

*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.*

The reflective practice of critical incidents using observation in the educational sector allows for the school to create 'a shared, culture of improvement, self- evaluation and professional learning' (Estyn 2014, pg 5). The use of reflection allows the teaching practitioner to make specific teaching decisions based on an awareness of previous lessons thereby allowing the practitioner to make an informed decision on future planning and lessons. This can be done by evaluating critical incidents. The use of the critical incidents relates to Tripp's 5 thinking strategies as they help to 'frame the kind of questions' needed for an effective classroom practice following a reflection on an individual's teaching practice (Tripp, 1993, pg 48). This report will contain and highlight a singular incident in terms of a case study and through the analysis concerning Donaldson's four purposes accompanied with the key themes of reflective practice, which include a review of the literature based around the incident. This enables the singular incident to become critical because it is through the interpretation and the judgement that we attach meaning to. Concluding this, there will be a reflection and follow up of the next steps which allow the critical incident to inform my own professional and personal development.

School X is in a small, affluent area of south Wales. School X's age range is between 11-16. I have chosen to call it school X because of the BERA, 2018 guidelines that state that 'both institutions and individual participants' have an entitlement to privacy, and they have 'rights to confidentiality and anonymity' (BERA, 2018, pg 41). School X was awarded excellent in all 5 key areas of learning by Estyn in 2017 according to the new inspection framework (Estyn, 2017, pg2). School X is below the national average for ALN/SEN learners attending by 0.5% with their intake being 20.5% and was awarded green in the category of support. School X has above average at 4% of statement learners whereas the national average being 2%. They are below the national average for learners attending that qualify for free school meals at 6.8% whereas the national average is 17%. I chose my critical incident from class Y, whom are a middle set in key stage 3. The individuals in my critical incident will be known as T, A, B and C.

Observation is the responsibility of all practitioner's that work within a educational setting. We observe the learner's skills and developments as well as their interaction with their peers, adults and their environment, including their failures and achievements.

The observational methods enable 'school leaders with first-hand evidence about the quality of teaching and learning' (Estyn, 2014, pg 6). Gagne's model uses two different types of observational techniques; anecdotal records and checklists. The model uses written records with co-operating teachers. The qualitative manner of the written reports results provide short, concise notes on a singular incident. The checklist uses category labels and coding symbols which are then collected within a database which is then analysed using Statistica. The checklist creates manageable inventory of behaviours which allows for quick details at transition points.

Kathy Sylva used a 'target child' method to explore their natural behaviour much like Susan Issacs, although Susan observed many children, she gave them each a targeted report card for each child. These case studies take a single instance of a bounded system. Some advantages of this method of observation is that it implements an in-depth investigation into the learner's situation which provides an emphasis on reality. This method has a way of viewing and pin-pointing abstract ideas in practical ways. As a practitioner there may be an instance of bias if there is an existing relationship with the child similar to Piaget. It can be difficult to cross-check if it is only a one-time case study, there may be no existing reference points to draw conclusions. Which makes it extremely difficult to generalise the findings to outside the case study as we know that each child is different.

Robin Banerjee's sociogram is another way of observing with a visual representation of interpersonal relationships within the classroom. In accordance to the critical incident I have used this form to track the teacher's movement to learner A and it also allowed me to pin-point the teachers starting position (see appendix 3).

Lastly, Ferre Laevers used a continuous topic based observational method by using rating scales according to well-being and involvement. These judge a particular characteristic or trait using numerical data with a pre-determined criterion. It can also use descriptions of frequency as it requires very little time and can produce a large data pool yet it, like checklists, do not take into account context. CLASS uses a scoring system as part of its observational techniques.

A critical incident is a particular happening or series of happenings within an education environment that involves objective analysis in order to be able to form a coherent and informed judgement which allows for a deeper reflection. The purpose is to prove or discount the misconceptions with the ability to transfer information and concepts in a safe and secure environment. It allows professionals around them to know what the best future course for the learner's is: this doesn't always have to be a long-term plan.

The incident that I will be basing my critical reflection on was taken from a class that were reading an extract from 'The Boy in the Striped Pyjamas'. Learner C had been selected by the teacher (T) to read out a passage from the extract. As Learner C was reading aloud to the class, learner A began whispering to learner B. The teacher, T, moved towards learner A, shhing and using their finger to signal quiet- this being the motion of holding up their forefinger towards their mouth to indicate silence (see appendix 3 & 1A). Learner A then sat quietly until learner C had finished reading. I will separate this incident into three sections as it will allow me to explore each individual moment thoroughly and how each moment and the whole incident links to Donaldson's four purpose.

