

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

Word count 4000 word (1000 appendices)

The case study will identify and evaluate an observed critical incident of an individual pupil, who is referred to as pupil x throughout, and evaluate the effects and solutions to the incident by focusing on the emotional wellbeing of pupil X alongside the level of challenge they endured and then consider a constructivist solution. It will be divided into five parts in order to evaluate each aspect of the incident. The study will firstly highlight the background of [REDACTED] High School, including the school's environment, free school meals and other school statistics. The methodology of this study will include how the critical incident was observed and what was used to collect the observation data. The critical incident will then be linked to the new curriculum and Donaldson's successful futures to ensure and analyse the future steps for pupil X's by analysing Students Well-Being Interventions (Flinchbaugh, C 2012) and Making Every Lesson Count (Allison and Tharby). Furthermore, the literature review section will divide the critical incident into two parts and evaluate possible solutions for the observed critical incident (Appendices., ARC sheet 1) Finally, the reflection section will simply reflect on the case study and how it can improve my future personal and professional development.

This case study of an observation will conduct in the way that is expected by the association of BERA and therefore reflect, aim and provide ethical values in the correct way when talking about participants, pupils and schools (BERA.2018). Therefore, the pupil observed during the critical incident will be referred to as pupil x and the name of the school that the observation took place in will take covered.

[REDACTED] High School is an English-medium school mixed 11 to 18 which is maintained by Cardiff Local authority (Estyn.2017). The school is green in the support category which is the highest. The school has 1709 students with a 14.2 pupil teacher ratio. The attendance of the students is excellent with 94.8% during the year (Estyn, 2017). Around 35% of the school have special educational needs which sits above the national average by 25.1%. No pupils speak Welsh as a first language and approximately 70% of the pupils come from a minority ethnic background and speak English as an additional language (Estyn. 2017). This indicates that the school is diverse and multicultural. The Estyn report further shows that the 28.6% of pupils have free school meals, indicating that the school is situated in a deprived area. 52.5% of pupils achieved the level 2 threshold including English/Welsh and Maths (Key stage 4).

According to David Tripp in *Critical Incidents in Teaching* a critical incident is 'an interpretation of the significance of an event' (Tripp, D. 93). Therefore, the observer must make a valued judgement which allows us to attach meaning to the incident. For example, a critical incident can be as small as a pupil putting their hand up but could also be as deliberate as somebody starting a fight with another pupil. Therefore, it is the analysis and judgement that makes it 'critical'. Thus, a critical incident is simply a turning point in a lesson that changes the dynamics of a lesson.

In comparison, a case study is a process or a record of research into the development of a particular group, individual or a situation which happens over time. In the context of this study, a case study has been used to record the development of an individual pupil and deeply analyse the situation which was a critical incident that happened during a lesson. Arguably, a critical incident and a case study can be seen to be similar because they both record the 'significance' (Tripp, D.93) of a situation and then analyse and develop it further. However, a critical incident is arguably what happens in order for a case study to be developed.

There are many ways to record observation and depends whether it is a quantitatively or qualitative study (Kumar,.). The observed lesson was narrative and descriptive because a worksheet was used to collect the data, so therefore it was qualitative research. The method was structured. The observation consisted of an observation worksheet that was completed and then used to identify the critical incident seen during the lessons. A major advantage of a structured observation is that what is being searched for is clear and structured. Therefore, the observer followed and answered a series of 'what' and 'why' questions that related to exactly what the observer witnessed and was not conscious of searching and finding their own questions to consider. The observer was a non-participator and sat on a bench at the side of the sports hall to ensure a clear view of the lesson. The benefit of this is that the observer was able to watch and not have the observer effect on the lesson as they were not intervening.

