

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

This assignment will outline an observed critical incident and will evaluate this in relation to teaching and learning. Tripp (2012) explains a critical incident as a simple event which could take place on a daily basis, but which becomes critical when it is looked at in a certain way by a researcher. Critical incidents could help to highlight certain trends or structures within a class and can be useful for researchers or teachers to reflect on what they have seen, as they begin to look at situations in a different way and develop new ideas about their own practice (Tripp, 2012; Farrell and Baecher, 2017). An observed critical incident will be considered in relation to the four purposes set out by Donaldson (2015) which state what aspects of learning that children should be developing throughout their time in school. The critical incident can be linked to a number of different areas of research, but during this assignment the focus will be on this incident in relation to different aspects of classroom management and the theory of behaviourism, which will then be evaluated in a critical way. The whole observation process will then be reflected upon, in order to determine any strengths or weaknesses of the approach, as well as identifying any possible next steps or solutions to what has been observed.

The BERA (2018) ethical guidelines highlight the importance of maintaining confidentiality and anonymity when using data gained from participants during any research. In order to comply with these guidelines, the school involved within this observation will be referred to as *School Y*, and any individuals mentioned within the observation will also be given a pseudonym to ensure they that they cannot be identified. School Y is located in a small village in Swansea, with around 200 pupils from 3 to 11 years old who are split across five mixed-age classes and two single age classes (Estyn, 2014). In 2018 the percentage of children identified as having free school meals was only 5%, which is significantly lower than the average for the local area (20%) for that year (My Local School, 2018). School Y implements the Leonardo framework in their approach to teaching and learning. This approach primarily focusses on science and art being cross-curricular subjects and highlights the importance of play-based learning throughout the whole school, with a child-centred approach to teaching (Davies *et al.*, 2013; Swansea Edunet, 2019), which is a very similar approach to that suggested by Donaldson (2015) in *Successful Futures* where there is a clear focus on cross-curricular links when planning for teaching and learning.

There are a variety of observation methods which can be used to observe children, but it is important to consider what the aim of the observation is and what method will produce the best results in relation to this aim (Hargreaves, 2002; McNeill and Chapman, 2005). The aim of this observation was to identify specific

aspects of the routines, structures or behaviours within a classroom, and so a critical incident or case study method was used to achieve this. Kumar (2014) defines a case study as an in-depth and extensive study which can be used to consider a specific event, whether it is rare or typical of that environment, while Cohen, Manion and Morrison (2011) and Tripp (2012) outline a critical incident method, where an observer focusses on certain events that they consider to be more significant than others and which require further research and analysis. These methods of observation are very similar both in terms of what they aim to observe, and the outcome of the observation, and so it could be argued that a critical incident is actually a case study method.

There are many other observation methods which could also have been used within the context of this observation. For example, event sampling can be a useful method when focussing on a certain event or occurrence during an observation, as it allows you to track the process of the behaviour from start to finish but can be difficult to carry out without having a specific focus in mind before observing (Harding and Meldon-Smith, 2002; Hobart and Frankel, 2004). A written method is also widely used and can be very useful as it is convenient and can be carried out at any time, and so takes very little planning beforehand, however it can sometimes prove difficult to capture and note down enough relevant information while also trying to fully observe a situation (Sharman, Cross and Vennis, 2004; Papatheodorou and Luff, 2013).

The case study or critical incident method is useful within this observation as it takes into consideration the whole context of the observation and is carried out in the normal environment, as well as having an aspect of flexibility which can be useful to an observer as they can approach the observation from any perspective they choose, or could discover information they initially did not consider (Yin, 2009; Tripp, 2012; Kumar, 2014). This was important for the context of this observation as it allowed the observation to be focussed on any aspect of the classroom experience that was found to be relevant or interesting, rather than focussing on a specific area. However, Cohen, Manion and Morrison (2011) suggest a possible limitation which can develop when identifying whether the outcome can be generalised or whether it is a one-off event, as the incidents observed would often depend on the context at the time which could be hard to replicate. There were four observations carried out using the case study method (Appendix 1, Appendix 3, Appendix 5 and Appendix 7), but for the purpose of this assignment there will be a focus on one observation (Appendix 3).

Non-participant observations require the observer to step back from a situation and to refrain from interacting with the children during their time observing (Palaiologou, 2016). Similarly, Fawcett (2009) suggests that non-participant observations are used when an observer wants to gather facts about a certain topic from a detached perspective, so that their own thoughts or feelings do not affect the outcome of what is observed. This was the case during this observation, as it was

important to try and ensure that any events which were observed were not influenced in any way, in order to be able to get an idea of what the classroom environment was like on a normal day to day basis. However, Papatheodorou and Luff (2013) mention that despite taking a non-participant approach, by simply being within a setting the observer will always influence the individuals in some way, as well as being influenced themselves by the environment they are in.

The observed critical incident took place within a mixed year 1 and 2 class with around 30 children, a teacher and a teaching assistant. The children had just finished their morning of carousel activities and were doing a quick activity with the teacher on the carpet, before going for lunch. The incident involved a pupil (Child X) who was praised by the teacher for giving a correct answer, even though he had shouted it out and the teacher had already stated that she expected the children to put their hands up (See Appendix 3 for further detail).

