

**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.**

1. INTRODUCTION

Teaching is always viewed as a noble mission, as teachers of today may form the future of our new generations. However, teaching can also be challenging, as it is not only about imparting knowledge or information, but it also requires teachers to better know their students/learners and understand their behaviour, in order to provide them with the support they need to achieve their potentials.

Yet, Professional Standards for Teaching and Leadership, set by Welsh government (2018) urged teachers to 'consistently secure the best outcomes for learners through progressively refining teaching' (2018). Thus, ongoing research and observation is always required to refine teaching and to develop the best approaches to improve teaching and learning environment, as well as the learners' well-being.

This assignment will discuss an incident that is illuminated through a classroom observation activity as a case study; it will also suggest an explanation, analysis and meanings of it, and critically reflect on that in terms of strengths and areas for improvement, with link to Donaldson's Four Purposes (2015) and a further correlation with relevant educational theories and researches.

This observation was one of four observations those were undertook on the same day of the observation event, and this assignment will focus on the observation of lesson 1 (period one), while all observation notes can be found on the 'Appendix' part, at the end of this assignment.

2. OBSERVATION

The observation event has taken place at an 11-18 mixed comprehensive school, located in a large city in South Wales, with 1,700 pupils, including 357 in the sixth form (Estyn, 2018).

Nearly a quarter of pupils come from different ethnic minority backgrounds, and just over 20% speak English as a second language (ibid, 2018). Only a few pupils are fluent in Welsh (ibid, 2018). Around 6.5% of pupils are eligible for free school meals, and fewer than 10% of pupils live in the 20% most deprived areas in Wales (My Local School, 2018). Around 12% of pupils have a special educational need (Estyn, 2018). The school is rated as Green for support category (My Local School, 2018). Additionally, the school is considered as a pioneer in the area, and is currently working along with the Welsh Government and other schools towards progression of the new curriculum (which is due in 2022).

The observation took place at a Design lesson, (period one), on a class that consists of 22 students (year 9), with two students who have additional learning needs, one of them was accompanied by a supporting staff.

The aim of this observation was set to identify and highlight an incident that may occur spontaneously during a routine school lesson, targeting one, a pair or a small group of students; focusing upon students' learning and development; as well as interaction between students and their peers; interaction between the teacher and students; and the impact of any external factor may influence their learning and well-being. Furthermore, this observation will shed lights on pedagogical approaches and strategies used by an experienced teacher during teaching and class management aspects. The incident will be critically analysed and addressed in a context of ethics, respect, confidentiality and anonymity, to comply with BERA Ethical Guidelines for Educational Research (2018).

3. METHODOLOGY

For this observation, a written report with a seating plan of the classroom has been used as a means of recording social communication and movement of the teacher and students during the observed lesson. This method of observation maybe considered as a non-participant observation approach, since the researcher didn't take any active part in the learning activities at this observation event. Nevertheless, this approach is criticized for the fact that type of observation may lead people to behave differently in the presence of an audience (Kumar, 2014). However, in this observation event, most students seemed to be focusing on the learning activities without paying attention to the researcher. Yet, according to Brookfield (1995) critical reflection (which is from the core of effective observation) is categorised through four main lenses; the first lens is the autobiographical lens, or the self-reflection lens. Through this model, teachers may rely on their previous learning experiences or on their experiences as a teacher to set typical assumptions and intuitive reasoning

(Brookfield, 1995). Similarly, Tripp (2011) defined four approaches to the analysis of incidents through thinking strategy about our practices, rationale, personal theory analysis and professional judgement. Tripp (2011) also suggested that ideology critique is essential for professional judgement; as it enables us to make rational, informed and deliberate choices. The second lens is the students' eyes. This model enables "responsive teaching" through student's evaluations, assessment, student journals, groups or interview and student-focus (Brookfield, 1995). The third model is peer lens or colleague perception. Brookfield (1995) suggested that peers may spot some teaching strategies from different angle during the teaching activities. This method has been also adopted and evident by the PGCE practitioners through the bridging events (2019), when there have been an opportunity to share ideas, discuss and reflect on that. The fourth model is theoretical literature lens; this model enables employing research theories about teaching practice to enhance critical thinking (Brookfield, 1995).

Whilst observation is considered as a method of collecting data (Kawulich, 2005), Cohen (2018) suggested that methods of data collection maybe often confused with methodology, and methodology is confused with design. According to (Creswell, 1994:12), a case study is single instance of a "*bounded system*"; thus, a case study can be an episode, an event, an individual, a group or a community, but it is still considered as one entity (1994). However, this might involve pre-judging of the targeted entity; and therefore being biased in some instances. For example, Piaget's theory of cognitive development was criticised for being biased, as he used his own children and the children of his friends as samples. Furthermore, since all children Piaget applied his study on came from the same (Swiss) cultural background, therefore his case study not necessarily be generalised on other cultures (MyTutorWeb, 2013). However, since a case study methodology provides in-depth investigation with more details, as well as being "*illustrative and illuminating*" (Wellington, 2015:174), Thus, a critical incident as a case study has been adopted as a methodology for this observation.

4. FOUR PURPOSES

Critical incident was defined by Tripp (1993) as an interpretation of the significance of an event; Tripp (1993) also suggested that an incident may occur in routine professional practice, and the incidents appear to be typical, and analysis makes an incident critical (p. 25). Yet, Spencer-Oatey, H. (2013) described critical incident approach as a "*qualitative research method*" that is recognised today as an "*effective exploratory and investigative tool*"

Thus, for the purpose of this assignment, the incident identified through the observation is related to two students' behaviour, and its influence on learning at the classroom environment. The two students will be referred as Student X and student Y for anonymity.

At the beginning of the lesson, only about half of the students arrived at the classroom and started taking seats. Five minutes later, the rest of students arrived (including students X and Y) and started taking seats, with a moderate level of noise that caused by their movement and speaking. There was a higher level of noise caused by students X and Y while the teacher was busy in preparing some materials to display on the screen. The teacher used a counting down (3-1) technique in order to drag students' attention, he then requested that students to complete a starter task that they had already started during previous lesson, and to upload it on their portfolio on their journals as a 'Do it now' activity. Yet, after displaying a short video, the teacher asked the students a number of questions to assess their understanding of terminology and concepts they previously learned about, as well as identifying their ability to progress towards the further step/ task. At that stage, teacher provided a brief explanation of a new 3D modelling design main task, so that students initiated their work, with low to medium level of noise in the background. The teacher moved frequently throughout the classroom floor to assess students' work and provide support and feedback as needed. While teacher was busy with some students, he noticed that students X and Y (who were on the other side of the classroom) have restarted their computers during the task (just 10 minutes before the end of the lesson), which caused loss of the work they had already started. The two students claimed that the reason of restarting their computers was because of a glitch in the system. The teacher accepted that and emphasised on completion of their work during lunch time or at home, to be submitted by the beginning of next lesson. While all other students have completed, saved their work and prepared to leave the classroom. The teacher then supervised students' departure of the classroom sequentially in a well-organised queue.