Other ways of observing consist of using a sociogram; a diagram of the social relationships within the classroom and 'will allow educators to gain perspective on how students view each other' (Brain, P 2006). The advantages of this method are that it allows the spectator to become aware of the social relationships within the classroom. However, this was not used due to the setting of the lesson. As it was a physical education lesson and the children were divided into groups by the teacher and then worked individually so therefore, the pupils were separated from their social groups. Although, in an English lesson, a sociogram would be useful as it would allow the observer to acknowledge the friendships and different types of

relationships the pupils have with each other when working together in groups or pairs. And how that then affects their learning.

Another observation method is being a participant observer. A participant observation allows for fundamentally a qualitative and interactive experience as the observer becomes a part of the lesson. Although, it is generally unstructured, it is still an effective method because it allows the observer to explore the same research objectives as a structured method but by the observer casually asking themselves why questions on what they observe. Thus, the data and analysis are more interpretative to the participant and has a unique approach as each participant may be searching for different incidents. However, this method of observing was not used as it could have led to the *observer effect* (de Bianchi.2013) which is when the class being observed act differently because the observer has an influence on the lesson and could change dynamics. However, by the observer taking a non-participating approach, it allowed room to watch and evaluate the critical incident while being in the lesson with structured questions. It is also a helpful approach as it allows the observer to make notes and develop understanding/ deep analysis without having an influence on the lesson. It also allows the observer to record the incidents at the time of the lesson and evaluate how they meet the needs of the new curriculum.

The nature of Donaldson's new curriculum provides schools to trail and new initiatives in order to embed the basis of the curriculum into schools for the future (Donaldson,G.2015).The curriculum aims to have more experimental, creative learning across wales. In order for this to become achievable by schools, the new curriculum is focused around six areas of learning (AOLE's). Subjects such as maths and English remain within the structure of the curriculums AOLE's, however, other subjects are categorised together in order for a new 'diverse' way of learning- for example, 'humanities' would include geography, history, religious studies and social studies. Due to the lessons being more creative, student-led, well rounded lessons, the schools that have already been trialling it, such as Olcha High School, have said that it has made a positive impact on their pupils by preparing them for their futures. The curriculum is exploratory which allows schools to adapt it to their own creativity and ideas for learning for their students. Donaldson's ideas for the new curriculum therefore outline a basis for all schools to engage with but at their own creativity.

With this diverse, well-rounded structure of the new curriculum, Donaldson has outlined specific purposes that should be covered for each individual pupil. Effectively, if these purposes are generally supported then they should 'guide all future decisions about national and local educational priorities and underpins teaching and learning in wales' (Dauncey,

M.,2015) These purposes are: Ambitious, capable learner. Enterprising, creative contributor. Ethically, informed individuals and healthy confident individuals (Donaldson,G., 2015).

The lesson observed was a year eight physical education lesson. The lesson consisted of approximately thirty students who all participated in the kinaesthetic circuit training. The lesson was inclusive and therefore not suitable for pupil x because the level of challenge was inappropriate. It was observed that pupil X joined in and completed the warmup, however when the main task of the lesson began pupil x refused to participate and quietly sat down in the corner of the sports hall. Physical education is a lesson that allows students to challenge themselves physically to become healthy, fit individuals and therefore, pupil X was unable to be physically challenged correctly.

The lesson continued and the teacher became aware that pupil x was not participating. The pupil was upset, covering his face and indicating that he was emotional and could not participate in the task because it was too difficult for him. The teacher then escorted the pupil out of the hall to talk to him, but soon returned without pupil x. Thus, the student could no longer be a 'creative contributor' (Donaldson,G.2015) as they were removed from the lesson. This also further denies that the students wellbeing was not being cared for as the pupil was left alone.

