

**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.**

Critical incidents allow practitioners to consider pedagogical ideas, theories and literature in relation to a real-life situation. A critical reflection upon this can also provide insight into new ways of moving forward for both teachers and learners.

This assignment will consider one such observed critical incident, providing context for the focus of this observation. Areas for research connected to this critical incident have been identified and relevant literature will be reviewed in relation to the critical incident itself. The critical incident will be reflected upon in light of this research. It will be evaluated, and ideas informed by research will be suggested as potential next steps. Finally, a conclusion to the assessment will be drawn.

For this assignment, I have examined a critical incident which took place in a mixed comprehensive school teaching Key Stages 3-5, with an average pupil population of 1700 (Estyn, 2018) located in a suburban area of a South Wales city. As per guidelines for anonymity defined by the BERA (2018) the school will hereafter be described as “School X”.

School X is one of several “pioneer” schools in Wales which run a curriculum based on *Successful Futures* (Donaldson, 2015) and provide feedback used to develop the new Welsh Curriculum, also based on *Successful Futures* and due for implementation in *Curriculum for Wales 2022* (Welsh Government, 2019) at the time of writing.

The class observed for this assignment was an elective class for Key Stage 3 pupils focusing on journalism. School X runs a program of elective classes for KS3 pupils focused on specialist subjects, with classes taking place twice weekly. These classes are not formally assessed, and no qualification is resultant. This class was taught by a teacher, hereafter described as “Teacher A” as per BERA guidelines, from the English department with prior journalistic experience. Six pupils had elected to take this class, and all were in attendance.

The core activity of the class involved the learners dividing into pairs on separate tables and examining headlines in an issue of a national newspaper to identify language techniques used by the authors of the headlines. Pupils would then individually select their favourite headlines to cut out and stick down in their workbooks. Learners were then expected to write

down in their workbook answers to set questions pertaining to these headlines. The set questions were displayed on the Interactive White Board.

The critical incident that I will focus on here involves two of the pupils in this class, hereafter described as “Pupil A” and “Pupil B” as per BERA guidelines.

This assignment involves the review of a critical incident. The critical incident is an event or behaviour that might only occur once, but which is significant enough to warrant observation because of the insight that it provides (Cohen, Manion & Morrison, 2000). In this context, though the incident itself might seem small or commonplace, analysis that allows one to place the incident in a wider context creates a criticality (Tripp, 2011).

A critical incident must be observed, and therefore, observation was carried out in four KS3 classes across one day in School X. Structured field notes were taken during each class (see Appendices 1-4). For these field notes, questions were adapted from *Ticked Off* (Fletcher-Wood, 2016). Following the observations described above, possible critical incidents were identified in each class and reflected upon using an Assisted Reflective Conclusions model (see Appendices 5-8). Of the four critical incidents considered, one was then selected for review.

The observation was non-participant and took place under natural conditions. The intention behind this was to capture a realistic snapshot of the learners and their environment. However, one must consider the distorting “*Hawthorne effect*” (Kumar, 2014 p.174). This refers to the distortion of people’s behaviour caused by their awareness of the observation taking place. Though effort was made to be as unobtrusive as possible, with the observer sitting at the back of the class and remaining silent throughout the lesson, the fact that there were only six learners and one teacher in the room means that any observation might be too obvious to go unnoticed.

The recording of the observation in field notes was also narrative or descriptive in nature and yielded qualitative data as a result. This allows for a deeper insight, however there are shortcomings to this method of data recording. The subjectivity and bias of the observer can further distort the gathered data, and while field notes were taken, it is possible that the observer could miss key details or information (Kumar, 2014).

Observation as a rule is generally subjective, and the more the observer infers, the greater this subjectivity can become (Cohen, Manion & Morrison, 2000). It would perhaps be possible to gather similar data in a controlled observation or with an observer acting as a participant. Or to even create a scale whereby one could collect a quantitative set of data.

This could counterbalance any observer bias, but the more involved the observer, then perhaps the greater the Hawthorne effect created.

To provide a critical context in which to consider this incident, it will be related to the Four Purposes of the curriculum described in *Successful Futures* (Donaldson, 2015). This is especially relevant given School X's position as a pioneer school for the *Curriculum for Wales 2022*, still in its drafting phase. Given this curriculum is so closely linked to Donaldson's report, the Four Purposes are strongly featured and highlighted to learners in their lessons and wider school environment.

