

University of Wales Trinity Saint David

**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.**

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The focus of this assignment is to observe a classroom in a school and analyse a critical incident. A critical incident is not necessarily an incident that requires a great deal of attention just by looking at it, but rather an incident that may happen quite often within a school or classroom. What makes an incident critical is the analysis and lens applied after viewing the incident (Tripp, 2012)

In order to view a critical incident it was necessary to undertake a classroom observation. However, the method of observation undertaken by the researcher had to be identified. The method of non-participatory observation was chosen. In this method an observer will watch the activities of the classroom proceed but not get involved in any manner. This allows the observer to view any incidents that may be deemed as critical to later analyse.

Critical incidents depend on knowing some background information on the classroom and the students. This allows the researcher greater context as to why the incident occurred and what further steps could be taken in order to navigate through the difficult sea that is a classroom.

With the introduction of a new curriculum in Wales, now is the time for educators and those who wish to become educators, to reflect on their practice and look deeper into the everyday occurrences of a classroom. Donaldson's new curriculum has a strong focus on the learner and the person they are to become and for the educator to help students achieve those goals, it is important to view day to day phenomenon through a variety of lenses.

The school in which the observation will be referred to as School A for reasons of anonymity as instructed by BERA guidelines (BERA, 2019). School A is an English medium school residing in the South of Wales. The school is in the green support category which is defined as a school that needs the least support and intervention (Welsh Government Guide for Parents and Carers, 2019). There are 1242 pupils currently in attendance at School A with the free school meal percentage of School A of 24.9%. 27% of the school is made up of minority ethnic pupils. 25% of pupils at the school have been diagnosed with additional learning needs. 38% of the pupils who attend School A live in areas that are in the top 20% of deprived areas in all of Wales. (Estyn, 2015)

In the classroom where the critical incident occurred there were 17 pupils, 4 females and 13 males. The pupils were year ten and in middle set. The lesson took place the last period of the day, which was right after the lunch period. The lesson being observed was an

English lesson on Richard III. The students had just reviewed two acts of the play and were instructed to write a paragraph analysing a line from the play. It was an individual activity with no talking allowed. The behaviour of one student in particular, Student X and the underlying reasons as to why the student acted in this manner will be the focus of this assignment.

It was important to decide what methods to undertake in order to observe a critical incident. For this study, it was determined that the best course of action would be a non-participatory observation. This means the observer is someone who will watch the events take place, but not get involved in the events. (Kumar, 2014) However, it is important to take note of how the observer affects the behaviour of those being observed. This is known as the Hawthorne Effect. Even in a non-participant observation, this effect is still a factor that needs to be taken into consideration.

There are limitations to be expected when observing a classroom. For this particular observation there were three observers in the classroom. This can be seen as a disruption to the students and may impact how they act and how they learn in the classroom. Some pupils may have been nervous with the addition of three adults to the class. Additionally, the three observers were placed at tables with the pupils as the classroom had limited space and there was nowhere that the observers could sit away from pupils. Even so, all observers attempted to be as unobtrusive to the classroom space as possible.

Another limitation is the interaction the pupils lasted for only one class and the entire context of the situation could not be understood by the observer. This means that the precise number of ALN students, disadvantaged students, and the specifics of each pupils situation was unknown to the observer causing assumptions to be made. The main reason why this was done was strictly due to time constraints.

Alongside this, as the observation lasted for only one lesson and therefore was only a small snapshot of the class and their relationship with the teacher, it is unlikely the observer will be able to know if any actions had occurred before the students came into the classroom to cause them to act the way they did or the response that the teacher gave to the pupils.

The reason as to why non-participatory was chosen over participatory one of the primary reasons is when an observer becomes involved in the activities of the students, it is possible they may not be as focused on their observation (Oswald, Sherratt, Smith; 2014). Also, the observer may form a bond with those they are observing and the observations may be affected as a result. The use of non participatory methods can negate these issues. There are however some advantages to participatory observation. This includes the potential

of understanding the background of the observed party, and thus being able to have more information to make informed observations and gain greater understanding of actions.

After first observing the class as a whole, one student stood out in particular due to his behaviour. At this point the observations became focused on this student, Student X, and noted that he had been fiddling with his pen while the lesson was happening. He was focused on the pen and was not writing down notes as the teacher had instructed. Later in the lesson, the pupils were instructed to write a paragraph discussing the reading. Student X wrote several words down in a list and then continued to fiddle with his pen as the other student wrote their paragraphs. As the class went on and the teacher circled the room, he took notice of Student X and came over to him and said “We are not doing that right now, and if you do that during an exam you will fail.” Student X looked very dejected afterwards and instead of working, he continued to play with his pen once the teacher had walked away.

