

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.

In this assignment, a case study of a critical incident that occurred in a Year 8 English class will be discussed and analysed. When discussing a critical incident the mind often goes to emergency situations, However, Tripp (2012) describes critical incidents as not always dramatic or obvious, but really can be normal events that are critical due to identifying trends and motives. These events are often found to be critical through analysis. In other words, a critical incident is an everyday event that can affect a child's ability to learn and what causes these events to be critical is the interpretation of the incident.

To understand the critical incident, it needs to be understood the way children learn, such as constructivism, and also the way children assess their own ability and their mindset. It is also crucial to understand the process of reflective practice and how this impacts teaching. The process will allow for practitioners to question their methods and to greater understand the learner. This is also vital as every class a teacher encounters will be unique and produce different challenges for said teacher that they may not have faced before.

The researcher will discuss the different aspects of the critical incident, link the critical incident to Donaldson's four purposes (Donaldson, 2015) and will draw conclusions based on the experience.

Regarding BERA guidelines (2018), the observed school is referred to as School X to maintain anonymity. School X is a Co-educational English-medium school of 880 students, in South Wales. 15.9% of pupils receive free school meals, which is below the national average of 16.6% (Welsh Government, 2018). According to Estyn (2018), 25.9% of students have additional learning needs, which is higher than the national average of 22.9%. Also, 2.5% of students have English as an additional language and very few students are fluent in Welsh or speak Welsh at home. The school also has a specialist facility for students with moderate to severe learning difficulties, which provides for up to 10 students.

The class observed was a mixed-gender, Year 8 class of 29 pupils. For most classes, the pupils are mixed ability except for science, mathematics and P.E. The class had a seating plan for children to sit boy girl, which is the policy across the entire school.

The methodology used is a case study of a critical incident. In choosing a methodology it is important to consider options, one being action research. Action research brings together action and reflection to find solutions to a particular issue (Brydon-Miller, 2003, p.10). It is defined by Mertler (2014) as a systematic inquiry into teachers' practice. The key benefit of this for many action researchers is that it recognizes the researcher's knowledge to address issues confronting their classrooms and communities. On the other hand, action research is a lengthy process, inevitable to bias and cannot be generalised.

In contrast, a case study could be anything; such as an individual or group as long as it is one bounded entity. A case study provides actual examples of real people and allows a further understanding of ideas, but unlike action research, results can be generalised (Cohen, Manion and Morrison, 2007). A case study was chosen as it takes into account the broad context of the critical incident and allows for in-depth investigation and analysis. Like all methodologies, case studies have their dangers, which include becoming selective or anecdotal and prone to observer bias. For the analysis of a critical incident and despite its drawbacks, a case study is the more suitable of the two methodologies discussed, due to the greater amount of detail and how they are easy to understand.

The researcher observed four lessons (Appendices 1-4) in English, music, history, and art. During observation for critical incidents, the researcher was a non-participant observer. Kumar (2014) defines a non-participant observer as passive, watching without being involved, but drawing conclusions. As an observer, the Hawthorne effect is something that must be taken into account. The Hawthorne effect refers to people tending to act differently or modifying their behaviour when they are conscious they are being studied (Payne and Payne, 2004). This means that the behaviour witnessed may not be true to a child's usual self, due to the observer's presence.

Despite the Hawthorne effect, observation is a vital aspect in personal improvement as a teacher and also in research to assess a child's progress. (Harding and Meldon-Smith, 2000). Another factor that must be considered during observation is that judgements should not be made on children based on a single observation as although the researcher may be alerted to a problem, it is not sufficient to arrive at an accurate conclusion (Sharman, Cross and Vennis, 2007).

When observing children, there is an argument in which the observer should become a participant in the activity. Suitable situations include, but are not limited to, when a child is struggling with a task, are in disagreement and cannot reach a positive solution, or when they want to include you (Department for Children, Education, Lifelong Learning and Skills, 2008).

