

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.

Word count 4050

Exactly how do you support mental health in a culture of fear, pressure and disillusionment, where academic outcomes trump all else?...There are currently one million children with mental health problems in the UK; 200 school children are lost to suicide each year and permanent exclusions are now 40 per day...Permanent exclusion dramatically increases the probability of psychiatric problems...On top of this, add exam stress and a narrowing of the curriculum, which includes a lesser focus on stress-relieving subjects such as drama, art and PE.

Margot Sunderland, Director for the Centre of Child Mental Health, London
(Sunderland, 2019:2)



Introduction

McGarr & McCormack (2016) state that effective reflective practice should broaden a teacher's perspective and challenge tacitly held views. They argue that critical incident analysis within this reflective process is ineffective because trainee teachers do not identify or challenge their own tacitly held beliefs (specifically that poor pupil behaviour can only be improved through stricter teaching). The resulting analysis is described as 'counterfactual' with the authors advocating the use of action research instead. This assignment aims to use the critical incident method (Tripp 1993) to show that reflections made in the context of a thorough consideration of theory and research will broaden the trainee teacher's perspective. Is it appropriate to criticise a research method citing use by students who may have neither conducted an adequate literature review, nor were conducting research that was expected to be publishable?

Methodology

Tripp (1993:8) describes a critical incident as an event or interaction (a 'snapshot') that holds significance for the observer. This incident should not be seen as an independent objective event but analysed holistically. This involves a consideration of factors such as the context of the lesson it occurred in, the school setting, the class teacher's values and beliefs and, of course, the observer's value judgments. Out of context the incident may seem of minor importance but becomes 'critical' because of the meaning it generates as it is linked to learning theories and attitudes held within communities and wider society (*ibid.*). Such holistic analysis helps the observer and the reader consider his or her own pedagogical beliefs and attitudes. Tripp uses various examples to show how seemingly 'trivial' events lead to what he calls 'diagnostic teaching cycle' (1993:31) whereby reflection on this event can 'diagnose' or identify an aspect of their teaching which they may consider changing or improving. Reflecting, researching and analysing the issues surrounding the critical incident will add rich layers of meaning and understanding to the subject under discussion.

Cohen et al. (2000) reviewed different methods of classroom observation as a way of collecting 'live' data. Two issues stand out - firstly, whether unstructured qualitative analysis is preferable to structured checklists and statistical analysis; and secondly, within qualitative research methods whether the critical incident analysis is the most useful method or, with McGarr & McCormack, whether another method would produce better outcomes.

Lesson observations lie on a continuum from unstructured to structured. Highly structured observations have a pre-determined agenda. Semi-structured observations will have an agenda but are more open in the way the data is gathered. Unstructured observation will have an open agenda and the significance of the observations will be reflected upon afterwards (Cohen et al 2000:305). The critical incident approach falls into the latter category although the observation sheet used here (see appendix) was loosely structured around the areas of classroom culture, lesson objectives and direction, access and challenge and assessment. The main difference between the critical incident approach and more structured observation is that it is hypothesis-generating rather than hypothesis-testing (*ibid.*). For a

trainee teacher an advantage of this approach is that it encourages reflection and analysis, to generate ideas and challenge values and beliefs.

The 'Hawthorne effect' (Parsons, 1974) needs acknowledging. The presence of an observer within a class will have an impact on the lesson and the interactions within it. For example, the teacher may teach in a slightly different way or may feel nervous about being observed. Likewise, pupils may behave differently. In any case, the nature of the observations renders the evidence collected as subjective reflection of reality. This does not necessarily detract from the value of the evidence collected and the discussions it may generate. Observations with a predetermined agenda are also biased as we all make value judgments and hold beliefs which bias the generation of a hypothesis and how we make our observations in class. Our personal feelings about the class teacher, the pupils, the school, learning styles and theories will affect how we look at the lesson. What is important is that the observer reflects as much as he or she is able into the possible significance of these. Bias and subjectivity are inevitable, however rigorously 'scientific' a method may be.

