

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

Introduction

This assignment aims to critically evaluate a specific case study of an individual learner, based on an observed critical incident. In order to contextualise the case study, background information on the school and class in question will be provided, whilst ensuring to adhere to the BERA (2018) guidelines for anonymity. Following on from this, a range of observation models will be explored. The most appropriate model in relation to the case study will be adopted. Subsequent to this, an understanding of a critical incident and case study will be demonstrated. An evaluation will then be conducted relating to the strengths and weaknesses supported by academic literature (Yin, 2009). A description of the critical incident will then be provided, creating links with Donaldson's Four Purposes (Donaldson, 2015). Leading on from this, a literature review will be undertaken in the body of the assignment, referring to social constructivism, classroom management and instructional scaffolding, providing further context to the reader. Finally, an evaluation and reflection of the critical incident will be formed, offering suggestions for future steps. To close, an assessment and summary will be provided on the adopted approach, creating links between the reflective practitioner in Wales and the new Professional Standards for Teaching and Leadership (Welsh Government, 2018).

Context

This assignment will adhere to the BERA (2018) guidelines for anonymity (page 21 point 40). It will do so by ensuring the confidential and anonymous treatment of participants' data and recognise the entitlement of both institutions and individual participants to privacy.

The school in question is a Welsh medium primary school, located in the heart of a large town whereby the dominant language is English, with only a small percentage of fluent Welsh speakers (■■■■■■■■■■, 2017). This characteristic is reflected within the school's intake. Seventy-two per cent of pupils originate from English-speaking homes, and therefore only twenty eight percent are from Welsh-speaking homes (Estyn, 2016). There are approximately four hundred full time pupils and fifty part time pupils attending the school. In 2016, when the most recent Estyn (2016) report was conducted on the school, approximately eleven percent of pupils were eligible for free school meals. The school is staffed by sixteen fully qualified teachers and a range of auxiliary staff (Estyn, 2016). Pupils are taught in eight classes in the Foundation Phase and six classes in Key Stage Two (■■■■■■■■■■, 2017).

The school has set several aims, with their pupils being the central focus. Examples of these include ensuring the success of the individual child within the education process and strongly

encouraging every child to play an active and prominent role in school life (██████████, 2017).

The class discussed in this assignment consists of year one and year two pupils. There are twenty-six children in the class, twelve girls and fourteen boys, ranging from ages five to seven years old. The class has a range of mixed abilities, including those with ADL. It is staffed by one teacher and one teaching assistant. The general structure of most days within the class is to focus on numeracy and literacy in the mornings and learning through play within a given theme in the afternoons.

Methodology

The next section of the essay will describe the methodology used during the observation of the critical incident. 'A research method is a strategy of enquiry which moves from the underlying philosophical assumption to the research design and data collection' (Myers and Avison, 2002, p. 7). It is possible to categorise research methods as either quantitative (based on numerical data) or qualitative (based on verbal data). For the purpose of this assignment a qualitative research approach was adopted. There are a range of different methods that can be utilised under the umbrella of qualitative research, including, interviews, observations, sociograms and focus groups amongst others (Preissle, 2006). The research method carried out in relation to this assignment was in the form of participant observation. This appeared the most appropriate model for the research in question as it allows the researcher to interact with individuals in their own environment whilst capturing tacit knowledge (Burgess, 1982). Despite this, academics have highlighted a range of complications related to this method. Examples of these include agreeing their role within the social setting and obtaining access (May, 2001). Similarly, subjectivity within the analysis and data collection process is considered one of the main disadvantages of participant observation (Darlington and Scott, 2002). Bias can potentially arise from two sources. Firstly, the influence of the researcher over participants' behaviours and secondly the impact of the researcher's own beliefs (Iacono et al. 2009). Despite such criticisms, participant observation can generate valuable data as researchers are able to observe changes over a given period of time as opposed to depending on singular one off observations. Likewise, it allows researchers to interact with individuals in their own environment (Burgess, 1982).

Another method of observation that could potentially be used is that of sociograms. This method is particularly useful when attempting to identify social interactions amongst a group of individuals, especially those who find difficulty building relationships (Papatheodorou et al. 2013). However, it must be noted that sociograms generally provide limited information (Appleton et al. 2013). Critics of the method highlight that children's friendship groups can change frequently, and patterns of interaction may vary on a daily basis, thus providing an inaccurate representation (Papatheodorou et al. 2013).

