

## Essay Title-

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

Word count- 3,886

Appendix- 1,000 words

Total word count- 4,886

## Introduction-

A critical incident is described as “An interpretation of the significance of an event. To take something as a critical incident is a value judgment we make, and the basis of that judgment is a significance we attach to the meaning of the incident”. **(Tripp (1993) pg intro)**

The main focus of this assignment will be based on a critical incident, which took place during a class observation in a secondary school.

The main incident was caused by classroom misbehaviour and how it had an impact on the learning environment of the classroom. Therefore, this assignment aims to research what possible areas could have affected this critical incident and what could have been done to ensure that future situations can be improved.

This assignment, will be supported by a range of methodologies. These will include, a written record method. Which means including important notes, to gather as much information as possible.

A Sociogram will be included, this is focused on a group of individuals, tracking their conversations with each other and also looking further by recording what pupils were communicating about. These will then be used to create a case study, which will be investigated by various research methods such as internet references, literatures and PDF's, to ensure that there is enough evidence as well as personal response to support the critical incident. This will investigate what the next teaching and learning steps to improve the situation and how it can be linked to one of Donaldson 's four purposes.

The main areas that will be explored during this assignment will be the Modelling of a teacher, how well a teacher performed a class demonstration to pupils and how alternative teaching approaches could have prevented the incident from happening. Secondly, looking at the classroom management and what other alternative classroom management approaches could have been adapted to ensure that the behaviours were dealt with before they had an affect on the learning environment.

Areas will be discussed further with reflection and personal response and as mentioned, to evaluate what the next steps could possibly be for creating a better learning environment for school children.

## Observation-

Observation is said to be a “Pivotal tool for measuring, assuming and improving the professional skills and knowledge base of teachers in colleges and schools in recent years.” **(O’leary, 2014 p.10)**

Experiencing a classroom observation first-hand can give a clear perspective on what a classroom environment is like to teach and also to learn in. This assignment will be strongly influenced by classroom observations and what important details can be investigated and researched further.

When observing in a school, it is important that all data information about the school and pupil is kept anonymous. As stated in the ethical guidelines for educational research “Researchers should ensure that data are kept securely, and that any form of publication (including those published online) does not directly or indirectly lead to a breach of the agreed confidentiality and anonymity.” **(BERA 2019)**

To ensure that the school name is kept anonymous throughout this assignment, the observed school will now be called (X).

The observation of school (X) took place in a Welsh secondary school near Swansea.

School (X) is fully Welsh and strongly promotes the Welsh language through the teaching. An Estyn report from 2015 showed that, “A third of pupils come from Welsh speaking homes. A very few pupils are from ethnic minority backgrounds.” **(Estyn 2015).**

School (X) is considered to have a large number of children, ranging from ages 11-18 years old. In 2018, data showed that there were 924 pupils learning from Key stage 3 to key stage 5. This assignment will be focused on pupils who are mainly aged between 11-12 years old, which is year 7 key stage 3.

The reason that this observation will be based on this age group is due to particular events, which stood out during a year 7 Art lesson.

Art lessons are often expressed as exciting but challenging lessons, a classroom environment should be relaxed and a way for pupils to get creative and not to be too particular about their work. However, this observation was very intriguing to see how much lack of concentration took place during the lesson.

As part of the school observation, it was focused from the perspective of a non-participant observer. A non-participant observer is someone who sits back and listens to what is going on around them instead of getting involved and taking part in a lesson.

An advantage of a non-participant observer is that it “Allows researcher to see what goes on with their own eyes - can make judgements and observe body language used.” **(Windsor (2016) A&D of a non-participant)**. This form of observation was best used in this situation as, it allowed the research of a critical incident to become more visual and crucial details were noted.

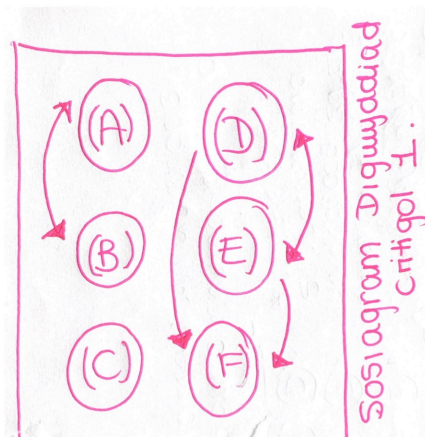
A written record method was used during the observation, this method means making lots of notes throughout to gather as much information as possible to then create a case study from the findings in which this case, as mentioned previously, looking into the learning environment and the different approaches that could have possibly had an affect on the critical incident.