A final point is whether it is ethical to write about people without their consent. School staff and pupils may be upset if they were to discover that something had been written about them subjectively. To this end, this assignment will protect confidentiality and attempt to write in as objective and constructive manner as is possible.

Critical Incident and Successful Futures

The critical incident discussed here took place in a Welsh English medium comprehensive secondary school. Estyn (2015:4) describe the school as having exemplary behaviour and that prospects for improvement are excellent because the culture within the school is based on a clear concern for pupils' welfare. Figures quoted that show that the school's number of pupils having free school meals and additional learning needs are well above the national average. The school is located in a relatively deprived area of South West Wales.

The incident in question (see appendix pp14-16) was a comment overheard from a group of Year 7 lower ability students noisily off task after they had finished their work in a history

lesson. A girl (referred to in this assignment as Girl P) shouted out animatedly “Sir, he’s on drugs, hey, Sir, he’s been taking drugs!” referring to the boy sitting next to her. The teacher (Teacher H) reacted by tactically ignoring the girl, using it as a cue to refocus the class into a plenary. The incident was identified as ‘critical’ when reflecting on the lesson in the context of the purposes of Donaldson’s Successful Futures curriculum with a consideration of current approaches to behaviour management, learning theory and a curriculum focus on mental health and well-being (see Donaldson, 2015).

This assignment will attempt to answer some questions that arose from my reflections on the critical incident. What behaviour strategies could be used? What might be underpinning Girl P’s behaviour? Was she simply communicating boredom because she had finished her task? Was she ‘acting out’ in class in attempt to communicate a need for help and support with emotional issues? I will consider the relevance of inappropriate behaviour in the context of Margot Sunderland’s comments about mental health and wellbeing in schools and consider whether the Donaldson curriculum might provide an answer to such concerns with its emphasis on mental health and wellbeing and the aim of producing creative, well-rounded citizens.

Margot Sunderland was a key figure in the development of the Thrive Approach which is an intervention for schools to help school staff identify children with gaps in their emotional development and to fill these gaps using strategies within the classroom that foster empathy (Thrive, 2017). Sunderland feels academic tests carry too much weight and schools can be emotionally toxic environments for pupils and staff. However amongst the purposes of Successful Futures is that the curriculum should produce learners who are ambitious, capable learners, ready to learn throughout their lives, enterprising, creative contributors, ready to play a full part in life and work and healthy, confident individuals, ready to lead fulfilling lives as valued members of society. (Donaldson, 2015). There is great scope in the new curriculum itself for the promotion of mental health and well-being, given that there is an entire area of learning and experience devoted to health and well-being. There are also key places for expressive arts and communication. The emphasis on cross-curricular links give teaching staff the flexibility to work towards pupils’ needs so that emotional health can be promoted within a variety of different subject areas.

Literature Review

Schools use reward-sanction systems to manage behaviour. These stem from the work of behaviourists such as B.F. Skinner's animal studies (e.g. Skinner, 1953) in which behaviour could be manipulated using rewards and punishments. Relying on a behaviourist approach alone, the teacher would have implemented a sanction or punishment to the girl's negative behaviour. The behaviourist class teacher would likely be authoritarian in style.

The idea of 'punishment' of negative behaviour is long outdated within schools. Turning the behaviourist approach on its head, modelling shouting and aggression to children merely serves to teach them that shouting and aggression are appropriate ways of resolving problems in life. More recent approaches to behaviour management point out that behaviourism is limited in seeing the child as a *tabula rasa* or 'blank slate'. While a behaviourist approach may be effective in training rats or dogs, theorists such as Dreikers (1968) and Glasser (1969) appreciated the role of the child's inner processes or needs as having an impact on their behaviour. These needs may be conscious or unconscious. Essentially the idea here is that children are constantly seeking adult attention, and that negative attention is better than nothing. So rather than punishing negative behaviour, which is a form of attention, negative behaviour, so long as the behaviour poses no safety risk, can be tactically ignored (see e.g. Rogers, 2011). This is the strategy used by Teacher H and seemed to be effective for the class as a whole who were able to refocus on the lesson objectives. Dreikurs (1968) believed behaviour reflects a child's unconscious needs (to gain attention, display inadequacy, exercise power or exact revenge). Glasser (1969) felt that children are motivated by five needs; survival, freedom, power, belonging and love, and fun. However rather than seeing behaviour as an unconscious expression of emotion, he felt that children choose behaviour and therefore talking with children about their behaviour is necessary. For Dreikers, teachers must find a constructive way of meeting children's needs.