According to Nisbet and Watt (1984) a case study is a definite instance that is commonly designed to illustrate a more general principle. Yin (2009) more recently claims that a case study provides a unique example of real people in real life situations that can enable researchers to comprehend how ideas and abstract principles fit together. Contrary to quantitative logic, a case is chosen as a result of theoretical reasons (Eisenhardt and Graebner 2007), or if the case is of particular interest (Stake 2005).

Potential advantages of case studies include their detailed and descriptive nature, along with their ability to analyse “how” and “why” certain things happen. In single case study research, the opportunity to explore a black box arises by looking more in depth at causes of the phenomenon (Fiss 2009). The discovered data can often lead to the identification of patterns and relationships, creating, extending, or testing a theory (Gomm et al. 2000). Hitchcock and Hughes (1995) highlight that a case study is extremely valuable when the researcher has little control over events.

However, criticisms echo those of participant observation. Case studies often run the risk of being subjective, bias and impressionistic, short in quantifiable measures that are the hallmark of survey research and experimentation (Verschuren, 2003). This can potentially lead to increased ambiguity.

During the process of observation, it is indeed possible for critical incidents to emerge. Critical incidents are not things that occur independently of an observer and anticipate discovery, they are formed (Tripp, 2012). They are shaped by the way we look at a situation and is an understanding of the significance of an event (Tripp, 2012). To take something as a critical incident is a value judgement that is made, and the foundation of that judgement is the importance we attach to the meaning of the incident. It could mark a vital change in the learner's biography (Tripp, 2012).

However, many often assume that critical incidents are connected to dramatic, shocking events (Tripp, 2012). Contrary to this popular assumption, they are generally typical, straightforward accounts of ordinary events that occur in routine practice. It is then through the process of critical analysis that they may then be considered a critical incident. Tripp (2012) insists that through this diagnosis it ensures that reflection and evaluation is grounded in actuality. Critical incidents are an exceptional way to develop an improved understanding of control and professional judgement and finding focus for classroom action research.

The Critical Incident

The critical incident highlighted in this assignment refers to child X who has extremely poor concentration and listening skills in comparison to fellow pupils. As a result of this incident, a direct connection can be made to Donaldson's four purposes (Donaldson, 2015). The purposes indicate that children and young people should develop as ambitious, capable learners, ready to learn throughout their lives; to be enterprising, creative contributors, ready to play a full part in life and work (Donaldson, 2015). Additionally, he states that children and young people need to be ethical, informed citizens of Wales and the world and healthy, confident individuals, ready to lead fulfilling lives as valued members of society (Donaldson, 2015).

The first connection that can be made concerns being an ‘ambitious, capable learner, ready to learn throughout their life’. Many would argue that due to child X's weaknesses in concentration and listening, it could profoundly inhibit their ability to be an ambitious, capable learner. This is due to the fact that without these essential skills there is a risk of substantial delay within child X's development and learning. Conversely, others would highlight that the term ‘capable’ is ambiguous and can be open to more than one interpretation (Cristian and Munoz, 2011).

Upon closer inspection it became apparent that child X had little Welsh vocabulary. During any form of interaction in the Welsh language, child X would only respond through the medium of English to both teachers and fellow pupils. This difficulty to speak Welsh was self-proclaimed by child X as he stated, 'I can only speak a little bit of Welsh'. Likewise, fellow classmates were quick to consolidate this assumption by adding 'child X can't speak Welsh'. This incident correlates with another of Donaldson's purposes, being a healthy, confident individual, ready to lead a fulfilling life as valued members of society (Donaldson, 2015). It is evident through the dialogue between child X and his fellow classmate that child X lacks a substantial amount of confidence and self-belief when it comes to speaking Welsh. These aspects were largely reflected in the behaviour displayed by child X as he rarely attempted to respond to anyone in Welsh. Additionally, the opinion of peers can also increasingly influence this lack of self-belief (Chase, 2001). Many would argue that there is a risk that the low self-esteem displayed by child X may transfer into other aspects of his learning and into his future education, contradicting Donaldson's aim to develop confident individuals. Despite this, others would insist that child X may potentially be extremely confident in other aspects of his learning and that weaknesses in certain areas of a child's development are inevitable (Botania et al. 2018).