The main critical incident focused in this observation, is when students X and Y restarted their computers during the design task. In first instance, we will need to think about the reason/s why this behaviour occurred. Secondly, we will address the impact and the consequences may result of this behaviour.

The teacher seemed to be aiming to promote activities that build ambitious, capable learners through questioning, problem solving and developing skills of digital technology, to comply with Donaldson review (2015) which recommends four purposes to the Curriculum for Wales (Gov.Wales, 2017). Yet, learning such a creative subject will provide students with an opportunity to link their digital skills with practical life and potential work. Moreover, the

teacher showed signs of transferring the negative incident into a positive relationship based upon trust and mutual respect, by listening students X and Y, discussing their task, explaining their responsibility and offering help at lunch time to solve the problem. This may also be considered as a response to Donaldson purposes.

5. LITERATURE REVIEW

In order to suggest an explanation of why that incident has occurred, it would be advantageous to find out potential theories behind it. Tripp (1993) named that as “*production of an incident*” in this context. The incident identified when students X and Y shot down their computers during the design lesson. We may firstly correlate this incident with behaviour as well as emotional and mental health wellbeing. Nevertheless, mental health term in this context is related to wellbeing positive perspective (not to be linked with a connotation of mental illness). According to the National Assembly for Wales report (2018) “*it is estimated that three children in every average size classroom will have a mental health issue. By the age of 14, half of all mental health problems will have begun*”. Yet, wellbeing may involve various aspects (such as happiness, relaxation, health, having enough money, doing well at school, getting on well with friends and family, or getting a good job), and may differ from one person to another (The Children’s Society 2019). Thus, there might be one or more of these factors impacted on the behaviour of children X and Y. For example, perhaps one (or both) children are experiencing some family related issues those caused reduction in their concentration on learning at school; this can be a conflict between parents, or even between the children and their parents, or maybe a social or financial issue (external factors). Williams, K. (2018) indicated that “*We know that deprivation can have a massive impact on a child’s mental health and well-being*” National Assembly for Wales report (2018).

Yet, students X and Y might be physically tired, so that they lacked of sufficient energy or even lost the interest to complete the task. Another reason of losing the interest can be because they found the task hard, or perhaps, they wanted to hide something wrong they did on the computers. Additionally, there might be an issue or a conflict had occurred between student X and Y prior the lesson, so that one has shot down the other’s computer as a retaliatory action (or reaction).

Yet, in a study run by The Children’s Society, based on interviewing 67000 children, the resulted report (2019) stated that well-being is made-up of thoughts, feelings and meanings. However, with relation to our critical incident in correlation with ‘meaning’ factor, perhaps students X and Y do lack sense of the ‘purpose’, or maybe they do not have awareness of self-belief with link to their career and future.

WHAT IS WELL-BEING MADE UP OF?

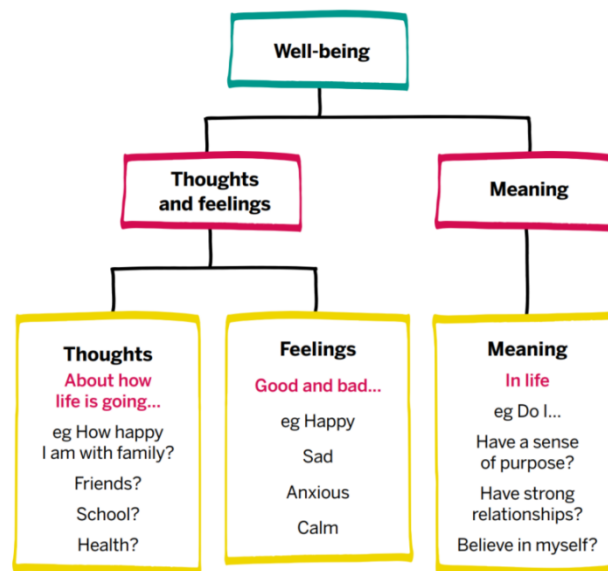


Figure 1, Well-being related to feelings and meaning, from The Children's Society, adapted from the Good Children Report, (2019).

On the other hand, there might be some school related factors, such as relationship with other students, or even with the teacher. Good Children Report by the Children's Society, (2019) has also suggested in a study based on children opinions regarding to ten aspects, that the children are most unhappy with school, while they were most happy with their family, health and home, as explained on the graph below (Figure 2).

GRAPH 1: CHILDREN'S HAPPINESS WITH THE 10 ITEMS IN THE GOOD CHILDHOOD INDEX*

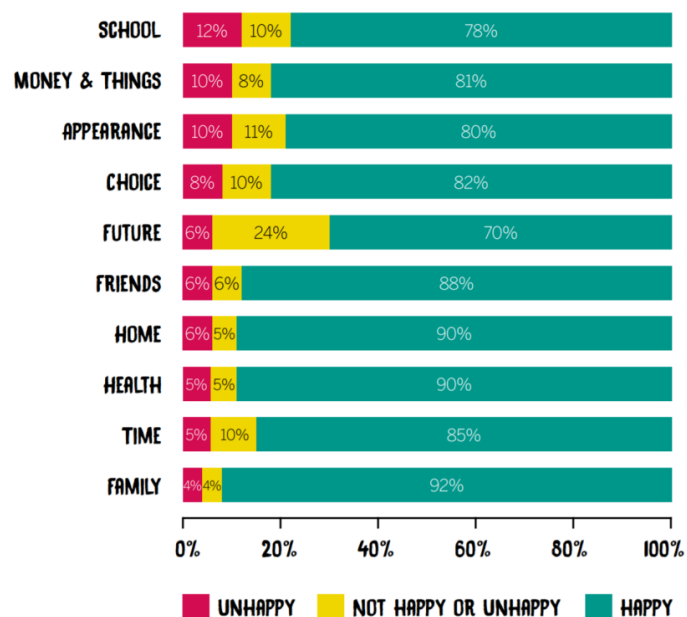


Figure 2, Children Happiness with 10 items, from the Good Children Report, (2019).