Recent attachment-focused theorists consider what behaviour might be communicating. While several children were messing around, the Girl P's behaviour stood out to me because, unlike the other children, she was trying to communicate something to the teacher, suggesting she was attempting, however inappropriately, to make some kind of attachment relationship (see Baylin & Hughes, 2016). The girl's behaviour should not be seen negatively as 'attention seeking' but as 'attachment seeking' or 'attention needing' (Baylin & Hughes,

2016). There is evidence to show that where attachment is needed, traditional reward-sanction systems fail (Thrive, 2017). This is possibly the case with Teacher H as Girl P did make another attempt to get his attention. Furthermore, from an attachment perspective, the presence of a significant attachment need will inhibit her ability to learn whether she toes the line or not. This suggests that the aim of successful behaviour management is not to stop a behaviour as such, but to help a child to settle and learn. There are many children who are triggered into 'freeze' states which inhibits their ability to learn although may not exhibit challenging behaviour (Baylin & Hughes, 2016).

Successful Futures calls for an understanding of the social and psychological factors that influence learning (2015:63). It advocates that good teaching and learning supports social and emotional development and positive relationships. The Thrive approach to behaviour management teaches that the emotions underpinning a child's behaviour must be validated and empathised with before any consequences are issued. Once a person feels empathised with, their need to 'act out' will decrease. This emphasis on empathy is humanist in nature and builds on the work of Carl Rogers (e.g. 1951) who believed, with Maslow, that a person's tendency to grow is inherent but dependent on the right conditions. These conditions are the experience of a relationship that is non-judgmental, empathic and congruent.

Research shows that learning is significantly inhibited where ability to regulate emotion is poor (Baylin & Hughes, 2016). Imagine, for example, that you have witnessed something traumatic, such as a road traffic accident in which people were severely injured. Now, imagine, going into work and being expected to concentrate on your daily admin tasks. Imagine how relevant being given a sticker for good quality admin work would be. This illustrates the idea that children who have experienced trauma and neglect and other 'adverse childhood experiences' (ACEs) spend a lot more time in a 'flight-fight-freeze' state than other children. Links between the prefrontal cortex (responsible for higher order 'human' thinking), the limbic system (responsible for emotions and social interactions of mammals) and the brain stem (controls the primitive, reptilian fight-flight-freeze reactions) are weak. Children who are not shown sufficient empathic care do not develop healthy links between the 'human' logical thinking part of the brain and the mammalian and reptilian parts of the brain. This means children who have not been shown empathic care cannot think through their emotions or respond calmly or logically. They are much more easily triggered into a fight-flight state (Baylin & Hughes, 2016).

Burke-Harris (2018) describes the 'neurobiology of toxic stress' or how ACEs damage the function and structure of children's brains. ACEs impact not only on mental health and ability to learn but can also significantly (and alarmingly) shorten life expectancy (NHS Wales, 2016). Brain scans have shown how neural pathways develop during the first few years of life to establish the body's stress-response system. If children are not shown empathy and affection, the brain does not develop the appropriate links between the parts of the brain responsible for thinking and those controlling emotion. They cannot think through emotions or express them verbally (Thrive, 2017).

The latter point is crucial when considering the implications of the critical incident for teaching staff. Children who spend a lot of time in the fight-flight-freeze centres of the brain and 'act out' their emotions can be helped. Research into the neurobiology of toxic stress shows how plastic and flexible the brain is (Burke-Harris, 2018). What can be damaged can also be healed.