This discovery allowed a greater understanding of the underlying possibilities of why child X was often not both listening or concentrating. As both learning and teaching inside and outside of the class is taught through the medium of Welsh, there is a strong possibility that child X is finding it difficult to understand what exactly is being asked of him. Background information provided by the teacher offers a richer, more in depth understanding of the underlying possibilities. It has been understood that the parent of child X disclosed that she simply does not have time to read to him after school or before bedtime. It could be argued that this factor could be interplaying into child's X lack of literacy and concentration skills.

Social Constructivism

Constructivism is a branch of cognitive theory which suggests that learning is a process whereby the learners generate meaning and construct understanding based on original knowledge and experience (Qiu, 2019). This knowledge is often accomplished as a result of interaction within society and culture. The primary goal of constructivism within an educational setting is to provide a democratic and critical learning experience for students (Shor, 1992). However, many academics state that constructivism can often take a variety of forms (Van Bregen and Parsell, 2019). Building on this, Matthews (2000) identified eighteen forms of constructivism. Due to this, critics of the concept argue that the plethora of positions that can be legitimately characterised as constructivist makes drawing conclusions on the theory extremely difficult (Richardson 2003).

Social constructivism which is grounded in the pioneering work of Vygotsky (1978) takes one of these interpretations. Vygotsky (1978) proposed that knowledge is constructed through social interactions within specific social and societal contexts (Kukla, 2000). This theory has become increasingly significant in psychology and invites individuals to be critical of conventional knowledge (Adams, 2006; Hirtle, 1996).

However, it must be noted that these social interactions can often be impacted by a myriad of factors, including gender and power relationships (Hacking 1999). Critics of the theory highlight that the term 'social construction' is notoriously ambiguous, encompassing diverse

propositions (Philips, 1995). Likewise, Fleury and Garrison (2014) state that accepting a genuine social constructivism perspective would mean refusing common norms such as complete autonomy, innate rationality and natural rights as the ultimate essence of all human beings.

Other critics highlight that social constructivism is nothing more than an educational slogan in the absence of conceptual understanding and clarification (Phillips, 1995). Siegel (2004) supports this by stating it often lacks any practical measures that distinguishes belief from knowledge and that in some instances, beliefs have the potential to be false or ill-founded (Siegel, 2004).

Vygotsky theorises that within social constructivism, external social speech is gradually internalised, becoming a semiotic resource (Powell and Kalina 2009). This suggests that communication is of utmost importance within the learning process and requires the development of language skills. This notion is supported by Foucault who believes that learners create knowledge with language (Peters and Besley, 2014). This theory therefore can be linked to the critical incident in question as child X receives negative comments from his peers. Some would argue that through the process of social construction, child X may internalise this external, social speech and lead themselves to believe that they cannot speak Welsh. This perspective therefore suggests that children construct reality of affective aspects during learning through interaction and contextual dialogue, such as their chats and conversations (Rubin et al. 2006). Additionally, as child X struggles to interact through the medium of Welsh, there is a risk that he/she would be excluded from such conversations, contributing to their isolation. As a result, some would argue that social constructivism could not be utilised, potentially having a profound effect on child X's development (Mulvihill et al. 2000).

Classroom Management

The importance of classroom management skills has been clearly highlighted throughout educational research (Freeman, Simonsen, Briere, & MacSuga-Gage, 2014). Scholars stress that effective classroom management offers several benefits for both students and teachers (Anderson et al., 1980). These benefits include, increased student work involvement, lower levels of off task behaviour as well as higher social and emotional competence (Reinke et al., 2018), and improved student achievement (Freiberg et al., 2009).

A classroom atmosphere is a product of psychological state, physical arrangements as well as social and cultural interaction amongst students, influencing their observations and assessment (Amed et al., 2018). The definition of classroom management as proposed by Evertson and Harris (1999), has been developed from disciplinary practices and behavioural interventions to more of a holistic outlook relating to a supportive learning environment.

Erden (2008) proposed that classroom management is a process that entails specific strategies and techniques to create an effective learning environment promoting effective student behaviour according to the objectives of instructional and learning processes. Conversely, Brophy (1999) claims that classroom management is a procedure which is successfully accomplished by the professional teachers.

Specific examples of effective classroom management practices include providing praise and reminders of appropriate behaviours to students (Smith et al., 2011; Reinke et al.,

2007). Other strategies include focusing on preventative rather than reactive management procedures (Lewis and Sugai, 1999). Academic research suggests that teachers have a direct effect on students' learning when exhibiting effective classroom management (Adeyemo, 2012). However, achieving classroom order can often be a complex task (Doyle, 1986).