The critical incident occurred within an English lesson (Appendix 1). The task was for the children to write the basic plot of a fairy tale in preparation to create their own twisted fairy

tale. The child being observed struggled with this task and remained quiet whilst other students were loudly discussing the work. The child continually looked around, but did not make eye-contact with other students or join in the discussion. After ten minutes, the observed child told the teacher that he did not know any plots to fairy tales. The teacher attempted to prompt the observed child further by questioning, but the child did not have or was not willing to share prior knowledge. The solution of this was the teacher describing a plot of *Jack and the Beanstalk* to the child, which allowed for the child to complete the rest of the task.

Donaldson (2015) introduced the Four Purposes as ambitious and capable learners, enterprising and creative contributors, ethical and informed citizens, and healthy and confident individuals. The critical incident described links strongly to two of these purposes. The first purpose is related to is ambitious, capable learners, ready to learn throughout their lives. This purpose links to learners being open to challenge and being able to build up and implement knowledge in various situations. The child, although not engaged in discussion with their classmates, could be challenging themselves to complete the task on their own. By asking the teacher the child is not just struggling on their own but identifying that they need the help and support after they have thought about the task. This suggests although the child may not be able to apply their knowledge, they are more open to admit when they may need help.

The second purpose the critical incident links to is enterprising, creative contributors, ready to play a full part in life and work. This purpose describes a child's ability to apply their knowledge to construct ideas and reframe and solve problems. It can be argued that the child solved the problem by asking the teacher for help. Although some may argue that this shows an over-dependence on the teacher, the child's only other option would have been to ask their peers. It would be interesting to see how the child might behave if they had access to books or to internet as this would help further identify what the child was struggling with. The important aspect of this critical incident is that the child did not have the prior knowledge to complete the task. Both of the purposes that this incident has been linked to mention the use of the child's own knowledge. As the child did not have the knowledge, the task was not suitable in developing these skills for that child.

To understand the critical incident in question, it is necessary to understand how children learn. The most applicable to this situation would be constructivism. The basic principle of constructivism is that knowledge needs to be slowly built and supported by an individual's prior knowledge and experience (Pritchard and Woollard, 2010). Jordan, Carlile and Stack (2009) state that constructivism is beyond one unified theory, but is a vast group of theories including trivial, social constructivism. Trivial constructivism theorises that personal understandings are built upon how things are and new knowledge is altered to the learner's

personal experience. The emphasis of trivial constructivism is that it is an individual process. Although two learners may have the same learning experience, they will each make different conclusions based on their own intellectual processes. One name that is frequently associated with trivial constructivism is Jean Piaget.

Piaget (1972, quoted in Jordan, Carlile and Stack, 2009, p. 57) claims that when children encounter new knowledge conflicting with their original knowledge, they must reconfigure their own ideas without interference. This allows for children to problem-solve and explore for a greater understanding. Piaget's developmental stage theory suggests that children go through stages in which certain features of intellectual growth. For example, the pre-operational stage (2-7 years) describes children as egocentric, and in this stage the imagination develops. At 11+, formal operations, the child should be able to think abstractly, but this is hindered by lack of prior knowledge (Pritchard, 2005).

Although Piaget is very respected in his field, his practice has been criticised. Donaldson (1987) is one of those who have criticised Piaget's work. One of Donaldson's criticisms is based on the pre-operational stage of the child being individualistic. The experiment that Piaget based this view on was where a child was shown a three-dimensional object and a doll was placed at a different angle to the child. The child was asked what the object would see and, at six or seven years old, the child would choose a representation of its own view. Piaget viewed this as the child being unable to decentre in imagination. However, Donaldson argues that Piaget is right in that children find it difficult, however not in how Piaget suggests. Donaldson suggests that the children making egocentric choices did not understand the task as children of younger ages have been able to complete similar activities. This is just one example of a criticism that Donaldson makes on Piaget's work. However, as Donaldson says, "If I must now reject some of his teaching, no lessening of respect for the man for his vast contribution to knowledge is implied." Although Donaldson may have a slight bias, as she was a student of Piaget, her critiques are valid and look to be objective. The message of the criticism is clear; it is not a full rejection of Piaget's work, but more of a suggestion on how some of his theories need to be adapted, as many scientific theories are.