The first section of my incident is that the teacher selected learner C to read. I have chosen this to analyse first as it is an integral part of the incident. This section links to the 'ambitious and capable learners' part of Donaldson (2015, pg 31) as learner C is able to 'communicate effectively in different forms' showing that learner C was able to read the extract with ease and successfully so that the other learners within the class were able to follow without much difficulty. This then ties into the 'enterprising and creative contributors' of Donaldson

as learner C was able to 'lead and play a different role' as although the teacher had selected them to read, there was a role reversal as the class were now listening and paying attention to learner C as they were now leading that particular part of the lesson (2015, pg31). Lastly, 'healthy and confident individuals' enabled learner C to 'build their mental and emotional well-being by developing confidence, resilience and empathy' as they read with confidence and gain some ability to recognise that they had read well (Donaldson, 2015, pg31). The 'resilience' came from the fact that learner C continued to read even when the critical incident occurred. This then allows the learner to 'have the confidence to participant in performance' as they successfully completed the reading without difficulty (Donaldson, 2015, pg31). Learner C also 'overcame challenge' not just by the resilience of continuing to read but also when the teacher selected them to read (Donaldson, 2015, pg31).

The second part of my critical incident is when learner A whispered to learner B. This links to Donaldson's purpose of 'ambitious and capable learners' as learner A was able to 'communicate effectively' to learner B even though it wasn't within the respectful setting to do so. It also links to 'enterprising and creative contributors' as learner A 'took a measured risk' as they would have measured the risk of having negative feedback from the teacher before the action took place. Another area where this second section links is 'identify and grasp opportunities' as learner A saw and took the opportunity to whisper to learner B. As I am unaware of the reasoning behind the whispering to learner B there could be more aspects of the four purposes this part of the incident could relate to such as 'questioning' or 'explaining ideas' (Donaldson, 2015, pg31).

Lastly, the third section of the incident concerning Donaldson's purposes for the learners is when learner A stopped whispering at the instruction of the teacher. This allows for Donaldson's 'ethical and informed citizens' in the retrospect that learner A understood and considered the impact of their actions when making choices' (Donaldson, 2015, pg 31). The choice of learner A to stop whispering at the teacher's instruction shows respect from the teacher indicating a prior relationship because of this the impact on the learners and the classes learning was minimal. This links to Donaldson's 'formed a positive relationship' as they respected the teacher enough to listen the first time. It also shows that learner A has formed a relationship with learner B as they 'took a measured risk' to speak to them regardless of the consequences (Donaldson, 2015, pg31).

Communication is a sizeable topic within the educational practise, so it is necessary to clarify exactly which types of communication will be implemented in this literature review. I will be looking at eye contact and non-verbal communication techniques such as gesture and then the second part of this review will inquire about the teacher proximity and their body movement within the class and both will be linked to how they affect classroom and behaviour management.

Communication 'is the process by which information is sent (Long, 2005, pg1). There are formerly '2 codes' (Long, 2005, pg1) of communication; verbal communication and non-verbal communication. Verbal communication uses oracy and language to convey meaning or 'information' (Long, 2005, pg1). Donaldson states that 'developing Oracy is of a central importance to both thinking and learning' (2019, pg48). To implement how important communication is to the new curriculum it is included in one of the six areas of learning in

'languages, literacy and communication' (Donaldson, 2019, pg1). Donaldson believes that communication can be used for 'cross- curricular skills' indicating its importance.

On the other hand, Donaldson does not just believe that only verbal communication is important but also states the importance of using 'non-verbal communication effectively' (Donaldson, 2019, pg 48) as 'verbal communication itself does not create impact upon students' mind' (Chaudhry and Arif 2012, cited by Sutiyo, 2018, pg 2). The use of non-verbal communication within the classroom such as eye contact, gesture and proximity develop a form of a teacher/learner interpersonal relationship. The existing relationship form can be used as a way of communicating the 'teacher's impressions and expectations' (Woolfolk and Galloway, 2001, pg 82) as a technique to alter the classroom environment. Non-verbal communication also depends on how teachers and learners perceive each other as well as their 'rapport' (Gowers and Walters, 1983, cited in Zeki, 2009, pg1444) and how the non-verbal communication is interpreted by the learner. Eye contact within the classroom can allow the learners to show the teacher they understand as well as inform the teacher on their level of concentration. It also allows the teacher to maintain the class' attention as it can be perceived as confidence (Gower and Walters, 1983, cited in Zeki, 2009, pg1444). Erigin and Birol state that real communication happens when two people 'establish eye contact' (cited in Zeki, 2009, pg1444). The continuation of eye contact with learner allows the teacher to assert their expectations (Parker, 2006 cited in Zeki, 2009, pg 1444).