There are two critical stages of neuronal development within which positive adult role models can have most impact. This happens during neuronal 'pruning' around the ages of 2-3 and then again during puberty. Working in a secondary school I know that if I can provide children with a suitable environment and relationship that facilitates students' emotional well-being, they are going to be in a better position to settle and learn, and that I can help develop these neuronal links for life. It takes 500 repetitions to create one neuronal pathway (Thrive, 2017). The significance of this within school relationships is that positive, empathic interactions with trusted adults can literally rebuild the brain over time. A few sessions with a psychologist will arguably have less impact than relationships in school.

Reflection / Evaluation and Next Steps

In a conference entitled *The Power of Empathy* at the Centre for Child Mental Health in London, Margot Sunderland summarised some research findings which included a longitudinal study of children who had experienced multiple adverse experiences in childhood and looked at those who had managed to stay on track, make healthy relationships and hold down jobs. She reported that there was one common factor – the

children who had stayed on track had all experienced a strong, empathic and caring relationship with one adult for significant periods of time during their childhood (Sunderland, 2015). In 2019 she reports there is a wealth of evidence-based research showing that having daily and easy access to at least one specific emotionally-available adult, and knowing when and where to find that adult is a key factor in preventing mental ill-health in children and young people – it's called social buffering (Sunderland, 2019:3). These are not new concepts. Ginott (1972) recognised that behaviour improves with positive teacher interaction and communication, understanding and kindness. He used ideas from humanist counselling such as improving a person's self-concept will reduce the anxiety that underpins a lot of negative behaviour. A person's feelings need to be clarified and acknowledged in a non-judgemental manner. Ginott also felt that teachers should model self-discipline. The Thrive Approach in schools shows teachers how to model emotional regulation and describe how they regulate their own emotions, decode facial expressions and describe how feelings are felt in the body. This will help children learn about their own emotions and to begin to put words to them. They will then be better able to regulate them.

This has significant implications for how to support children like Girl P settle and learn. It shows that while tactical ignoring is a valid behaviour management strategy, it is not enough in itself. In terms of next steps, as a teacher I would speak with her class tutor and find out whether the school were aware of any issues going on for the girl that might be underpinning her attachment-seeking behaviour. I might continue to tactically ignore her behaviour in class but give lots of relational praise. Studies have shown the impact of relational praise. The child's positive qualities are labelled and praised rather than their academic abilities (Sunderland, 2015). The message that "I enjoyed spending time with you/I enjoy having you in my class" are better for a child's sense of self-worth than praise that requires them to be good at something "you are worthy when you get the answers right". I would take the time to get to know her personally, the things she might be interested in and develop the kind of relationship within which she might be able to put words to her feelings with me at an appropriate time, at a breaktime, rather than act out in the lesson.

Other points to consider would be how to deal with behaviour that is communicating boredom or lack of challenge within a lesson. I would need to check that my lesson planning had catered to all children and was differentiated appropriately. I would provide extension activities and attempt to find activities that would be more likely to capture the children's attention.

Glasser (1969) recognised the motivations underpinning children's behaviour but he felt that children consciously choose behaviour. He devised a 'reality therapy' which involved talking with children about their behaviour. The Thrive Approach also recognises this, as by helping the children talk about their emotions builds the appropriate neuronal links. This is in line with cognitive theorists from Piaget onwards who recognise the role of agency and personal choice. It is important not to see the consequences of ACEs as inevitable. It is possible to help children make the right behavioural choices by helping them to put words to feelings.

An empathic response to the comment about a fellow pupil on drugs would involve validating the emotion of motivation underpinning the behaviour before correcting it. The aim here would be to let the child know you are interested in their thoughts and that having the spirit and confidence to express them in class, although inappropriately, is valued. The child would then be supported to make better behavioural choices in class and to seek support for their emotions at a more appropriate time. Thrive shows teachers how to communicate empathy and Sue Cowley (2010) shows teachers how to phrase supportive comments. I would say something like "taking drugs is a serious issue and I'm glad you feel able to raise it. I would be interested in hearing what you have to say, come and see me at breaktime if there is anything you want to talk about. Now, please, get on with your work, I'd love to see how well you can do".