A case study is considered to be a type of qualitative research. It is, "The basis of a thorough, holistic and in depth exploration of the aspect/s that you want to find out about." (**kumar, 2014 p.155**). This method was believed to have been the most relevant and useful way to research and develop a critical incident.

As mentioned in the introduction of this assignment, during the observation a sociogram was created, which was focused on a group of pupils during an Art lesson. When the observation took place, there were a group of pupils who at the beginning of the lesson were regularly causing the teacher to stop the lesson due to disruption. This was engaging to see, how it did not just affecting the teacher but how it also affected the learning environment of the other pupils.

It was interesting to focus on that particular group of pupils who were not concentrating and not showing much interest towards the lesson. Regular notes were made, to gather lots of important information to see why these particular pupils were causing problem during the lesson and to look further into their group conversation.

The sociogram below shows where the critical incident began-



As stated in the UNCRC Article 8 and 16 the preservation of identity and the rights to privacy act. It is important that all information about pupil identity is kept anonymous during this assignment. As stated in Article 16 it "safeguards against misuse of personal data, applies to children in the same way that it applies to adults" (**UNCRC, 2010**).

This sociogram complies with this act and therefore names are kept anonymous. In this observation, children are named Child A, Child B, Child C, Child D, Child E and Child F. The arrows show the communication and

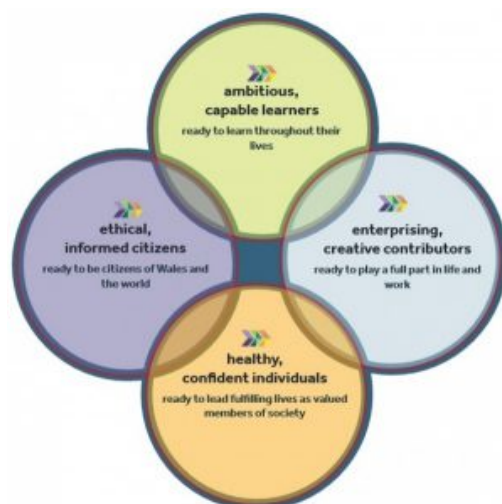
interaction between the pupils. It was intriguing to see why pupils were communicating with each other using the English language where as school (X) is a fully Welsh school. Work tasks were set in Welsh and it was clear that their conversations were irrelevant towards the work and that they were not fully focused. The details of the conversation will be spoken about further into this assignment.

The sociogram emphasises how disruptive pupils can have an impact on those who want to learn. As seen in the sociogram the interaction between Child D and child E is a two-way conversation with each other, they then attempt to get the attention of Child F who does not want to communicate back. It was obvious that child F was fully focused with the task of the lesson and wanted to continue with the work without a distraction.

In a way, it shows how pupils who want to learn, are affected by those who don't. It is all to do with the learning environment, and how a teacher approaches positive classroom management to ensure that all pupils are listening and are concentrating on their work.

This assignment will therefore investigate further into why these pupils were distracted and not interested in the lesson and how it could have been dealt with professionally to improve the situation.

Although school (X) has not fully adapted to the new curriculum, it is important that the four main purposes in teaching and learning should be complied with lessons, below shows a diagram of how children should develop through education to ensure that learning gives them the best opportunities for life after school-



### **(Donaldson.successful futures (2018))**

In relation to the critical incident observed in school (X), this could have possibly had an impact on how pupils become "Ambitious, capable learners, ready to learn throughout their lives" (**successful futures, 2018**).

A learning environment is an important element, how children develop their skills and knowledge to become those ambitious learners. To create a positive learning environment you need exceptional modelling and competent classroom management skills, ensuring that there are no pupils misbehaving

and going to affect a lesson for their own learning and also for the learning of the other pupils in the classroom.

Teachers are aware of what pupils need to do to succeed and how to present a lesson well. It makes you think, why weren't these pupils listening and what could be the reasons?. One of the main reasons could have been because all pupils work to their own abilities and everyone can respond to a task differently. Art lessons in particular are quite challenging as it takes a lot of skill and concentration when learning about new techniques.

**William Glasser (1986)** is a psychologist who believes that "Students need to be empowered by giving them the responsibility for their own behaviours. Their misbehaviour is an attempt to tell you that their needs are not being met" **(Houff, 2013,p.6)** This statement suggests, that maybe pupils that are misbehaving are doing it simply for extra attention, they don't understand the task properly so they are creating a scene so that the teacher will give them the attention that they want. This could also suggest that it could be due to confidence issues. In relation to this observation, it came across as though Child D and Child E were struggling with the task and lost motivation very quickly. Could have possibly been that they needed that extra support from the teacher.