To conclude, it was observed that pupil x was unable to be an 'ambitious, capable learner' (Donaldson,G.20) during this lesson because the lesson was inclusive and did not meet the capability of the pupil. Moreover, the environment of the lesson was not suitable for the individual as the class was inclusive and therefore considered every pupil in the class as having the same ability. Due to this, pupil x was over challenged and in the 'panic zone' (Hattie and Yates. 2013) which prevented them from participate to their ability. This then restrains them from becoming a 'healthy, confident learner' because pupil x's self-esteem and confidence was destroyed because they were unable to Furthermore, the lesson did not care to pupil x's emotional wellbeing needs were not met and the pupil was uncomfortable and upset throughout the time he was in the sports hall because the lesson was physically too difficult for him. However, steps could progressively be put in place to ensure that pupil x obtains Donaldson's purposes by ensuring wellbeing interventions into the lesson. Pupil x's level of challenge could also be made suitable by simplifying the task so that they could have participated at their own level of difficulty.

The correct level of challenge of the tasks within a lesson for each individual differs as each pupil is not always capable of the same objective. Allison and Tharby's *Making Every Lesson Count* address' questions and problems about challenge and what level of challenge pupils should achieve when learning. They question whether all pupils should be challenged

individually or challenged as a class and which one is more approachable for those who are more, or less able when learning (Allison and Tharby.2015).

Firstly, Allison and Tharby's six key principles that supports 'great teaching and learning' scaffold their research: Challenge, explanation, modelling, practice, feedback, questioning and scaffolding. According to Allison and Tharby 'education is the provision of difficult work that causes students to think deeply and engage in healthy struggle'. Thus, each individual student should engage with challenge in every lesson in order to achieve deep learning and understanding. The text continues to explain how the level of challenge differs for each individual pupil. This is because not every pupil can engage at the same level in the same topic.

The research focuses on challenging all pupils and not only those who are 'most able'. They focus on a healthy approach to challenging all pupils to the best of their ability within each lesson. Thus, by individually challenging the individual, those who are 'less able' do not feel as if they are being left out. Each lesson has set objectives to be achieved by the pupils. However, they are usually set for the class as a whole rather than the individual. Therefore, the lesson objectives may not always be achieved by the whole class. Due to this, Allison and Tharby state that it could be more effective to have two or three lesson objectives for each lesson so pupils can reach one, or all of them. Thus, this would have had a positive effect on pupils x because he would have had a less difficult physical task to complete, but he still would have been able to participate and be challenged correctly. Therefore, having a couple of objectives for pupils is more effective as they can choose an objective they want to achieve and then take a step-by-step approach to achieving the most difficult objective over a period of time. This will also allow pupils to assess their learning. However, a weakness to this is that although having learning objectives for the individual allows everyone to be differentiated, it can isolate some pupils from the learning environment as they will compare themselves to others and what their goals are.

The key model and method that is used as a framework for challenge is the Hatti and Yates model of comfort and struggle. This model consists of three levels of challenge: The comfort zone, the challenge zone and the panic zone. Hatti and Yates have provided this model so that effective teacher can 'push students just far enough so that they are in a productive struggle, but not so far that they drown in a sea of panic' (Hatti and Yates.2013) in order for them to complete the learning. Therefore, this model becomes a guide for teachers to ensure that their pupils are succeeding a small level of challenge in order to engage and actively develop deep understanding when learning. In the lesson observed, this model

could have been used to ensure pupil x was at the correct challenge zone and not in the panic zone.

The other model within the research is the model which differentiates each individual by giving each pupil a different level of challenge which suits them. The model shows that the learning goals are set for high expectations for all pupils. However, each student is shown to have different starting points and therefore the teacher needs to 'be responsive and support all students during the lesson to aspire to the bar' (Allison and Tharby 2015) of expectations and if able to go beyond. This model would have been useful within the observed lesson as it would have allowed the teacher to see pupil x's level of ability compared to pupil z's so that different tasks and objectives could have been set for both students.

The results of this study indicate that each pupil has a different level of challenge and lessons that are inclusive do not allow those who are either 'less able' to achieve because they are in the panic zone. It also may not allow those who are more able to learn deeply because they are in the comfort zone. Moreover, according to Allison and Tharby, challenge is not about the 'most able' and we should have high expectations of all students at all times. Therefore, teachers should be providing students with expectations that they are 'most able' to achieve. They believe challenge is essential to students learning as it allows them to struggle just outside of their comfort zone as that is when they are most likely to learn and achieve.