Despite the criticisms, Piaget's work links with the critical incident in question. The child was given a task and left to complete the task. It can be assumed that the child was attempting to link their previous knowledge with the new knowledge needed for the task. Therefore, when the child asked for help, the teacher should not have interceded to allow for this process to happen. However, Piaget also states that in the age group of this child, the child's ability to think abstractly depends on their prior knowledge. If the child did not have prior knowledge of fairy tales, as the child state's he does not, then this task would be difficult for the child and even if the teacher did not intervene the bridge between new and prior knowledge may have never been built.

The next constructivist theory suggested by Jordan, Carlile and Stack (2009) is social constructivism. Although individual experience is emphasised in constructivism, social constructivism suggests that community and culture affect learning. It suggests that although individuals may have a slight difference in their mental processes; they have a shared environment and society that affects how an individual thinks.

Vygotsky is a well-known social constructivist who produced the theory of a zone of proximal development. Zone of proximal development is that it is an intellectual space in which a teacher can gauge the child's intellectual development and provide support to further develop the child's thinking. It is relevant to emphasise that the teacher may not be an adult, but could also be a more knowledgeable child. This person guides the debate and provides scaffolding. The learner in the zone of proximal development can work productively but only with support and learning involves moving across the zone towards the next level of understanding (Pritchard, 2005). The concept of social constructivism suggests that learning should be undertaken in groups to allow for discussion and shared experience.

Social constructivism can also be taken into consideration for this critical incident. The child was in a social environment in which the other children were questioning each other and sharing their knowledge of fairy tales. The child did not partake in these conversations. It can be suggested that when the child asked the teacher for help, the teacher was providing the scaffolding to support the child through the learning experience. As the child had no prior knowledge of fairy tales, the child needed the discussion with someone who had the knowledge so that the task was accessible. This contradicts Piaget's theory of the child should not have been interrupted, but because of the lack of prior knowledge, this may have been the most suitable approach for that child.

It is interesting to note that although many of the child's peers were discussing fairy tales and asking questions to obtain further knowledge; the child did not partake. There was the opportunity for the child to gain knowledge from their peers, and yet the child sat in silence. This behaviour could be linked to fixed intelligence as proposed by Carol S. Dweck.

Dweck (2012) states that there are two types of mindset, fixed and growth mindset. People with a fixed mindset believe that intelligence is unchangeable and that there is nothing that can be done to advance one's performance. Growth mindset is the notion that if the effort is put in, a child can grow their intelligence. Dweck states that individuals with a fixed mindset are more prone to underestimate their own capacity, not cope with failure and to avoid any further challenges. An example of Dweck gives is of a scenario where an individual receives a C+ on a paper, which is a grade that disappoints them. The person also receives a parking ticket and when they complain to a friend, the friend brushes them off. If the person has a fixed mindset, they would see the situation as a reflection on their ability and say phrases such as "I'm a total failure." A person with a growth mindset would see it as an opportunity to

work harder, to be more careful, and to build a stronger relationship with their friend. They would cope with the failure directly and confront the challenges.

Dweck (2015) raised concern over practitioners' use of mindset, following some criticism. She states, "It's the fear that the mindset concepts, which grew up to counter the failed self-esteem movement, will be used to perpetuate that movement." Dweck believes that a common misconception about mindset is that it is entirely down to effort. A poor example of using praise for growth mindset would praise students for effort even though the child has not achieved. Growth mindset should make the child feel good in both short and long-term, not just the short-term praise for effort. A better use of praise would be, "Well done for trying this; What can you try next?"

Dweck's mindset concepts can be associated to the critical incident observed, as it could explain some behaviour. The child had a ten-minute window in which he could have asked his peers for help, like the other students were doing. The learner focused on their own work and when they could not apply his prior knowledge, the child declared to the teacher, "I can not do this." The time in which they took to ask the teacher for help could be interpreted as fixed mindset as they did not rise to the challenge and the language they used was rather negative towards their own ability. The pupil stated phrases such as "I do not know anything" and "There is not anything I can do." This could suggest that even if the child had the knowledge to complete the task, their mindset may hinder their ability and the child may have not had the confidence to work without help from the teacher.