In accordance to the research into non-verbal communication it 'is often not based and developed in setting of teaching' (Doyle, 1977b, cited in Woolfolk and Galloway, 2001, pg 78) which may cause the interpretation of the practice of non-verbal communication to become unclear. Neill agrees as 'each classroom has its own subculture' which can 'differ from teacher to teacher' allowing for the 'same signal' to have a different meaning from one class to the next (1991, pg 22) meaning that the non-verbal communication can be interpreted differently, therefore increasing or decreasing its effectiveness.

The repetition of certain non-verbal communication allows for better understanding by the learners although the outcome of this is based on environmental factors including teacher-learner relationship as well as the learners 'reading on the situation' (Woolfolk and Galloway, 2001, pg 79). This then allows for greater learner co-operation. Doyle states that this could become problematic as 'teaching involves large group interactions' (1977b cited in Woolfolk and Galloway, 2001 pg79). The use of non-verbal communication can be linked, in terms of the classroom management, to Pavlov and his dogs. The classical conditioning supports repetition of non-verbal communication allowing for the learner's interpretation to remain clear. Which could then mean that non-verbal communication could replace verbal (Neill, 1991, pg21). This then links to Doug Lemov's 'Teach Like a Champion' in which it says to give 'clear instruction' (2010, pg 7) which then supports Woolfolk and Galloway as sometimes non-verbal communication can be perceived differently depending on the individual. Non-verbal communication as classroom management shows signs of behaviourisms as it uses reinforcement to increase or decrease behaviour.

The teacher's body language and proximity are also considered as a form of non-verbal communication as they closely intertwine with each. For example, if a teacher has effective

body language yet is not within the correct zone in the classroom then the action may be deemed to be ineffective or not as effective as the teacher wanted (Jones, 2007). The zones of the classroom are split into three areas: red, yellow and green with the red zone being the closest to the teacher's desk and the green zone being the area where the disruptive behaviour is most likely to occur (Jones, 2017). This is where walking or having a presence around the classroom interlinked with movement into these different zones impact the learners learning and maintain their on-task behaviour as the effective use of body language and proximity 'can diminish the frequency of problems' (Gordon, 2001, pg 20). The use of body language in this instance might prove to be effective because it could be that learners notice it before any verbal communication is exchanged (Balta and Balta cited in Benzer, pg 1) as it can be considered as a 'non-verbal cue' (Rogers, 2015, pg 97) which then informs the class of the 'teachers impressions and expectations' (Woolfolk and Galloway, 2001, pg 82). Gordon (2001, pg20) states that a 'quick intervention without a verbal attention to the problem can produce immediate results' in which Robertson (1937, pg12) agrees in that a 'close proximity can cause an immediate effect'.

The type of 'teacher student interpersonal distance' (Robertson, 1937, pg 17) can produce a type of control as Yang (2017, pg 1333) states it could then produce a psychological effect thereby increasing the effectiveness. The use of the teacher body language and proximity is used as an assertive behaviour in that the teacher now controls the area around them and the learner. Body language and proximity can create an effective atmosphere within the classroom (Yang, 2017, pg1334) as positive body language can allow for the learners to 'feel warmth and activeness' (Zhu, 2006, pg 80 cited in Benzer, pg470). This in turn could increase the learners motivation and behaviour allowing the learners to build on their mental well-being by developing confidence from their external environment (Donaldson, 2015, pg 31) as it makes the learning material 'lively, concrete and emotional' (Benzer, pg 469) which though the active participation of the learner can mean that learning can take place and may become permanent in their minds.

Therefore, the use of positive body language affects the learners interests and their aspects of learning as well as their mental well-being (Kong, 2009 cited in Benzer, pg 2) as it becomes an important tool when the same language isn't verbal spoken as Damonhour (2018, pg 69) states that 'some elements of body language is international' even though Neill (1991, pg 22) states that 'each classroom has its own subculture', Damonhour (2018,pg 69) agrees partly with this as he states that although some aspects of body language are international, he goes on to say that 'some are culture-specific'.

On the other hand, Bambaero (2007, page 56) states that body language and proximity aren't always interpreted effectively much like non-verbal communication such as pointing which can be perceived negatively causes an adverse reaction from the learner, Long (2005, pg 16) lists pointing under 'negative non-verbal behaviours'. When these negative non-verbal behaviours such as body language are used it can create an adverse effect within the classroom environment and as there are different ways of using non-verbal language as there is no specific or official teacher training (Benzer, pg 469) there is an area for slight confusion or misinterpretation on the behalf of the learners, particularly if they are ALN/SEN and have trouble reading and recognising 'non-verbal cues' (Rogers, 2015, pg 97). Neill

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(1991, pg 22) also states that the 'same signal' could have different meanings from classroom to classroom.