Other theorists, such as Elizabeth. L Bjork and Robert Bjork in *Making Things Hard on Yourself But in a good way: Creating Desirable Difficulties To Enhance Learning* establish this knowledge of challenge and say that a level of difficulty is desirable because they 'trigger encoding and retrieval processes that support learning' (Bjork, 2001, p4). Thus, Bjork's research highlights the importance of pupils finding learning difficult to a certain extent because it allows them to process and develop learning effectively. Their research indicates that undesirable difficulties are 'undesirable during instruction' and therefore do not work within the classroom as students are put under an undesirable amount of pressure and difficulty with the given activity. Therefore, Bjork's research suggests that teachers should allow some difficulty and challenge to their students but only that which is desirable and approachable so that their learning and understanding can be developed in a positive manor. However, it could be argued that by having a desirable level of instruction for each lesson then the teachers are making the learning simpler and the students could say that one topic is more difficult when they simply just don't like it.

Overall, a strength of Allison and Tharby's research is that teachers should have high expectations for all students because it allows pupils to engage in a high level of learning. By

having high expectations on pupils, it does not rely on their ability in order to be challenged, therefore, each student can learn and be challenged appropriately. Another strength of this research is that teachers can monitor and control each student's progress through them meeting the lesson objectives. Thus, assessment for learning is monitored alongside the students being challenged. However, there are limitations such as by differentiation in practice is unmanageable and counterproductive as it is not possible to plan a different objective for each individual. Therefore, Allison and Tharby's research of having a different objective for each pupil, which seemingly sounds productive for the pupils, is not possible for the teacher. Thus, although the new curriculum needs are met through differentiation, in practice it would not be attainable.

Emotional wellbeing among young individuals within the school environment and classroom setting is very important and with the new curriculum taking place is becoming a high priority for teachers to embed within their lessons. According to Sue Roffey, student wellbeing is a 'pro-active and universal approach to pupil experiences in school' (Roffey, S. 2012) and therefore helps shape their learning. In the research article *Student Well-Being Interventions* Flinchbaugh addresses the questions of whether wellbeing can be improved through 'classroom interventions' over a period of time (Flinchbaugh, C. 2011). The research article outlines how individuals bring their personal selves into alignment with their roles so they can employ themselves physically, cognitively and emotionally (Kahn, 1990). Kahn believes that those who engage more become 'emotionally connected' (Kahn, 1990) in tasks.

The key concepts of this research are student's wellbeing within the classroom and how it is of concern to both educators and managers. The article says that 'well-being is conceptualised as students' reduction in stress and enhancement in engagement in the classroom, ultimately heightens satisfaction with life' (Flinchbaugh, C. 2011). It has been proven that individuals with a higher social well-being are shown to be better behaved and better at performing tasks than those with a low social well-being (Wright, Cropanzano, 2004). Thus, the author investigated whether by termly classroom interventions could influence students' social and emotional wellbeing in the long term.

The research methods used to framework this approach consist of four different classroom treatment conditions (Flinchbaugh, C. 2011) that includes stress management training and weekly gratitude journaling. The stress management training is a technique that is used in the first ten minutes of the class for the students. They were given 3-5 minutes at the beginning of every lesson for three weeks to try techniques such as deep breathing and positive self-talk (Flinchbaugh, C. 2011). Pupil X could take this method of positive talk to

ensure a positive approach when participating in the tasks of the P.E. lesson that are highlighted in the appendices (ARC form.,1).

The weekly gratitude journaling was then to be filled in every week for twelve weeks in which they listed five things that they were thankful for (Flinchbaugh,C..2011). The results of this research method concluded that these techniques improved the student's emotional wellbeing and each individual was employing themselves more physically, cognitively and emotionally within the lessons. Thus 'student wellbeing is strongly linked to wellbeing' (Noble et al.,2008) because healthy wellbeing improves engagement. Therefore, this research establishes that student wellbeing within a classroom can be simply improved by classroom interventions, such as wellbeing techniques over a number of weeks.