The critical incident took place during a period of individual work carried out by the learners. Teacher A had returned to their desk while the learners continued with their activity, having already set the task and checked for understanding. While Pupil A carried on with the task, Pupil B, who was sat at an adjacent table, talked aloud about topics not relevant to the class or the activity, and commented on how quiet the other learners were, Pupil A then asked Pupil B to be quiet, so they could continue with the activity. (See Appendix A)

Of Donaldson's Four Purposes, the one that is probably the most relevant is the purpose of creating "*Ambitious, Capable Learners*" (Donaldson, 2015 p.29). It seems clear that Pupil A is one such learner, able to "*Set themselves high standards and seek[ing] and enjoy[ing] challenge.*" (Donaldson, 2015 p.29) Also, the wider context of the class and environment feeds into this idea of the Capable Learner. Teacher A described ahead of this observation how School X's programme of elective classes for KS3 pupils offered learners their first opportunity to select their own programme of study, which conventionally occurs at KS4, when pupils select their GCSE courses. Teacher A also stated that the autonomy given to pupils to choose their own elective without having to consider qualifications or exam results meant that pupils were self-motivated to learn.

As Pupil A perhaps best represents the ambitious, capable learner, they will be the focus for my critical review of this incident. The critical incident will be viewed through the lenses of the constructivist school of teaching and its relation to learner autonomy. Constructivism is one school of thought regarding learning that neatly ties into the idea of an autonomous learner, who by virtue of their own self-propelled learning must prove ambitious and capable. The incident will also be considered in connection to classroom management, particularly learner motivation. Given the atypical nature of the class in which this critical incident took place, consideration must be given to how the classroom is managed, and what motivates the learner in this instance.

A movement is being made in Welsh education towards a new curriculum that values the idea of learners leading their own learning. Given this notion, it seems relevant to consider

the underlying trends or motives that this critical incident might identify (Tripp, 2011), and their further implications for ambitious, capable learners.

The constructivist school of teaching was founded upon the theories of Jean Piaget, though one could argue that its roots could be traced back as far as Jean-Jacques Rousseau, whose philosophy on education valued a learner-centred approach with focus on encouraging learners to reason and therefore discover their own learning (McManus, Warman & Whatmore, 2019).

Jean Piaget was one of the most influential theorists on development of the 20th Century, and his work continues to make an impact today (Egan, 2002). Constructivism is based on Piaget's cognitive theory, which suggested that learning takes place when information is built, or constructed, upon an existing structure of knowledge and learning skills (Pritchard, 2009). A constructivist believes that learners learn within a cognitive structure that defines their understanding of reality. This in turn develops by stages as the learner gets older, graduating from a purely concrete understanding of reality to a conceptual understanding. Learning must have a meaningful connection to these structures in order to fully embed. Therefore, the learner should lead their own learning by experimenting with and constructing their own meaning (Denby, 2015). This would seem to indicate that rote or "shallow" learning will not embed in the learner's memory as it would not hold any existing meaning to the learner.

A role that could be applied to Piaget's learner is that of the "Lone Scientist". A learner who constructs their own cognitive recognition of the world around them without the direction or intervention of an adult teacher. This idea is worth exploring in connection with the critical incident described as this attribute could be applied to Pupil A. In a classroom environment where Teacher A observed but did not intervene in learning or learner interaction, an assumption could be made that learners would quickly go off-topic. However, Pupil A demonstrated an intrinsic willingness to learn unaided and despite peer pressure.

Despite the influence of Piaget's theories, it is important to recognise that there are detractors within and without the school of constructivism. An important counterpart to Piaget is the developmental theorist, Lev Vygotsky, who developed the social constructivist theory. Vygotsky considered cognitive development not in stages but as a continuum, and that learning occurred within a Zone of Proximal Development. Practically, the ZPD is a point where learning is new to the learner, but attainable – if it is familiar to the learner, or too difficult, the learner will disengage (Denby, 2015). Vygotsky also recognised the importance of adult teachers to the learner, suggesting that teacher-assisted learning or "Scaffolding" – an idea developed by Wood, Bruner & Ross in 1976 – is integral to cognitive development

(Mitchell & Zeigler, 2013). The learner is not a lone scientist then, but a “Little Apprentice”, their learning being assisted by adult teachers around them.

