

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

INTRODUCTION

This assignment will critically identify, evaluate and reflect on a critical incident of a child experience or teacher practice observed during a visit to a primary school. Through observations of teacher practice and children responses a critical incident will be noted and evaluated and reflected upon. It is important to note that an observation of a child becomes a critical incident when it has been annotated and evaluated (Tripp, 2012). According to Freire (1996 cited in Aubrey and Riley, 2019) an evaluation should provide ways to improve future practice. Shon (1983 cited in Aubrey and Riley, 2019) agrees with Freire (1996 cited in Aubrey and Riley, 2019) and believes in reflecting on practice. However, Shon (1983 cited in Aubrey and Riley, 2019) states this reflection is pointless if it is not acted upon. As effective practice can be achieved when a teacher uses previous experiences to reflect and improve practice (Shon, 1983 cited in Aubrey and Riley, 2019). Richards and Farrell (2010) suggest that critical incidents are unplanned events that occur during lessons or activities, therefore similarly, suggest reflection can reveal an insight into how teachers can use this analysis to best serve a child or classes needs.

When educators regularly reflect on practice, researchers suggest that outcomes for children improve (Siraj-Blatchford et al, 2008, p. 23-36). There are many types of reflective practice models that could be used to inform on practice, such as Schön's 'reflection on action and reflection in action' Schön (1983 cited in John, 2011) and Gibbs' model of reflection' (Gibbs,1988), discussed in the methodology.

OBSERVATION

For the purpose of this assignment, the school shall be called School X and the child shall be referred to as Child A. According to British Education Research Association (BERA) (2018) guidelines no. 69 and no. 70, states that as the data is to be shared then the information is required to be anonymised and the scrutiny of any third person reading the document has not disclosed information regarding names of the data used. Also point 40

states that for the purpose of research it is considered normal for institutions and participants to be made anonymous.

Included within the assignment is information regarding School X for the purpose that it may affect the outcome of the assignment. Black-Hawkins et al. (2007) suggests that achievement is partly shaped by political, economic and social backgrounds, that can affect educational inclusion. Resources that teacher's access can have a detriment to education produced in the classroom (Husu and Tiri, 2007, p. 330-401). School X is a one form entry school with no provision for nursery. Currently, there are 310 pupils, with 55 pupils on the Special Educational Needs (SEN) register. The budget per pupil per head is £3,425. 22% of pupils eligible for free school meals, 30% of pupils are from minority ethnic background with EAL, no pupils speak welsh at home. The last Estyn report for School X was dated December 2014 and was reported as adequate and put under review. However, by June 2016 the school had been taken off the list. In 2017 the Education Minister sent a letter of congratulations for 100% of children in year 6 reaching a level 4 or above (Estyn, 2014).

METHODOLOGY

In choosing the methodology to complete this assignment it would be prudent to use a reflective model for the purpose of identifying, analysing and reflecting on a critical incident. Reflective models are a useful tool, used to provide a framework for systems that can be used to ensure all steps of practice are covered. For example, The Brookfield Lenses Model (1995 cited in Ruth, 2014). This model requires the vision from the perspective of personal, pupil and colleagues' opinions, then from a theory perspective. This would be an effective approach if access to questioning the child and teacher about the incident had been possible. However, in identifying the critical incident it was decided to observe from a non-participant point of view (Kumar, 2011). As a trainee teacher it would not be ethical to intervene in the teaching (Cohen et al., 2011). As a detached observer the child would be able to continue and engage as usual, therefore minimising the Hawthorn Effect (Ewens and Cammack 2019).

Another reflective model is the Gibbs model (1988), for this model, the teacher, describes the incident, makes a note of feelings of how the child came to act in that way, evaluates the incident by suggesting what was good and bad about the lesson/incident, then analyses and gives suggestions why the incident happened, the teacher would then conclude by suggesting what could have been done and finally, write and action plan of what will change for the future. Donaldson (2015) would also agree that if such steps form part of teachers

continuous pedagogical inclusive practice, then all children would receive an excellent education leading to a 'Successful Future' (Welsh Assembly Government, 2015). A sociogram would not be necessary as the child was not interacting with any other children in the group (Sobieski and Dell'angelo, 2016, 417-429).

It was decided that for the purpose of identifying the critical incident that the observations were completed on the Tripp (2012) format and the ARC model proforma, provided by the university. However, the Gibbs model (1988) would also be used as a guide to write this essay. Four critical incidents were required to be observed over a 2-day period. These incidents were observed three in the same maths lesson Observation 1 (appendix 1 and 2) Child A presented with a child with a great need of the teacher's attention (ADHD). Observation 2 (appendix 3 and 4) Child A presented with OCD. Observation 3 (appendix 5 and 6) Child A displays signs of mathematical resilience and finally one in the maths lesson the following day, observation 4 (appendix 7 and 8) Child A displays need for a lot of teacher attention, because of lack of confidence.

The rationale for using the Gibbs Reflective Cycle is, as it allows for the development of questioning and identifying new perspectives of a situation, by detecting practice to be improved upon. This is a strength of the model. It is using this model that a teacher can remember to view the situation from various perspectives, feelings, analysis, evaluation, action plan, Conclusion. Gibbs tells us that this approach allows for a more articulate approach to real life scenarios. Gibbs also tells us that that without experience there is no learning, and that without reflecting the experience is soon forgotten (Gibbs, 1988 cited in Quinton and Smallbone, 210, p. 125–135). However, the questions in the model are basic and could lead to a basic understanding of the situation, rather than a deeper understanding. If the Brookfield Lenses Model (1990 cited in Ruth, 2014, p. 254–265) had been used it would have shown perspectives from third parties and not just an individual perspective. An individual perspective could also be perceived to be bias. Observer bias (Roulston and Shelton, 2015, p. 332-342) or the Halo Effect where the observer makes generalised judgements (Thorndike, 2013 cited in Ewens and Cammack 2019).