Yet, Maslow, (1943) suggested that people motivation is directed by their needs, when one need is satisfied, a person then would seek fulfilling the next one. Thus, Maslow created a hierarchy of needs in which made up of five stages, where the most fundamental is the bottom one, and the less importance are above, and so on (1943). The basis stage is associated with 'Biological and Physiological' needs, such as air, food, drink, shelter, warmth, sex and sleep. The following stage is associated with 'Safety' needs, such as protection, security, order, law, limits, stability, and freedom from fear (ibid, 1943). The third stage is the 'Social' needs, such as belongingness, friendship and love relationships. The fourth stage is associated with 'Esteem' needs, such as achievement, mastery, independence, status, dominance, prestige, self-respect and respect from others (ibid, 1943). Whereas the upper stage is the 'Self-Actualization' needs, such as personal potential, self-fulfilment and personal growth (McLeod, 2007).

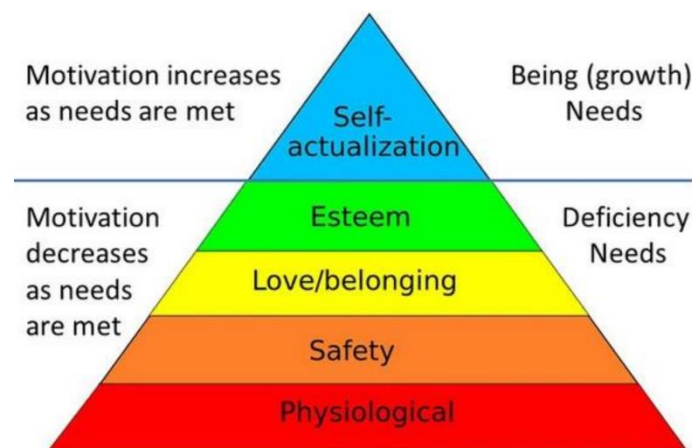


Figure 3, Maslow's hierarchy of needs, adapted from McLeod, S. A. (2018).

However, despite Maslow's theory is criticised by a numerous scholars, we may agree that it is still applicable in terms of the correlation of wellbeing related needs with motivation. Thus, this may enhance our argument of the anticipated reasons of the critical incident development. Relevantly, the Research Centre for Experiential Education (RCEE) at Leuven University, under the supervision of Professor Ferre Laevers introduced 'Leuven Scale' for two aspects, one for mental health wellbeing and the other is for involvement (Lweis, 2019). Yet, both scales are ranging from extremely low, low, moderate, to high and extremely high. Today, some schools adopt these scales through a computerised system to measure their students' wellbeing and levels of involvement, in order to improve their learning performance, and enable their students to achieve their potentials.

In relation to our observed critical incident, students X and Y seemed to be starting the activity with an engagement, however, approximately, half of the observed period included

times of non-activity (or no involvement), which is indicated as 'Frequently Interrupted Activity' (ibid, 2019), so that their Involvement was not sufficient to complete the task (ibid, 2019), thus, according to 'Leuven Scale' their level of involvement would be measured as low.

In the year 2000, the BBC launched filming 25 children born across the UK, and monitored them until they turned 16; the programme called 'Child of Our Time'. For this programme a joint research accompanied by Professor Robert Winston and Professor Tanya Byron studied changes on brain and behaviour of these teenagers; the study addressed the challenges and change in children behaviour when turning from childhood to adolescence, as well as the impact of social and family issues on their emotional health and wellbeing. The research revealed the changes in teenage brain at this crucial period of their life, when they feel more self-conscious, more mentally creative, and more content than at any other time in their lives (the Open University, 2016).

Nonetheless, in education, rewarding can be a significant factor for motivation; on the other hand, punishment may reduce the level of motivation in classroom. However, for behaviour management purpose, there must be a clear framework for classroom discipline; this can be set as a list of rules which is agreed and clearly explained to students by their teacher at the beginning of the year. For example, Cowley, (2011) used clock strategy to count the time that students waste during the class, so that the time which students wasted (by talking to each other) is deducted from their break/lunch time; Cowley (2011) stated that this strategy worked practically well with her classroom behaviour management (ibid, 2011). Similarly, the teacher in our observed critical incident used a similar strategy when he alluded to students X and Y that both should complete their task in lunch time.

Linking this to Behaviourism theory which views acquisition of learning may occur through changing in behaviour. Skinner, (1976) referred to the method of learning that occurs through rewards and punishments as 'Operant Conditioning'. Skinner, (1976) also suggested that rewards and punishments may control the most of human behaviours. Thus, discipline strategy may be viewed not only as a response to bad behaviour, but it is more about changing behaviour and preventing it from happening (or at least repetition will be less likely to happen) next time. Dreikurs, (1968) suggested four reasons that motivate children to misbehave as: to gain attention, to exercise power, to display inadequacy or to exact revenge.

Dreikurs (1968) believes that 'Logical Consequences' are the most effective techniques for preventing discipline issues, rather than punishment, reinforcement or even praise; meaning if the first need has been met, the other three may not occur. Applying this theory on our

critical incident, we may correlate that behaviour to neediness of attention. Perhaps, if the attention desire was met, students X and Y would not escalate their behaviour any further.

The impact of this incident may be recognised as a distraction of classroom learning environment and teaching process, which affects other learners, as well as have a negative influence on attainment for Students X and Y.

6. REFLECTION / EVALUATION & NEXT STEPS

We may apply Gibbs, (1988) Reflective Cycle model on our critical incident by examining the experience and reflect critically on that through the following stages: Feelings and thoughts; description; evaluation (both positive and negative); analysis; conclusion about what is learned and what could have done differently; and Action plan (1988).

The lesson seemed to be delivered at an appropriate atmosphere and positive classroom culture. Most students demonstrated passion and motivation to learn. Students also appeared to be safe, comfortable and well-informed about what they learn.

The teacher conducted teaching activities in a professional manner, and seemed to be experienced and knowledgeable in his subject area, as well as in pedagogy and behavior management strategies. The teacher and the students seemed to act spontaneously, and did not surprise or behave differently because of the presence of the observer, and they appeared to be following a routine lesson on a routine day. However, some noise in the background prevailed most of the time (due to students speaking with each other).

Most students completed their 'Do it now' task, and saved their completed work on their journals. The teacher succeeded in having some moments of silence by using counting down strategy (3-1) to drag students' attention in order to explain a new task, and to display some examples on the screen, as well as playing a relevant video.

The use of different strategies such as video, discussion, questioning played significant role in delivering effective learning and teaching approaches; as this has been translated by students through understanding of the new task and becoming ready to work on it.

ALN students received support from a supporting staff and attention from the teacher, and the teacher took the responsibility of monitoring learning and assessing students' learning, as he moved between students' desks to provide one-to-one support, as well as to assess their 3D drawing skills, and providing feedback. The teacher knelt on the floor to be in an appropriate level when talking to the students to discuss their work.