During this incident, there were other children in the class who were waiting to answer with their hands up, and who were visibly becoming frustrated by the shouting out some of the other children. Donaldson (2015) and the Welsh Government (2017) outline four purposes of the curriculum in Wales, one of which being that children and young people should develop as ethical and informed citizens. In order to do this, Donaldson (2015) suggests that children should be able to consider their own choices or actions and how they affect other people, as well as respecting the rights of others. This aspect is quite relevant to this critical incident as it would appear that the children shouting out are not thinking about how their actions could affect their peers and are not showing respect to either their teacher or the other children. However, it could also be suggested that the teacher is not actually modelling this behaviour either, by not acknowledging the shouting out and encouraging the children to think about how other children in their class might be feeling when this happens. Additionally, as the teacher praised Child X for the correct answer even though they did not have their hand up, this again suggests that she is not considering how her own actions might actually make the other children feel, as this could discourage them from answering questions on the carpet, or from putting their hands up to answer in future.

Donaldson (2015) also states that children should be becoming healthy, confident individuals who are developing their empathy and resilience. Again, in this incident it could be argued that the teacher is not helping to promote empathy among the children in this class, as she does not discuss the shouting out with them or point out how other children may be feeling. However, on the other hand, the teacher is helping to build the children's confidence by praising them after each correct answer and encouraging them to ask a friend if they are stuck. As well as this, Donaldson (2015) proposes that children will become ambitious capable learners who enjoy challenge and will be able to apply any previously learnt knowledge to a range of different contexts. This was clearly seen during this incident as the teacher discussed different shapes with the children, and then asked them to use this

knowledge to identify these shapes around the classroom. There was a level of challenge to this aspect of the activity as she required the children to adapt their knowledge slightly, however they were all very engaged and seemed to enjoy this extra aspect of their learning.

When focussing on the critical incident a number of key areas were identified for potential further research, a significant area being classroom management. Classroom management involves the actions that teachers take to ensure that a learning environment allows effective teaching and learning to take place (Brophy, 2006). Teachers play an instrumental role in developing and shaping effective teaching and learning experiences for children (Hattie, 2009), but it is suggested that these experiences simply cannot occur in a classroom which does not have effective classroom management strategies in place (Korpershoek *et al.*, 2016). There are a number of different strategies that teachers can use to manage their classroom in a positive way, but it is up to an individual teacher to decide what will work most effectively for them and for their class (Reinke *et al.*, 2014). Despite this, it is suggested that teachers do not regularly use a variety of classroom management strategies, often due to a lack of awareness about effective strategies that could actually be used and the way that they could be implemented (Reinke *et al.*, 2014; Korpershoek *et al.*, 2016).

Teachers should ensure that they clarify any classroom rules and expectations with children from the very start, making sure that they are simple and clear to understand (Babkie, 2006; Burden, 2016), as well as ensuring that any rules that are put in place only aim to encourage positive behaviours from children rather than to punish unwanted behaviour (Hue and Li, 2008). In contrast to this, Kaufman and Moss (2010) argue that teachers often use rules which focus on control and discipline to maintain a manageable classroom, because they are often unaware of other methods that could work more effectively. It is essential for teachers to be consistent and fair in any of their classroom management strategies, particularly when enforcing rules, so that children can feel comfortable and can be aware of and accept any consequences that they may face (Yisrael, 2012; Mitchell and Bradshaw, 2013). This idea is supported by Lock and Babkie (2006), who state that the easiest way for classroom management strategies to be undermined is by being inconsistent and enforcing certain expectations for one situation but not for another. This can be seen during the observed incident, as the teacher begins by ignoring the children shouting out and praising those with hands up, then praises Child X even though they shouted out their answer. This inconsistency can cause children to become confused as to whether certain behaviour is acceptable or not within a situation and will ultimately result in a negative impact on the behaviour of the whole class (Hue and Li, 2008).

Hue and Li (2008) and Knoff (2012) suggest that some behaviour does not need to be dealt with directly, and that sometimes a behaviour can be ignored, with praise being used to try and alter the negative behaviour while focussing on the

positive behaviour exhibited by others. This method can be seen at the beginning of the observed incident, where the teacher ignores the children shouting out while praising children for sitting with their hands up, however, this does not help to stop the shouting out and if anything, encourages it further. In addition to this, where the teacher praises Child X after shouting out, it could be argued that this has a part to play in why the children's behaviour does not change even when not being acknowledged, because regardless of the behaviour they show they could be praised. However, in contrast to this Tileston (2004) explains that unwanted behaviour should never be ignored because the children will be aware of what is unacceptable, and if the behaviour is ignored then they may begin to assume that the teacher does not see their behaviour as a priority within the class.

It is also suggested that by Miller and Pedro (2006) that where there is a feeling of respect within a classroom, children will exhibit behaviour that reflects this. They also mention the need for teachers to model respectful behaviour as well as encouraging children to be respectful when interacting with their peers (Miller and Pedro, 2006). Again, it could be argued that the teacher in the observed incident was not modelling this idea of respect, by allowing children to continue to shout out without actually discussing how it could make other children feel. Similarly, some of the children were not showing respect to each other by shouting out while others in their class were waiting to answer.