As mentioned previously, these pupils caused a disruption to the rest of the class having an impact on learning environment of the other pupils. Better classroom management was required and by offering pupils one to one support could have potentially been a way to resolve the situation. The teacher could also offer extra support, by keeping pupils behind after lessons. Ensuring that they complete the task, and go through the work with them until they fully understand the objectives of the lesson allowing them to become those ambitious, confident and independent learners for the future.

The observation is believed to have triggered in these two main areas, Firstly, The modelling, which is a type of teaching approach. There are four different methods of modelling but in this situation the teacher demonstrated scaffolding technique, this is where "teachers first model the task for students, and then students begin the task and work through the task at their own pace" **(Chaucer school (2018)** . This technique can have many advantages as it is said to "represent high quality support" **(Van de pol (2015).** The teacher demonstrated the task using a formative assessment technique. Formative assessment, was discovered by researcher Dylan Wiliam, he believes that, "encompassing all those activities undertaken by teachers and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" **(Wiliam,D 2011)**

During the observation, pupils were given guidance on the lesson objectives, how to the task and what they would have learnt by the end of the session. Pupils were gathered together as a group and it allowed them to effectively communicate, ask questions and share ideas with each other. Formative assessment doesn't just give the pupils a better understanding but it also benefits the teacher. It can give a teacher an indication to whether or not all pupils had been listening to the demonstration.

It is said that “explaining their understanding in pairs or groups is an excellent strategy because it allows students to rephrase the new material in their own words, reflect on it and even critique and question it” **(Allison & Tharby, 2015)** This was a strong approach of creating a positive learning environment, the teacher performed well to ensure that pupils were fully focused during demonstration and that they understood what the teacher was trying to explain.

Teacher modelling and Formative assessment is closely connected to Vygotsky's Zone of proximal development. Vygotsky was a theorist back in the 1900's who developed this theory showing "The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers." **(Vygotsky, 1978)**. In connection to the observation, it shows how a teachers modelling can improve a pupil's performance but, if the classroom management isn't maintained after the demonstration such as good teacher observation, pupils will easily lose motivation. Pupils know what to do but don't know how to perform it well.

Teacher modelling can also be a negative approach of teaching pupils as they are expected to work independently after a demonstration. It is said that, “One of the prerequisites of independent learning is the ability to work on your own, with minimal direction and with confidence.” **(Gershon, M (2019) Independent learning)**. As I mentioned previously, pupils work to their own abilities and I believe this is where the critical incident started and why these pupils did not want to learn during the lesson. It could have been because they didn't feel confident enough to do the task on their own so they very quickly lost focus and motivation.

This situation could have been improved by better teacher observation, which is closely related to a teacher's approach of the classroom management.

“Classroom management can be defined as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning” **(Yisrael, 2012, p.7)**

The critical incident that was observed was based on how behaviours in the classroom impacted the learning environment. This main critical incident occurred after the teacher modelled, there was slight disruption at the beginning of the class, but the main focus was after the demonstration. This is when pupils were then encouraged to work individually and independently. A teacher should have performed better classroom observation to ensure that all pupils were working and responding well to the task. This group of pupils positioned themselves towards the back of the classroom during the lesson. This reflects back to possibly being to do with confidence issues and not wanting to be at the front of the room where teacher is more likely to observe. It came across as though the pupils found the task challenging, from listening to their group conversation, as below shows the conversation between Child D and Child E during the observation-

Child D- "I cant do this work"  
Child E- "I know, it's really hard"  
Child D- "What are you doing after school today?"  
Child E- "nothing really"  
Child D- "How did Child F do that? That work is so good."

From listening to this group conversation, it was clear that these individuals were struggling with the task but the teacher was unaware of this. It seemed as though the pupils did not want to ask for the teacher's assistance to help them with the work. Instead, they wanted to socialize with the rest of the pupils on the table and this was then essentially affecting the learning environment. Pupils who were engrossed with the work were being distracted by those who weren't.

Bandura's theory believed that "Most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed." **(Behaviourism (2019) learning theory)** This quote shows that if behaviours, are not being tackled by positive classroom management, then the situation could possibly escalate. Pupils will learn from others and think that it is fine to behave in that way.