FOUR PURPOSES

Teacher should understand and demonstrate the importance of effective management in the learning environment, whilst promoting positive learning and behaviours that meet the four purposes (Welsh Assembly Government, 2017). This can be done through reflecting on practices and observing critical incidents. For the purpose of detecting an incident, a Year 2

Mathematics class was observed. This class consisted of 24 children, 19 girls and 5 boys. Ethical considerations were followed before, during and after observations (BERA, 2018). For teaching purposes, the teacher had placed the children into 4 groups in order of ability for literacy, mathematics and topic. The number of children in the groups is significant for the observations. The group ability, being shapes, Circle has 5 children, triangle and square have 6 children and the hexagon have 7 children in the group.

The teacher taught the children in their maths groups. The incident occurred in the Hexagon group, observation 3, which is an ability of 4/4 (see Appendix 5 and 6). Children were required to design different combinations of rugby kits for a rugby team. This group was given 4 primary colours to design with. The children need to produce 16 different combinations. A scaffold was offered, this consisted of small cubes, 2 for each colour to represent the rugby kits (t-shirt and shorts) Scaffolding can be in the form of instructional or cognitive according to Dweck et al. (2014) and also suggest that children need cognitive support in order for high standards to be reached.

The initial assessment for learning was regarding the whole-school approach to work using the RUCSAC method (see Appendix 1) Teacher explained to the whole class that the task was a maths task and the groups would be called when it was that groups turn. When each group was called it was at this point the introduction was made regarding the learning objective and the task and instructions were to be given. The delivery of fluent instructions, according to Clarke (2011) allow children to achieve success over learning.

The children were required to read and under-line key words, for the children to look back at, to complete the task. The teacher asked children about the task and the words, however, throughout the observations it was apparent that not enough time was given for the children to answer, instead the teacher answered for them. There were also interruptions continuously from the other children in the class, not on task, and interruptions from staff. With each interruption the teacher appeared to lose the point at which the lesson had been left, therefore important vocabulary and instructions were not clear.

Observations noted that Child A uses the scaffold to a point then loses the way to use the scaffold (Bruner, 1976 cited in Gray and MacBlain, 2015). The teacher did not spot this because of the size of the group and interruptions. However, discarding the scaffold, Child A thinks up another way to get the answers required (this is noted in appendix 3). This showed that in fact with the teacher being so busy with the other children, allowed Child A critical thinking time which contributed to 'Mathematical Resilience' which also leads to the

contribution of the development of one of Donaldson's four purposes of an 'ambitious and capable learner' and that children are ready to learn throughout their lives. For this purpose, children should be able to show understanding of mathematical ideas (Welsh Assembly Government, 2015).

The lesson then continued with the teacher marking Child A's work. This was done immediately after the work was completed. Hattie (2012), says that teachers should feedback to children immediately for it to have any value for the child. During the observation, the teacher noticed that Child A, duplicated one of the designs (See Appendix 3). Feedback, Hattie (2012) suggests can also lead to the promotion of 'Healthy confident individuals' as it can fulfil the lives of children by creating motivated children.

LITERATURE REVIEW

For this literary review the focus from the critical incident has identified the various areas for analysis. One area is the language that the teacher used in the mathematical task and the importance of using language. Ensuring that language is explained or relayed in terms that children can understand and remember for future use. As a pioneer of behaviourism education, Skinner (1957 cited in Bates, 2019) suggested that children learn language through the environment in which it is heard, for example from parents and the environment. Therefore, dependent on what or how much the child hears the richer the child's development of language will become. However, Chomsky (1986 cited in Bates, 2019) disagrees with Skinner and suggests that children will never acquire an infinite amount of language sentences from input of others alone, but have a mechanism that language is already in the brain, in the form of grammar as it is pre-wired. Chomsky (1986 cited in Bates, 2019) states, it is still important for children to hear the vocabulary to be able to complete the forms of sentences.

During the critical incident, the use of mathematical vocabulary was not understood by all the children in the group. This language was read by the children, but the meanings were not explained by the teacher. Language according to Montag et al. (2015) even though maybe difficult for children to understand, should be heard as it will encourage lexical diversity. It was also important that such words should be translated in meaning to the children as it was essential for the task the children were undertaking Montag et al., 2015). Vygotsky (1978 cited in Aubrey and Riley, 2019) believed that the quality of language has a profound effect on the child's intellect. Chomsky 1986 cited in Bates, 2019) also states that through language acquisition, education should concentrate on developing children's critical thinking

skills, Donaldson (2015) agrees with Chomsky (1986 cited in Bates 2019) this is reflected in the successful futures report.

With the lack of a full set of instructions absorbed and the understanding of the terms not understood to complete the task, Child A initially used the scaffold of blocks to represent the rugby kits. However, after the initial first sequence of kits was analysed, the ability to switch the sequences proved challenging. Hattie (2012), tells us that children can acquire ideas and relate such ideas to extend the idea, however, for this to occur then the child needs to know what is expected.

Parker (2006 cited in Hattie, 2012) suggests that children can become stressed by not knowing what to do, but further suggests that children are born with the capacity to cope with stress. For stress systems in the brain to become functional, use is required (Parker, 2006 cited in Hattie, 2012). This is the same as language development requires repetitive exposure to speech to be effective and is also true of exposing children to new challenges allows for acquisition of new skills that gives children experiences of dealing with such challenges and further develops mastery and success Chomsky (1986 cited in Bates 2019). However, this proved to be a dilemma as a non-participant observer it was not possible to intervene with Child A's work, even though the teacher was busy it was important to say nothing (Arshad et al., 2012).