Dweck's work links strongly with the idea of learned helplessness. The concept of learned helplessness is when a child perceives that they have little control over a situation; they will continue to apply the same thinking even if the child has some control. This is the case when a child may have underachieved in a test, they may begin to think that no matter how hard they work, there is nothing that child can do to improve their grade. An important aspect of learned helplessness is attribution. A child experiencing learned helplessness will attribute their failure to something out of the child's control such as the task being too hard or that they are not intelligent enough (Snyder, 1999). This mirrors strongly with Dweck's work as it has that same uncontrolled element and the inability to improve one's schoolwork. If the child being observed has previously failed in English, it could be some learned helplessness that is affecting their ability.

For each observation sheet (Appendices 1-4) the researcher has completed a reflection (Appendices 5-8). Fook (2015) states that reflective practice should take place, as it is essential to responsible professional practice. Critical reflection is the ability to be transformative and to expose assumptions. Teachers reflect on their own practice to develop their pedagogy and adapt methods based on what worked and what requires improvement. No teacher is the finished product. Education is continually changing, and each child is an

individual learner. Even experienced teachers will reflect and adjust their approach to suit new circumstances. Reflective practice is also mentioned in Wales' national mission. There is an aspect of Schools as Learning Organisations, which promotes "establishing a culture of inquiry, innovation and exploration' within our schools (Welsh Government, 2017a).

The reflection model that was utilized can be seen in Appendices 5 to 8. This model was used to organise my own thoughts and to provide clarity on the incident. It is a model in which I will apply to my practice to develop a greater insight of my teaching methods and student response. I believe that being reflective and critical of my practice will make me more effective and versatile as a teacher and will produce a better experience for my students.

In this incident, I have concentrated on a crucial aspect of learning. For effective teaching, I need to understand the limit of working memory and break down procedures into small steps (Sherrington, 2019). The brain is made up of long-term and working memory. Working memory has a restricted capacity and is what a person is thinking. Long-term memory is storage. Similarly to constructivism, learning is easier when prior knowledge is recalled from the long-term memory into the working memory and is associated with the new information (Willingham 2009). Regarding this incident, the child was presented with the new knowledge of twisted fairy tales but had no previous experience or knowledge of the original fairy tales. This meant that the child could not recall his prior knowledge to engage with the task.

The reflection for this incident can be seen in Appendix 5. My suggestions would be to have the pupils bring in a fairy tale that they like. This would give the opportunity for the child to research their own fairy tales and be better prepared for the task. This would also save the child any embarrassment or demoralisation when they were struggling with the task whilst their peers were completing it. Another option would have been to differentiate the task by having some examples of fairy tales in the classroom. This meant that instead of copying down the plot the teachers discussed, the child could still choose their own fairy tale and pick out the important information. Either of these options would allow for the child to access the task whilst still allowing the child to build important skills in English and also be an independent learner.

However, as this critical incident had already occurred, the next steps for this child could be that the child would be monitored, as this is a multi-lesson activity. The teacher checking on the child will ensure that they are on task and also to ensure that the child understands and has the support that they need. As the child's teacher, I would also keep in mind that the child's prior experience with some literacy could be slightly different to their peers and the child could have limited experience with children's stories.

Personally, it was surprising that the child could not recall any fairy tales; it has made me question my own beliefs in what children may or may not know. It is something that I will

acknowledge in my own practice as if my assumptions of what children will experienced are inaccurate, children might become disengaged with the lesson or to become confused.

Overall, I think the task was a good task and was engaging for most pupils. I would keep the task the same and still have the teacher support available for the children who need it. In my practice, I would ensure that the pupils are prepared for the task in the lesson and I would also rethink seating plans if a quiet child appears to not engage with the classmates around them as social constructivism states that learning needs discussion (Pritchard, 2005). I would promote an inclusive environment and try to be aware of children who may have a fixed mindset.

In summary, the approach for this assignment included completing a case study on a critical incident and reflecting upon said incident. The concepts of constructivism and mindset have been explored and linked to the incident in question, and the possible next steps for the child as well as the researchers own practice have been discussed.