This critical incident has a strong tie to Donaldson’s four purposes. Primarily, it ties into “Ambitious, Capable Learners” and “Healthy, Confident Individuals” (Donaldson, 2015). Student X could have had a number of reasons why he chose to fiddle with his pen instead of paying attention in class, including having a behavioural disorder such as ADHD or ADD. A pupil with ADHD has different needs and in order for a pupil with ADHD to succeed, a teacher needs to be aware of this. Being reprimanded by a teacher instead of being asked why the incident is occurring can make a huge impact on the students self-esteem and wellbeing. It is important for teachers to remember that students with additional learning needs require directed support in order to succeed.

Additionally, if a student cannot focus on an assignment or does not understand the assignment given to them having a teacher who understands and will sit down with the pupil to discuss the assignment can help pupils to become more capable in their learning environment and motivate them to work as they know if they are ever confused or need help they can ask their teacher without fear.

Student X clearly had not felt the ambition to do the assignment and could be a disaffected pupil, in other words a pupil who for some reason does not find it necessary to participate to their fullest in the class setting. The student could have been confused on the assignment and instead of being explained the assignment further, the teacher immediately scolded Student X. Disaffected pupils do not have the same ambition to learn of other students and need an extra push to take that step towards taking responsibility for their own learning.

Following the observation it was discovered that Student X had a diagnosis of ADHD and is known to be uninterested in his classes and is often found to be distracted. He has

also been labeled as a disaffected pupil due to his lack of motivation in class. All of these factors need to be looked at in further detail when considering the actions of Student X and the teacher.

Students with ADHD require different behaviour management strategies in the classroom. To understand why this is the case it is first important to understand what ADHD is. ADHD, or attention deficit hyperactivity disorder is a behavioural disorder defined by the NHS as inattentiveness, hyperactivity, and impulsiveness. Despite being a relatively common disorder with 3.62% of school age boys and 0.82% of school age girls being diagnosed (Faraone, Sergeant, Gilberg & Biederman, 2003), there are misconceptions about the disorder and some individuals even refuse to believe that it exists.

The individuals who say ADHD attribute the symptoms of ADHD to other factors in an individual's life. Including poor sleep, vision troubles, and simply boredom in a classroom setting (Saul, 2014). This controversial view has filtered into the views of parents and teachers with a poll placing 26% of the population into the category that ADHD does not exist (YouGov, 2014). Regardless of the standing of ADHD as a medical condition, the symptoms are still visible in students and can be managed with effective techniques both in and out of the classroom.

These misunderstandings of ADHD can create barriers to a students learning. If a teaching professional is unwilling to understand the circumstances behind a student with ADHD, then that teacher cannot effectively teach the student and will not manage the students behaviour in the way needed. If a teacher sees ADHD as a fake medical diagnosis they will not provide the support the student needs and the student may fall behind or even lose all interest with the class and learning. This dangerous path can be circumnavigated with the help of different strategies and understanding of ADHD symptoms.

Differentiation is one of the first steps that a teacher can take to ensure the success of a student with ADHD. Differentiation is the act of teaching the same material in a variety of different ways to a class. It can also be changing the way a task is done for each pupil (Tomlinson, Weselby, 2018). Some methods of differentiation used with ADHD include chunking assignments, using multi-sensory approaches, and scaffolding. All of these methods combined can be used by the teacher to encourage the student and work towards a healthier classroom environment for the student with ADHD. Of course it is always important to recognise what works for the individual student, but some techniques can be useful for the whole class and not just those with diagnosed additional learning needs.

Students with ADHD often find themselves overwhelmed with the amount of work that they are given by a teacher (Tartakovsky, M., 2018). This is because two major

symptoms of ADHD are problems with focusing and difficulty prioritizing. One way to work around this is breaking up the task into different segments. This is commonly known as chunking. Instead of having one large assignment, in the classes example writing a paragraph, the student can work on one segment at a time. Once the student has accomplished the first small task they can move onto the next, feeling accomplished and encouraged with the progress that they have made. (DeRuvo, S., 2009) This method is not only helpful for students with ADHD but students of all ability levels. It is a method of differentiation that also does not single out a particular student which also can have adverse effects of a student's well-being.

Students with ADHD can also be assisted by using multi-sensory approaches. This can be as simple as not just saying the instructions but also writing them on the board. Though some may say this comes from the idea that students are one sort of learner: auditory, visual, tactile, it is now usually understood that this idea is defunct (Pashler Et. Al, 2008), and instead it is good practice to always use a multi-sensory approach for all students. A shortcoming of the observed lesson was the learning objectives were not written on the board or given to the students on a separate sheet of paper. Providing a place where students can look back at the learning objectives throughout a task can encourage the students to take responsibility for their own learning (Batchwood, N.D).

Another factor to consider is Student X is considered a disaffected pupil. A disaffected pupil is one that is often uninterested in learning in a class (Cooper, 1993). These students exhibit their disinterest with school in a variety of manners. Some will simply not do the work, whereas others will create disruptions for the class or other pupils around them. It is up to the teacher and pastoral staff to create a learning environment where a disaffected pupil is able to, and motivated to learn.