Overall, the effectiveness of non-verbal communication strategies such as eye contact, gesture, body language and proximity are dependent on the interpretation that the learner chooses. The way the learners interpret the 'non-verbal cues' (Rogers, 2015, pg 97) partly depends on the type of working relationship the teacher has with that specific class as 'non-verbal communication constitutes of two thirds of communication' (Neneill 2000 cited in Damonhoui, 2018, pg 69).

A critical reflection means that we cannot just look at our experiences but 'we need to take a critical approach' (Bassot, pg130, 2016). I used the ARC model for my reflection to provide a detailed overview and reflection of the incident. My personal feelings of the critical incident were overly positive as the action of gesture, movement and verbal communication allowed the teacher to perform an effective classroom and behaviour management. The teacher handled the incident well as they didn't single the child or embarrass them but calmly and quietly, without interrupting the lesson, managed the learner's behaviour. The teacher was able to do with without interrupting the learners who was reading aloud. I feel like this was a positive experience for the teacher was able to take control of the situation thereby creating an effective and positive classroom environment for the others to learn in. I also feel that it was a positive experience for the learners because the learner was made aware of their behaviour yet not in an overly negative way which in turn may strengthen the learner teachers relationship because instead of announcing the learners behaviour to the class, the teacher quietly and effectively dealt with it without affecting the learners well-being.

As a practitioner, I found one element of the learning experience that was disappointing and that was when the learner was whispering therefore the learner's full attention wasn't on the lesson or the learner reading aloud. This could have impacted on the learner's learning as they might have not gained the information, they needed in order to complete the next task.

In terms of my own teaching practice that I will be hoping to keep the same will be the minimal disruption to the lesson while using the communication skills needed to manage classroom and behaviour. The learner wasn't singled out which I found positive and is something I am hoping to involve in my own practice. I would keep the non-verbal communication in the form of gesture to reinforce the verbal communication. I would keep the movement towards the learner because it, again, reinforces the expectations of the teacher. As the incident mostly consisted of non-verbal cues, I will need to develop a learner/teacher relationship before trying to use these cues as it could lead to confusion. This I have learnt from my reading of the literature. Each learner is individual; therefore, I will also continue to use verbal communication to bridge the gap until a deeper teacher-learner relationship has been formed. This is also the case with students who are statement or have a particular ALN. I will need to differentiate my non-verbal cues for them to obtain the same learning of understanding that the other learners have.

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My possible solutions for the issues identified is that I would request a call back, which is where a learner is asked to come back and see the teacher at another time i.e. break time yet as the learner's behaviour stopped and they responded to the teacher, I would use the call back to not manage behaviour but to ask them the reason behind the whispering so that if the learner needed help with anything, I would then be in a position to help them. If the whispering persisted, I would move the learner therefore re-thinking my seating plan.

The next steps would be to look deeper into the reason why the learner needed to whisper at that particular moment before drawing a conclusion. After that, I would make an informed decision about what to do next in which to take the discipline further should the problem continue or whether to give positive praise to the learner for their own change in behaviour.

On the basis of critical reflection and observations; my assessment of the incident was overtly positive as the teacher was able to maintain and control the classroom environment. The use of verbal and non-verbal cues in conjunction with the relationship with the teacher allowed for the behaviour management technique to be successful. The approach to the incident through the observational methods of written records and a sociogram allowed me to gain 'first-hand evidence' (Esyn, 2014, pg6) of the teacher behaviour and class management and because the actions of the teacher enabled the lesson to continue uninterrupted the first hand evidence taken from this incident would be that the teacher is capable to managing the class in a way that learning can be successful. The qualitative aspect of the observation allowed me to gain concise and detailed notes in regard to the incident which in turn aided my reflection as I was able to use them easily. The sociogram allowed the tracking of the teacher's movements easily which in turn allowed me to reflect on the importance of teacher body movement and proximity in the literature review. The use of this reflection links into the 5 professional teaching standards as they are put into place to support practitioners with the purpose of developing individual as well as collaborative response. The incident linking into the four purposes of the Donaldson research has allowed me to view it in a professional manner and how it could enhance and contribute to my own teaching practice and as the incident was successful and the teacher used their position and movement positively, I would consider replicating in my own teaching practice.