Another key area identified in the critical incident was the theory of behaviourism, in particular the idea of operant conditioning, which suggests that children learn to behave in certain ways depending on the way that they interact with, and are influenced by, the environment (Bentham, 2002; Woolfolk, Hughes and Walkup, 2013). B.F. Skinner is one of the main influences on the theory of operant conditioning and suggests that any learned behaviour will occur after an event and will be followed by a consequence (Bentham, 2002). It is believed that a change in either of these aspects will result in a change in the behaviour, and according to the behaviourism view, the type of and timing of a consequence will determine whether someone will repeat the behaviour that led to the consequence (Woolfolk, Hughes and Walkup, 2013). Watson (2011) explains that the behaviourism theory is based on the idea that a learner begins with a clean slate and learns behaviours based on either positive or negative reinforcement, with the reinforcement being any consequence which strengthens a certain behaviour. Positive consequences often involve different types of rewards, such as stickers or stamps, extra play time, time to choose an activity, or simply providing praise, while negative consequences are often punishments, and these consequences can either strengthen the link between a situation and a behaviour response or weaken it (Long *et al.*, 2010).

During the incident, the behaviour observed is Child X shouting out, and so it is an unwanted behaviour that should have a negative consequence in order to reduce the frequency of it occurring. However, the teacher praises Child X for shouting out the answer, which would actually be seen as a positive consequence

and so would reinforce the behaviour that Child X is exhibiting, making it likely that this behaviour will continue. However, there is no way to be sure that the reinforcement will actually have this effect on Child X, as Long *et al.* (2010) explain that it is not always clear to know what a child will perceive as being positive or negative in terms of a consequence, and what is sometimes expected to be positive reinforcement, may cause a child to exhibit different behaviours, and so it is important to be aware of how different children in a class may react.

Additionally, it is suggested that while the behaviourism approach can be hugely beneficial in dealing with classroom behaviour and creating an ideal learning environment, it does not necessarily provide children with the understanding of why they should or should not behave in a certain way, as they simply demonstrate the behaviour they have been conditioned to (Mayer, 2009; Pritchard, 2009). However, Ebert and Culyer (2008) describe how the aim of this approach is to begin with extrinsic rewards such as praise or stickers, and then to gradually reduce these to allow children to develop intrinsic motivation for themselves, such as a feeling of accomplishment or achievement, so in this case, it would be expected that they do actually begin to understand the reasons for their behaviour. Another aspect of the behaviourist approach which is useful to consider is the idea of extinction, where a behaviour that has been previously learnt can be forgotten when the expected response no longer occurs (Pritchard, 2009). For example, children may learn over time that they need to put their hands up to answer a question, but if they are not regularly reminded or provided with praise for doing so, they will slowly begin to forget this behaviour.

Reflection for teachers involves an individual observing, analysing and reflecting on performance in order to improve their own professional practice (Belvis *et al.*, 2013) and being a reflective practitioner is arguably one of the most important attributes for a teacher to develop, as it can have such a positive influence on their practice (Sellars, 2017). Gibbs (1988) developed a reflective cycle framework which is made up of 6 stages: description, feelings, evaluation, analysis, conclusion and action plan (Jasper, 2003). This cycle is widely used within reflective practice, however it is criticised by Jasper (2003) due to the fact that it ends at the action plan stage and does not actually return to the first step, meaning that it stops at the stage where it would propose further actions, rather than being able to actually reflect on any action which is taken. For the purpose of the observations I used an ARC to reflect on a specific critical incident during each observation (See Appendix 2, Appendix 4, Appendix 6 and Appendix 8) but for the purpose of this assignment I am using the reflective cycle described by Gibbs (1988).

During the observation, the teacher was questioning the class on the carpet, and after telling the children she would pick children with their hands up, some children began shouting out their answers. The teacher ignored these children shouting out, focussing instead on praising the children with their hands up. This is however until Child X shouts out their answer, which is correct, and the teacher

praises them for it without acknowledging the fact that they were shouting out. I initially felt quite unsure as to why the teacher was not acknowledging the children shouting out or encouraging them to put their hands up, as it became quite frustrating to see them behaving in this way. I was then surprised to see the teacher praising Child X even though she had been ignoring other children shouting out throughout this incident (For a detailed reflection on this incident, see Appendix 4).

A positive aspect of this incident is the method that the teacher used to try to modify the children's behaviour, by simply ignoring it and providing a huge amount of praise to those behaving as expected, however it did not actually seem to deter the children from shouting out. Similarly, in relation to the teacher praising Child X, I do understand sometimes a child may be very reluctant to participate in activities as a whole class or might not often offer answers, and so the teacher may not feel comfortable to simply ignore their answer just because they shouted out. However, if this was the case, then a possible suggestion could be that the teacher could have praised the answer and then gone on to remind Child X to put their hand up next time, so that the behaviour was still acknowledged without ignoring the child's answer.