It is important when considering this critical incident to recognise that despite apparently minimal intervention made by Teacher A during the learning, the lesson did not occur in isolation. Teacher A may have provided a scaffold upon which Pupil A was then able to develop their own learning. The difference in behaviour between Pupil A and Pupil B might also indicate that Pupil A was within her ZPD during the learning, and Pupil B was not.

Social constructivism (or socioconstructivism) is generally considered the most applicable version of constructivism in more modern teaching theory (Shulman, Restaino-Baumann & Butler, 1985). This recognises the practical and social role of the adult teacher in supporting cognitive development. A simple argument against Piaget’s stages of development is that children, apparently incapable of hypothetical reasoning until adolescence, would not be able to comprehend fiction. *“Does this mean that we should abandon attempts to introduce children to the Harry Potter or Lord of the Rings books?”* (Mitchell & Zeigler, 2013 p.11) This recognises the complexity of cognition and scrutinises the feasibility of dividing its development into stages. Piaget’s theory is thought-provoking idea of cognitive development, and was pioneering in its time, but Vygotsky’s ideas seem to more closely follow modern constructivism, and perhaps fit better with this critical incident.

Constructivism is only one school of teaching. Another influential school is that of behaviourism. Behaviourism was typified by Ivan Pavlov’s work on classical conditioning, which involved creating an association between an existing stimulus and a neutral stimulus. This is typified in Pavlov’s famous experiment with dogs, which were conditioned to salivate at the sound of a bell by building an association between the sound of a bell and being given food. B. F. Skinner then built on this idea with his theory of operant conditioning. This form of conditioning involves encouraging or discouraging voluntary behaviour through positive or negative reinforcement – behaviour that you want to encourage might be rewarded, while undesirable behaviour might be punished (Denby, 2015).

This critical incident might indicate the merits of a constructivist approach versus a behaviourist approach. Conditioning requires the application of a stimulus, which could be described as extrinsic motivation. When considering the critical incident, there is very little extrinsic motivation taking place. The class is elective, and no formal qualification or certification is forthcoming as a result. Instead, it seems an intrinsic desire for learning is taking place here. Learners attending the class will have chosen from various elective classes to attend this one and continue to engage with the material despite no apparent reward. This seems to more closely follow the constructivist model of learner-led

development. However, an argument could be made that conditioning in the school environment and in other classes may inform learner behaviour.

Until the 1980s, relatively recently in the history of British education, classroom management and learner motivation was largely driven by corporal punishment. This was then replaced by a system of corrective punishment, but it became clear that schools should consider means of encouraging desirable behaviour and learning (McLean, 2003). It is clear that both before and after the phasing out of corporal punishment in schools, the principle applied to classroom management and learner motivation was one of operant conditioning. A behaviourist system presided in which learners were punished for undesirable behaviours, and when this system was phased out, attention turned to methods of rewarding desirable behaviour.

It would not be unreasonable to argue that a behaviourist approach to motivation amends only learner behaviour and does not change the learner's relationship with learning. Learners are now becoming more autonomous in society, and this does not square with a reward-punishment system of extrinsic motivation. As learners encounter a world where teachers are not their only source of knowledge, and in which their rights are recognised as more equal to adult rights than ever before, emphasis is placed in intrinsic self-motivation (McLean, 2003). Self-motivation, and the idea of a teacher as facilitator for learning would seem to suggest a drift from behaviourism to a social constructivist style of teaching.

Pupil A is perhaps reaping the benefits of this move from a control culture in schools to one of self-motivation. Learner-led control of learning content is usually reserved until children reach Key Stage 4, when learners may elect which subjects to study for GCSE or equivalent qualifications. In School X, KS3 pupils are given their first example of autonomy over their own learning through this programme of elective lessons.

If motivation during this critical incident is examined using the expectancy-value theory of motivation, it is perhaps clear why Pupil A remains self-motivated without any behavioural control immediately apparent. This theory focuses on the idea that motivation is a result of learners expecting to succeed in their learning coupled with the value that learners place in that learning. With a compulsory lesson, teachers may have to assist learners to find expectancy and value in order to motivate, and often extrinsic motivators such as praise or rewards will be used to achieve this (McLean, 2003). It could be assumed that Pupil A was able to approach this elective class already motivated. The expectancy of success in learning and the value of that learning might be implicit because the pupil autonomously chose the class that was the most personally engaging. This reflects the idea of learners as apprentices, with teachers and schools facilitating a self-motivated learning journey.