Cowley also points to facial expression and tone. Students who are triggered into fight-flight-freeze lack the emotional literacy to read facial expressions and tend to interpret neutral faces negatively (Baylin & Hughes, 2016). This poses a challenge for teachers because teaching is a formal, serious activity. For children with attachment issues, survival and attachment needs are greater than their need to learn and for them learning is, at best, irrelevant and they will often perceive threat around them and interpret neutral facial expressions as aggressive. Teachers are advised, therefore, to be playful and to be clear with their facial expressions (*ibid.*). This will lower the perceived threat and will help children with their emotional literacy. Cowley also advises to use open body language, smile a lot and avoid body language that signifies tension or defensiveness. She also shows how modelling relaxation strategies such as breathing exercises helps students regulate their own emotions as well as helping the teacher to regulate his or her own.

With Glasser, Cowley talks of behaviour management as helping children to make responsible choices. In order for schooling to produce healthy adults who can contribute within the wider world, they need to be given appropriate levels of power and responsibility so they can be assertive and make appropriate decisions. The language of behaviour management should give children choices, rather than a sanction imposed by the teacher. For example, “If you continue to do that you will force me to put you in detention. Give me the paper aeroplane please” (Cowley, 2011:77).

Again, stemming from Carl Roger’s person-centred approach, Cowley is clear to separate the person from their behaviour. For example, rather than saying “Sam you are always talking” say “when you talk over me the class can’t hear what I’m saying”. With the former, Sam will define himself in a negative way as a talker. With the latter, Sam’s self-worth remains intact and he gains insight into the impact of his behaviour on others and is more likely to be able to make a better choice.

An important aspect of the humanistic approach to behaviour management is obliging teachers to take steps to acknowledge and regulate their own emotions. In line with humanistic counselling, Cowley’s book ends with a section on how the teacher manage stress. The ethical framework that underpins a counsellor’s work has one significant difference to the ethical frameworks underpinning professions such as teaching or nursing in that it obliges the counsellor to do personal work on their own emotions and ensure they look after themselves outside work in order to be able to model emotional regulation and the means of achieving it (British Association for Counselling and Psychotherapy, 2019).

Conclusion

This assignment provides evidence that analysis of a critical incident in the context of current research and theory by a trainee teacher can be a useful reflective exercise. It seems unfair to disregard a method because students may not have read widely enough to identify and challenge tacitly held beliefs. In fact, the findings of this assignment challenge the narrow view held by McGarr & McCormack’s trainees that pupil behaviour will improve merely by being stricter.

It is also possible that Successful Futures provides an answer to Margot Sunderland's concerns about schools' focus on the academic and lack of thought about child mental health. The Welsh research on ACEs has helped put child mental health high on the agenda (NHS Wales, 2016) and the new curriculum seems to be obliging teachers to focus on children's social and psychological health.

Looking after student and staff well-being seems very much in line with what is expected for teaching and leadership according to the Welsh government. Contained within the professional standards is a responsibility on leadership teams in schools to be accountable for the pedagogy of others by creating and sustaining the *conditions* to realise the four purposes for learners and achieve the best for them in terms of standards, *well-being* and progress (Education Wales 2018:2 italics added). As a teacher it is vital to see emotional well-being as a prerequisite to learning. Emotional regulation and ability to learn are not detachable from each other. Mental health is not something to be shipped out to other professionals but to something that can be developed within empathic, caring and boundaried relationships. Schools have a responsibility to develop strategies to help children regulate their emotions in order to be able to settle and learn.