In general, I think that using hands up can work well in an appropriate lesson, however I think that in the context of this incident, it could have been beneficial for the teacher to use a slightly different approach when this did not prove to be as effective as it could have been. From this, I think that it is important for teachers to use a variety of questioning techniques as part of their classroom management strategy, to allow the children to learn in a variety of different ways. For example, using lollypop sticks to choose names, or using think pair share before providing an answer. This is one aspect that I will consider in my own teaching career, by ensuring that I choose a method of questioning which is appropriate for the situation and which will work effectively within the class I am teaching.

In addition to this, from this incident I have identified the importance of not only ensuring that you create rules for a classroom, but also the need to reinforce these rules on a regular basis. In this incident there were ample opportunities for the teacher and the children to consider the rules and to consider why they were not being followed, which could have then led to more children with their hands up and less children shouting out. Again, I think that this is something which I will take into account within my own teaching, making sure that I discuss any expectations with the class and reminding them of these expectations at regular intervals, or when the need arises.

In conclusion, using a case study method of observation allowed a specific critical incident to be identified for the purpose of analysis during this assignment. This critical incident could then be explored based on the key aspects identified and could also be critically discussed in relation to a range of literature to either support any observed strategies or to suggest alternative methods. The incident has also been reflected upon in relation to what was observed and how this could influence

further practice, as well as any possible solutions or next steps which could be taken to try to prevent the same situation occurring again. Reflection is possibly one of the most important professional attributes for a teacher to develop, as it has the potential to have a positive impact on an individual's practice (Sellars, 2017), and so it is clear to see why being a reflective practitioner is a crucial aspect of the new professional standards for teaching within Wales (HWB, 2019). Throughout these professional standards the role that a teacher has in reflecting on his or her own practice in order to improve their own teaching is discussed regularly, while also stating that teachers should be encouraging the children in their class to reflect on their own work and their own behaviour (HWB, 2019).

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Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Lesson details A year 5 class with 29 children. The aim of the lesson was to use the Skitch app on iPads to generate adjectives to describe tornados. The children were working in mixed-ability pairs to create their image. One boy in the class was identified by the teacher as 'suspected ADHD' and there were children going in and out of the class throughout the lesson for intervention with the TA.
Classroom culture (<i>Are the students focused on learning?</i>) As soon as they entered the class the teacher asked, "Are we ready?" and the children sat up straight with crossed arms and fingers on their lips straight away. During the lesson he also clapped to get their attention and told the children to "get your creative hats on" to which they all mimicked putting a hat on their head, clearly something that they do on a regular basis. The teacher used a lot of welsh commands throughout the lesson and during the register. The children put their hands up to ask to leave their seat, sometimes asking in welsh with the teacher responding in welsh. The teacher walked around the class while teaching, as well as making jokes with the children and laughing, which created a very relaxed overall feeling. The children regularly put their hands up to ask/answer questions, suggesting this is something that is common in the class.
Objectives (<i>Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?</i>) The children were told that the purpose of this activity was to help them gather a variety of words that they will use to help them write a poem later on in the term. The success criteria were shown on the board while they were completing the task and was suggested by the class. Success criteria: - Juicy adjectives - Similes - Clear image of a tornado - Use different colours/fonts - Use predictive text to get accurate spellings
Direction (<i>Are the students clear about what they are doing and how to do it well?</i>) The teacher connected the iPad to the interactive white board which allowed him to show the children exactly what to do during the activity. While he was demonstrating this, he was asking the children to direct him in what to do and the steps he needed to take, for example: "Where will I find a picture of a volcano?" "What do I do once I have chosen the picture I want?" etc. After the children had guided him through the entire process, the end result meant that they could see a good example of what their work should look like and what they should aim for.
Access and challenge (<i>Are all students able to engage in the lesson? Are all students challenged?</i>) While the teacher was explaining the task, the children were very involved and helping to give him instructions and ideas, which got them all very engaged. The teacher showed them all what to do and then encouraged children to "challenge yourselves" further by asking them to use similes to impress him. They then asked whether they could also use alliteration to challenge themselves even further. This task was accessible to the whole class, they were all very engaged and completed the activity accurately. They were working collaboratively in mixed ability pairs which also seemed to work very effectively for this activity.

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

At the start of the lesson the teacher was asking children if they could think of some adjectives, the children had their hands up and he used a Cyril the Swan toy to throw to children he chose to answer. During the lesson the teacher used a lot of open questioning, asking the children to explain their answer, asking for their thoughts on the finished example etc. He also asked for their input when creating the success criteria, which helped him to understand if they knew the aim of the activity. While they were completing the activity, he was walking around the classroom checking that children were on task, offering support if needed and also giving lots of feedback on their work. During the work, he stopped the lesson for a mini-plenary type of discussion. He asked for volunteers to show their work so far to the rest of the class, which he connected to the whiteboard for the class to see. The class then discussed the work on the screen and peer-assessed it against the success criteria, highlighting any aspects that the pair had missed out. He also used this time to reinforce the expected behaviour, reminding the class that they only need to talk to the partner they were sat next to, not anyone else. At the end of the lesson, he again asked for a volunteer to share their work with the class, again on the whiteboard. This time the class were asked to explain something that they liked and something that they thought could be improved, and were praised when they gave an appropriate evaluation.