Overall, a strength of this research method is that schools can embed and trial the methods within this research article to improve the wellbeing of their students. However, the limitation of this method is that not all individuals may take to any of the four techniques that have been evaluated in Flinchbaugh's research and therefore, different interventions may need to take place.

As I now look back on this case study, I find many positive solutions and research methods that are useful to my future practice. Firstly, the approach of Challenge within this case study outlined the importance of individual challenging for pupils within the classroom. *Making Every Lesson Count* illuminates how students do not always reach the same lesson objectives due to lessons being inclusive and having whole class objectives. However, by analysing pupil x and his struggle through the physical education lesson, I was able to evaluate Allison and Tharby's research and learn that the reason he was not achieving the lesson objective was because it was too inclusive and too difficult for him to achieve.

Moreover, The Flinchbaugh's Research article on Student Wellbeing has given me insight to class-room interventions have a positive effect on wellbeing among pupils. For me, this was an insight to how small interventions can help wellbeing and it allowed me to evaluate how and why pupil x was not participating. I believe that because the lesson was inclusive and too challenging for pupil x, he was unable to be positive which then led to his emotional wellbeing to be affected. However, Flinchbaugh's research enlightened me with knowledge on how to make small class-room interventions, such as positive-talk, to boost student's confidence to make them more physical, emotional and cognitive participators.

Moreover, this study is also a positive approach for pupil x and the suggested solutions for the critical incident as the study focuses on the wellbeing of the pupil and what could be done in the future. For example, the literature review on Student Wellbeing shows research

methods that have been proven to help improve wellbeing within the classroom setting across a number of weeks. Therefore, I believe that if this approach was adapted by the teacher of pupil x then they would feel more comfortable and positive to participate.

The next steps that will advance my professional development will consist of ensuring a positive wellbeing intervention in every lesson to ensure participation and confidence needs are met. This will then help me evaluate the correct level of challenge needed for my students to build each lesson around two or three objectives that they can take a step-by-step approach to achieving over time. Therefore, I will set a few objectives for a week's worth of lessons so that by the end of the week every pupil can slowly achieve the most difficult at their own pace. I believe this is more affective as I will not have to set each pupil an individual objective for each lesson, but I can still assess and evaluate their progress. I will also input small wellbeing interventions such as weekly gratitude journaling and stress techniques that breathing exercises and positive talk/ attitude in my future lessons, I believe that as a trainee English teacher a gratitude journal would be accessible within my practice.

In conclusion, this case study of an observed critical incident of pupil x appendices., ARC form 1) raises positive thoughts and research into how it can be prevented from happening again. Thus, the study concludes that by having considered pupil x's wellbeing and how they were being challenged then the critical incident may not have occurred. To the reflective practitioner in Wales, this study is of value as it provides evaluation and insight to providing emotional wellbeing for students by classroom interventions. It also allows practitioners to assess challenge and mould it to each individual child,

Appendices:

OBSERVATION / FIELD NOTES 1: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 26 th September 2019
Details of learning event: • Year 9 maths lesson • Lesson 6 out of 6
Learning culture (Are the pupils focused on learning?) • No hands up policy.

• Teacher calling on students for answers to closed and open questions. • Some students shouting out.
Objectives (Is there a clear purpose to the learning event?) • Fractional indices. •
Direction (Are the pupils clear about what they are doing and how to do it well?)
Access and challenge (Are all students able to engage in the learning event?) • It was a high achieving second set class. • All students challenged throughout the lesson. • By the end of the lesson most of the class were getting all the answers correct.
Assessment What is the pupils' understanding before, during and after the learning event?
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?

- Student not challenged because work was too easy for them. A pupil completed the work within seconds.

OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 26 th September 2019
Details of learning event: • Year 9 maths lesson. • Lesson 1 out of 6.
Learning culture (Are the pupils focused on learning?) • Pupils had assembly so a little late to the lesson. •
Objectives (Is there a clear purpose to the learning event?) • Two starter questions relating to the previous lesson. • Lesson objectives – significant figures and estimation. •

Direction (Are the pupils clear about what they are doing and how to do it well?)
Access and challenge (Are all students able to engage in the learning event?) • Most pupils able to complete all of the significant figures task. • A lot of pupils struggled with estimation and the teacher had to pause the lesson to go over it. • By the end of the lesson most students were completing both significant figure and estimation questions.
Assessment What is the pupils' understanding before, during and after the learning event? • They had visited significant figures in year 8. •
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? • A pupil put his hand up for the teacher to come and help him, the teacher asked him to wait for two minutes while he helped someone else. When the teacher came over to help the pupil, they had completed the question correctly. When asked how he completed it the pupil said 'I just needed more time'. • The pupil used the school policy of 'brain, buddy, boss' to complete the question. •

OBSERVATION / FIELD NOTES 3: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 26 th September 2019
Details of learning event: - Year 8 boys physical education lesson. - Lesson 4 out of 6.
Learning culture (Are the pupils focused on learning?) - Warm up - Circuit training to improve cardiovascular endurance ready to complete a bleep test.
Objectives (Is there a clear purpose to the learning event?)
Direction (Are the pupils clear about what they are doing and how to do it well?) - Directions given by teacher. - Class divided into groups to work constructively to complete the circuit training.

Access and challenge (Are all students able to engage in the learning event?) •
Assessment What is the pupils' understanding before, during and after the learning event?
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?

OBSERVATION / FIELD NOTES 4: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 26 th September 2019
Details of learning event: Year 9 Music lesson
Learning culture

(Are the pupils focused on learning?)

- Two classes put into one for the 'creative option' that is taken in year 9.
- Two hour lesson

Objectives

(Is there a clear purpose to the learning event?)

- All students playing different instruments/ and or signing to produce a song all together by the end of the two hour lesson

Direction

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

- Creative lesson- the pupils constructed their own learning.
- Students individually learn their part for the group performance.

Access and challenge

(Are all students able to engage in the learning event?)

- Challenged them to use terminology when explaining the notes they were using
- Challenge- using new notes/ different instruments to what they are comfortable with.

Assessment

What is the pupils' understanding before, during and after the learning event?

- All pupils took part in a group assessment by playing the song at the end of the lesson.

Specifics / Critical Incidents

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

- Pupil wasn't able to play any notes on the guitar- by the end of the lesson could play the four notes that were needed for the group performance.

Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Charlotte Manship (1903541)

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Year 8 P.E lesson. When set the task, one pupil didn't join in and instead crouched down in the corner of the hall with his head in his lap. He was distressed. When the teacher became aware, he was sent out to get changed and sit outside to calm down. The pupil had told the teacher he was distressed due to the amount of noise being produced in the hall.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	• Disappointed that he was not included and cared for in the correct way. The pupil's issue needed to be made aware of before the lesson. However, the teacher said he was not aware of it at all and this was the first time it has been noticed. • Inclusive education – all students being placed in a group regardless of their challenges or needs.

	Emotional needs not met
Cofio a Deall/ <i>Remember and Understand</i> <i>“Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?”</i> <i>“Can you list the aspects of the incident in the context of learning?”</i>	- Year 8 P.E lesson (Boys) - Circuit/ repetition training to help build cardiovascular endurance to complete a bleep test in a few lessons time. - Warm-up: divided into two groups, one pupil from each group to lead warm up. - Then divided into six groups. Cards placed in the centre of hall for each group to run to and pick one. Whatever exercise the card had on was the one each group had to do before collecting another.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i> <i>“What could be kept the same to ensure effective teaching and learning in the future?”</i>	- The pupil could be placed in the same group as his friends so he could participate and to help him block the level of noise out. - The pupil could be given e.g. ear-plugs to help control the level of noise. However, this could make the pupil feel uncomfortable and more distant from the other pupils and the lesson. - The setting and inclusiveness of the lesson was not suitable for this student as he was made to feel distressed and led to leave the hall. Due to this, his problem was not resolved but dismissed. - The pupil could have been removed from the lesson as a whole and been put into a group that was suited to his needs. - All students to be included and their needs being known and met.