In Bandura's social learning theory, he believes in reciprocal determinism which means "The world and a person's behaviour cause each other, while behaviourism essentially states that ones environment causes ones behaviour". **(Behaviourism (2019) learning theory)**. This theory proves that a learning environment can cause behaviours but not just that, those behaviours then affect the learning environment. In relation to the critical incident, in order to create a good classroom environment, classroom rules should have been listened to. Teacher could have performed better classroom management by emphasising these rules at the beginning of he lesson.

It is said that in order for a teacher to perform positive classroom management they need to consider "room layout, classroom routines, managing transitions, maintaining momentum, curriculum issues, managing groups and getting the year off to a good start" **(Miller,1996, p.4)**. During the observed lesson, the teacher could have improved the room layout. If the teacher created a structured seating plan for where pupils who sit towards the back of the classroom are brought closer to the front so that the teacher can ensure that they are listening during the lesson. Another way could be to separate pupils from their friendship groups so that this will be less of a distraction for them. These approaches could have possibly helped improve the learning environment for all pupils in the class.

In this section of the assignment, it will now be written in first person, reflecting on the observation from a personal response and it will discuss what the next steps for teaching and learning could be.

From my experience of the observation, I particularly wanted to look at the group of individuals that are spoken about throughout this assignment. A group of pupils that were disruptive during the Art lesson and how this formed a critical incident. I wanted to look at why, and what reasons may have caused these pupils not to listen during the lesson and, how the situation could have been improved.

This assignment has investigated two main areas, where I believe could have had an affect on the critical incident. At the beginning of the lesson, a teacher performed a good demonstration this was a type of modelling approach. His scaffolding technique ensured that pupils were fully engaged by regularly questioning them. This was a very positive approach of getting pupils involved and by using a type of formative assessment, to allow the teacher to see how well pupils were performing.

It was then that the critical incident occurred, and I was aware that the group of pupils were not focused with the task. My initial thoughts were that they just did not want to be in the lesson maybe because they had no interest in the subject. But then I thought, there could possibly be other reasons why.

After finding this quote during my research “One of the prerequisites of independent learning is the ability to work on your own, with minimal direction and with confidence.” **(Gershon,M (2019) Independent learning)**

It has made me think that these pupils may not have been focusing properly as it could be down to their abilities to learn. This particular lesson was challenging as it was all about working independently and working at your own pace. It was visible that the group observed needed extra support, as they showed no interest towards the task and started speaking to each other and getting distracted from the work, this was emphasised in the conversation that was recorded between the pupils.

I believe that before the teacher modelled a Power Point presentation could have been presented by the teacher. This would have been a more visual and interesting way of learning, and for lesson objectives to be explained more clearly to pupils.

It came to my attention, during the observation that the critical incident was essentially affecting the learning environment for other pupils. The Sociogram recording showed how the pupils who were being disruptive were affecting those who wanted to learn.

This then closely related to classroom management and how a teacher responds to events like these.

As mentioned previously, positive classroom management means a teacher having good observational skills. Regularly walking around the room to monitor and to ensure that all pupils are doing their work. This has made me think about how I need to consider this during my own professional development. Good classroom management means creating a learning environment, which is somewhere where pupils can concentrate and be able to develop their skills and knowledge.

One of the main key factors which stood out during the research was that ‘classroom layout’ is a good form of classroom management. I believe that this could have been a solution to improving the critical incident this would have allowed the teacher to monitor the pupils to ensure that they were doing their work and were distracting others in the class.

This assignment has allowed me to understand and to research into how I can respond to behaviours in and classroom and what approaches I can take using positive class management to ensure that the learning environment is not affected by those who essentially affecting it.

After looking at this critical incident in detail, it has come to my attention that disruptive pupils may not have behavioural issues, and that it possibly could have been because they are struggling and don't have enough confidence to speak to a teacher. As I mentioned in the assignment, people work to their own abilities and if they feel like they can do something, they will easily lose interest and motivation. This however, seemed the case. I just wanted to show that modelling and classroom management play large parts on making sure that a positive learning environment is created for pupils to ensure that they become "Ambitious, capable learners, ready to learn throughout their lives" (**successful futures, 2018**).

### Conclusion-

To conclude, this assignment has influenced me to consider the different approaches of teaching to develop my own personal knowledge for when I experience the world of teaching. This assignment has allowed me to make decisions to what teaching steps need to be considered and how they can be improved. As stated on the professional standards website for teaching and leadership, "support practitioners to identify areas for further professional development"

**(Professional standards (2018)).** I believe that I have met this professional standard, as this assignment is based on a first-hand observation in a secondary school. It allowed me to experience what a school environment is like and what kind of issues can affect the learning environment.