Specifics / Critical Incidents *(Are there particular telling moments and examples which it would be helpful to discuss?)*

When throwing Cyril the Swan to the children the time given for them to answer was sometimes very short. One child put their hand up to answer but didn't have an answer, so the teacher said "I'll come back to you later" which allowed him more time to think, however he didn't get the opportunity to answer in the end.

At another time, there was one child consistently shouting out "sir, sir, sir, can I ask a question, sir, sir..." which the teacher ignored while addressing the whole class. He then went over to the child while the class were on task, sat next to him and asked quietly "What do you think you could do to get my attention without shouting?" to which the child put his hand up, acknowledging the rules of the classroom.

While the teacher was explaining the task, another child was consistently playing with the trays under the table and making a loud noise, visibly disrupting the rest of the class. The teacher simply asked him to stop, he didn't, so the teacher became firmer and said, "Excuse me can you stop rattling the trays", which did stop the behaviour.

Appendix 2

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

Dyddiad/Date: 25/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher gave a child extra time to think of an answer to the question but didn't go back for his answer.

Profiad/Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Initially I did not think anything of this incident as the teacher was simply giving a child more time to think of an answer to his question. However, when the child was eager to provide the answer, but the teacher had moved on, I did feel quite frustrated for him, but also do understand that the teacher could not ask every child in the class.
Cofio a Deall/ Remember and Understand <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>	The teacher started by asking the children if they could think of some examples of adjectives. They put their hands up to answer and he used a Cyril the Swan toy to throw to them if they were chosen to give an example. A few children were chosen, and then he threw the toy to one child who had his hand up. The child said he couldn't remember what he wanted to say, so the teacher said to have a think and he would come back to him in a minute. The child agreed and threw the toy back, and the teacher continued questioning other children. This boy then put his hand up again, suggesting he had remembered or thought of something to say, but the teacher then stopped looking for answers, without returning to him as he had said that he would, stating that they had had plenty of examples and it was time to start the activity, so the child put his hand back down.
Gwerthuso a dadansoddi/ Evaluate and analyse <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 would continue to use this method of questioning with the class because it worked well, and it seemed to keep the class very engaged. The children knew the routine and recognised that if they had their hand up, they could be able to provide an answer, which will then encourage this behaviour among the whole class.
Casgliadau a chamau gweithredu/ Conclusions and actions <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>	A possible solution to this would be to use a different type of questioning alongside this strategy. For example, asking the child who did not have an answer if he would like to pass onto a friend, or ask someone else for help, may have worked better in this situation than simply leaving him without an answer. However, I am not aware of what this child is like on a day to day basis in the class, this could be a regular occurrence and maybe the teacher knows he will put his hand up but not have an answer, and so isn't overly concerned about requiring an answer from him. Another aspect that could be taken from this is the amount of time given to children to think about and answer a question. If the child in this situation had had longer to think then he may have come up with an answer, however again this is difficult to say for definite as I do not know how this child behaves or interacts in the class on a day to day basis. The answers were expected quickly from the class, but it was quite a fast-paced quick activity at the start of the lesson to get them thinking about what they were about to do, so I do understand why the short waiting time was the case.
Y profiad newydd / Transformed experience	

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details This was a year 1/2 mixed class. The children were sat on the carpet for about 25 minutes having a recap of 2D shapes before going to lunch.
Classroom culture (<i>Are the students focused on learning?</i>) Once the children had all come to sit on the carpet area, the teacher clapped in a sequence for them to repeat back to her, to gain their attention. Lots of the children did clap back with her but it took a few claps to get the attention of all the children. Throughout the time of this activity the teacher was sat on a chair at the front of the class using the whiteboard, with a good view of all the children on the carpet. The TA was not involved in this teaching time as she was busy setting up provision around the classroom. The children were told to put their hands up to answer questions however a few children were shouting out.
Objectives (<i>Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?</i>) There were no clear objectives to this aspect of the lesson as it wasn't a formal explanation of a lesson and was more of a reminder of things they had learnt already. The aim was simply for them to identify 2D shapes and discuss them, and for the teacher to check whether they could remember previous knowledge.
Direction (<i>Are the students clear about what they are doing and how to do it well?</i>) The children knew they were identifying shapes that they had previously learnt. The teacher also praised the children for correct answers, and encouraged them to put their hands up to answer.
Access and challenge (<i>Are all students able to engage in the lesson? Are all students challenged?</i>) Most of the children were engaged at the start of the activity and were trying hard to get the correct answer. However as the lesson continued the number of children with hands up decreased, and more and more children began shouting out. There also weren't many opportunities for a further challenge for the children. The teacher would hold up a shape, pick a child with their hand up to answer, and if the answer was correct, they would move onto the next shape. This happened quite quickly with very little time for thinking in between shapes so could be a reason that some children seemed to be disinterested, because they weren't as quick as others. There was also no explanation of the answers, which some children may have needed in order to fully understand.
Assessment (<i>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?</i>) During the activity the teacher asked children to find certain shapes around the classroom. The children were very engaged during this and were eager to find shapes in the windows or chairs, for example. This aspect encouraged more discussion of the shapes and slightly more challenge and allowed the teacher to see if they understood the properties of the shapes. For example, one child put their hand up to say the windows were a square shape, to which the teacher explained that they were actually rectangle "because two sides are long and two sides are short, a square would be all the same".
Specifics / Critical Incidents (<i>Are there particular telling moments and examples which it would be helpful to discuss?</i>) When the teacher was choosing children to identify each shape, she was picking children only with hands up and ignoring the children who were shouting out, even if it was the correct answer. This would suggest that the normal rules of the classroom are to put hands up and not to shout out, however after this happening a few times, one boy