Total word count: 3833

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(Questions adapted from Fletcher Wood (2016))

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| Date: 26/9/2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Lesson details: English lesson regarding the text, 'The boy in the striped pjs' and analysis of the characterisation of Father in a key stage 3 middle set.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Classroom Culture</b><br>(Are the students focused on learning?)<br><br>Yes overall, a few students were called away for a rugby match but it didn't overall effect the lesson as they were called out towards the end.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)<br><br>All the student knew they were looking at the characterisation of Father as this lesson was in the centre of a piece for analytical writing. They were reading from an extract of the story that featured an exchange between the boy and the father. After they had read bits of the extract the students were then tasked with highlighting key words or phrases in which to analyse Father's characterisation.<br><br>Once they had done this for each section, the teacher then preceded to engage in a whole class discussion about these key words/phrases within the extract. |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)<br><br>As previously stated, the class I observed were in the middle of a series of lessons therefore the students were clear on the activity and what the teacher expected them to produce. The majority of the class, being a middle set English class, were able to handle the activity of highlighting key words/phrases well expect for a student at the back of the room who seemed very reluctant to do the work. The students had all the equipment they needed in order to complete this task i.e. highlighters.                                                                                       |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)<br><br>All students were able to engage within the whole class discussion once they had highlighted individually. The teacher controlled the environment well as she chose people at random for their thoughts as well as the students who put their hands up, giving each child an opportunity to voice their opinion. As for the student who seemed reluctant to do his work, at this point he began to swing on his chair. The teacher seemed to leave him alone and knew this would work as eventually he began to participate in the whole class discussion.                                |
| <b>Assessment</b><br>(How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

The teacher asked the students if they remembered what they were doing last lessons and some of the key points from the previous lesson. During the lesson, the teacher asked for opinions and asked open ended questions to help expand the student's knowledge. With the lesson being at the end of the day, the teacher after checking their understanding by asking them during the lesson for their opinions felt no need to ask them anything else so allowed them to go.

**Specifics/ Critical Incidents**

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

- Teacher wrote key words that the student had said about the extract on the whiteboard for all to see.
- Teacher asked for alternate synonyms of the key word. This could be to enhance their vocabulary.
- Teacher showed them the mark scheme for their writing assessment.
- Student was disengaged and was swinging on their chair.
- Placement of student who was struggling at the front of the class.
- Students volunteering to read aloud.
- Teacher had to tell a student to be quiet while another read aloud using movement, gesture and 'shhing'.



(Questions adapted from Fletcher Wood (2016))

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| <b>Date:</b><br>2/10/2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Lesson details:</b><br>Key stage 3 Maths. Top/ middle set.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Classroom Culture</b><br>(Are the students focused on learning?)<br><br>To begin with they weren't able to focus as they had a substitute teacher in but as the substitute teacher was another teacher within the school, the students settled down rather quickly. Coats were ready under the desk; pencil cases and books were out on the table ready.                                                                                                                                          |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)<br><br>The purpose of the lesson was the area of triangles and parallelograms. The teacher drew the formula on the board to help the students. This made the lesson objective clear and in sight. The students were then given a work sheet and the title was also written on the board.                                                                                           |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)<br><br>The students were clear about the lesson objective because it was something they were continuing on from the previous lesson. The substitute teacher also modelling examples of the board with the students help to activate APK. The teacher then explained the worksheet. The teacher expressed that the neatest work would receive a merit/ point indicating the standards of the classroom. |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)<br><br>After the initial start the student were engaged with answering and asking questions. The students were challenged by the worksheet that had many different problems on for them to try. One particular student wasn't there last lesson, so the teacher got the student sitting next to him to explain the work.                                                                |
| <b>Assessment</b><br>(How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)<br>Asking questions though out the lesson and by checking the worksheet.                                                                                                                                                                                                                                                                           |

**Specifics/ Critical Incidents**

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

- Substitute teacher was late, though not particularly their fault.
- A student refused to take their coat off due to being cold but after a first warning they took it off.
- A student was asked to hand out the sheets.
- The teacher asked for the date in Spanish as they were usually the Spanish teacher.
- Inspiring competition with the neatest work being rewarded.
- The substitute had to explain twice as it was revealed that they didn't do the learning objective last lesson.
- Student got up to sharpen their pencil.
- Incorrect number of sheets so a student was sent to photocopy more.
- Circulate to check understanding
- Positive praise for neat work to multiple students.
- A student was slapping a ruler against the table.
- The teacher threatened a break time sanction for tapping against the wall.
- Students were only required to be silent for the register.