Autonomous learning can also be encouraged through a positive system of interdependence between the learners. Positive interdependence is one of five key elements of group work identified by Johnson et al in 1991 (Irie & Stewart, 2012). The interaction between Pupil A and Pupil B during this critical incident seems to indicate an understanding of this, with one learner encouraging another to keep working. Other elements of effective group work include individual accountability, face-to-face interaction and social skills. While Pupil A is clearly accountable for their own learning, their face-to-face interaction and social skills when confronting Pupil B could be improved to allow for more seamless autonomy. Another element missing is group processing, which is unsurprising given the activity for the lesson was not completed when the lesson ended.

If the argument stands that the class in which the critical incident takes place is atypical by virtue of encouraging greater learner autonomy and self-motivation, then it is expected that classroom management might differ. Due to the small class size and the narrow focus of the learning, plus the elective nature of the class already discussed, the learning feels more personalised. Teacher A can also personalise their own discipline style, with no apparent need to be a disciplinarian, but instead just acting as a watchful presence. This personalisation of lessons is recognised as a method of effective classroom management (Cowley, 2001). It might be the case that this form of management is easier with a class of six pupils compared to a class of thirty. A collaborative class of six pupils could be close to a *"Golden Scenario"* (Waterhouse, 1990 p.64) for classroom management.

This critical incident has allowed me to consider the dichotomy between constructivism and behaviourism in relation to teaching. It has also provided an opportunity for me to consider the effects of learner autonomy and intrinsic motivation on the classroom environment. This reflection will allow me to thoughtfully consider the critical incident and how it might allow me to develop or adjust my own pedagogy.

I chose to focus on this critical incident due to the atypical environment in which it occurred. The small class size, elective nature of the class and the lack of formal assessment seemed like important factors to consider, and I feel the effect that these factors might have had on this critical incident could have wider implications for both the school and my own professional and personal development.

When observing this critical incident, I felt that there were promising elements of social constructivism taking place. When it comes to schools of teaching, I feel that I instinctively lean closer to the constructivist school than the behaviourist school. However, there are factors of both that I feel are valuable in a teaching environment, and perhaps the blending of approaches is more appropriate in a school environment.

The learners were engaged with the lesson with very minimal motivation by the teacher, exemplified by Pupil A. This was counter to my personal bias, which was an expectation that learners would disengage from a given task if an opportunity to talk and socialise became available. This did make Pupil B's apparent disengagement with the work disappointing. It seemed to me that they did not fully engage with the work because they found it too challenging. In a social constructivist model, it would be outside Pupil B's ZPD. If this is right then according to the expectancy-value model described above, Pupil B would not be motivated to learn as they would not expect to be able to achieve the learning.

The opportunity to see a lesson in which Teacher A was able to provide instruction and knowledge with very minimal need for classroom management was interesting. This freedom for autonomous learning seemed to have the desired effect with Pupil A, who remained animated and passionate about their work throughout the lesson. My immediate instinct with Pupil B would be to suggest that Teacher A play a more traditional and active role in the classroom. However, I feel this could stifle the autonomy of the learners. Perhaps a better alternative would be to encourage more collaborative work between the learners, allowing Pupil A to support Pupil B's learning.

I feel that this critical incident identifies the benefits of recognising learner autonomy and allowing a learner-led approach. Beyond this particular class, there could also be implications that would benefit School X as a whole. It could be beneficial to the self-motivation and autonomy of learners to allow them greater flexibility to choose their own learning within a classroom environment. Complete freedom would be controversial and probably ineffective, but to give learners choice within defined parameters could be an effective compromise. To give an example, learners could choose to study a particular novel from a small selection as part of an English Literature class. This sort of curriculum flexibility is something already suggested by Donaldson (2015).

Furthermore, this critical incident might indicate the effectiveness of reduced class sizes. With fewer elements of undesirable behaviour in the classroom, teaching becomes less of a control exercise, which could result in greater learner autonomy. While reduced class sizes are expensive and probably unrealistic at this point in time, I feel the possible benefits to teachers and learners should be acknowledged. A possible alternative within present classrooms could be to focus more on grouped work, encouraging positive interdependence between learners.