shouted out the correct answer and the teacher acknowledged it and praised him for his correct answer, without mentioning that his hand wasn't up.

At the end of the activity, the teacher told the children that they could go for lunch when they were "sitting nicely". Most of the children immediately sat up straight and crossed their arms, as she had demonstrated, and she then began picking children who could leave. One boy was sat near the back and had sat in this position straight away but was not picked. His facial expression became more and more frustrated as he watched children around him getting picked who had not been sitting nicely from the start, while he still hadn't been chosen. As this went on, he continued to look very frustrated and uncrossed his arms and legs, as if he had given up, and then got picked to leave. This doesn't really help to enforce any rules about how to sit or reward good behaviour.

There was a lot of closed questions asked to the children, giving them very little opportunity to explain their answers or their opinions. For example, the teacher would ask "what shape is this?" the children would answer, and they would move onto the next shape. There could have been more opportunity for discussion, as well as longer wait times in order to give all of the class the chance to answer.

Appendix 4

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

Dyddiad/Date: 26/09/19**Digwyddiad critigol (Ffocws)/Critical incident (focus):** Child praised by the teacher for shouting out an answer.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	I was initially unsure about the normal 'rules' or expectations that the teacher sets out for the children when they were on the carpet, as I had not been in the classroom for very long so was not sure how they would usually behave. I was also a bit confused as to why the teacher did not acknowledge the children shouting out throughout the whole session, especially when ignoring them did not seem to work. I did feel sympathy for the other children on the carpet who were putting their hands up and waiting to answer, as you could see the growing frustration as more and more and children were trying to shout above each other. It was also quite frustrating as an observer, because it was clear to see how many children were actually shouting out, and not really listening to the other children in the class or the teacher.
Cofio a Deall/ Remember and Understand 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 class were sat on the carpet before going for lunch recapping their knowledge of 2D shapes with the teacher. The teacher started questioning the class and told children that she would pick people who were sitting nicely and with their hands up. She began choosing children who had their hands up to answer, however, while she was asking the questions/waiting for answers, a lot of the children began shouting out answers. She ignored these children shouting out and continued to choose children with their hands up. As the questioning continued, the number of children shouting out was visibly more than it had been at the start, while the teacher continued to ignore it and select children with their hands up. At one point, the teacher asked a question and a child sat at the front immediately shouted the correct answer, and instead of ignoring him like she had done to other children, she praised him for giving the correct answer. After this, it was clear to see that some children seemed confused at how this child had been praised for answering even though he was shouting out.
Gwerthuso a dadansoddi/ Evaluate and analyse 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>	Personally, I think that the method the teacher used was justified, as for a lot of children, knowing they aren't going to get chosen to answer without a hand up would have been enough motivation for them to conform to the rules. I do also understand that sometimes a child in a class might be very reluctant to answer questions or to participate in whole class situations. This could have been the case with this child, and the teacher may not have felt comfortable ignoring his answer, even though he shouted out, because it could be such a rare occasion that he is actually involved/gets the correct answer. The teacher also gave the children who answered correctly lots of praise and encouraged them to think about their answer again if they were incorrect.

Casgliadau a chamau gweithredu/ <i>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>	I think that a hands up approach can work really well for some aspects of teaching, and as mentioned I do understand why the teacher used this approach. However, I feel that when it was clear to the teacher that ignoring the children shouting out was not going to counteract the issue, there could have been a change of approach or an activity to refocus the children. I think going forward from this, it could be useful to use a range of questioning methods so that the children have different experiences, for example, think pair share, or lollipop sticks. It is also important that you remind children of any rules that you have within the class and encourage them to exhibit them. For example, when this child shouted out his correct answer, if she did not feel comfortable ignoring him etc., then she could have accepted his answer and given him praise, and simply followed it with a reminder that next time he should put his hand up. That would then also be a clear reminder to the other children on the carpet too.
<i>Y profiad newydd / Transformed experience</i>	