It has influenced me to look at the different areas of teaching and how I can become a confident teacher. I have analysed and researched into the importance of modelling and classroom management, and how I need to use these approaches effectively in the future.

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## Appendix-

### Appendix 1- Year 7- Art- Observation Notes

**Prifysgol Cymru**  
Y Ddeddf Ddeddf  
University of Wales  
The Ddeddf Ddeddf

**Yr Athrofa**  
Addysg a'r Dyniaethau  
Education and Humanities

**NODIADAU ARSYLWI / MAES**  
(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 25/09/19

Manylion y wars:  
YEAR 7 - Art + Design - 24 pupils  
TASK - Creating Self Portraits

Dwylliant ar lawr dosbarth  
(Yd'r dysgwyr yn canolbwyntio ar ddyddiad)

All students were engaged during the lesson. The lesson began with a recap on the previous lesson and a home work hand in which was set a week before the lesson. It came to my attention that the teacher was very stern when it came to uncompleted work. I believe that his strong authority has an impact on them. I believe that these pupils were so focused during the lesson.

(Oes pwmpas clir i'r wers? Sut rhae gwestiynau a'r wers yn hysbysu'r pwmpas)

Yes, there was a clear purpose to the lesson. It was the development of the theme which they were previously working on. It was to develop their current knowledge and to improve their drawing skills.

(Yd'r dysgwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn ddad)

Pupils were given a group demonstration where the teacher presented an example on how to do the task. It was a chance for pupils to fully engage with what the teacher wanted them to achieve by the end of the lesson, and for them to ask questions. Throughout the demonstration, I noticed that they did not understand anything which they did not understand.

(Yd'r dysgwyr yn glir i'r wers? A gallu pob myfyrwr ei herio)

Yes I believe that the pupils were challenged during the lesson as they all had to use numerical skills to be in proportion and therefore takes time to measure accurately to ensure all of the facial features are even and symmetrical. It came to my attention that pupils did struggle with the task and did ask for help.

**Prifysgol Cymru**  
Y Ddeddf Ddeddf  
University of Wales  
The Ddeddf Ddeddf

**Yr Athrofa**  
Addysg a'r Dyniaethau  
Education and Humanities

**ASEU**  
Sut mae'r athro yn arosu dealltwriaeth dysgwyr eyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu

I noticed that the teacher was regularly asking questions to the pupils to ensure that they fully understood what they needed to do. He would ask questions such as "If I were to position this here, where would this go?" - It gives pupils the opportunity to fully engage as a group and discuss together to support each other. I also focused on the movement of the teacher and how he would regularly observe pupils doing their work. I would regularly observe examples of work produced to a high standard.

(Oes adolygu ac enghreifftiau trawidiadol y byddi'n ddechrau eu trawidiadol)

During the observation, I focused on a particular group of pupils in the classroom. I made a sociogram which I found particularly interesting and want to discuss further as a critical incident.

**SOCIAGRAM**

My sociogram emphasises how some pupils were fully engaged with the task but how others were distracted and causing a disruption affecting the learning of other pupils in the classroom.

### Appendix 1-ARC Model

**Prifysgol Cymru**  
Y Ddeddf Ddeddf  
University of Wales  
The Ddeddf Ddeddf

**Yr Athrofa**  
Addysg a'r Dyniaethau  
Education and Humanities

**Model Beirniad Wedi Adfyfyrro (BWA)**  
**Assisted Reflective Conclusions (ARC) Model**

Dyddiad/Date: 25/09/19

Disgwyddiad critigol (Focus)/Critical Incident (Focus):

| Profiad/ Experience                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Terminadau/ Feelings</b><br>Beth ydych chi'n sefyllu ynghyd y profiad?<br>What are your feelings regarding the experience?                                                                                                         | I feel as though behaviours in a classroom can have a major impact on a pupils learning progress. I feel that pupils who misbehave don't just affect their own education, but can also affect the education of others in the classroom.                                 |
| <b>Cofio a Deall/ Remember and Understand</b><br>"Sutdych chi'n sefyllu'n ddifrifol wrth y profiad?"<br>"Can you list the aspects of the incident in the context of learning?"                                                        | I created a sociogram, focusing on a group of pupils in a classroom who were communicating with each other through the English language - I focused on how 2 disruptive pupils were affecting another pupil who was willing to learn.                                   |
| <b>Gwerthuso a dadamoddi/ Evaluate and analyse</b><br>Beth ydych chi'n sefyllu'n ddifrifol wrth y profiad?<br>"Sutdych chi'n sefyllu'n ddifrifol wrth y profiad?"<br>"Sutdych chi'n sefyllu'n ddifrifol wrth y profiad?"              | I think that regular pausing in the lesson and questioning pupils more often can help all pupils fully focus, listen and get involved with the lesson more.                                                                                                             |
| <b>Casgliadau a chymau gwerthredol/ Conclusions and actions</b><br>Beth ydych chi'n sefyllu'n ddifrifol wrth y profiad?<br>"Sutdych chi'n sefyllu'n ddifrifol wrth y profiad?"<br>"Sutdych chi'n sefyllu'n ddifrifol wrth y profiad?" | I believe that the solution to this could be to put pupils who are disruptive in lessons on separate tables near the front of the classroom. This means that the teacher will be able to regularly monitor their behaviour without affecting other pupils in the class. |