Within settings containing a variety of student mobility and autonomy there is greater need for specific management techniques (Doyle, 1985). However, when these management techniques are absent, it can often generate decreased levels of motivation to learn, in turn resulting in behavioural issues within the classroom (Evans et al., 2010). Thus, a connection can be made between classroom management and the critical incident in question. Children in the classroom were randomly allocated into groups of around five and were given the autonomy to choose the workstation they wished to undertake. This worked well for the majority of the children. However, child X would often lose interest and concentration very quickly. Thus, giving up on the task and moving to a new one. As a result, child X rarely completed an entire task from start to finish.

Despite various initiatives, in practice, a vast number of teachers feel unprepared to address the complications of classroom management (Koehler et al., 2013). As a result, teachers do not regularly use these strategies (Reinke et al., 2018; Smith et al., 2011). Freeman et al. (2014) supports this perspective by stating that there is a substantial void between the research on effective management practices and teacher training experiences. Many teachers claim that they need additional training in classroom management (Reinke et al., 2014).

Instructional Scaffolding

Instructional scaffolding is an important concept based on the essential findings of Piaget (1977) and Vygotsky (1978), who are respectively two major cognitive and social constructivist theorists. Vygotsky conceptualises scaffolding as "what the child is able to do in collaboration today he will be able to do independently tomorrow" (Vygotsky, 1987, p.86). It provides learners with the direction they need to construct a clear understanding of their learning, enabling them to regulate knowledge without that continuous dependence on teachers or parents (Van de Pol et al., 2010).

Instructional scaffolding as a concept, is found to be correlated to Zone of Proximal Development (ZPD). Vygotsky (1987), states that ZPD refers to the difference in learners' actual ability to learn and solve problems independently and their ability when assisted by more experienced people. Walqui (2006) supports the correlation of the two by stating that "scaffolding and ZPD are closely related that only within ZPD that scaffolding can occur" (p.162). Thus, a deep understanding of the concept of ZPD is required before approaching scaffolding as an appreciated technique of supporting learners' development.

Experimental evidence revealed that instructional scaffolding has profound impact in teaching and learning in many subject-matter areas (Azih & Nwosu, 2011). Van de Pol, et al. (2010), found that scaffolding appeared to be most fully developed in the field of literacy and reading comprehension. A body of research also highlighted the usefulness of scaffolding in foreign language classes and supporting teaching language skills such as reading, writing and second language production (BavaHarji et al., 2014; Reynolds & Goodwin, 2016). Thus, the concept of scaffolding can be linked to the critical incident in question as child X has

found it difficult to master the basics. As a result, if executed effectively, child X could greatly benefit from the process of scaffolding as it would help develop the foundations of the Welsh language. Modelling by the teacher, followed by imitation from child X should eventually improve their conversational skills in the Welsh language (Byrnes, 2007).

Reflection

Upon reflection, when first presented with the critical incident, I felt extremely helpless for child X. I experienced conflicting emotions as I could clearly see child X's frustration and confusion. However, I also understood and appreciated that Welsh is the formal language of the school and that every child has a duty to adhere to that policy. Additionally, I acknowledged that the only way child X was going to learn and improve was to practice and essentially be immersed in the language.

It was reassuring to know that child X's difficulty had been identified by the teacher. When using assessment for learning techniques such as questioning, it became evident that the teacher would tactically direct appropriate questions to child X in order to develop understanding and vocabulary. Occasionally, the teacher would also repeat sentences in English after saying it in Welsh to child X, creating connections and associations between particular words. It became evident after a period of time why child X was struggling to concentrate. My personal analysis of the critical incident is that child X finds great difficulty in understanding the Welsh language. Thus, when spoken to/ taught through the medium of Welsh, child X is missing vital information which is key for his cognitive development, such as numeracy and literacy skills. In turn, I feel that both his lack of concentration and understanding are linked, essentially affecting overall development.

From an observational standpoint I found the acceptance of this situation slightly disappointing. On the surface it appeared that the teacher, child X and peers had accepted the fact that child X spoke English and struggled to understand Welsh. However, I can also appreciate the difficulty in teaching or learning a completely new language. The experience overall has assisted me in my own professional and personal development.