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Appendices

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Yr Athrofa
Addysg a'r Dyniaethau
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Observation ①
~~Observation~~ group 7

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/9/19 History

Lesson details: 18 children Yr 7 (lower ability)
26

Classroom culture
(Are the students focused on learning?) latecomers
yes - lots of hands up to answer questions, did take happily.
NOT for a lot of the lesson when they had completed task

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) L.O. from previous lesson ...
I wasn't sure from lesson what the purpose of the lesson was nor discuss criteria

Direction
(Are the students clear about what they are doing and how to do it well?)
Clearly stated, checked in with pupils to check understanding
NOT always when answering - were on different questions when reviewed in plenaries

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
They all seemed to understand the worksheet tasks, went around class giving one-to-one support.
Boy I sat next to struggled - were tasks differentiated?
Boy at back easy to ignore.
MATS not challenged
↳ could have gone round class helping those who had it finished

children, pair first, set to be themselves



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obs ①

Assessment

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

Questioning - no take up time, hands up.

After giving instructions he went around the class to check all pupils understood task

Saw that several pupils struggled with one particular Q. so reviewed on board. Didn't ensure all students were working with mini planners (eg could have used 'long sticks')

Specifics / Critical Incidents

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

Not critical incident but cross-curricular - tasks involved maths

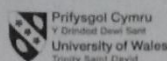
facial expression & tone of voice varied, positive

No stretching activity to challenge pupils who had finished quicker

"Sir he said he's on drugs"
→ ignored

"Sir he weights 60 stone"
girl X

bickering
kneeling down & giving children individual time



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ARC (1)

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

Dyddiad/Date:

25/09/19

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

behaviour - seeking attention / reaction from teacher

Profiad / Experience	
Teimladau / Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Confusion - about best way to deal with the behaviour. Dealt with ~~with~~ by tactical ignoring by the teacher but what would I do if it continued
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?"	Challenging behaviour, potentially disrupting lesson - what is the behaviour communicating and how it should be dealt with e.g. from Thrive perspective
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?"	Tactical ignoring. Effective - but if the behaviour continued in the next few lessons I would need to consider what the behaviour was communicating - why is she seeking attention or a reaction from the teacher?
Casgliadau a chamau 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?"	Tactically ignore during lesson or 'connect before correct' - "you want my attention or a reaction" and speak to pupil individually after lesson particularly if the behaviour continued
Y profiad newydd / Transformed experience	

also - in the context of the lesson pupil was on task but the group she was with had finished early ⇒ make task more interesting & challenging (task rather dry & undifferentiated)

CSS Obs (2)

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 29/9/19 History Year 8 top band

Lesson details: Lesson on primary and secondary sources & bias.

Classroom culture

(Are the students focused on learning?)

Keen to learn, on task
quite a lot of chattering, background
noise, even when teacher talking
(although a lot of the chat was about lesson)

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Clear L.O. and S.C. written on
board, task simple & clear

Direction

(Are the students clear about what they are doing and how to do it well?)

clear directions
renewed & clarified
(actioned instructions when pupils off-
task)

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Tasks not differentiated, although
pupils have already been banded
Some pupils struggled to understand
some of the words - could have
been directed to a dictionary



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Obs ②

Assessment

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

Reviews progress on task in
plenary

Covered mis understandings

Specifics / Critical Incidents

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

Boy sitting on front row clicking
 biro constantly

→ same pupil put his hand up
 to read

Boy (F) moved seats but purposefully
 making chair squeak

(~~he~~ tactically ignored)

↑ another pupil ~~put~~ tapped
 his chair with his foot
 to correct him.