## Appendix 1C

*Appendix 1C*

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

(Questions adapted from Fletcher Wood (2016))

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| <b>Date:</b><br>2/10/2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Lesson details:</b> Maths lesson with key stage 3 in mixed ability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Classroom Culture</b><br>(Are the students focused on learning?)<br><br>Yes, coats and bags are under the table. Books and pencil cases out on the desk ready. Everyone focused on the board ready to begin.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)<br><br>The lesson objective was on every slide of the PowerPoint and in blue therefore it was easy to identify. The students were using their own mini whiteboards to create number trees. The activity was in groups of four and was called 'move to the left'. An activity <u>were</u> there is a question written on the whiteboard and each student passes their whiteboard to the left for the next student to answer it. The activity was to find the numbers trees to any of the numbers between 10-60. Then next activity was then to find the number trees for the numbers on the board individually. |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)<br><br>The students were clear about the activity 'to the left' as the teacher showed them a video of previous students doing it. They did it well with minimal noise.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)<br><br>The students held up the number trees when the teacher asked. This was a way of the students to engage and the teacher to check the understanding. The students were challenged to find the lowest possible prime number from the number tree.                                                                                                                                                                                                                                                                                                                                                               |

**Assessment**

(How does the teacher assess student understanding before, during and after the lesson?  
How is this used in their teaching?)

By using the whiteboards and going through the individual activity on the board towards the end of the lesson.

**Specifics/ Critical Incidents**

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

- Competition- best team gets a point
- Peer support was included in the 'to the left' activity.
- There wasn't enough room within the class to be put into groups of 4.
- There was a controlled noise level.
- 10 second warning before focus was brought back to the teacher.
- The teacher put his hand up for silence and the students calmed down and copied,
- Colour coded activity on the board to signal difficulty. Then there was a further challenge on the other board for those that had finished.
- The register was done towards the end of the lesson.
- Show of hands to check understanding.





(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Date:</b> 2/10/2019                                                                                                                                                                                                                                                                                                        |
| <b>Lesson details:</b> Science. Key stage 3 mixed ability. The end goal of the weeks lesson is to produce an a3 poster of the investigation.                                                                                                                                                                                  |
| <b>Classroom Culture</b><br>(Are the students focused on learning?)<br><br>Yes, there was a do no activity on the board. Bags and coats were under the desks.                                                                                                                                                                 |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)<br>Key words were on the board for do now task. The rest of the lesson were finishing things to go on the posters ready for the next lesson. What the students needed to finish, or start was left to them. |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)<br><br>The students were clear on what to do as the lesson was part of a larger goal. The teacher stated that the best posters would be going on the wall. This was to entice the students to create good work.                 |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)<br><br>The students were engaged with the lesson because they understood what they need to do. Some of the students had already started their posters and some hadn't started.                                   |
| <b>Assessment</b><br>(How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)<br><br>The teacher checked understanding by looking at the students APK from the do now task. The teacher then went <u>round</u> and saw to anyone who need specific help.  |

**Access and challenge**

(Are all students able to engage in the lesson? Are all students challenged?)

The students were engaged with the lesson because they understood what they need to do. Some of the students had already started their posters and some hadn't started.

**Assessment**

(How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)

The teacher checked understanding by looking at the students APK from the do now task. The teacher then went round and saw to anyone who need specific help.

**Specifics/ Critical Incidents**

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

- Positive praise for getting things ready
- A student started screaming and falling off their chair.
- New keyring by one student distracted another.
- The teacher counted down to gain the attention of the class.
- The teacher told a group of students several times to not speak over them, eventually the teacher went over and had a quiet word.
- The teacher modelled what should be on the poster.
- The computer glitched.
- There was a small group discussion about the success criteria of the poster.
- Random selection of students to answer questions.
- The students were given the choice on how they spend their time.
- Teacher warned that if the poster wasn't completed then they would have to come back at lunch time.

ECAD6007/C

Student number: 1902982

Anastarsia Davies

Appendix 2A  
Model Beirniad Wedi Adfyfyrion (BWA)  
Assisted Reflective Conclusions (ARC) Model

**Dyddiad/Date: 26/09/2019**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): the teacher telling a student to quieten down using movement, verbal communication and gesture.**