Through the many challenges and successes that children experience, this helps to build confidence and resilience. In this instance fortunately for Child A the teacher was preoccupied with a large group and allowed the child time to relate the information that had been acquired and extend the learning independently. Furthermore, Lee and Johnston-Wilder (2010) suggest that there is another form of resilience, mathematical resilience. This type of resilience can be difficult to endeavour. For this resilience to be well-established, children should understand the need to struggle, so that the appreciation of overcoming such obstacles can bring success. Dweck (2007 pp. 36-43) agrees with this and says that teachers should not put a ceiling on what is expected for a child to learn instead, encourage growth limitlessly and always have the resources ready for such growth. When a teacher is less rigid in actions resilience can blossom allowing for opportunities of growth and learning. When a child according to Dweck et al. (2014), is met with challenges and then receives enthusiasm for the critical thinking, the child will feel very capable. This sense of confidence according to Dweck et al. (2014) can promote an immense sense of resilience. It was witnessed that Child A, was in fact resilient in the approach to the task. Child A developed an independent system to overcome the challenge.

The next area the incident detected was that the teacher also answered a lot of the questions posed to the children (refer to Appendix 3 for full details). According to Winnie and Hadwin (2008, p.297-314), teachers should allow children time to process information. Winne and Hadwin (2008, p. 297-314) also outline a model of motivation that encourages children's learning and suggest that children require a gap between what is already known and what is needed to be known. This information needs to be processed before moving onto the next stage where the child works out a plan on how to approach the task. It is through these stages the child can then search for strategies to complete the task. The final stage the child would be to critically examine if the task had been fulfilled enough. Research by Parker (2006 cited in Hattie, 2012) synthesises with Winnie and Hardwin (2008, p. 297-314) and suggests that allowing for time to answer questions allows resilience.

It was after completion of the task that the final part of the incident was witnessed. On completion of the task Child A had duplicated one of the designs. The teacher marked the work with the child present, with immediate feedback. Research by Weaver (2006, p. 379-394); Gibbs and Simpson (2004) and Sadler (1998, p. 77-84) suggests that feedback should provide children with knowledge to know how to improve and increase success. This can only happen when feedback regarding the learning is shared with the child. This could be in the form of self, peer or teacher feedback. However, according to Williams and Black (1998 cited in Hattie, 2012) it is critical that the feedback is quality. Children should relate information to the work and be aware of how well work was done and how to make it better. This quality of feedback creates confidence and hope for children, which promotes self-esteem and resilience (Weaver, 2006, p. 379-394; Gibbs and Simpson, 2004; Sadler, 1998, p. 77-84). Similarly, Higgins et al (2001) agrees that lack of communication of feedback can lead to a child not understanding the critical thinking behind the work that was achieved and the deeper knowledge that could allow for the next and future steps. Hattie and Clarke (2019) also agree with Higgins et al. (2001) and suggest, that lack of further discussions and quality questioning, could also disengage children from the further learning. Parker (2006, p. 11-18) suggests that teachers also need to listen, as when the teacher is talking all the time, the teacher can miss valuable involvement or evaluation of the task.

REFLECTION / EVALUATION & NEXT STEPS

In evaluating the critical incident, the first part of the analysis according to the Gibbs' model, is the suggestion of what went well and what went bad. On reflection I would suggest that the Hexagon group was too large for the time that the teacher had allotted for the task to be

completed. There is a considerable number of topics to cover in a week under the school curriculum and time management is key to ensuring that all is covered in a short space of time. Teachers must prepare children for jobs that have not even been invented, therefore putting pressure on teachers to provide a varied and holistic education for all (OECD, 2018).

From the limited experience I have of planning I felt, the task that had been planned, had been differentiated well, for the groups' levels (this can be seen in the Appendix 1-6). The idea of the children reading out loud and then underlining the key words was good, as it should have drawn the children's attention to the main points for the learning that would take place. However, due to interruptions, the children were not asked what those key phrases meant (Montag et al. 2015) as noted in the literature review. The mathematical language that the teacher used was not explained well, language needs to be used for children to hear the words (Lexical diversity). As mentioned by Chomsky (1986 cited in Bates, 2019) on page 9, it is important that children know what the meaning of words are, as well as hearing them to increase vocabulary. I was disappointed that there were so many interruptions throughout the lesson. I felt that when the teacher was interrupted, the lesson was not picked back up at the same point. From my observations during the lesson the teacher may have lost her way. These interruptions were by staff members and the other children in the class. School X has recently lost many of its support staff. According to Husu and Tiri (2007), lack of resources and staff shortages lead to lack of support in the classroom. Another factor that might be the cause of the interruptions from the children's point of view, was that the continuous provision was not stimulating enough or lacked challenges to keep the children engaged. Teaching can be improved when interpretation of observations and pedagogy is well matched to the child's needs through key principles set out in the learning frameworks (Welsh Assembly Government, 2010).

Due to the miscommunications, the scaffold may not have been used for support in the way it was intended to. For this reason, Child A could not use the scaffold for its full potential. I felt that the scaffold was good, the use of blocks to create a system for design, would have been an excellent resource, if it had been explained properly. Perhaps for the first group I would use more of a visual aid. Under challenging conditions, scaffolds have a great importance for children to learn systems to reach high standards in the future (Bruner, 1976 cited in Gray and Macblain, 2015).

The teacher wanted the task done as quickly as possible and therefore rushed the children through the activity. When posing questions to the children, I felt that the teacher answered her own questions, as mentioned earlier on page 9, Winnie and Hadwin (2008, p. 297-314)

suggest that teachers should allow children time to process information and wait for an answer. Reflecting on this, I would remember this for my own future practice.