Appendix 5

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Year 1 and 2 mixed class. The children were on the carpet after the morning registration while the teacher was explaining what their new continuous provision activities were and what they would be doing for the morning.
Classroom culture (<i>Are the students focused on learning?</i>) After the register was complete, the teacher had a quick chat with the class, asking them if they were looking forward to finding out what they would be doing today. She then asked the two 'Helpwr heddiws' sat at the front of the class to lead a clapping routine for the children to follow while she went to collect resources from one of the tables. The children did this incredibly well, with all the children on the carpet clapping along with the children at the front. She then came back and went on to explain each area in the class and what the children would be doing there. The teacher was sat on a chair at the side of the carpet with a good view of all the children, and the TA was not present during this explanation.
Objectives (<i>Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?</i>) While explaining each of the activities, the teacher was very clear about what she expected the children to be doing. She described each step of each activity and in some cases, she talked them through each step, for example, when explaining to them that they were going to be drawing a pumpkin on the computers and writing a welsh sentence, she modelled this at the front of the class.
Direction (<i>Are the students clear about what they are doing and how to do it well?</i>) The children seemed to be very engaged during this explanation and the teacher seemed happy that they understood what they would be doing. She didn't revisit the areas however so there was no way to know whether the children actually understood until they actually began the lesson.
Access and challenge (<i>Are all students able to engage in the lesson? Are all students challenged?</i>) It was difficult for the teacher to provide opportunities for the children to interact in this part of the lesson, because it was necessary for her to simply explain each aspect. However, all of the children did seem to be generally very engaged, with only a few small incidents on the carpet where the teacher had to remind them that they needed to listen.
Assessment (<i>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?</i>) The teacher seemed to use questions for the children when they were starting to become a bit disengaged, which seemed to work very well. For example, she would ask them things like "This pumpkin is part of the activity on the art table, what do you think we might be doing?" to which the children shouted out lots of ideas before she actually explained what they would be doing today.
Specifics / Critical Incidents (<i>Are there particular telling moments and examples which it would be helpful to discuss?</i>) While the teacher was explaining, some children were becoming visibly fussier, as they had been on the carpet for quite a long time at this point. One boy was sat near the back of the carpet and next to the art table which had a number of pumpkins on to be used during the activity. As the explanation went on, he became very disinterested and

seemed to focus his attention to these pumpkins instead, touching them and moving them around. The teacher didn't acknowledge this for a while, until one rolled off the edge of the table and a number of children in the class also noticed. She told the boy to stop fussing and that "you will be one of the last children to do this activity now you have ruined it for yourself" and went back to explaining. However, this did not discourage the child and he continued playing with the pumpkins until the end of the time on the carpet, with no further acknowledgement.

While explaining the activity in the Lego, the teacher explained that she wanted them to make a rainforest scene or to try and make an animal who lives in the rainforest out of their Lego. She gave them some examples of the types of things they could try and make, and then stated that she didn't want to see anyone making "swords or guns or anything dangerous" suggesting that this is something that has happened before and she is preventing this before it happens. She went on to tell the children, "if anyone does this what will happen?" and the class, at the same time as the teacher, announced that "your peg will move down the chart", relating to their behaviour chart. Clearly this warning to the children is something that is used regularly, as they all knew the consequence, and it was effective as the children did build the correct things with their Lego.

Appendix 6

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

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Using a behaviour chart to explain expectations and consequences

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I thought that the way the children reacted to the teacher mentioning the use of the behaviour chart was very interesting. They seemed to all know what the result of the unwanted behaviour would be, which made me believe that this was something that would have been used on a regular basis.
Cofio a Deall/ Remember and Understand <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>	The teacher explained that in the Lego area, the children were only allowed to create models associated with the rainforest theme. She then explained to them that she didn't want to see 'any guns or swords' and that if she did see them 'you're peg will move down'. The children all recited this along with her as she said it, suggesting they are very familiar with this type of consequence. This wasn't mentioned again by the teacher once the activities had finished, implying that there were no issues with what was created in the Lego and the children had understood the instructions, however it was not monitored by a teacher so there really isn't any way to know for definite whether this was in fact the case.
Gwerthuso a dadansoddi/ Evaluate and analyse <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 think that managing behaviour in this way is very effective. By explaining to the children what you expect and the consequences that will happen for a certain action, they can be fully informed about how they need to behave and are already aware of what type of consequence to expect if they do not. An advantage of this strategy is also the fact that it gives the teacher the opportunity to explain the class rules/expectations to the children. This wasn't seen in this situation though, because it was quite a straightforward example, but if it had been more significant the teacher could have encouraged the children to think about why they should/shouldn't behave in certain ways.
Casgliadau a chamau gweithredu/ Conclusions and actions <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>	There are not too many aspects of this approach that I would change or adapt as I think overall, it's a very effective way of encouraging appropriate behaviour within a class. However, I do think that it could have possibly been used more regularly within the class, as this was the only time the behaviour chart had been mentioned over 2 days. I also think that it is important to also move children's names up the chart for showing good behaviour, so that it is not only seen as a negative thing. I am sure that this must happen within the class as there is room to move up the chart, however it was not observed during this time in the class.
Y profiad newydd / Transformed experience	