The whole process links strongly with the new professional standards for teachers in Wales. One core value is the professional learner, which is where a teacher will undergo lifelong learning and develop their practice. Under the standard or professional learning the teacher is required to progressively develop pedagogy and show how reflection and openness can develop pedagogy (Welsh Government, 2017b). This approach is a good example of how teachers can effectively observe their own classroom, identify areas of improvement and change how they think about or apply their methods. It allows for teachers to question their own beliefs and improve the standards of schools and education across Wales. It allows for teachers to not just do what works, but to understand why their pedagogies work and focuses the career on more research-based practice. Teachers will become more critical of their own practice and it is a method that the researcher will continue to use.

Specifically to this critical incident, assuming the child has a lack of prior knowledge, it would be a difficult task for this child. According to constructivism, either social or trivial, without that prior knowledge, the child does not have a good foundation for learning. This also could be the cause for the child to question their own ability and to show signs of fixed mindset and learned helplessness. The investigation has led to the conclusion that it is necessary to ensure that all the children in the classroom has the knowledge needed to complete the task and also to take into account that children's previous experience will differ which can effect their performance.

[Word Count: 3991]

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Appendices

Appendix 1

OBSERVATION / FIELD NOTES

 (Questions adapted from Fletcher Wood (2016))

Date: 3 rd October 2019
Lesson details: 29 mixed students. Sat boy-girl. Year 8. Students were looking at twisted fairy tales and planning to write their own.
Classroom culture Most pupils enthusiastic about lesson. Discussion whilst working is based around the lesson. Most children on task, asking questions and completing the tasks.
Objectives Objectives shown at start of lesson. Teacher also links back to prior lessons and the plan for the next few lessons. Explains the 'point' of the tasks in this lesson.
Direction Clear instructions on the board for each task with clear time limits. Teacher gives examples on how to complete worksheet and answers any questions
Access and challenge Students can 'twist' a fairy-tale they chose. Difficulty of the story and writing depending on student ability/imagination.
Assessment Strong use of questioning. Pupils asked to make a spider diagram of the different fairy-tales they know and then share with the class.
Specifics / Critical Incidents Child who was struggling with task got annoyed at another student. Threw her book across the classroom. When teacher came for a discussion, pupil swore at teacher. Teacher asks student to stay behind at the end of class. Child trying to ask a question but cannot be heard over other students (other students were discussing the work) so had to walk to the front of class to talk to the teacher. The pupils were asked to write a plot for a known fairy tale. After 10 minutes of the task a student put their hand up and states that they didn't know the plots of any fairy tales. Teacher spent more time with this student and told him a basic plot of a story.

Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 3 rd October 2019
Lesson details: 29 pupils year 8 mixed ability class. Sat boy-girl as with school policy. Class time spent practicing the keyboard for upcoming assessment
Classroom culture Most students focused with little distraction. Many wearing headphones to listen to themselves.
Objectives At start of the lesson pupils were reminded of the assessment and given their music to read. Then were asked to practice for the assessment.
Direction As this task was a follow-on from previous lessons, all students knew what they were doing, even those who entered the classroom late. Teacher had a clear routine with the class and faced little disruption.
Access and challenge All students started with the easy version of the song and then moved up through difficulty depending on their own ability. For example one student was learning the easier version, whilst the student next to him was working on the harder version. There were three levels to work at.
Assessment Teacher checked up on individual students throughout the lesson. Used a random name generator to pick students to show the class how they are performing so far. Given individual feedback and told whether or not to start working on the higher level. Teacher gave demonstration and extra time to those who struggled and also encouraged pupils to help each other.
Specifics / Critical Incidents One pupil came in halfway through the lesson. Had little time to practice then told to perform. Once practice resumed, did not work on the feedback that the teacher gave but used the 'DJ' function of the keyboard. Two pupils were working on the same keyboard. One did not want to partake and used this as an excuse. Teacher asked to move them to their own individual keyboard. Pupil 1 practiced without headphones. Pupil 2 told her repeatedly she was doing it wrong. Pupil 1 replied "I don't care." Student puts hand up. Teacher is already answering another question. Student starts getting agitated, waving hand, slapping table and saying "I'm more important" student is ignored until that behaviour stops.