As for my professional and personal development, this critical incident has highlighted for me the importance of creating a learning environment that promotes the value of subject content. It also exemplified the importance of making learning attainable. Less focus on

reward and punishment, and more focus on providing support and scaffolding for learners seems to be a more relaxed and positive experience for teachers, and provides learners with valuable skills of autonomy and self-motivation. This could be achieved through focus on social constructivist styles of teaching, but also with a focus on engagement with learners and their existing passions.

In conclusion, this critical incident has allowed for reflection on the practical application of learning theories and schools of constructivism and behaviourism. As per the professional standards of teaching and leadership (Welsh Government, 2017), focusing on such a critical incident allows practitioners to reflect on continuous professional learning and the standards needed for effective pedagogy.

This critical incident was recorded following one day of observation in School X. A literature review was carried out and the critical incident reflected upon. Finally, evaluation of the critical incident was carried out, focusing on next steps that could be taken, as well as consideration of how the critical incident might inform professional and personal development. This has effectively allowed for a practical anchor to guide study of and reflection upon relevant literature and ideas. The shortcoming which might be apparent is that the time allowed for observation was very limited, meaning that critical incidents identified might not be especially insightful. The pressure to collect various critical incidents (see Appendices) in a short space of time might also result in the observer falling victim to personal bias or failing to identify important observations that may be more apparent if simply taking extensive field notes over a longer period of time. It would also have been interesting to consider Pupil A's and Pupil B's relationships to learning in other environments.

In summary, the critical incident identified here has allowed for a reflection on effective teaching and learning in an atypical learning environment. As the *Curriculum for Wales 2022* nears implementation, it is important to consider non-traditional styles and methods of teaching and the benefit these may have on learners in the future, but also the merits of traditional teaching. Given the focus in *Successful Futures* (Donaldson, 2015) on the creation of ambitious, capable learners, creating a learning environment that encourages autonomous, self-motivated learners is vital. It is possible that principles of social constructivism may be the key.

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Appendices

Appendix A



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: <i>Wednesday 2nd October 2019</i>
Lesson details: <i>Explore Journalism: elective subject. 6 pupils in attendance. ~~KS3~~ KS3. In pairs, pupils examine headlines in a national newspaper</i>
Classroom culture (Are the students focused on learning?) <i>Relaxed culture. Elective so pupils have chosen to be engaged with subject. Not formally assessed.</i>
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <i>Purpose is to examine the function of headlines and literary techniques used. Pupils choose effective headlines and identify techniques. Pupils also consider how they could change/improve the headlines.</i>
Direction (Are the students clear about what they are doing and how to do it well?) <i>Pupils are given instructions and most engage with the work. One pupil appears disengaged and may not fully grasp the activity.</i>
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) <i>Most students remain engaged throughout lesson. The activity is challenging and not finished by end of lesson. One pupil is disengaged.</i>
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? <i>Teacher makes use of questioning to check understanding.</i>
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? <i>One pupil is talking off-topic in class. Another pupil asks them to be quiet so they can work. Teacher does not intervene.</i>

Appendix B



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Wednesday 2nd October 2019
Lesson details: Humanities, KS3, 24 pupils attending. Completing numeracy task based on British Citizenship test. Then watching a video about the geographic formation of Britain.
Classroom culture (Are the students focused on learning?) Two pupils have forgotten workbooks. Authoritative teaching style of classroom management.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) First segment of lesson is focused on numeracy assessment. Second segment is introducing a scheme of work on the geographic formation of Britain. Pupils are given questions to answer during video.
Direction (Are the students clear about what they are doing and how to do it well?) Students are given clear instructions to answer questions. Teacher signposts answers during video.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Not all pupils remain engaged. Many have nothing to do during numeracy activity having completed it last lesson. Video activity is not challenging.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher takes in and marks numeracy work.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - One pupil forgot ~~the~~ ^{their} workbook second time in a row. Teacher told pupil to see them after class. - During a discussion about differences in Christian and Muslim teaching, teacher identified a Christian and a Muslim pupil, which resulted in laughter from a group of pupils.