However, on a positive note, due to the large number of children in the group, Child A had time to think about the task, and was able to come up with a logical solution, showing excellent mathematical resilience. It was unfortunate that the feedback the teacher gave Child A seemed to be generic. I felt that there was a missed opportunity to not only develop the child's deeper learning of how the child had got to the answer and therefore link it to a relevant experience to ensure the child would remember this information for the future.

This practice has shown me that I should allow children more time to allow for resilience. The child also did not receive any praise for the efforts of attainment (Robins, 2012). According to Hattie and Clarke (2012) feedback should be more than, just a tick and a sticker, as this lack of quality feedback, to avoid becoming disengaged from learning as there is also a lack of motivation felt. Higgins et al. (2001, p. 269-274) agrees with and suggests that when teachers reflect on practice, the reflection learnt has a greater value for the child also. Robins (2012) tells us that by praising a child you are shaping their future and creating resilience, and that a teacher's comments are powerful fuel for the child's learning.

CONCLUSION

In conclusion, I have learnt through reflecting on experiences teachers can develop professional practice. It is important to note that from experience on the critical incident, discussed in the literature review, that reflection does not necessarily guarantee best practice, unless it is acted upon and learnt from Shon, 1983 cited in Aubrey and Riley, 2019 in the Introduction.

It is however important that through the conduction of these observations to be professional as professionalism is important in setting the values for my practice in the future. The standards set by the Welsh Assembly Government describes what excellent practice should look like and characterise the knowledge and behaviours of practice through the support of professional growth. There are five standards to be adhered to by incorporating effective pedagogy, collaboration, leadership, innovation and professional learning these also ensure that such professional objectives are used as guidelines for professionalism and are followed by all teachers in the same way (Welsh Assembly Government, 2017).

Reflecting on such incidents can raise the consciousness of teachers, especially trainee teachers. McGregor and Cartwright (2011) tells us that detecting incidents and reflecting, improves the critical thinking and development of practice. Whilst also raising level of critical questioning skills helps to analyse pedagogical decisions made.

During the observations I felt deeply concerned that there was a lack of time management and that the continuous provision was not engaging. Also, policy perhaps on staff interruptions during lessons should be addressed.

It was fortunate in this instance that Child A coped, and resilience prevailed. I considered that on reflecting and thinking more deeply that perhaps this was what the teacher had intended to happen when teaching the more advanced children. That maybe due to my lack of experience I did not spot this. However, it developed my realisation of the importance of observations and being able to use experience and theory to support best practice. As a teacher I could push a child out of their comfort zone, which would exercise a stress response creating resilience, extending knowledge and deeper learning (Parker, 2006, p. 11-18) as stated in the literature review.

The final point to the reflection model would be my action plan. This would be to recommend staff should not interrupt during teaching. Through planning and preparation staff should be aware in advance of what should be required for all children and interventions. This would be a point to take forward in my practice.

When conducting the introduction to my lessons, I would ensure that all children in the class knew what was expected of them especially in the continuous provision. Giving better instructions. Adopting the 'Assessment for Strategy' Black and Wiliams (1998) and also strategies such as the 'Think, Pair, Share strategy so that all children should be aware of the aims of the lesson and what they are going to learn in the lesson. Ensuring that all the children are excited about the experience that they are going to uncover in the activity that they are about to do. Then ensure that we come together at the end of the class with a plenary to sum up the lesson and see what had been learnt. Another issue the critical incident uncovered was the to ensure that waiting time for answers is longer as stated in the literature review suggests that there should be a wait time (Winne and Hadwin, 2008, p. 297-314). I would also be aware of the timings of the lesson and possibly have smaller groups.

APPENDICES

Appendix 1

OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))

Date: 26/9/2019 - afternoon - lesson after lunch. Lesson details: Year 2 Class. Group name Squares. Ability 3/4 groups. 6 children in the group. LO: To work in an organised way. LNF: Identify steps to complete tasks or reach a solution. DCF: Break down problem into separate parts to make it easier to understand. Children were required to design different combinations of rugby kits for a rugby team. This group was given 3 colours, red, green and yellow and asked to make 9 combinations of kit. <u>Scaffold</u> - small cubes was supplied 2 x red, 2 x green and 2 x yellow.
Classroom culture (Are the students focused on learning?) Children are engaged. All sitting at a U-shaped table around the teacher. Teacher asks the children what they need to do to complete the task. 2/7 children got the task completely correct. Children in this group used the scaffold for support. Child B got the task incorrect, teacher told her where she went wrong. (not sure child understood why, no offer of trying to do the system together to ensure understanding of using a system to the correct answer was given.)
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The object of the lesson was for the children to be able to use a system to solve a problem. The school uses a strategy called RUCSAC to promote work strategies. This represents, R=Read, U=Understand, C=Choose, S=Solve, A=Answer and C=Check. The lesson planned was a good way of promoting understanding on how to use a system to see an outcome.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher reinforced the RUCSAC method with the children at the start of the session. Most children in the group understood what they were doing and were able to complete the task. At this stage the children in this group used the scaffold provided to aid learning.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Oracy and Literacy: The children were asked to read and underline the important words from the instructions printed on the worksheet to support their learning and understanding. The children took it in turns with the teacher reading the words that the children were unsure of. Questioning: The teacher asked the children if they knew what to do to be able to complete the task. The children were supported by teacher and scaffold to complete the task.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? <u>BEFORE:</u> The children were asked questions about the RUCSAC method they were about to use to complete the worksheet. This was done by a hand's up/shout out method. <u>DURING:</u> The children were questioned regarding the task. <u>AFTER:</u> The teacher asked the children to self-assess using a traffic light system. The child was asked how easy/hard they thought the task was for them. The teacher then marked the work and told the children where they went wrong. The work was also marked for Independence/scaffold.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? In the beginning of the lesson a support assistant distracted the teacher. As the delivery of the instructions were staggered and fast. One of the children (child A) was unsure what she was supposed to do. When the teacher was distracted, the child A asked her friend what they were doing. The friend did not answer and then child A continued to try to complete the task independently. The teacher asked Child A if she would like the blocks to scaffold. Child A said no. (as she did not know how to use the blocks to scaffold). Child A copied the friend next to her. Child A copied the first 3 designs, then copied the 3 designs again and again. Creating a pattern of designs for the rugby kits. When the child showed the teacher her finished work, the teacher told her that if she had used the scaffold from the beginning, she would have been able to complete the task.