ASK Arc ②

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

Dyddiad/Date: 29/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): no specific focus lead to a consideration of differentiation

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Positive: clear, calm, fair, clear facial expressions - Develop - keeping all on task if they finish early (peer support)
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	Good pace, tone, relationships - children seemed to feel safe - happy to ask questions, teacher kneeling down to give 1:1 support - Task could have been differentiated to support weaker learners but more so to challenge those who finished early.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n codw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysig? "What was the cause of the most important disappointing element?"	Pace, tone, facial expressions individual attention lack of clear learning objectives or activities to engage and stretch pupils who had finished early.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Have a fun starter to engage & settle learners. (and to give latecomers time to come in) Differentiate activity and get pupils who finished early to support weaker pupils
Y profiad newydd / Transformed experience	

②



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/5/19
Lesson details:	Science year 8 top band 24 children
Classroom culture (Are the students focused on learning?)	lively, keen, a little noisy & rowdy, but friendly & students happy to ask questions, approach sir to check understanding
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	clearly set out recapped previous knowledge then built on this
Direction (Are the students clear about what they are doing and how to do it well?)	clear, loud voice, good balance of teacher talk and pupil interaction
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	lower desk in science for wheelchair giving more choice over activities & success criteria means pupils can add levels of sophistication or keep it simple



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Obs 3

Assessment

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

formative assessment - various methods - feedback on internet task, some evidence of checking questions (not accepting the brief one-word answer) Min. planning to recap & iron out a misunderstanding. Didn't always go to same pupils for feedback

Specifics / Critical Incidents

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

Questioning - asks lots of questions in quick succession to class as whole, they shout out - no way of assessing which children have the answers

pupil
↓
links
to
theory

Choice - either powerpoint or presentation different success criteria, negotiated success criteria with children
↳ and can swap seat to pair up for task

choice - which plant / group of plants



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Arc ③

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

Dyddiad/Date: 26/5/19

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

questioning - using
random method

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	pupils didn't know who or when they might be asked for a response - felt very engaging, pupils keen & actively listening
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?"	questioning techniques & formative assessment, ensuring all pupils engage & developing their thinking skills & oral & communication
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?"	using a randomised technique to ensure teacher does not always ask the same pupils for feedback. Could use lolly sticks, traffic lights, thumbs up or whiteboards
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?"	I would use this incident to research further the use of questioning as a method for formative assessment and for developing pupils' thinking skills
Y profiad newydd / Transformed experience	



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CS 063 (4)

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/5/19 Spanish Yr 8

Lesson details: tables in pairs 28 pupils
one child with wheelchair

Classroom culture

(Are the students focused on learning?)

expectations clearly explained (homework not to be done in lesson when should be listening)
clear, friendly but assertive
nice atmosphere - students felt comfortable to share. Mood - cheerful

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Yes - introduced straight away previous work recap
clear instructions
children didn't find it too hard to try

Direction

(Are the students clear about what they are doing and how to do it well?)

clearly explained
raised & lowered voice
some choice - how to lay out the Spanish alphabet

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

All students seemed to be focused on their work although all were doing some task - but doses are clearly graded. - challenge - how many they could do - teacher said "challenge" - v. motivating

not challenge - teacher has a Spanish website attached to main school website



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Obs 4

Assessment

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

Goes round to check everyone's homework & progress whilst on task

self correct / peer correct using green pens

went through answers as a class - no checking that all had successfully completed the task independently

checked when all were finished whether needed more time

Specifics / Critical Incidents

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

Asked pupil about football "I hear you scored 6 goals"

"Sticky carpet" used humour to manage behaviour (Students making marks on the wall)

You choose how to lay it out - alphabet with pronunciation

"very colourful" - all the class had chosen to write in blue & green except one lively child who had done multi colour & enjoyed showing her work

Hand up - for quiet

ARC (4)

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): showing an interest in pupils' personal lives

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Manner, facial expressions, tone, use of questioning and showing an interest in pupils' lives - led to a positive atmosphere in classroom
Cofio a Deall/ Remember and Understand "Allwch chi restru effennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Learning is all about relationships. If children feel valued, empathised with, cared about they are more likely to be able to settle & learn. All aspects of
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?"	To get to know individual children spend time in the yard at breaktime. Keeping up with current affairs sport etc & things that matter to children. Develop their trust & confidence
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?"	Do some research into positive relationships and how to develop them & how this links with learning and behaviour management
Y profiad newydd / Transformed experience	