Since this was a mixed-ability class, the teacher employed 'differentiation' strategy; he challenged students by the new task, most students completed it, some completed it faster than the others, 2 did not complete their work (students X and Y), as they restarted their computers and no time was left for them to do the task.

In my opinion, the best example of effective teaching and learning was when teacher employed challenging questioning and a new challenging task based upon previously acquired skills from last lesson; during that, an ongoing assessment approach was carried on. While the second point was related to behaviour, when teacher explained to students X and Y that restarting the devices during the lesson is unacceptable, and they would have to complete their task at lunch time. This may be viewed as a way of reinforcement of classroom rules. The teacher then agreed that students X and Y to complete their task at home, to be ready by the beginning of next lesson; I viewed that as building up a mutual trust between the teacher and the two students.

However, there was no display or explanation of lesson objectives at the beginning of the lesson. I presumed that was already accomplished during previous lesson. Furthermore, there was no demonstration activity during the lesson; perhaps that because the demonstration may be utilized during previous session, so that students know what to do and they do not need any further demonstration. Yet, the teacher did not notice (when students X and Y restarting their computers) immediately when the incident occurred, as he was busy providing one-to-one support to other students.

In my opinion, to avoid any technical issue may occur in the future, I would work with the ICT technical team to check all devices prior to the lesson, to ensure that all devices are working properly, so that no technical excuse can be raised by any student.

Additionally, at the beginning of the lesson, I would remind students quickly about the Lesson Objectives, (even if I did so in the last lesson).

Yet, while providing on-to-one support, I would keep an eye on the rest of the class, pay attention to each student and be ready to provide any support they might need; as well as keep moving between the students to ensure that they do the task correctly. I would also be sensitive to their reaction and anticipated issues, in addition to being open to listen to the students, should any of them needed to talk to me about any issue or whether they need any kind of support.

It is also necessary to follow-up the incident by checking if students X and Y have completed their task next lesson, and ensuring that they understood the task and ready for the next lesson.

This experience has provided me with the opportunity to learn new teaching and behavior management strategies and skills from experienced teachers. Furthermore, such an experience would enhance standards for 'Professional Learning' through expanding knowledge and skills, so that it supports and progress professional development in

accordance to 'Professional Standards' for teaching and leadership set by Welsh Government, (2018).

7. CONCLUSION

In conclusion, the observation has provided the opportunity to identify and illuminate an incident that occurred during a routine lesson. The incident has been critically analysed in a classroom as a '*bounded system*', Creswell, (1994) with fresh eyes. Yet, a case study has been adopted as research methodology; as it provides "*illustrative and illuminating*" investigation (Wellington, 2015) in accordance with Brookfield (1995) critical reflection four lenses.

The case study observed has addressed two students (X and Y), who shot their computers during a 3D design lesson, with no time left for them to complete the design task during the lesson. A numerous of potential reasons have been suggested as causes of the incident, including motivation and behaviour, mental health and emotional wellbeing (which are at the core of the national mission of the new curriculum purposes recommended by Donaldson, 2015). Furthermore, the critical incident has been discussed in correlation with relevant literature and theories in this context, such as the impact of lack of understanding of the 'meanings' factor in light of the Children's Society study, (2019) which suggested that well-being is made-up of thoughts, feelings and meanings; Maslow's (1943) Hierarchy of needs, which suggested that motivation is directed by people needs, thus, if any of these needs are not met for any student, the student will not be ready to learn (Guditus, 2013). Yet, the level of involvement for students X and Y has been measured according to 'Leuven Scale' as low. Moreover, the impact of rewarding and punishment on motivation has been discussed in light of behaviourism theory; as Skinner, (1976) referred to 'Operant Conditioning' as a method of learning that occurs through rewards and punishments.

Reflective Cycle model created by Gibbs, (1988) has been adopted to examine our critical incident through: feelings, description, evaluation, (both positive and negative), analysis and concluded suggestions about what is learned and what could have done differently, as students' behaviour is an essential factor for delivering successful learning, for classroom safety and for increasing productivity in classroom, while health and wellbeing must be insured for all learners to achieve their potentials, as well as to encourage professional values and respect.

Yet, development of pedagogy may reflect on progression of professional learning growth, not only at schools, but also across the community (Welsh Government, 2018). Thus, the

door is still open for more research, observation and exploration to improve learning more about our learners.

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Appendix

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: Graphic Design: 3D Model, Year 9 Period 1
Classroom culture (Are the students focused on learning?) Students seemed to be ambitious and keen to learn. Teacher demonstrated commitment to support all students in a professional manner. The atmosphere was comfortable and positive.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Teacher has provided a brief explanation about the lesson content and the task (do it now activity), as this lesson is extension of previous lesson. However, most students appeared to be knowledgeable about the tasks (with good 3D design skills).
Direction (Are the students clear about what they are doing and how to do it well?) Teacher asked students to do a snap shot of their finished work (from last lesson) to be saved on the booklet/portfolio. Teacher used counting down strategy to get students' attention with the right tone of voice, then he explained the task. Teacher planed sequences of lesson activities that each lesson build up experience to the other. A video, as well as a new drawing task have been presented on the screen, with an explanation of the new task and how it is relevant to what previously learned. Teacher allowed questioning, discussions and time for accomplishment (until the end of the lesson), with supervision and feedback provided as needed.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most students engaged, completed the task and saved their work successfully; two students have restarted their computers in the middle of their work, so they could not finish the task. Teacher noticed this issue and asked them to complete the task by the beginning of next lesson. Teacher challenged students by the new task and by challenging questions (aking into account differentiation strategy).
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? This can be part of use of 'assessment for learning' strategies to help pupils meet their targets.

Teacher asked questions related to previous lesson, monitored students' work and questioned about current lesson task (focusing on terminology and definitions), allowed a few seconds for answering the questions, and then provided feedback on students' work.

Resulted work will also be assessed once it is submitted (by the following lesson).

Specifics / Critical Incidents

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

While the teacher was busy providing one-to-one support to other students, he noticed that two students on the other side of the classroom have restarted their computers during the task (just 10 minutes before the end of the lesson), which caused loss of the work they had already started. The two students claimed that the reason of restarting their computers was because of a glitch in the system. The teacher accepted that and emphasised that they will have to complete their work in lunch time or at home to be submitted by the beginning of next lesson.