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 3 rd October 2019
Lesson details: History lesson. 29 pupils, mixed. Watching and discussing film on Columbus
Classroom culture Most students eager to watch film. Enthusiastically answering teacher's questions. Some students asking questions. Very little disruption/bad behavior Some students taking the opportunity during film to complete other <u>school work</u> .
Objectives Pupils told about film as they walk into lesson. Encouraged to settle down quickly. Before film starts teacher uses questioning to remind children of last lesson. Teacher pauses film throughout to link back to lesson objectives/prior knowledge and answer questions Objectives not on board but made clear verbally
Direction Teacher was very clear on expectations, discussing at start of lesson. Students were discussing their prior knowledge that was directed by teacher using questioning.
Access and challenge Students challenged through questioning When student asked a question it was bounced to other students before teacher answered.
Assessment Questioning prior knowledge. Also questions throughout the film
Specifics / Critical Incidents Student had left his book in class instead of taking home to do homework. Teacher addressed this in front of class. Teacher reminded students that watching the film is a reward for good behaviour Child drawing in planner whilst teacher is talking. Teacher closes the book without commenting. Pupil trying to do work during the film. Teacher reminds them that he wants them to pay attention to the film.

Appendix 4

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 3 rd October 2019
Lesson details: Art Lesson. Year 8. 29 pupils. Pupils asked at beginning of lesson to put finishing touches on previous lessons work. Next task given to students as and when they are ready. Creating a background for the next piece of work.
Classroom culture Children listen when teacher is given direction. During the activities, relaxed classroom environment. Children are out of their seats, talking with friends, but all are completing their work. Some students had to wait for paint as not enough for all students. Children are encouraged to work at their own ability and challenge themselves.
Objectives Teacher made it clear the literacy and numeracy skills the children were using (shapes, symmetry etc). Children working at different rates. Demonstrations were given throughout the lesson for those who have finished. Objectives not on the board but were given verbally and through demonstration.
Direction clear demonstration from the teacher and two teaching assistants. If teacher was busy, gave a time for when she would help. "I'll be with you in two minutes."
Access and challenge Some children could use templates/had help from teaching assistants. All children had the level they were aiming for on the front of their folder, but were encouraged to aim higher if they wished. Children were helping each other complete work.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher walking around during the lesson looking at work. At end of lesson, students answered questions to line up at the door and leave first. E.g. what is the welsh word for colour?
Specifics / Critical Incidents Girl 1 tries to get attention of girl 2 (girl 2 is a high attainment student. Girl 1 tends to be disruptive in class, young carer with poor relationships with peers). Girl 2 ignores her. Girl 1 throws pen at girl 2. Girl 1 tells the teacher. Teacher removes girl 1 from classroom, then asks girl 2 what happened. Teacher assures girl 2 she will discuss the health and safety aspect, but girl 1 is allowed to talk to her and she should acknowledge that. Girl 1 returns to lesson but completes no further classwork. When questioning at the end of the class, teacher has back turned to one table of students who have their hand up. These students don't get questioned. Many students waiting to use paint for the second task, as not enough for every student in the room. One pupil was uninterested in art. Teacher gave them a template and told them that their sister had made that template to get interest of the student.

Appendix 5

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

~~Dyddiad~~/Date: 3rd October 2019

~~Digwyddiad critigol (Ffocws)~~/Critical incident (focus): Applying Prior Knowledge