Dyddiad/Date: 26th September 2019

Appendix 2

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I did not feel that the children used the cubes to represent the kits. That the one block was to represent the T-shirt and the other block was to represent the shorts. Piaget tells us that children do not always form the same vision as we do. Therefore, if the child is not making the same representation as we are expecting then it would be difficult to use the scaffold to its full potential. Scaffolding – Bruner
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The children enjoyed the colouring of rugby kits, as the topic in school is world in union and they were involved in things that are current and happening around them. The disappointing part of the learning was, that I felt the teacher did not give the children enough time to answer. Instead the teacher answered for them. To get the results each of the children to complete the task within the session. To ensure that the 4 groups in the class were completed within the day. Not enough time.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	I thought the task was a good idea. However, and think that it was rushed, and the instructions were delivered too quickly. The teacher answered for the children and I wasn't sure that the children quite got the idea of the scaffold. The teacher needed to ensure that the language that she was using was understood. Combination, Specific and Repeat. Advanced language should be used for children to build on their vocabulary (Theorist) However, teacher should ensure that she explains what the words mean. The child was unable to understand the task and the main objective for learning was not achieved.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych chi'n myn i'w wneud nesaf? "What will you do next?"	I would ensure that all children were sure of what they were doing from the very beginning. That each child had answered me, questioning them individually. I would perhaps create 5 groups so that there was less children each group to ensure that each child was being attended to and that the teaching was shared equally. Another possibility could be to not expect to get all the class completed in one day and spend more time with the task for each individual group. Husu and Tirri (2007) suggests that teachers are faced with lack of resources and as a result must choose appropriately how these resources are best used to serve the wide range of diverse levels of skill amongst the children in class.
Y profiad newydd / Transformed experience	



Appendix 3

OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))

Date: 26/9/2019
Lesson details: Year 2 Class. Group name Triangle, which is ability 2/4 groups. 6 children in the group. LO: To work in an organised way. LNF: Identify steps to complete tasks or reach a solution. DCF: Break down problem into separate parts to make it easier to understand. Children were required to design different combinations of rugby kits for a rugby team. This group was given 3 colours, red, green and yellow and asked to make 9 combinations of kit. <u>Scaffold</u> - small cubes was supplied 2 x red, 2 x green and 2 x yellow to represent t-shirt and shorts
Classroom culture (Are the students focused on learning?) Children are engaged. All sitting at a U-shaped table around the teacher. Children in this group used the scaffold for support.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The object of the lesson was for the children to be able to use a system to solve a problem. The school uses a strategy called RUCSAC to promote work strategies (SEE APPENDIX 1) The lesson planned was a good way of promoting understanding on how to use a system to see an outcome.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher reinforced the RUCSAC method with the children at the start of the session. Teacher asks the children what the need to do to complete the task, this was done after Child A reads the brief to his peers. Most children in the group understood what they were doing and were able to complete the task. At this stage the children in this group used the scaffold (Bruner) provided to aid learning.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Oracy and Literacy: The children were asked to read and underline the important words from the instructions printed on the worksheet to support their learning and understanding. The children took it in turns with the teacher reading the words that the children were unsure of. Questioning: The teacher then asked the children if they knew what to do to be able to complete the task. The children were supported by teacher and scaffold to complete the task.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? <u>BEFORE:</u> The children were asked questions about the RUCSAC method they were about to use to complete the worksheet. This was done by a hand's up/shout out method. <u>DURING:</u> The children were questioned regarding the task. <u>AFTER:</u> The teacher asked the children to self-assess using a traffic light system. The child was asked how easy/hard they thought the task was for them. The teacher then marked the work and told the children where they went wrong. The work was also marked for Independence/scaffold.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? A boy wanted to complete the task. He had asked for a scaffold of blocks. Red, green, yellow. He started the task using the blocks to represent the shorts and the t-shirt of the rugby kit. He lined the blocks perfectly straight using a pencil to keep them perfectly straight. However, when it came to mix the colours up to complete the task, he attempted to several times, but it was clear to see that it bothered him to mix the colours. He, therefore, ignored the scaffold and continued to try to complete the task independently. Unfortunately, he did not complete the task correctly. The teacher thought that he had used the scaffold and marked accordingly. Telling him where he had gone wrong.