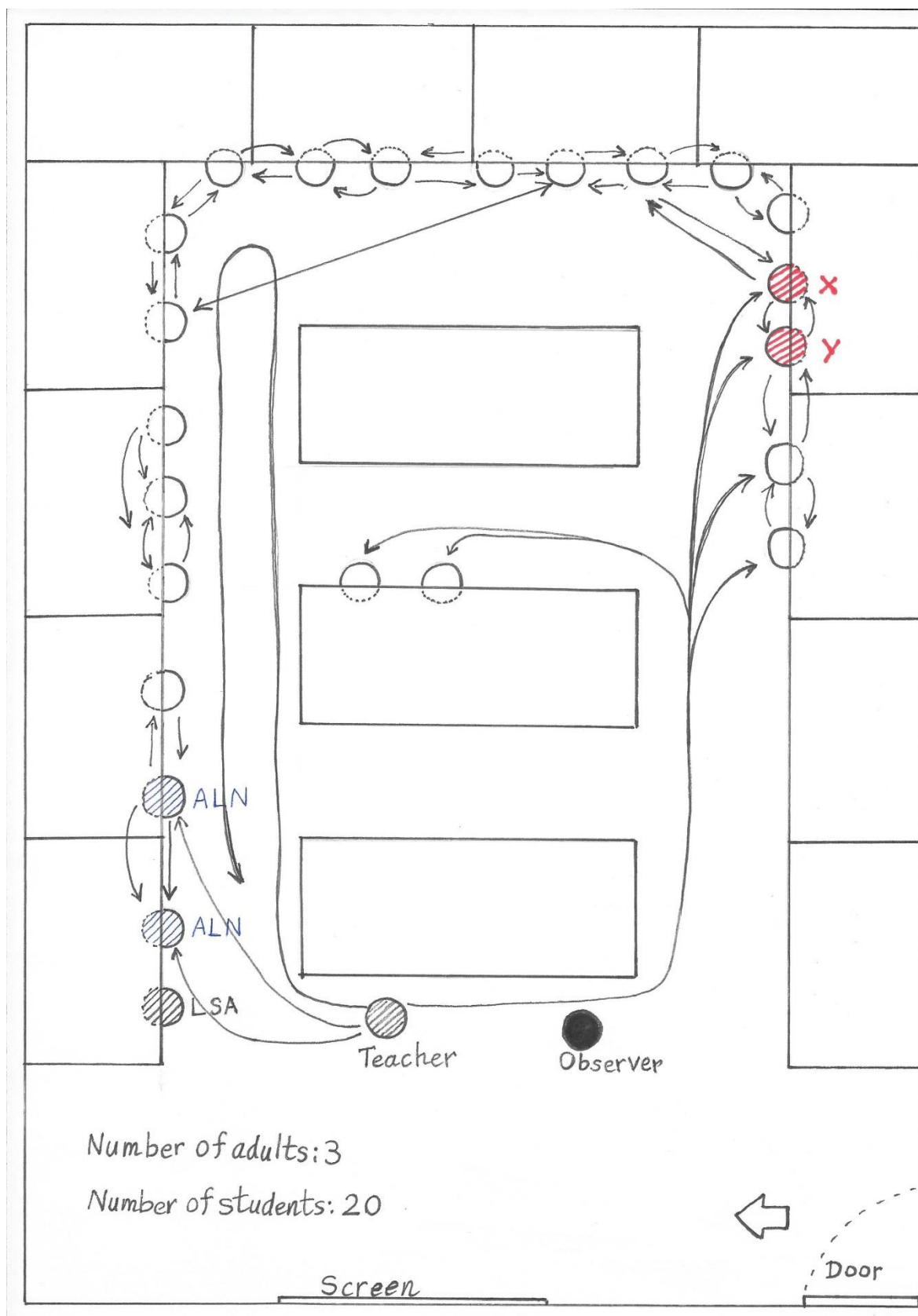
Model Beirniad Wedi Adfyfrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behavior and Well-being of 2 students

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Good learning environment and positive classroom culture. Most students seemed to be passionate and keen to learn. Students also seemed to be feeling safe, comfortable and well-informed about what they do. The teacher conducted teaching activities in a professional manner, and seemed to be experienced and knowledgeable in his subject area, as well as in pedagogy and behavior management strategies. The teacher and the students seemed to act spontaneously, and did not surprise or behave differently because of my presence, and they appeared to be following a routine lesson on a routine day. ALN student received support from a supporting staff and attention from the teacher.
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?"	Most students completed their 'Do it now' task and saved their work, and started the new main task. Counting down strategy (3-1) has been employed to drag students' attention. Use of different media and strategies such as video, discussion, questioning A ready design was displayed on the screen and students were required to redraw the same 3D model on their own devices. Teacher moved between students to provide one-to-one support and to assess their learning and drawing skills. The teacher knelt on the floor to be in an appropriate level when talking to the students. Differentiation strategy has been employed (since it is a mixed-ability class): the teacher challenged students by challenging questions and by the new task, most students completed it, some completed it faster than the others, 2 did not complete their work (X and Y), as they restarted their computers and no time left for them to do the task. No demonstration (could be because it was done during previous session) No explanation of lesson objectives (perhaps it was done during previous session) Medium to high level of noise caused by student speaking with each other during the task The teacher did not notice the incident (of students X and Y restarting their computers) until a few minutes after its occurrence. No scanning or attention to the rest of the class while providing one-to-one support.
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?"	Building up experience upon previously skills acquired from previous lesson. Using counting down or any similar strategy to manage behavior and getting students' attention. Preparation and planning, with use of different media such as video,

<i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	PowerPoint presentation and display of sample patterns. Differentiation and challenging questions and tasks. Movement between students to assess their learning and to provide support and feedback as needed, (focusing on low attainment students and/or ALN) and to enable more communication with students. Student X and Y restarted their computers. The teacher did not notice the incident until a few minutes after its occurrence No scanning or attention to the rest of the class while providing one-to-one support . <u>Possible causes to the incident</u> Maybe the task was too hard, so that student X & Y were unable to achieve it, and felt shy to tell the teacher about that. They want attention (by teacher or other students). Felt bored. Distracting class or teacher. To hide something they did wrong on the computer. Lost the interest Wellbeing issue (family situation or any other external factor) Something happened between X & Y prior the lesson
Casgliadau a chymau 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 my opinion, to avoid any technical issue may occur in the future, I would work with ICT technical team to check all devices prior to the lesson, to ensure that all devices are working properly. At the beginning of the lesson, I would remind students quickly about the Lesson Objectives, (even if I did so in the last session). Keeping an eye on the rest of the class while providing on-to-one support. Keep moving between the students to ensure that they do the task correctly and being sensitive to their questions. Follow-up the incident by checking if Students X and Y have completed their task next lesson and ensuring they understood the task. Being open to listen to the students should any of them needed to talk to me about any issue or whether they need any kind of support. Learning new teaching and behavior management strategies and skills from experienced teachers during any observation or training opportunity for a continuous professional development.
Y profiad newydd / Transformed experience	