OBSERVATION / FIELD NOTES 1

(Questions adapted from Fletcher Wood (2016))

Details of learning event:
Children are learning the term 'more than' and 'less than' in a numeracy lesson.
Learning culture
The pupils are focused and engaged in the learning as it is a new concept to them all.
Objectives
There was a clear purpose to this learning event as it tied in with the numeracy expectations within the current curriculum.
Direction
As it was a new concept to the children, they initially found it challenging to give a reasoning behind the why a number was bigger/smaller than the other. However, with a bit of practice they got into the pattern of the exercise and were responding well to all questions.
Access and challenge
By the end of the lesson all children could engage in the learning event, however, a few struggled to explain the reasoning behind it.
Assessment
Pupils had no prior knowledge to 'bigger than' 'smaller than' in this context before the lesson. Some struggled to understand the concept during the lesson. By the end of the lesson the vast majority of the pupils could answer all questions proposed to them on this topic.
Specifics / Critical Incidents
The difference in the ability of the children is something I feel is worth noting. Some children understood the concept almost immediately and others were still struggling at the end of the session. Thus, the children who understood tended to be the ones continually answering the questions asked by the teacher.

OBSERVATION / FIELD NOTES 2

(Questions adapted from Fletcher Wood (2016))

Lesson details: Children need to be able to identify the letter displayed on a card. They then need to think of a word beginning with the letter and then verbally put it into a sentence.
Classroom culture As the children are in the habit of doing this particular exercise with the teacher, they are familiar with what is expected of them. As a result, most of the children are engaged and on task.
Objectives There is a clear purpose to this lesson as children need to familiarise themselves with the welsh alphabet. In particular letters such as 'dd', 'ch' and 'll' that they might not have come across before.
Direction As stated above the children are familiar with this exercise as they do it almost every morning. The majority of pupils answer questions correctly and give a clear explanation.
Access and challenge The majority of students are engaged in the task. If the teacher identifies a child that is finding the task too easy she will ask them to form a longer sentence and to elaborate on their sentence.
Assessment The teacher uses lollipop sticks to question the children which ensures individuals are selected at random. Additionally the teacher will intentionally show letters to the children that they struggled to identify the day before to reinforce and go over that particular letter.
Specifics / Critical Incidents The range of ability is something that is worth noting. Whilst some students could identify all letters others could barely identify any. Thus, it may be appropriate to split them into two groups in order for every child to engage and digest the learning activity.

OBSERVATION / FIELD NOTES 3

(Questions adapted from Fletcher Wood (2016))

Lesson details: The pupils must form sentences including capital letters, spacing between words and full stops where appropriate.
Classroom culture The teacher takes one group at a time to complete this task. Thus, the children are focused on the learning as they are in small groups and are under the teacher's guidance.
Objectives The purpose to the lesson and activity is for pupils to form correct and accurate sentences. This is a fundamental part of their development moving forward, therefore it reinforces the purpose of the lesson.
Direction The teacher has created a checklist for this activity, this allows the child to carry out self-assessment before handing their work to the teacher. The checklist is a smiley face which represents a capital letter, spaces between letters and a full stop. The children then must check their work by creating this smiley face.
Access and challenge Due to the teacher's self-assessment strategy every child is able to engage in the activity as they are clear of what to do and what is expected. In order to challenge certain students the teacher will ask them to write longer and more developed sentences including names and places.
Assessment Through the use of the 'smiley face' the teacher can go back in their books to see if they have been successful forming sentences. If she sees a feature missing from the smiley face, the teacher can ensure that child focuses on that particular aspect of the sentence moving forward.
Specifics / Critical Incidents The Welsh language of some of the students is rather poor. As a result, forming sentences becomes increasingly difficult as they struggle to form and spell certain words. It is evident that these pupils need to verbally master the basics of simple sentences in the Welsh language before attempting to write sentences using capital letters, spaces and full stops.