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Dyddiad/Date: 26th September 2019

Appendix 4

Digwyddiad critigol (Ffocws)/Critical incident (focus): Obsessive compulsive disorder (OCD)

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I was concerned that the language that the teacher used was not explained fully to the children. Especially as the teacher was frequently being interrupted by other children in the class and staff regarding other children. Language used Combination and specific. I felt that because of interruptions that the teacher had not spotted the stress that had been caused to Child A.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a beth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Po elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The children enjoyed the colouring of rugby kits, as the topic in school is world in union and they were involved in things that are current and happening around them. The disappointing part of the learning was, that I felt the teacher did not give the children enough time to answer. Instead the teacher answered for them. To get the results each of the children to complete the task within the session. To ensure that the 4 groups in the class were completed within the day. Not enough time
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n codw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I thought the task was a good idea to practice how to systematically organise a way to use all eventualities of a problem. However, I think that it was rushed, and the instructions were delivered too quickly. The instructions could have also been visual for some children as well as verbal. If the teacher had placed the blocks onto the t-shirt and shorts to visually see what they represented. Also, because of the speed at which the teacher was working she tended to answer for the children which why I wasn't sure that the children quite got the idea of the scaffold. The teacher needed to ensure that the language that she was using was understood. Combination, Specific and Repeat. Advanced language should be used for children to build on their vocabulary (Theorist) However, teacher should ensure that she explains what the words mean and what it looks like in the situation being used.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materion siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	I would ensure that all children were sure of what they were doing from the very beginning. That each child had answered me, questioning them individually. I would perhaps create 5 groups so that there was less children each group to ensure that each child was being attended to and that the teaching was shared equally. Another possibility could be to not expect to get all the class completed in one day and spend more time with the task for each individual group. Husu and Tirri (2007) suggests that teachers are faced with lack of resources and as a result have to choose appropriately how these resources are best used to serve the wide range of diverse levels of skill amongst the children in class.
Y profiad newydd / Transformed experience	



Appendix 5

OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))

Date: 26/9/2019 - Afternoon – Last session.
Lesson details: <u>Year 2 Class</u>, Group name Hexagon. Ability 4/4 groups. 7 children in the group. LO: To work in an organised way. LNF: Identify steps to complete tasks or reach a solution. DCF: Break down problem into separate parts to make it easier to understand. Children were required to design different combinations of rugby kits for a rugby team. This group was given 4 colours, red, green, yellow and blue and asked to make 16 combinations of kit. <u>Scaffold</u> small cubes were supplied 2 x red, 2 x green and 2 x yellow, 2 x blue to represent the rugby kits (t-shirt and shorts).
Classroom culture (Are the students focused on learning?) Children are engaged. All sitting at a U-shaped table around the teacher. Children in this group used the scaffold for support.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The object of the lesson was for the children to be able to use a system to solve a problem. The school uses a strategy called RUCSAC to promote work strategies. (SEE APPENDIX 1) The lesson planned was a good way of promoting understanding on how to use a system to see an outcome.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher reinforced the RUCSAC method with the children at the start of the session. Teacher asks the children what the need to do to complete the task, this was done after Child A reads the brief to his peers. Most children in the group understood what they were doing and were able to complete the task. At this stage the children in this group used the scaffold (Bruner) provided to aid learning.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Oracy and Literacy: The children were asked to read and underline the important words from the instructions printed on the worksheet to support their learning and understanding. The children took it in turns with the teacher reading the words that the children were unsure of. Questioning: The teacher then asked the children if they knew what to do to be able to complete the task. The children were supported by teacher and scaffold to complete the task.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? <u>BEFORE:</u> The children were asked questions about the RUCSAC method they were about to use to complete the worksheet. This was done by a hand's up/shout out method. <u>DURING:</u> The children were questioned regarding the task. <u>AFTER:</u> The teacher asked the children to self-assess using a traffic light system. The child was asked how easy/hard they thought the task was for them. The teacher then marked the work and told the children where they went wrong. The work was also marked for Independence/scaffold.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Child A uses scaffold to a point then loses her way, unfortunately because of the size of the group the teacher then did not spot this. However, the child figured it out by herself with one error, by switching to using her own thinking for a scaffold. This could be a positive that the child learned her own systematic thinking skills. However, teacher could have revisited the switch method to her.



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Dyddiad/Date: 26th September 2019

Appendix 6

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was concerned that the language that the teacher used was not explained fully to the children. However, the teacher explained the meaning of the words to this top set. The teacher was frequently being interrupted by other children in the class and staff regarding other children. Language used Combination and specific. I felt that because of interruptions that the teacher had not spotted that Child A was struggling to use the scaffold that had been provided.
Cofio a Deall/ Remember and Understand "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	The children enjoyed the colouring of rugby kits, as the topic in school is world in union and they were involved in things that are current and happening around them. The disappointing part of the learning was, that I felt the teacher did not give the children enough time to answer. Instead the teacher answered for them. To get the results each of the children to complete the task within the session. To ensure that the 4 groups in the class were completed within the day. Not enough time
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	I thought the task was a good idea to practice how to systematically organise a way to use all eventualities of a problem. However, I think that it was rushed, and the instructions were delivered too quickly. The instructions could have also been visual for some children as well as verbal. If the teacher had placed the blocks onto the t-shirt and shorts to visually see what they represented. Also, because of the speed at which the teacher was working she tended to answer for the children which why I wasn't sure that the children quite got the idea of the scaffold. Due to the interruptions and the rush of the lesson the teacher had not spotted that Child A was struggling to use the scaffold to its full potential. Child A knew that the blocks represented the t-shirt and shorts and that she could mix them around to create 4 more designs. But this was as far as she got. Child A then got confused with what the scaffold could do for her next (i.e. Switch). However, the child was able to come up with her own independent strategy by working through her own system of all one colour on the bottom, then all another colour on the bottom and therefore just changing the tops. Unfortunately, using two strategies lead to a double up of one of the designs. If the teacher had spotted that the child was struggling to switch. It could have been discussed to add this skill to the child's learning. However, the resilience of the child prevailed all but one error.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'r wneud nesaf? "What will you do next?"	I would ensure that all children were sure of what they were doing from the very beginning to the end of the task. Questioning them individually throughout the entire task. I would perhaps create 5 groups so that there was less children each group to ensure that each child was being attended to and that the teaching was shared equally. Another possibility could be to not expect to get all the class completed in one day and spend more time with the task for each individual group. Husu and Tirri (2007) suggests that teachers are faced with lack of resources and as a result must choose appropriately how these resources are best used to serve the wide range of diverse levels of skill amongst the children in class.
Y profiad newydd / Transformed experience	