Y profiad newydd / Transformed experience

## Appendix 2- Year 9- D&T- Observation Notes

**Melissa Roberts - PGCE Secondary Art + Design**  
Prifysgol Cymru / University of Wales Trinity Saint David  
**Yr Athrofa**  
Addysg a'r Dyniaethau / Education and Humanities

**NODIADAU ARSYLWI / MAES**  
(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 25/09/19

Monytlen y wers:  
Year 9 - Cookery D&T Lesson - Class of 17 pupils  
TASK- Reading task with questions

Diwylliant ar lawr dosbarth  
(Ydy'r dysgwyr yn canolbwyntio ar ddyddiad?)  
Most pupils were focused on learning. There were a couple of pupils who were slightly disruptive during the lesson. Pupils were given a reading task to do based on health eating. Pupils were fully engaged and concentrating on the work.

Amcangyfrif  
(Oes parhys clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwerau twymwyl?)  
The Objectives of the lesson were explained at the beginning. There were also handouts given to the pupils which made the purpose of the lesson clear. Also a good way for pupils to look back on in the future. So that they can see what they have previously covered in that lesson.  
(Ydy'r dysgwyr yn glir a'u beth maen nhw'n ei weld a sut i'r mwed yn dda?)  
All pupils were clear about their task- examples of similar structured work were given as a form of guidance. The teacher would go through each question of the task with the pupils ensuring that they were fully engaged and contributing to answers.

Mynediad a her  
(Ydy pob myfyrwr yn gallu dilyn y wers? A gaiff pob myfyrwr ei herio?)  
I believe that pupils were challenged with this task. Their reading handout was in English and their question sheets in Welsh. Lwm mwm cymraeg. Pupils would have the challenge to translate the English answers into Welsh. I noticed how the classroom displays were full of Welsh related terms to help pupils with their work - Also another way to develop their knowledge skills.

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**Assess**  
Sut mae'r athro yn asesu dealltwriaeth dysgwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu?  
The teacher questioned pupils regularly. I particularly took an interest to the method that the teacher would use to assess their progress- Giving pupils a countdown timer to answer questions- This is an effective way to challenge pupils but also helps the teacher see their progress and whether or not the task has been understood well.

**Manylbau / Achosion Beirniadol**  
Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?  
Although all of the pupils were engaged and looked as though they understood the task. At the end of the session, it was interesting to see the comparison of the different standards of work produced by pupils. Some pupils have thoroughly understood the task and have fully completed the work where as, other pupils hardly completed any. It emphasises how a teacher can still teach a lesson very effectively but work can vary from pupil to pupil depending on their abilities.

## Appendix 2 – ARC Model

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

Dyddiad/Date: 25/09/19

Diswyddiad critigol (Ffocws)/Critical Incident (Focus):

| Profiad/ Experience                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ta'niadau/ Feelings</b><br>Beth ydy'r teimladau ynghyd y profiad?<br>"What are your feelings regarding the experience?"                                                                                                                   | I feel as though the experience has been very useful. I believed that because the lesson went well that the outcome was going to be not different.                                                                                                                                                                         |
| <b>Cofio a Deall/ Remember and Understand</b><br>"What do you remember about the experience?"<br>"Can you see the aspects of the experience in the context of learning?"                                                                     | Pupils were thoroughly engaged during the lesson and were regularly asking questions and sharing ideas. It was clear that they understood what they needed to do. It was very interesting to see how the standard/quality of the work produced and they end of the lesson, some very little and others finishing the task. |
| <b>Gwertho a dadansoddi/ Evaluate and analyse</b><br>"What's positive about the experience?"<br>"What could be kept the same to ensure effective teaching and learning in the future?"                                                       | I believe that the teachers positivity and enthusiasm towards the subject reflected in the lesson. I think that regular questioning and recapping had a huge impact on how pupils were listening, communicating and contributing towards the lesson.                                                                       |
| <b>Casgliadau a chreu gweithredau/ Conclusions and actions</b><br>"What are your conclusions about the experience?"<br>"What's your next step?"<br>"What are your possible solutions to the issue identified?"<br>"What could be done next?" | I think that the possible solutions could be, that the teacher should apply more one on one time to ensure that pupils are completing tasks during the lesson or should give uncompleted work as homework tasks. This will make sure that all pupils are working at the same level.                                        |