Lesson plan showing communication and movements during the observed lesson

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: Art- Story Board, Game Concept, Year 9 Period 2
Classroom culture (Are the students focused on learning?) Most students seemed to be interested in the subject, and concentrated on learning activities. Positive mutual trust and respect relationship between the teacher and the students. Teacher provided students with choices through the task and allowed peer discussion. The students appeared to be comfortable and safe while expressing their ideas and thoughts.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Lesson objectives have been explained along with 'Do it now' task at the beginning of the lesson, so that most students seemed to be certain about what they do.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher's explanation and a video display provided students with a clear idea about the task. There was also a practical demonstration of the work by the teacher. Implementation of Literacy Framework through a writing task (when students were required to write 6 different ideas of their gaming characters).
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students engaged with their tasks in various levels. After the starter writing task, students started working on the next task, some have been challenged by the task and by the questions that teacher asked. Some found it easy, some found it a little bit challenging, and some found it hard, so that teacher enabled differentiation strategy.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Assessment is process was ongoing through this lesson, as the teacher moved between the students assessed their works and provided feedback and one-to-one support as needed. The teacher then collected students sketch books for portfolio assessment.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? While teacher was demonstrating and explaining the task on a table in the middle of the classroom, one of the students (X) took a mask from the classroom display, wore it

on and started moving around and waving to other students. The same student did not pay attention to the task and was kicking another student's bag (Student Y which was sitting in front of him during demonstration of the task (when students gathered around the central table).

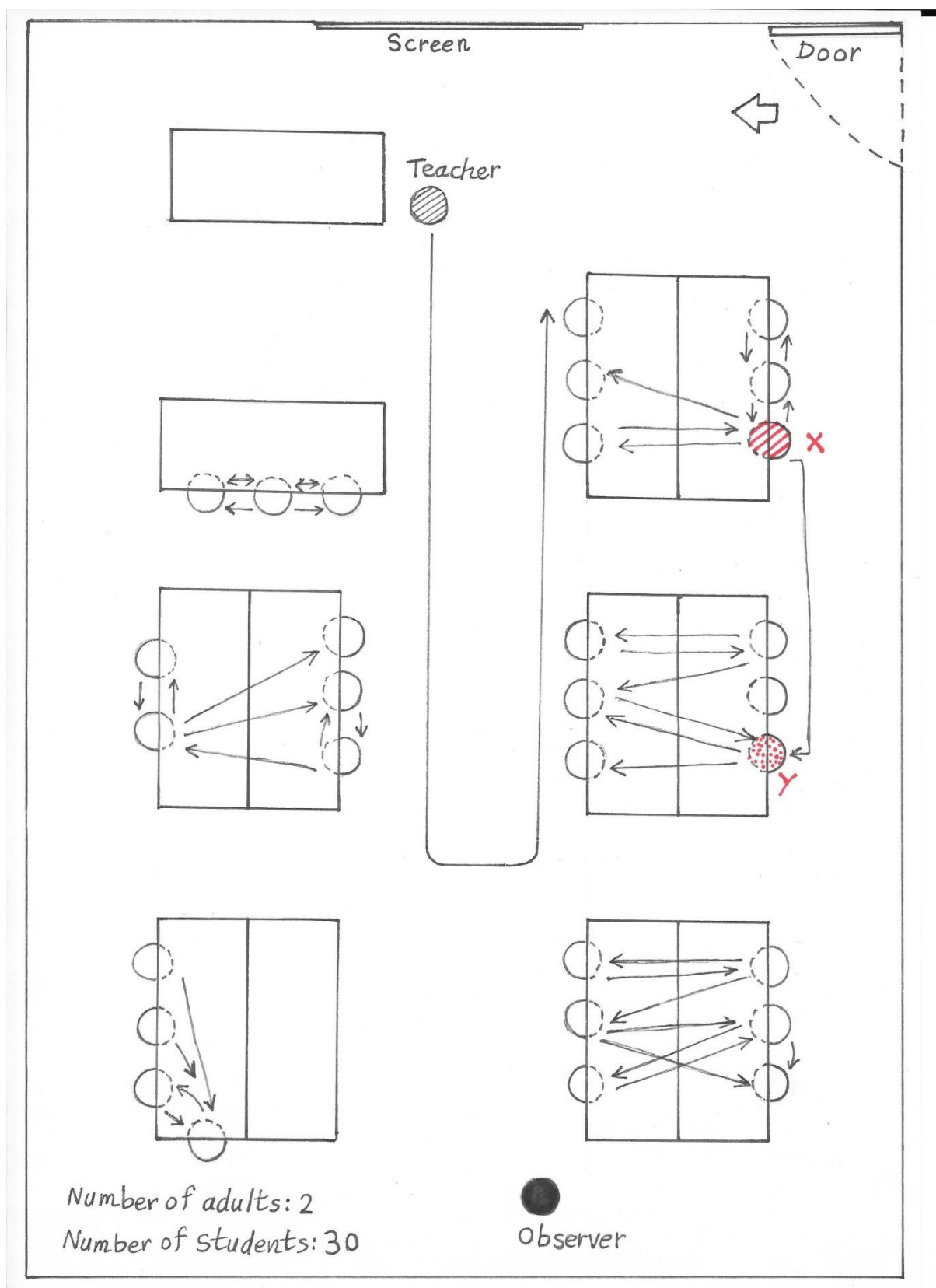
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behavior and Well-being of one student

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Positive learning environment, students appeared to feel safe and well-looked after. The teacher appeared to be knowledgeable, experienced and confident. The observer was impressed by the teacher's well-preparation and students' creativity and their passion to art subject.
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>	Well-preparation of lesson and materials, starter task (with an emphasis on Literacy Framework, demonstration of the main activity and differentiation. Student (X) behavior, when he did not pay attention to the demonstration of the main task and kicked student Y's bag (which was hang on a chair in front of him), and the teacher did not notice this incident.
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>	Well-preparation of lesson and materials, starter task (with an emphasis on Literacy Framework, demonstration of the main activity, use of visual media, questioning and differentiation. Movement between students to provide support and feedback. There might be one or more potential reason causes this incident, such as student X wanted to gain some attention; or maybe he was not interested in the subject; or may be found the theme hard. Perhaps the student was tired, board or cannot wait for the break time. It could also be an external (home or family) factor, or even a previous issue with student Y (perhaps he felt jealous of student Y as she was concentrating on the lesson and ignoring him).