OBSERVATION / FIELD NOTES 4

(Questions adapted from Fletcher Wood (2016))

Lesson details: The children have completed a short mathematics lesson on the carpet and now have the freedom to choose which activity they would like to complete.
Classroom culture As the children have been given autonomy many of them are moving from activity to activity without completing a task in full. As a result, the children are not focused on the learning.
Objectives All activities are linked to the mathematics lesson taught on the carpet. This created a clear purpose to the activities.
Direction From an observational standpoint, it wasn't evident that the activities were explained to the children before they had the freedom to choose which activity they wished to undertake. Thus, some of the children stated that they 'didn't know what to do'.
Access and challenge As stated above, due to the confusion relating to some of the tasks the children tended to loose interest very quickly, thus, moving on to a different activity. However, when the children that were engaged completed their tasks quickly, the teacher would then provide them with more challenging work.
Assessment At the end of the lesson, the teacher would invite students to share work that they had completed during the lesson. This proved to the teacher that they had fully understood the task in hand. However, this wasn't the case for all students. As a result, those who did not understand the activities were overlooked in this instance.
Specifics / Critical Incidents During the activities, it could be said that there was a slight lack of order and control within the classroom. This resulted in some students missing out on their learning and development. Crucially it was those who needed to extra help that missed out on this lesson as they struggled to understand tasks and lost interest very quickly.

Moving forward, new tailored strategies need to be created based on child X's learning tendencies and strengths. The focus to begin with should be based on rudimentary Welsh to allow child X to master basic understandings. This will hopefully increase the child's knowledge and vocabulary when interacting with the teacher and peers (Walqui, 2006). As a result, the child would feel a more confident, valid, respected member of the class, potentially leading to increased interaction through the medium of Welsh. Once child X grasps a basic understanding the teacher could possibly provide slightly more challenging work in order to stretch child X.

In order to achieve this the teacher could use an instructional scaffolding strategy (Van de Pol, et al., 2010). To begin, the teacher would initially explain the task in question and present the desired learning outcomes to the child. A success criterion should then be provided to the child. The intention behind this is so that the child is clear of what steps they need to take in order to successfully complete the task.

In the case of child X a demonstration of the task in conjunction with the think-aloud protocol would be extremely beneficial (Applebee, 1983). This is where the teacher both explains and demonstrates exactly what the child has to do. This will allow child X to make connections between what they are visualising and the words they are hearing, advancing and extending their vocabulary. Under the guidance of the teacher, child X would then complete the task following the teacher's model (Walqui, 2006).

At this stage of the instructional scaffolding, child X should be encouraged to use the think-aloud protocol in order to show comprehension of the task and help the teacher to check their progress, offering guidance when needed and provide alternatives if necessary (Applebee, 1983).

Social constructivism can also largely interplay within instructional scaffolding. An example of this is if child X was then paired with a classmate to attempt similar tasks with less guidance from the teacher. This allows the children the opportunity to use instructional scaffolding independently whilst constructing new knowledge. Over a period, providing that scaffolding has been effective, it should gradually fade, and individual students should work on some new similar tasks independently. Child X should then receive corrective feedback from the teacher or receive it later as the teacher sometimes should not interrupt the students when on task. Given that the child has successfully completed the task independently, the teacher should then provide praise and supportive feedback to the child.

As highlighted by Doyle (1985), when environments contain a variety of student choice there is greater need for specific management techniques. In order to ensure that child X completes a task in full, the teacher could potentially consider tactically grouping the children, based upon who works well together. Once these groups have been established, the teacher could then instruct certain groups to work on specific workstations, reducing the amount of autonomy given to the children. Only then, once they had finished a certain task would they be allowed to move on. The logic behind this procedure is to increase classroom management through providing set instructions, in turn decreasing behavioural issues within the classroom (Evans et al., 2010).

Conclusion

To conclude, the approach adopted for this assignment included a process of observation, identification and reflection. A strong link can be drawn between the approach adopted and the professional standards for teaching and leadership (Welsh Government, 2018). Through the process of observation, it enabled a deeper insight into effective pedagogy, extending knowledge, skills and understanding as it supported much of the theory explored beforehand. In turn, this informed and supported professional learning, progressively developing pedagogy.

A further link can be drawn between the professional standard of innovation and the process of identification that was undertaken. Through observation and identification, the reflective practitioner was able to adopt an innovative stance. In turn, this highlighted the need to develop and adjust strategies accordingly in order to move the pedagogy forward.

Finally, the process of reflection can also be linked to the professional standard of innovation and collaboration. Reflection allows the practitioner to employ innovative techniques based upon their conclusions. Additionally, through the process of reflection, best practice can be shared by creating opportunities to work productively with all partners in learning, extending professional effectiveness. Carried out effectively this can foster a climate of mutual support within and beyond the school, spreading effective pedagogy.