## Appendix 3- Year 7LL- I.T lesson- Observation Notes

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**NODIADAU ARSYLWI / MAES**  
(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 2/10/19.

Manylion y wers:  
Year 7LL - I.T lesson.  
Class of 32 pupils.  
Task - Creating a poster about class rules.  
Dwylliant ar lawr dobarth) Using powerpoint on computers.  
(Yr r ddygwy yn canolwyo ar ddygwy)

All pupils are fully focused on listening to the task of the lesson - Teacher begins lesson with a recap of what was taught in the previous lesson. Questioning and challenging pupils about what they remember.

Aimcanion  
(Cyswrtas cllr i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas hwnnw?)

Objectives of the lesson are explained well and what is expected to be produced by the end of the lesson. Teacher makes it clear that if work is incomplete during the lesson - it will be set as homework. Ensuring pupils will be at the same level.  
(Yr r ddygwy yn glir am beth mae'n rhwng ei wneud a sut i'w wneud yn dda)

I believe that half of the class fully understand and the other half are unsure - pupils are regularly asking for help and support off the teacher. - I think that handouts with the instructions of the lesson would have been beneficial.

As it was such a large class - one to one support would be very time consuming.  
(Yr pob myfyrwr yn gallu ddiol y wers? A seir pob myfyrwr ei helpio?)

I do believe that pupils were challenged during the lesson. Eventhough they were all given the same task - all outcomes will be different as pupils were challenged to work independently on separate computers. - I did notice how many pupils asked for help as they were unsure on how to progress with the task.

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**Assu**  
Sut mae'r athro yn asseu dealltwriaeth ddygwy cyn, yn ystod ac ar ôl y wers? Sut y defnyddir llyn wrth addysgu?

The teacher frequently asked questions.

- \* Engaging pupils.
- \* Expanding and developing their current knowledge.
- \* Using extended questions (instead of one worded answers).
- \* Pupils were challenged and put under pressure to answer within the 60 sec response.
- \* These were all ways for pupils to work together as a group and encourage them to build confidence.
- \* Many of the / Addition termiadol and to remember important information.
- \* It is also a very effective way for the teacher to see how well pupils are performing and understand the task.

\* The teacher left the classroom and pupils were left unattended - It was interesting to see their change in behaviour after the figure of authority left the room. It was as though classroom rules did not apply with no teacher.

## Appendix 3 ARC Model-

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

Dyddiad/Date:

Digwyddiad critigol (Floww)/Critical incident (floww):

| Profiad / Experience                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teimladau / Feelings<br>(Beth ydych chi teimlachu ynghyd y prifad?)<br>"What are your feelings regarding the experience?"                                                                                                                      | I felt as though this classroom environment was very stressful to work in. There was a class of 32 pupils and not enough computers or chairs for them. therefore it was not a comfortable environment for the learners.                                                                    |
| Cofio a Deall / Remember and Understand<br>"Adnach chi restru effeithiau'r achos yng nhabl ddiol y dygwy?"<br>"Can you list the aspects of the incident in the context of learning?"                                                           | An individual had to use the teachers computer due to not being enough equipment. - The pupil may have felt separated from their peers.<br>- Also affected how the teacher presented the lesson - he couldn't do the class demonstration properly - this has a huge impact on the learner. |
| Gwerthuso a dadnodi / Evaluate and analyse<br>"Beth ydych chi gael ym farn i wrthw addysgu a dygwy effeithiol yn y dyfodol?"<br>"What could be best the same to ensure effective teaching and learning in the future?"                         | I believe that the teacher taught the lesson as well as he could - regularly challenging pupils with questions to see if the task was understood.                                                                                                                                          |
| Casgliadau a chamau gweithredu / Conclusions and actions<br>"Beth ydych chi ddewisio prifad i'w credu a nodwch?"<br>"Beth ydych chi wneud nesaf?"<br>"What are your possible solutions to the issue identified?"<br>"What could be done next?" | I think that the classroom environment had a large effect on how the pupils were learning.<br>I believe that the teacher could have produced paper handouts for each pupil so that they could read it if they were unsure on how to progress.                                              |

**Y profiad newydd / Transformed experience**

This ~~experience~~ may have improved the standard / quality of the final work produced - also, uncompleted work was set as a homework task, it would make things much easier for pupils.