Appendix 7

OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))

Date: 2/10/2019 Afternoon
Lesson details: <u>Year 2 Class</u>. Group name Hexagon. Ability 4/4 groups. 7 children in the group. LO: To subtract numbers, using number bonds. The topic was superheroes.
Classroom culture (Are the students focused on learning?) Children sat on the carpet for the delivery of the lesson and role modelling from the teacher using the whiteboard. Teacher used the superhero theme to relate children's experiences to.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Teacher asked children questions (AFL). She used the strategy 'think, pair, share'. Then asked for an answer, for her to write on a small whiteboard.
Direction (Are the students clear about what they are doing and how to do it well?) Children were required to base counting objects on superhero powers. Teacher modelled a villain was stealing superhero's powers, how many did he have left.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Children were able to access a scaffold of '100 square sheet' to be able to count down numbers. - This group was asked to do the task independently. Some children struggled to keep their place on the '100 square sheet', so were offered a counter as a marker.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? <u>BEFORE:</u> The children were asked questions about the task that the teacher had delivered. Strategy was 'think, pair, share'. For the teacher to scribe on the whiteboard. <u>DURING:</u> The children were questioned regarding the task throughout the activity. <u>AFTER:</u> The teacher asked the children to self-assess using a traffic light system. The child was asked how easy/hard they thought the task was for them. The teacher then marked the work and told the children where they went wrong. The work was also marked for Independence/scaffold. A follow up task was provided to recap mistakes or a deeper question for more critical thinking.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? The task was given out of a workbook this then no longer was linked to the superhero's nor used number bonds. Child A lacked confidence to work out the sums, without the aid of a scaffold, and was very negative regarding the whole maths experience. However, when one of the sums was modelled to take away tens and units separate, the child was able to complete the task with ease and was happy and confidence increased.

Dyddiad/Date: 2nd October 2019

Appendix 8

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The task was given out of a workbook this then no longer was linked to the superhero's nor used number bonds. Teacher asked children to take the tens away and the units. I felt this topic did not link in with the theory that the teacher had initially delivered.
Cofio a Deall/ Remember and Understand Allwch chi restru'r aqweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	I thought the task was a good idea, children love superheroes, so this would be an excellent way to engage their learning through relatable experiences. However, I think this group were left to independently complete this task, the task was not the same as the one the teacher modelled. For some of the children they did not know what the teacher was looking for. The task was given out of a workbook this then no longer was linked to the superhero's nor used number bonds.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	Child A lacked confidence to work out the sums, without the aid of a scaffold, and was very negative regarding the whole maths experience. However, when one of the sums was modelled to take away using partitioning, the child was able to complete the task with ease and was happy and confidence increased.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	The child was working independently within the ability grouping, for this independence, the model and scaffold needed to be consistent. I would ensure that all children were sure of what they were doing from the very beginning to the end of the task. Questioning them individually. Ensuring that they were confident in what was expected of them. I would also ensure that the task that was being set related to the one that was being modelled. Hattie (2012) says to relate such ideas is to, extend the idea, however for this to occur then the child needs to know what is expected. This would promote self-esteem and confidence.
Y profiad newydd / Transformed experience	

REFERENCE LIST

Arshad, R., Wrigley, T. and Pratt, L. (2012) *Social Justice re-examined: dilemmas and solutions for the classroom teacher*. London: IOE Press.

Aubrey, K. and Riley, A. (2019) *Understanding and Using Educational Theories* 2nd Ed. London: Sage.

Bates, B. (2019) *Learning Theories Simplified* 2nd Ed. London: Sage.

BERA. (2018) Ethical Guidelines for Educational Research. 4th Ed. Available at: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online> (Accessed: 6th October 2019).

Black, P. and Williams, D. (1998) *Inside the Black Box: Raising the standards through classroom assessment*. London: GL Assessments.

Black-Hawkins, K., Florian, L. and Rouse, M. (2007) *Achievement and Inclusion in Schools*, Abingdon: Routledge.

Cohen, L., Manion, K. and Morrison, K.R.B. (2011) *Research Methods in Education* 7th Ed. London: Routledge.

Clarke, S. (2011) *Active learning through formative assessment*. London: Hodder.

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales 2015*. Available at: https://dera.ioe.ac.uk/22165/2/150225-successful-futures-en_Redacted.pdf (Accessed: 19th October 2019).

Dweck, C. (2007) 'The secret to raising smart kids', *Scientific American Mind*, December 2007-January 2008 pp. 36-43.

Dweck, C., Walton, G.M., Cohen, G.L. (2014) *Academic Tenacity Mindsets and Skills that Promote Long-Term Learning*. Available at: <https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf> (Accessed: 17th October 2019).

Ewens, T., and Cammack, P. (2019) *Primary Teaching: 'Meeting Teachers' Standards throughout your professional career* 2nd Ed. St Albans: Critical Publishing Limited.

Estyn. (2014) *Report for School X by Estyn, Her Majesty's Inspectorate for Education and Training in Wales*. Available at:

<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Inspection%20report%20Radnor%20Primary%20School%202014%20%28English%20only%29.pdf> (Accessed: 20th October 2019).

Gibbs, G. (1988) *Learning by doing: A guide to teaching and learning methods*. Oxford: Oxford Further Education Unit.

Gibbs, G. and Simpson, C. (2004) *Does your assessment support your students' learning?* Centre for Higher Education Practice Open University. Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.201.2281&rep=rep1&type=pdf> (Accessed: 14th October 2014).

Gray, C. and MacBlain, S. (2015) *Learning Theories in Childhood 2nd Ed*. London: Sage Publishing.

