't know which AOLE their idea would fit in to.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Further explanation about what kind of ideas could be suggested.
Y profiad newydd / Transformed experience	

Appendix 5

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	25 September 2019
Lesson details:	End of day story, to settle children before parents pick them up.
Classroom culture (Are the students focused on learning?)	nearly all children are engaged in the story.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	story is to calm students, but also develops their language and listening skills.
Direction (Are the students clear about what they are doing and how to do it well?)	students understand they must listen to the story, but not all know how to do it well.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All students are able to engage in the story.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	No assessment.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	one child was not participating due to behaviour issues. Informed his parents do not wish for him to be disciplined at home or in school.

Appendix 6



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 25/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behaviour issue

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	surprised as I was unaware parents were able to request the school does not discipline their child.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The story session went well and students were engaged in the story. The child who did not want to sit down missed out on an important experience.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un foth i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	Delivery of the story would remain the same, perhaps doing it in smaller groups to allow more interaction. Parents choice over discipline caused difficulties in engaging one child in the story.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	It would be important to meet with the family to discuss the best steps forward to ensure the child does not miss any key learning experiences.
Y profiad newydd / Transformed experience	

Appendix 7

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02/10/2019
Lesson details:	maths lesson, working on 2 times table.
Classroom culture (Are the students focused on learning?)	Students are focused on their learning.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Groups were working on written maths, whilst others were doing related tasks.
Direction (Are the students clear about what they are doing and how to do it well?)	clear instructions given, with a WAG-OLL provided.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Nearly all are challenged, some are waiting for the next task.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Teacher marks written work and gives next steps.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	A child begins to cry as they feel they can't do the task. Another child steps in and says "if you're challenged, you're learning". Teacher praises both children.

Appendix 8



Yr Athrofa
Addysg a'r Dyniaethau
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Model Beirniad Wedi Adfyfrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): upset and supportive child

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Really proud of the supportive child and surprised at their response, as it was quite mature.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	children were challenged and enjoying the tasks. No aspects were particularly disappointing.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	The structure of the lesson worked well. All children were happy to be pushed.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	more reassurance it is okay to make mistakes, especially in subjects we find difficult.
Y profiad newydd / Transformed experience	

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