Appendix 7

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Year 1/2 and 2/3 mixed classes together on the carpet after morning session, before going for lunch. Quick recap on welsh words related to the rainforest theme that they had already discussed e.g. mwnci, llewpard etc.
Classroom culture (<i>Are the students focused on learning?</i>) This was quite a difficult situation as there were two classes (almost 60 children) on the small carpet area with one teacher and two TA's. When the other class initially joined it was very chaotic with the number of children trying to fit into the small space, but the teacher quickly resolved this by clapping, which the children copied until they were all paying attention.
Objectives (<i>Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?</i>) There were no lesson objectives displayed during this lesson, but this was because it wasn't a formal lesson, just a quick session to revisit the children's prior knowledge. However, the teacher did explain to the children that they were going over these words/phrases because they would be using them in the role play area later, so they were aware of the aim of the activity.
Direction (<i>Are the students clear about what they are doing and how to do it well?</i>) The teacher began by questioning all of the children on the carpet, asking simple questions like "what is the word monkey in welsh", "how do I say snake", etc, and choosing children who had their hand up to answer. If the children answered correctly, they were allowed to have a sticker, and if they answered incorrectly, they were asked to pass it onto a friend who could then try to answer. The whole class would all then say the correct word together, helping to reinforce the language. after going through a few examples of different animals, the teacher asked for two volunteers to come and talk to the class in welsh. She chose two children who then had to stand at the front and ask "Pwy wyt ti?" and then answer with whatever animal they wanted to choose. She then did this with two more pairs. The children were very engaged in this and seemed eager to be able to have a turn stood at the front of the class.
Access and challenge (<i>Are all students able to engage in the lesson? Are all students challenged?</i>) Most of the children were actually very engaged during this session, despite the large number of them on the carpet. There were some disruptions from children who were fussing and beginning to talk to each other, but these were quickly spotted and stopped by the teacher or the TA's. The words the teacher expected the teacher to know were clearly things they had already learnt, as the majority of children seemed to be aware of these words and knew how to pronounce them etc.
Assessment (<i>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?</i>) The teacher used different questions when gaining the answers from the children and pushed some children slightly more than others asking things like, "how would I say, I am a monkey?" which required them to slightly extend their answer as she thought they were capable. It was hard to decide whether the whole class were fully understanding the concept especially due to the number of children, however they did all seem to be repeating the words along with the teacher.
Specifics / Critical Incidents (<i>Are there particular telling moments and examples which it would be helpful to discuss?</i>)

During the questioning, there was a boy sat in the middle of the carpet area who was stretching his feet out to reach the child sat in front. The child in front started turning around and talking to him, which the teacher noticed. She stopped talking to the class and asked the second boy what had happened, to which he explained "Child A is kicking me", and without questioning the other boy she told him "You can come and sit at the front now I can't trust you over there", and he was moved to sit right at the front of the carpet.

When asking the children to answer questions, the teacher asked them to show their 'suggestion hand' at certain points, rather than to put their hands up. She explained to the children that this was what they should do if they think they might be able to help out another child with their answer. This seemed very effective and the children had clearly seen this before as they understood what they had to do. She also praised children for doing it correctly, saying to one child "Show everyone your suggestion hand it is perfect!" and he then modelled this to the rest of the class.

Appendix 8

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

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child moved to sit at the front of the carpet because he can't be trusted.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	This incident made me feel quite sad for the little boy who had to be moved to the front for a few reasons. I thought it was quite unfair for the teacher to not even ask him if he had actually done what the other child was suggesting, or asking why he had done it, as he didn't really have any time to explain. I also don't think it was intended to be aggressive in any way, as he did really just seem like he was trying to sit in a different position on the carpet and accidentally knocked the child in front. I also felt that it was quite unfair for the teacher to tell him that he can't be trusted, without even knowing the full story.
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>	All 60 children had been sat on the carpet for some time (around 20 minutes) and one child (child A) in the middle of the carpet began moving around and stretching his legs out, towards the child in front (Child B). The teacher initially didn't notice this happening. Child A then hit Child B with his foot, at which point Child B turned around and started talking to Child A asking him what he was doing. The teacher at this point noticed the disruption and asked child B why he was turning around. He stated that child A had kicked him, to which the teacher responded by telling child A that he would have to come and sit at the front of the carpet because she could not trust him in the middle. He moved to sit at the front and did not make any further interruptions for the rest of the session, but he did not seem interested in the welsh lesson that was taking place. In fact, he seemed quite confused about why he had been moved.
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>	It is hard to fully evaluate this incident because I did not know the child beforehand, and so I wasn't aware whether the teacher had to speak to them regularly, or whether they were usually well behaved etc. However, based on what did actually happen I felt like the consequence for this child was quite extreme, especially without actually determining what had actually happened or speaking to either child to find out. Although it was during a time where the teacher was dealing with lots of children on the carpet so it is quite understandable why there wasn't really much focus on finding out specifically what happened, but there were two TA's in the class who could have taken time to go through this.

Casgliadau a chamau gweithredu/ <i>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>	Personally I think the only real aspect that could possibly have been done differently within this situation is where the teacher told the child she could not trust them because of this behaviour, especially without actually knowing the full story. As mentioned, I understand why there was not a lot of time spent discussing this incident but I think it could have been taken off the carpet to TA's to resolve, or the child could have been given a warning and told that if it happened again that they would have to move.
<i>Y profiad newydd / Transformed experience</i>	