| Profiad/ Experience                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teimladau/<br>Feelings<br>Beth yw eich teimladau<br>ynghylch y profiad?<br>"What are your feelings<br>regarding the experience?"                                                                                                                                                                                                                                                | I thought the teacher handled the situation well because as well as getting the student to quieten down, the teacher never broke eye contact with the student who was reading aloud.                                                                                                                                                                                                                                                                                                                                   |
| Cofio a Deall/<br>Remember and Understand<br>Allwch chi restru'r agweddau<br>ar y profiad dysgu a aeth yn<br>dda?<br>"Can you list the aspects of the<br>learning experience that went<br>well?"<br><br>Pa elfennau o'r profiad dysgi<br>oedd yn siomedig?<br>"What were the elements of the<br>learning experience that were<br>disappointing?"                                | <ul style="list-style-type: none"><li>• The student who was whispering wasn't singled out in front of the whole class.</li><li>• The teacher managed to quieten the student down without any disruption to the student who was reading aloud.</li><li>• The student did settle and quieten down when told.</li></ul><br><ol style="list-style-type: none"><li>1. The student who was whispering therefore wasn't listening to the student who was reading aloud, this could have impacted on their learning.</li></ol> |
| Gwerthuso a dadansoddi/<br>Evaluate and analyse<br>Beth fyddwch chi'n cadw'r un<br>fath i sicrhau dysgu ac addysgu<br>effeithiol yn y dyfodol?<br>"What will you keep the same<br>to ensure effective teaching and<br>learning in the future?"<br><br>Beth oedd achos yr elfen<br>siomedig bwysicaf?<br>"What was the cause of the<br>most important disappointing<br>element?" | <p>The minimal disruption to the lesson.<br/>The fact the child wasn't singled out.<br/>The non-verbal communication in the form of a gesture to reinforce what is expected of the student.<br/>The movement of the teacher towards the student slightly.</p> <p>The whispering of the student and the seating plan.</p>                                                                                                                                                                                               |
| Casgliadau a chamau<br>gweithredu/<br>Conclusions and actions<br>Beth yw eich atebion posibl i'r<br>materion siomedig a nodwyd?<br>"What are your possible<br>solutions to the disappointing<br>issues identified?"<br><br>Beth ydych yn mynd i'w wneud<br>nesaf?<br>"What will you do next?"                                                                                   | <p>I would ask the child to stay behind or have a quiet word with them before they left to find out why they whispered.<br/>I would move the student who whispered away from his friend that he spoke to. So I would possibly re-think the seating plan.</p> <p>Look deeper into the reasons why the student felt the need to whisper at that exact moment before drawing an overall and in-depth conclusion that would inform what I would do next.</p>                                                               |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Appendix 2B  
Model Beirniad Wedi Adfyfyrio (BWA)  
*Assisted Reflective Conclusions (ARC) Model*

**Dyddiad/Date: 2/10/2019**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): Not enough worksheets for each student**

| Profiad/ Experience                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teimladau/<br/><i>Feelings</i><br/>Beth yw eich teimladau ynghylch y profiad?<br/>"What are your feelings regarding the experience?"</p>                                                                                                                                                                                                                                    | <p>The teacher handled this well by sending a sensible student to go and photocopy some more sheets. However, I felt like this incident could've been avoided and the student who was sent to photocopy then missed out of valuable explanations from the teacher which in turn would impact on their learning.</p>                                                                                                                                                                                                                                             |
| <p>Cofio a Deall/<br/><i>Remember and Understand</i><br/>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?<br/>"Can you list the aspects of the learning experience that went well?"<br/><br/>Pa elfennau o'r profiad dysgu oedd yn siomedig?<br/>"What were the elements of the learning experience that were disappointing?"</p>                                | <ul style="list-style-type: none"> <li>The selection of the sensible student. It shows that the teacher knew the students well enough to be able to choose a student that was capable of carrying out the command.</li> <li>The student, upon realizing they had been chosen for the task felt like the teacher thought of them as sensible thereby boosting the confidence of the student.</li> </ul> <p>1. That there weren't enough worksheets for the students, therefore some student had to wait to start their work as there wasn't enough to share.</p> |
| <p>Gwerthuso a dadansoddi/<br/><i>Evaluate and analyse</i><br/>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?<br/>"What will you keep the same to ensure effective teaching and learning in the future?"<br/><br/>Beth oedd achos yr elfen siomedig bwysicaf?<br/>"What was the cause of the most important disappointing element?"</p> | <p>The selection of the sensible student.</p> <p>The teacher not having the correct amount of resources for the class.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Casgliadau a chamau gweithredu/<br/><i>Conclusions and actions</i><br/>Beth yw eich atebion posibl i'r materiauon siomedig a nodwyd?<br/>"What are your possible solutions to the disappointing issues identified?"<br/><br/>Beth ydych yn mynd i'w wneud nesaf?<br/>"What will you do next?"</p>                                                                           | <p>Getting the resources ready the night before.<br/>If there was a problem with the printer then perhaps go through the questions on the board. This, however, can be time consuming.</p> <p>Check my resources twice and write a list of the resources I needed to check off.</p>                                                                                                                                                                                                                                                                             |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