Appendix C



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Wednesday 2nd October 2019
Lesson details: Maths, KS3, Upper set, 29 pupils attending, studying formulae for calculating angles in polygons.
Classroom culture (Are the students focused on learning?) Little classroom management required, Most pupils are focused on work.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Purpose of lesson is to teach formula for calculating angles in polygons. Formula is demonstrated then practised with examples.
Direction (Are the students clear about what they are doing and how to do it well?) Pupils are given clear questions to answer. Answers are given in lesson.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most students are engaged throughout, some become disengaged, probably due to mental load.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher assesses pupils' answers throughout lesson, Asks true-false questions during plenary to check understanding.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One pupil appears agitated during lesson and says "ouch" when one question is presented, Struggling with mental load.

Appendix D



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Wednesday 2nd October 2019.
Lesson details: Science, KS3, 29 pupils attending. Using chromebooks to 'create presentations about biodiversity using PowerPoint.
Classroom culture (Are the students focused on learning?) Technical issues with chromebooks cause a lot of disruption. Many students disengage from learning.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Purpose is to consider animal extinction and biodiversity. Criteria for PowerPoint slides is given at beginning.
Direction (Are the students clear about what they are doing and how to do it well?) Pupils are clear on what to do, though issues with chromebook caused problems as there was no real alternative work.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Technical issues meant most pupils became disengaged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher set criteria and checked understanding.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - One pupil arrived 20 minutes late to class. Frequently gets up and paces around in class. - Two pupils begin swearing and play-fighting in class.

Appendix E



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: Wednesday 2nd October 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): One pupil tells another to be quiet.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I did not expect to see behaviour like this in a classroom. It raised questions about learner autonomy and motivation.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	This incident took place during an individual work task. Another pupil was talking aloud to her classmate about an off-topic subject. The pupil who was working then told her peer to be quiet so she could continue working. Teacher was sat in classroom but did not intervene.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The environment cultivated in the classroom seemed to allow for most pupils to engage with their work on a deeper level.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Collaborative classwork to allow struggling pupils to receive peer support, but also allow talented pupils to assess what they might be doing unconsciously, might help to prevent this sort of conflict. The incident might show the benefits of smaller class sizes and learner-led teaching.
Y profiad newydd / Transformed experience	

This incident has allowed me to consider the benefits of a self-motivated pupil and what factors in the classroom might encourage this behaviour.

Appendix F



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: Wednesday 2nd October 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupils laughing at religious peers.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	My immediate reaction was of concern. It seemed the learning environment and classroom management needed to be addressed.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	During a discussion in lesson about Christian and Muslim theology, teacher identified a Christian and Muslim pupil in the class to highlight differences of beliefs. When these pupils were identified, a group of pupils laughed. Teacher did not acknowledge their behaviour.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	It is important to acknowledge diversity of faith and ideas in the classroom.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The laughing group of pupils should perhaps be challenged on their behaviour. If pupils' faiths are going to be discussed, then a culture of respect should be encouraged.
Y profiad newydd / Transformed experience	

This incident compelled me to consider the diversity of classes and my role in creating a safe, respectful environment for pupils.

Appendix G



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: Wednesday 2nd October 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil struggling with mental load

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	It was interesting to see a pupil experiencing too much information and to consider how to react to this.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	During the lesson, teacher would give steadily more difficult questions, answering and explaining each in turn. When she presented one question, the pupil said "ouch", clearly reacting to cognitive overload.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Teacher presented the class with challenging, stretching work.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	It would perhaps be more appropriate to teach the information given in this class over two classes.
Y profiad newydd / Transformed experience	

This allowed me to consider the importance of avoiding cognitive overload in pupils who might otherwise be engaged.

Appendix H



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: Wednesday 2nd October 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil arrives 20 minutes late

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was concerned about this pupils lack of engagement and motivation.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	20 minutes into the lesson, the pupil walked into class. This was briefly addressed by the teacher, who then indicated what the pupil had to do for work. The pupil did not engage with the task and frequently wandered about the class unchallenged.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The teacher's choice not to confront the pupil in front of the class prevented escalation.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	This pupil would probably benefit from more one-to-one support and may have ALN. The teacher might also have spoken to pupil after the lesson in more depth.
Y profiad newydd / Transformed experience	

This incident allowed me to consider the significance of classroom management and the need for one-to-one support for some pupils.