~~Profiad~~ / Experience	
~~Teimladau~~/ Feelings Beth ~~wydech chi'n teimlo os ydych chi'n atgynhysgu'r profiad?~~ "What are your feelings regarding the experience?"	I was quite surprised that the child did not know any fairy tales and my first assumption was that the child really just needed a bit of a reminder rather than having no knowledge. However when the teacher questioned this and started to explain a fairy tale the child could use, it was clear that the child did not have the knowledge. Overall I was surprised and taken aback and started to question my own beliefs in what children of that age may or may not know.
~~Cofio a Deall~~/ Remember and Understand ~~Dimwyb chi' os ydych chi'n atgynhysgu'r profiad, dwsan o'r hysbysu hysbysu?~~ "Can you list the aspects of the learning experience that went well?" ~~Pa elfennau o'r profiad dwsan o'r hysbysu hysbysu?~~ "What were the elements of the learning experience that were disappointing?"	The teacher was very supportive and was able to provide the information the child needed to complete the task. The teacher was also discrete to avoid any embarrassment for the child in front of the child's peers. The teacher could have encouraged discussion to include everyone in the room as the observed child was sat at the end of the row with few students to discuss with.
~~Gwerthuso a dadansoddi~~/ Evaluate and analyse Beth ~~fyddych chi'n atgynhysgu'r profiad i'w hysbysu hysbysu?~~ "What will you keep the same to ensure effective teaching and learning in the future?" Beth ~~oedd y rheswm mwyaf o'r hysbysu hysbysu?~~ "What was the cause of the most important disappointing element?"	The table they children were given to write the plot into was really clear and easy to follow. I would have kept the majority of the task the same as the cause was that the child may have been lower ability or maybe just had a lack of interest in the subject. If the child had the prior knowledge or the interest, the incident may not have occurred.
~~Casgliadau a chaman gweithredu~~/ Conclusions and actions Beth ~~wydech chi'n atgynhysgu'r profiad i'w hysbysu hysbysu?~~ "What are your possible solutions to the disappointing issues identified?" Beth ~~wydech chi'n atgynhysgu'r profiad i'w hysbysu hysbysu?~~ "What will you do next?"	I think the task itself was a good task and it allowed the students to be creative that could be something quite familiar to them. However, I think it could have been greater differentiated. The children could be given the homework before the lesson to research their own fairytale so they came in prepared or I would have provided fact sheets for those who struggle to think of their own. The point of the task as not to test children's knowledge of fairytales, but to think of a fairy tale that they could re-write. Having fairy talks in the room that children can pick from if they were struggling would make the task accessible for all. In my own practice I would try to be more aware of children's prior knowledge and not assume what I think they should know.
Y ~~profiad newydd~~ / Transformed experience	

Appendix 6

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

2019-10-28

Dyddiad/Date: 3rd October 2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth ydy eiddo teimladau yng hysbry profiad? "What are your feelings regarding the experience?"	At first I thought it was slightly unfair that a student was asked to perform when the child had come in late and had no time to practice. However once the child had performed, in comparison to the other children, I felt that the child needed a lot of practice. Allowing that child to perform highlighted that the child needed a bit more support and practice and allowed for some constructive feedback. I was in slight disbelief when after this the child decided to go onto 'DJ' mode of the keyboard and mess around.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau o'r profiad a ddigwyddodd aeth ymddda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad a ddigwyddodd ymdddaeddi? "What were the elements of the learning experience that were disappointing?"	I think it was the right call to ask the child to perform, as it allowed for feedback and it was an activity the class had done for a number of lessons. I think the feedback given was accurate and tactful and I liked how the children picked to perform were randomly generated. It was disappointing that the child did not take up the opportunity to practice further and as the child was lower ability, it was disappointing that the teacher did not check on how the child was progressing.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un ffordd, siarhau'r digwyddiad ac addysgu effeithiol ym y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd y rheswm ymdddaeddi'r digwyddiad? "What was the cause of the most important disappointing element?"	I would still randomly generate the children who are to perform so that it is equal opportunity. I would still give verbal feedback based on that performance. The cause or the most disappointing element is that the teacher did not check on the children who performed as the teacher was checking on the students who did not perform. Although this is quite a fair way to do this, it meant that the child in question wasn't on task. Another cause of this is that the child had headphones in so the teacher could not hear that they were not on task.
Casgliadau a charrau gweithredu/ Conclusions and actions Beth ydy eiddo atebiau posibl i'r problemau a ddigwyddodd? "What are your possible solutions to the disappointing issues identified?" Beth ydy'r hysbryndd i'r problemau nesaf? "What will you do next?"	I would keep most of this task similar, but ensure that all students were checked on to get them on task. I think using headphones is the best way to do it as it allows for students to focus, but if I knew certain students did not engage, I would not let them use headphones.
Y profiad newydd / Transformed experience	