Casgliadau a champau 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>	To pay attention to all students during the demonstration and all classroom activities. I would also make sure that all students are engaged by asking questions targeting those who are less concentrating to get them involved with the activities, or even by commissioning them to lead a group activity to deliver a certain task or mission. Yet, changing seating plan would also be considered to ensure that all students are advantaged from engagement of the learning activities. I would also be more sensible and open should any student would like to share any information or talk about anything.
Y profiad newydd / <i>Transformed experience</i>	



Lesson plan showing communication and movements during the observed lesson

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

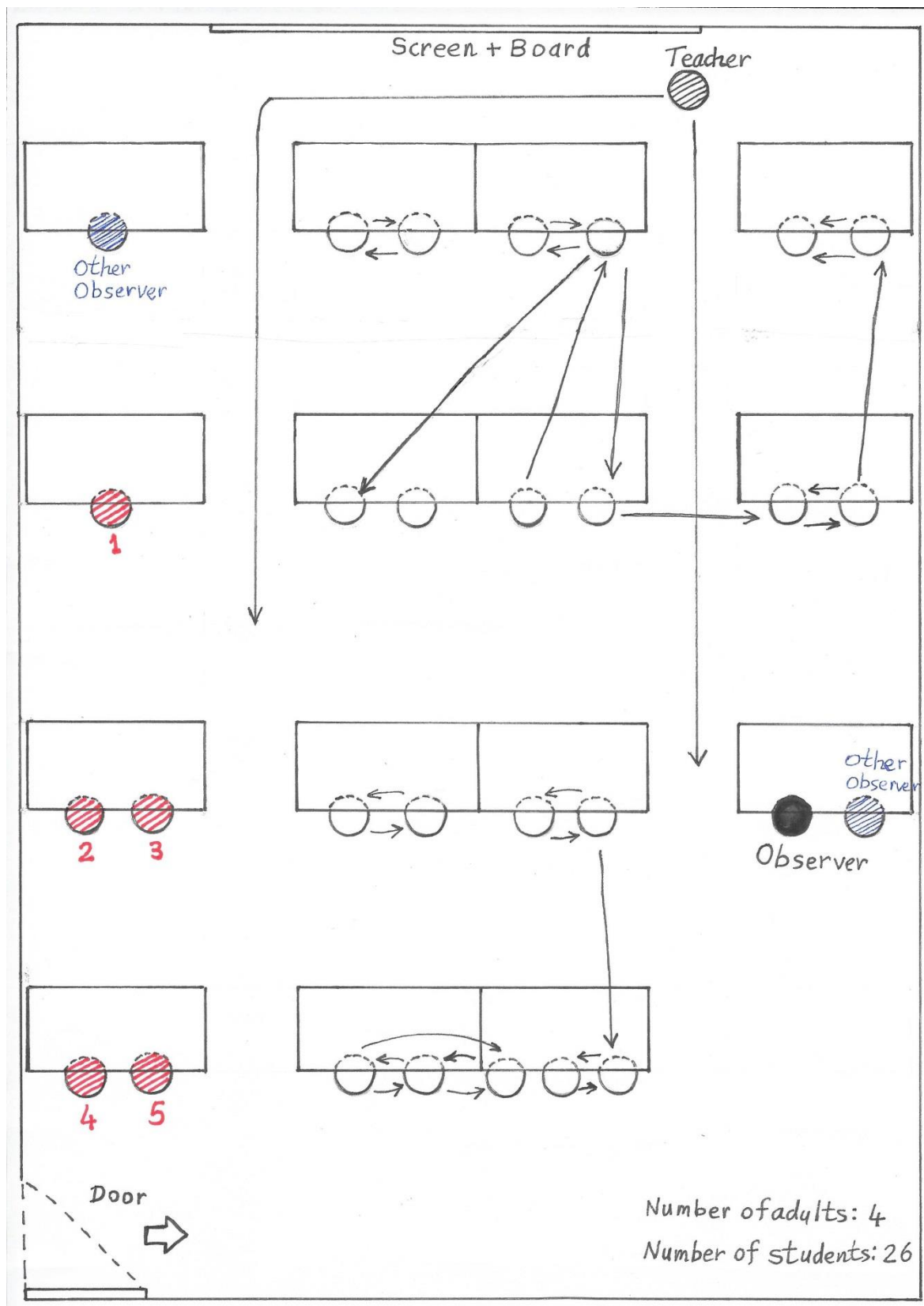
Date: 02/10/2019
Lesson details: Mathematics, Year 9 'Consecutive Numbers Types' Period 3
Classroom culture (Are the students focused on learning?) The learning environment appeared to be safe, quiet and positive, and students were ready to learn. Trust and respect relationship seemed to be prevailed during all time. Most students concentrated on the learning activities.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Lesson objectives and activities have been briefly explained at the beginning of the lesson; and lesson activities were led and directed by the teacher in a way that promotes learning purposes. Most students appeared to be clear about the tasks and the exercises.
Direction (Are the students clear about what they are doing and how to do it well?) Most students understood the task and answered the questions, so that teacher enabled transmission between tasks for more challenges.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Teacher challenged with extra harder tasks, numbers and exercises (enabling use of different strategies to work out the exercise)
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher was moving between students, checking students' answers on the task sheets, teacher then tested students' understanding by asking open and close questions, and finally summarising the outcomes. Yet, self-assessment was enabled through 'False' and 'True' game with discussion with both answers "why you think it is true or false?"
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? A group of students seemed to be less active with less concentration on the lesson; the teacher noticed that, focused on them and encouraged them to be more engaged, by asking them questions and changed some strategies in explaining tasks and exercises.