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Appendices

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

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	To begin I felt comfortable in the class. However, as the lesson went on, I noticed the children's behavior gradually getting worse. By the end of the lesson I could understand why the teacher used specific strategies that appeared quite strict on the surface.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Taking into account the behavior of some of the children I felt that the teacher had good control over the class. Her questioning technique of using lollipop sticks was also something positive about the lesson as it made the children think of an answer in case they were chosen. What I found disappointing was the amount of time that was wasted getting the children to behave and listen.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	To ensure effective teaching and learning in the future I would ensure to keep the questioning strategies the same. The cause of the most disappointing element was the lack of concentration from some of the children, in turn, disrupting the lesson
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Upon reflection, moving forward, the teacher could implement a few more strategies in order to deal with the more challenging children. By doing this there should be less disruption within the class.
Y profiad newydd / Transformed experience	

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

Digwyddiad critigol (Ffocws)/Critical incident (focus): Difficulty with the Welsh language

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	When observing the critical incident, I felt extremely helpless for the child in question. I felt his frustration and confusion but also understood that Welsh is the language of the school and that the only way he was going to improve was by practicing and hearing the language more frequently.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	It was reassuring to know that child O understood some of what the teacher and peers would say to him in Welsh. For the most part he would respond accordingly to questions. However, it was evident when conversing with other children in the class through the medium of Welsh that they were quite a few steps ahead of him in relation to their Welsh language skills. What I found rather disappointing was that child O made no conscious effort to respond to the teacher or his peers through the medium of Welsh. At first, I began to think it was down to stubbornness, however, as the lesson went on, I could see that it was simply a delay in the child's learning. In addition to this child O appeared to have significantly poor concentrating skills. Upon reflection, I feel that both these elements (lack of understanding of the Welsh language and concentration) may possibly be linked.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	In order to ensure effective learning in future I feel that repeating sentences or certain words in English when conversing with child O would be effective. This way child O can familiarize himself with his new vocabulary and get to make connections between the Welsh and English language. It is hard to identify the cause of the most disappointing element as it may be related to deeper cognitive issues that has not yet been identified within the child.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Possible solutions moving forward would be to focus on very basic Welsh with the child to begin with in order to master these elements. Once these have been thoroughly understood by the child then the teacher could possibly give child O some more challenging work to do. It is vital at this stage that the basics are understood, otherwise the child is going to be missing out on the fundamentals in his literacy and numeracy lessons which will essentially lead to further complications.
Y profiad newydd / Transformed experience	

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

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	When observing this lesson, I felt slightly uncomfortable due to the lack of order and control within the class at certain points. However, I began to understand that this might be due to the fact that in the foundation phase children often learn through play.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgi oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	At the beginning of the lesson the teacher started with a numeracy focus task on the carpet. After this the children were allowed to choose what workstation they went to whilst the teacher would sit with a select few children. This is where the control detreated. It was rare that a single child completed a task in its entirety. The level of noise also would increase to a point where it was difficult to concentrate.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	I think encouraging independence within the children is a something I would keep the same. However, I feel there needs to be slightly more structure as the children would jump from activity to activity. The cause of the most disappointing element was that the children were not in set groups and the lack of continuous assessment.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Upon evaluation I feel that the children need more checkpoints and increased guidance to ensure when they are completing the activities that they are on the right track. Additionally, I feel that a given, realistic timeframe should be dedicated to each activity to ensure the children stay on task.
Y profiad newydd / Transformed experience	

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

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I support the teacher's decision to discipline the child as he was disrupting the class. However, I felt that the child missed valuable information during that lesson as he was told to stand by the door for a period of time.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	It was reassuring that the teacher had control over the situation and that she was disciplining the child in order to prevent the same thing reoccurring. However, by putting the child to stand by the door he was potentially missing out on a crucial lesson.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I feel the child should've been disciplined for bad behavior which I felt was effective overall. However, I feel that it shouldn't of impacted on his learning. Maybe it could've been spoken about during play time or some other time that was not eating into the learning of the child.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	In future it might be worth considering a discipline strategy that does not take away from any child's learning time. Strategies such as a behavior chart could potentially be experimented within the class. This would mean that the child would know that they had done wrong, but it would avoid disturbing their learning.
Y profiad newydd / Transformed experience	

Total Word Count: 4,225 excluding observation sheets