Appendix 7

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

Dyddiad/Date: 3rd October 2019



Digwyddiad criticol (Efoaws)/Critical incident (focus): Drawing in Planner

Profiad/ Experience	
Teimladau/ Feelings Beth ~~wyf i'n teimlo wrth gwel y digwyddiad hon?~~ "What are your feelings regarding the experience?"	I felt that the child drawing in the planner whilst the teacher was talking quite rude and disrespectful. It makes me assume that the child is not listening to the teacher. I felt that the teacher dealt with it in a way that meant not much attention was drawn onto the student but also stopped the behavior. I felt it was an effective way to discipline.
Cofio a Deall/ Remember and Understand ~~Yn eiddo hon, beth oedd y rai digwyddiadau a oedd yn ddifffwrdd?~~ "Can you list the aspects of the learning experience that went well?" Pa ~~elementau o'r digwyddiad hon oedd yn ddifffwrdd?~~ "What were the elements of the learning experience that were disappointing?"	The way the teacher dealt with the pupil meant that it changed the pupil's attention to the teacher, It also caused little embarrassment and meant that the teacher did not need to stop talking about history. It was dealt in a way that caused little disruption. It was disappointing that the child was drawing in the first place as it shows a lack of respect.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth ~~oedd y rai digwyddiadau a oedd yn ddifffwrdd?~~ "What will you keep the same to ensure effective teaching and learning in the future?" Beth ~~oedd y rai digwyddiadau a oedd yn ddifffwrdd?~~ "What was the cause of the most important disappointing element?"	If the incident were to occur again I would deal with it in a similar way to avoid interrupting the learning of other students. To try to prevent students from disengaging, I would make the start of the lesson interesting and try to capture the child attention into history. This would minimize such behaviors and get them involved in the lesson. I would also remind students of my own expectations on how they should behave in lesson.
Casgliadau a chymau/ Conclusions and actions Beth ~~wyf i'n teimlo wrth gwel y digwyddiad hon?~~ "What are your possible solutions to the disappointing issues identified?" Beth ~~wyf i'n teimlo wrth gwel y digwyddiad hon?~~ "What will you do next?"	My solutions involve ensuring the children have a clear understanding of my expectations on how they should behave. I would start all my lessons promptly and get the children engaged with the lesson to minimize other behavior.

Y profiad newydd/ Transformed experience

Appendix 8

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

Dyddiad/Date: 3rd October 2019

Digwyddiad critigol (Focus)/Critical incident (focus): Pen thrown at pupil

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynglŷn â'r profiad? "What are your feelings regarding the experience?"	When the incident occurred I initially felt that girl 1 is in the wrong and needs some form of punishment. I felt it was disrespectful for the girl to be throwing things in a classroom. When the situation was explained further that girl 1 was trying to talk to her peer but was annoyed I felt quite sorry for girl 1 as she may have been trying to build relationships and did not like being annoyed. I also can understand why girl 2 may have ignored her if she was trying to get on with her work and didn't want to be distracted. I felt sad when girl 1 returned to class but did no further work as this was the first class that I had seen girl 1 engage in the lesson.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	It was nice to see that the teacher encouraged students to build a positive relationship with girl 1. Reminded students of the importance of inclusion. It was disappointing that girl 1 did not re-engage with the lesson when she returned to the class.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The teacher should remind students of being inclusive and promoting positive relationships within the classroom. Girl 1 should still be reminded that throwing pens is not appropriate behavior. The rest of the class should remain undisturbed by the incident.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	I would apply what I have learned from this incident to my own practice by ensuring I knew all the information before correcting behavior to ensure that any punishment is fair. I would also try and ensure that when any student returned to class they were encouraged to complete the work in the lesson.
Y profiad newydd / Transformed experience	