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

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Change of teaching strategy to differentiate low attainment students

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	The learning environment seemed to be safe, quiet and positive; and most students appeared to be ready to learn. Trust and respect relationship seemed to be prevailed during all time. Most students concentrated on the learning activities. I was impressed by the passion of students and their will to learn
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>	Good lesson planning; challenging tasks and differentiation; pair-discussion and self-assessment (through 'False or True' game); transmission between tasks and exercises; and questioning and waiting time for answers. A group of students did not engage enough with the tasks, and did not answer most questions.
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>	Planning and preparation; challenging tasks, exercises and questions; pair-discussion and self-assessment; and changing teaching strategy to focus on low attainment students by explaining the exercise in a different way to get them engaged. The group of students maybe did not receive sufficient attention or encouragement from the teacher; or they may be tired, sleepy or hangry; perhaps, they found the exercise hard. Also, there might be a well-being issue that affected any of them prior the class or at home (external factor).
Casgliadau a chymau 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 my opinion, the teacher did the right approach, when she focused on those students, changed her strategy by explaining the exercise in a different way and getting them more engaged. I would also focus on this group of students particularly, keep tracking their progression and being always supportive and ready to help, as well as being sensitive to any well-being issue.
Y profiad newydd / Transformed experience	



Lesson plan showing communication and movements during the observed lesson

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: Science, Graphs of Data, Year 9 Period 4
Classroom culture (Are the students focused on learning?) Most students seemed to be comfortable, safe and concentrated on learning activities. The relationship between the teacher and the students seemed to be positive, with mutual trust and respect.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Lesson objectives have not been displayed or explained. However, a starter task with 'Do it now' activity has been explained at the beginning of the lesson, so that most students seemed to be certain and confident about what they do.
Direction (Are the students clear about what they are doing and how to do it well?) After the starter task, a further task sheet has been given to the students to do some more exercises. During the task, teacher moved between students and provided assistance and support as needed.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most students completed the tasks; some faced a bit of hardships and some other found part of the second task challenging. One did not complete the task (student X).
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Assessment of students was based on the task sheets handed in at the end of the lesson, as part of on-going assessment
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? While student (X) was not concentrating on the task; he was chatting with other children, causing a bit of distraction and noise, as a result he did not complete his task.

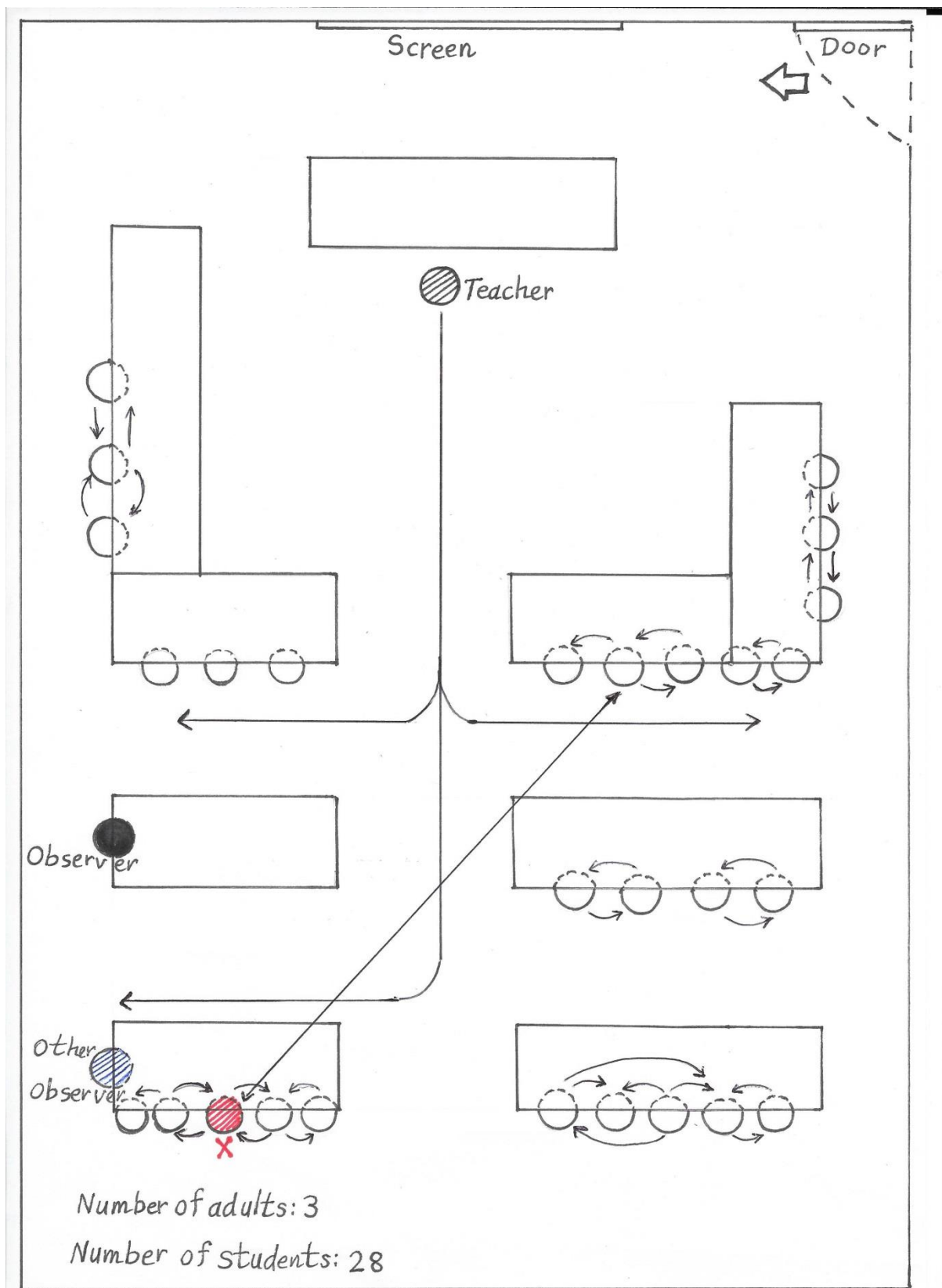
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Student X behavior during Science lesson

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Positive learning atmosphere. Most students appeared to be comfortable safe and eager to learn. The teacher demonstrated good subject knowledge, pedagogical skills and approachable personality. I felt that some students appeared to be a little bit tired or hungry (as the the lesson was just before lunch 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>	Preparation, class management, time management, starter and main tasks, questioning and differentiation. When student X started talking and disrupting other students in the classroom, so that he did not complete his task.
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>	Preparation, class management, time management, starter and main tasks, questioning and differentiation. Movement between students to assess their answers and provide assistance and feedback as required. This behavior issue might be caused by an external factor (home, family, friends, etc.), or could be related to what happened prior the lesson. Perhaps student X wanted some attention (either from the teacher or from other students). It is also possible that student X found the task hard or may be not interested in the subject.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materïaon 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 some cases ignorance of the issue would not help to dissolve it. Thus, paying attention to this child could help in better understanding reasons of his behavior, as well as preventing any further misbehaving. I would remind student X that this behavior is not acceptable, and would offer help and support for his task (if needed). Yet, I would also be open and sensible to listen to any student wants to share any piece of information (such as well-being or safeguarding issues). It is also fundamental to follow-up the task, making sure that all students have completed their tasks properly, assessing all students and providing constructive feedback.
Y profiad newydd / <i>Transformed experience</i>	



Lesson plan showing communication and movements during the observed lesson