Hattie, J. (2012) *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

Hattie, J. and Clarke, S. (2019) *Visible Learning Feedback*. London: Routledge.

Higgins, R., Hartley, P. & Skelton, A. (2001) 'Getting the message across: the problem of communicating assessment feedback', *Teaching in Higher Education*, 6(2), pp. 269-274.

Husu, J. and Tirri, K. (2007) 'Developing whole school pedagogical values – a case of going through the ethos of good schooling', *Teaching and Teacher Education*, 23, pp. 390-401. Available at: <https://www.sciencedirect.com/science/article/pii/S0742051X06001995> (Accessed: 28th September 2019).

Johns, C. (2011) *Becoming a reflective practitioner 4th Ed*. Oxford: Wiley-Blackwell.

Johnston-Wilder, Sue and Lee, Clare (2010) 'Developing mathematical resilience', In: BERA Annual Conference 2010, 1-4th September 2010. University of Warwick. Available at: <http://oro.open.ac.uk/24261/2/3C23606C.pdf> (Accessed: 14th October 2014).

Kumar, R. (2015) *Research Methodology: a step-by-step guide for beginners 3rd Ed*. London: Sage.

McGregor, D. and Cartwright, L. (2011) *Developing Reflective Practice: A Guide for Beginning Teachers: A Guide for beginning teachers*. Maidenhead: McGraw-Hill Education.

Montag, J., Jones, M.N. and Smith, L.B. (2015) 'The Words Children Hear: Picture Books and the Statistics for Language Learning', Research Article, Available at: <https://doi.org/10.1177/0956797615594361> (Accessed: 6th October 2019).

Owen, G. and Fletcher, A. (No Date) 'Championing better work and working lives: CIPD', Available at: https://www.cipd.co.uk/images/reflective-practice-guide_tcm18-12524.pdf (Accessed: 12th October 2019).

Parker, W.B. (2006) 'Public discourses in schools: Purposes, problems, possibilities', *Educational Researcher*, 35(8) pp. 11-18. Available at: <https://journals.sagepub.com/doi/abs/10.3102/0013189X035008011> (Accessed: 20th October 2019).

Quinton, S. and Smallbone, T. (2010) 'Feeding forward: using feedback to promote student reflection and learning – a teaching model', in *Innovations in Education and Teaching International*, 47(1), pp.125–135. Available at: <http://www.informaworld.com> (Accessed: 6th October 2019).

Richards, J.C. and Farrell, T.S.C. (2010) *Professional Development for language teachers*. Cambridge: Cambridge University Press.

Robin, G. (2012) *Praise, Motivation and the Child*. Oxon: Routledge.

Roulston, K. and Shelton, S.A. (2015) 'Reconceptualizing Bias in Teaching Qualitative Research Methods', *Sage*, 21(4), pp. 332-342. <https://journals.sagepub.com/doi/abs/10.1177/1077800414563803> (Accessed: 12th October 2019).

Ruth, D. (2014) 'Teaching strategy: reflections on professional practice', in *Teaching in Higher Education*, 19(3), pp. 254–265. <http://dx.doi.org/10.1080/13562517.2013.860100> (Accessed: 6th October 2019).

Sadler, D. R. (1998) Formative assessment and the design of instructional systems: revisiting the territory', *Instructional Science Assessment in Education*, 5(1) pp. 77-84.

Siraj-Blatchford, I., Taggart, B., Sylva, K., Sammons, P. and Melhuish, E. (2008) 'Towards the transformation of practice in early childhood education: the effective provision of pre-school education (EPPE) project', *Cambridge Journal of Education*, 38(1), pp. 23-36. Available at: DOI: [10.1080/03057640801889956](https://doi.org/10.1080/03057640801889956) (Accessed: 6th October 2019).

Sobieski, C. and Dell'Angelo, T. (2016) 'Sociograms as a Tool for Teaching and Learning: Discoveries from a Teacher Research Study', *The Educational Forum*, 80(4), pp. 417-429, Available at: DOI: [10.1080/00131725.2016.1207734](https://doi.org/10.1080/00131725.2016.1207734) (Accessed: 20th October 2019).

The Organisation for Economic Co-operation and Development. (2018) *The Future of Education and Skills: Education 2030*. Available at: [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf) (Accessed: 20th October 2019).

Tripp, D. (2012) *Critical incidents in teaching: Developing Professional Judgement*. London: Routledge.

Weaver, M.R. (2006) 'Do students value feedback? Student perceptions of tutors' written responses, *Assessment & Evaluation in Higher Education*', 31(3), pp. 379-394, Available at: DOI: [10.1080/02602930500353061](https://doi.org/10.1080/02602930500353061) (Accessed: 14th October 2019).

Welsh Assembly Government. (2017) *Health and Well-Being (HWB): Professional Standards*. Available at: <https://s3-eu-west-1.amazonaws.com/hwb-live-storage/9b/9a/d3/8a/f1354794bb954aa3cbb0f5e3/an-introduction-to-the-professional-standards-for-teaching-and-leadership.pdf> (Accessed: 20th October 2019).

Welsh Assembly Government. (2015) *Successful Futures: A summary of Professor Graham*. Available at: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures-a-summary-of-professor-graham-donaldsons-report.pdf> (Accessed: 17th October 2019).

Welsh Assembly Government. (2010) *A Curriculum for All Learners*, Cardiff: Welsh Assembly Government. <https://hwb.gov.wales/curriculum-for-wales-2008/> (Accessed: 20th October 2019).

Winne, P.H. and Hadwin, A.F. (2008) 'The weave of motivation and self-regulated learning', In D.H. Skunk and B.J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research and applications*, 8, pp. 297-314. Hillsdale, NJ: Lawrence Erlbaum Associates, Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5408091/> (Accessed 22nd October 2019).