## Appendix 4- Year 7LL- Maths lesson- Observation Notes.

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**NODIADAU ARSYLWI / MAES**  
(Cwestiynau wedi eu hadarnu o'r Ffôn Wode (2018))

Dyddiad: 2/10/19  
Mawrth y wens  
Yr 7LL - Maths Lesson -  
Class of 32 pupils

Digwyddiad ar lwydwr addysg  
(Ydy'r dysgwyr yn canolbwyntio ar ddyddiad?)

I followed the previous class from the IT lesson. I was so surprised to see the change in behaviour. The class were very disruptive at the beginning of the lesson - they were told on numerous occasions to listen and to focus.

Amcangyfrif / Focus  
(Oes parhau cili'r wens? Sut mae gwestiynau'r wens yn hyrwyddu'r parhau?)  
The teacher has a purpose to the lesson - clear objectives were given to pupils on handouts at the beginning of the lesson. The teacher introduced a new topic to the lesson - I believe that the pupils felt overwhelmed. Group work activities allowed pupils to work together developing their problem solving skills. Pupils were given a powerpoint demonstration to give them guidance on how to do the task right. Some pupils understood the task whilst others were slightly confused - I believe this is to do with their different abilities. Some people are quick learners whilst others take longer to understand. Pupils are showing engagement in the lesson by participating in answering questions - There are some pupils who are not showing much interest in the lesson and are easily distracted - This may be again due to not much confidence due to their abilities. Maths is considered one of the most challenging subjects as it takes a lot of concentration and focus.

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**MAES**  
Sut mae'r athro yn asesu dealltwriaeth dysgwyr cyn, yn ystod ac ar ôl y wens? Sut y defnyddir hyn wrth addysgu?  
The teacher questions the pupils regularly during the lesson - (formative assessment) to ensure they understand how to problem solve. Also, the teacher went around the classroom to help individual pupils to guide them in the right direction and to correct their mistakes. I believe that the teacher reflects at the end of every lesson and re-caps on what was previously taught and re-caps on what was previously taught to help pupils remember important information.

Adnabyddiaeth / Acknowledgement  
(Oes ategolau ac enghreifftiau trawlatod y byddai'n ddefnyddio eu trawlatod?)  
A particular moment which caught my attention during the observation was the behaviour of a particular pupil which stood out during the lesson. The pupil's body language expressed how that pupil did not want to be in that lesson, potentially could be:  
\* No interest in the subject.  
\* No Confidence - Struggling with the work.  
\* Could be an effect of a learning difficulty.

## Appendix 4 ARC Model-

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

Dyddiad / Date: ENGLISH

Digwyddiad critigol (Incidents) / Critical Incident (focus):

| Proffad / Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau / Feelings</b><br>(Beth ydy eich teimladau ynglŷn â'r profiad?)<br><b>Cofio a Deall / Remember and Understand</b><br>(Ffwrdd chi reffer effeithio / achos yng nglyd-dedon y dysgu?)<br><b>Gwerthuso a dadansoddi / Evaluate and analyse</b><br>(Beth y gallai ei gwneud yr un fath i sicrhau bod yna a dyddio effeithio yn y dyfodol?)<br><b>Casgliadau a chamau gweithredu / Conclusions and actions</b><br>(Beth ydy eich atebio posibl i'r mater a nodwyd?)<br><b>Adnabyddiaeth / Acknowledgement</b><br>(Oes ategolau ac enghreifftiau trawlatod y byddai'n ddefnyddio eu trawlatod?) | <p>I felt as though the class environment was difficult for some pupils to focus in. Maths is thought of as uninteresting subject and I could tell from observing the class that some pupils did not want to learn and, therefore, made the teaching difficult for the teacher.</p> <p>I focused on a particular child who did not want to listen during the lesson - their body language suggested that they did not want to contribute towards the lesson. This pupil then threw an object across the room - I think as a form of attention.</p> <p>The teacher took full control of the situation and firmly told the pupil that they would have to stay in during which.</p> <p>A possible solution could have been to speak to the pupil after the lesson - Ask them if they would like extra support towards the lesson. Or during the next lesson to give them more one to one time to ensure they know exactly what to do during the lesson.</p> |

Y profiad newydd / Transformed experience