ECAD6007/C

Student number: 1902982

Anastarsia Davies

Appendix 2C

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

**Dyddiad/Date: 2/10/2019**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): Colour coded system with different difficulties.**

| Profiad/ Experience                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teimladau/<br>Feelings<br>Beth yw eich teimladau<br>ynghylch y profiad?<br>“What are your feelings<br>regarding the experience?”                                                                                                                                                                                                                                                | I thought this was done well as it gave the students the choice on what type of activity they wanted to do. However, it could give the students an opportunity not to do anything after they have completed on colour rather than moving onto the net. I thought this technique worked really well as all the students were engaged and wanted to do well.                                                                                                                                                                                     |
| Cofio a Deall/<br>Remember and Understand<br>Allwch chi restru'r agweddau<br>ar y profiad dysgu a aeth yn<br>dda?<br>“Can you list the aspects of the<br>learning experience that went<br>well?”<br><br>Pa elfennau o'r profiad dysgu<br>oedd yn siomedig?<br>“What were the elements of the<br>learning experience that were<br>disappointing?”                                | <ul style="list-style-type: none"><li>• That the students had a choice based on their own ability.</li><li>• The students had an option to strength their own understanding individually.</li><li>• That the student recognized what the colour coded system meant.</li><li>• The teacher was able to create a learning environment that was differentiated.</li></ul> <ol style="list-style-type: none"><li>1. That the highest colour was red. This colour usually means stop so could've confused the children into not doing it.</li></ol> |
| Gwerthuso a dadansoddi/<br>Evaluate and analyse<br>Beth fyddwch chi'n cadw'r un<br>fath i sicrhau dysgu ac addysgu<br>effeithiol yn y dyfodol?<br>“What will you keep the same<br>to ensure effective teaching and<br>learning in the future?”<br><br>Beth oedd achos yr elfen<br>siomedig bwysicaf?<br>“What was the cause of the<br>most important disappointing<br>element?” | The colour coded system.<br>The ability that the students can choose which colour they start at.                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Casgliadau a chymau<br>gweithredu/<br>Conclusions and actions<br>Beth yw eich atebion posibl i'r<br>materïaon siomedig a nodwyd?<br>“What are your possible<br>solutions to the disappointing<br>issues identified?”<br><br>Beth ydych yn mynd i'w wneud<br>nesaf?<br>“What will you do next?”                                                                                  | Changing the colour from red to something like orange.<br>Maybe use something other than colours i.e animals, drinks.<br><br>Change the colour of the red challenge.                                                                                                                                                                                                                                                                                                                                                                           |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

**Dyddiad/Date: 2/10/2019**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): a group of students that were allowed to continue talking through-out the lesson even after the teacher told them to quieten down.**

| Profiad/ Experience                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teimladau/<br/>Feelings<br/>Beth yw eich teimladau ynghylch y profiad?<br/>"What are your feelings regarding the experience?"</p>                                                                                                                                                                                                                                  | <p>I felt that initially the teacher dealt with the situation well. However, the students continued whispering and laughing when the teacher was trying to explain the activity. The teacher did keep an eye on the students but didn't say anything else to them.</p>                                                                                               |
| <p>Cofio a Deall/<br/>Remember and Understand<br/>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?<br/>"Can you list the aspects of the learning experience that went well?"</p> <p>Pa elfennau o'r profiad dysgi oedd yn siomedig?<br/>"What were the elements of the learning experience that were disappointing?"</p>                                | <ul style="list-style-type: none"> <li>When the teacher went over first time to tell them, they did it quietly and used a non-verbal gesture of tapping the table.</li> </ul> <ol style="list-style-type: none"> <li>The students were able to carry on with their behaviour.</li> <li>The teacher, although keeping an eye on them, didn't say anything.</li> </ol> |
| <p>Gwerthuso a dadansoddi/<br/>Evaluate and analyse<br/>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?<br/>"What will you keep the same to ensure effective teaching and learning in the future?"</p> <p>Beth oedd achos yr elfen siomedig bwysicaf?<br/>"What was the cause of the most important disappointing element?"</p> | <p>The first reaction between teacher and students as it was firm, polite and clear.</p> <p>The students believing, they can speak over the teacher. That the teacher didn't continue to be firm with them.</p>                                                                                                                                                      |
| <p>Casgliadau a chymau/<br/>Conclusions and actions<br/>Beth yw eich atebion posibl i'r materiau siomedig a nodwyd?<br/>"What are your possible solutions to the disappointing issues identified?"</p> <p>Beth ydych yn mynd i'w wneud nesaf?<br/>"What will you do next?"</p>                                                                                        | <p>Keep the students behind and have a quite word with them.<br/>Move the students away from each other by changing the seating plan.</p> <p>Change the seating plan to see if this combats the problem.</p>                                                                                                                                                         |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                      |

Appendix 3- sociogram of the movement of the teacher to the pupil during the critical incident.