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>“Beth yw eich atebion posibl i’r mater a nodwyd?”</i> <i>“Beth y gellid ei wneud nesaf?”</i> <i>“What are your possible solutions to the issue identified?”</i> <i>“What could be done next?”</i>	• The teacher was aware that two of the pupils’ friends were in the same lesson and he could have been put in the same group of them. If he was put with familiar faces he may not have focused on the amount of noise and would have participated with his friends. • The teacher should be made aware of his ALN so the class could be more sensitive to the pupil.
Y profiad newydd / <i>Transformed experience</i>	

Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:

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

Profiad/ <i>Experience</i>	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>“What are your feelings regarding the experience?”</i>	• Positive learning experience • Pupil was able to complete work by themselves- independent learning.

Cofio a Deall/ <i>Remember and Understand</i> <i>“Allwch chi restru elfennau’r achos yng nghyd-destun y dysgu?”</i> <i>“Can you list the aspects of the incident in the context of learning?”</i>	• Pupil was unable to complete work, asked for teachers help, but by time the teacher came over to help, the pupil had completed the work and when asked ‘why?’ the pupil said ‘I just needed more time’.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i> <i>“What could be kept the same to ensure effective teaching and learning in the future?”</i>	• Brain, buddy, boss • Pupil being resilient •
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>“Beth yw eich atebion posibl i’r mater a nodwyd?”</i> <i>“Beth y gellid ei wneud nesaf?”</i>	• None, the incident was positive

<i>“What are your possible solutions to the issue identified?”</i> <i>“What could be done next?”</i>	
Y profiad newydd / <i>Transformed experience</i>	

Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:

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

Profiad/ <i>Experience</i>	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>“What are your feelings regarding the experience?”</i>	• Pupil completed the work within a few minutes- it was too easy for them. • Not challenged- in the comfort zone.
Cofio a Deall/ <i>Remember and Understand</i> <i>“Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?”</i>	• Maths lesson • A high set- pupil found work too easy

<i>“Can you list the aspects of the incident in the context of learning?”</i>	
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i> <i>“What could be kept the same to ensure effective teaching and learning in the future?”</i>	• Pupil to be given an extension task • Moved to a higher maths class
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>“Beth yw eich atebion posibl i'r mater a nodwyd?”</i> <i>“Beth y gellid ei wneud nesaf?”</i> <i>“What are your possible solutions to the issue identified?”</i> <i>“What could be done next?”</i>	• Pupil to be given an extension task • Moved to a higher maths class
Y profiad newydd / <i>Transformed experience</i>	

Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:

Digwyddiad critigol (Ffocws)/Critical incident (focus): year 9 music lesson. Pupil couldn't play guitar – by the end of the lesson could play four notes.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	• Positive learning experience • Pupil achieved something they couldn't do before the lesson.
Cofio a Deall/ <i>Remember and Understand</i> "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" <i>"Can you list the aspects of the incident in the context of learning?"</i>	• Pupil chose to play the guitar for the first time. • Ended up playing four notes in the class performance at the end of the lesson.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i>	

<i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i> <i>“What could be kept the same to ensure effective teaching and learning in the future?”</i>	Everything could be kept the same- it's a great level of challenged and should be encouraged for other pupils to do.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>“Beth yw eich atebion posibl i'r mater a nodwyd?”</i> <i>“Beth y gellid ei wneud nesaf?”</i> <i>“What are your possible solutions to the issue identified?”</i> <i>“What could be done next?”</i>	
Y profiad newydd / <i>Transformed experience</i>	

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