Students come from a variety of backgrounds and for disaffected students in particular it is important to understand their situation at home. This is because the reasons as to why a student is disaffected can be just as important as how they act. As School A has a large amount of pupils from disaffected areas (Estyn, 2015), disadvantaged homelife can be one of the major reasons why a student would not be interested in class. Students from disadvantaged areas are often more focused on their home life and prioritise this over their learning (Waxman, 1995).

A common but effective way to re-engage disaffected pupils is to simply communicate with the pupils (Ofsted, 2008). Not only about their involvement in the classroom but also to communicate about interests outside of the school. This can help draw the child into the classroom and encourage them to speak up in class. If a student sees a

teacher as more than an adult who will punish them, they are more likely to ask that teacher for help.

Another measure that applies to both disaffected pupils but also any pupil is involving the student with their own behaviour management. This can easily be done with self-monitoring(Welsh Government, 2012). This promotes a sense of responsibility for their own behaviour and leads the student to gain greater understanding as to why their behaviour is a problem. A variety of methods can be used including creating charts to have a weekly check-in on the behaviour or behaviours. These self-monitoring activities also provide the teacher with an additional way to praise the child and set them on the right track. One possible issue with this could be the potential of a student to hyperfixate on the behaviour chart and ignore other work. However, time can be set aside to fill out the chart to avoid this issue.

As stated earlier, the purpose of studying a critical incident is to improve one's own teaching and think about the steps that a teacher could personally take next to ensure the well-being of the student. However, we must once again remember that what was seen on the day of the incident was only a small piece of information of Student X and some assumptions are likely to be made. On the day the incident took place there may have been several other factors at play contributing to the behaviour of Student X. Only a small amount of information on student X was disclosed to me, the observer, and this is also important to consider in the following section.

The first step I would want to take with student X would be to communicate with Student X and their family to ensure that the student was taking the right steps with their medical practitioner. Whether that be that Student X is taking his medication or going to cognitive behavioural therapy. This would help me to better understand the student's life outside of school and the medical situation.

I would also want to discuss some techniques for helping Student X manage their ADHD in the classroom. Including how to break up assignments on their own. In doing this, Student X would hopefully gain confidence in the classroom knowing that I was not there to punish his behaviour that resulted from the symptoms of ADHD but rather assist him in managing them and succeed in the lessons. I would hope that having a better report with Student X would also help him to feel more comfortable in my classroom and therefore provide a better learning environment.

A discussion with a senior mentor at the school to see if there were any other steps that could be taken with Student X would also be beneficial. This includes discussing if Student X would be allowed to have more freedom of movement in the school in case the

classes got too overwhelming or just to help him when he had been seated for too long during the day. Another discussion may be had to see if regular meetings between Student X and his teachers could take place to ensure his success and comfort in the classroom. I would want Student X to know that his teachers are there to support him and that he could come to them for help in situations where he is overwhelmed.

As for Student X's experience with being disaffected at school I would want to further look into the reasons as to why and potentially look into whether or not there was another additional learning need affecting the way student X acts in class. His disinterest could come from a missed dyslexia diagnosis as students with dyslexia are sometimes mistaken to have another ALN such as ADHD do to their actions in the classroom setting. Further testing by the school could be required.

It would also be important to sometimes take a step back and give Student X another task to do. This serves several purposes. First, it gives Student X a specific task that removes them from the current, overwhelming task. This can help them to reset their focus and bring them back to a more calm state of mind. Second, it may be a task that is more interesting to Student X or more inline with their interests, thus giving Student X a more personal setting for their learning. Finally, it encourages Student X to have more responsibilities for their learning. When a student feels as those the lesson is more personal to them, they may take a larger step in being more responsible for their own learning.

It is also important to ensure that there are regular check-ins on Student X's behaviour. This includes letting them know when their behaviour is acceptable. Encouraging good behaviour can be a good step in reducing the bad behaviour that occurs in a classroom. Student X may find that when they are often praised on their good behaviour they want to continue that behaviour. All of these steps would be important in ensuring Student X's success in the classroom.

To end it is important to reflect on the methods chosen in this study. Using a non-participant observation technique proved useful as it allowed an outsider view on the incident that occurred. However, with more time, the ability to follow the student for a few days may have proven to be more useful as more background of the student would have been understood and therefore a more fleshed out view of the situation would have been understood.

It was useful to view an event that may be ordinary and analyse it to gain greater understanding of a student's actions in the classroom. The look into effective measures to manage ADHD was particularly helpful as so many students have the disorder. This ensures

that as I move on with my career in education I can help those students and hopefully use the techniques to assist students of all ability levels.

The idea of reflection in the classroom is becoming more and more important with the introduction of new curriculum and I would like to ensure I use it daily in my practice as I see the importance of its use. In order to reflect properly on one's own work it is first important to build up a reference base of the most up to date sources on education. This helps create a base on which the reflection can stand. Barriers to learning exist throughout every classroom and taking the time to take a deeper look at them can assist any educational professional in improving their practice.

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Appendix

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date: 26.9.19	
Lesson details: practical. Flame test Comparison (colour) year 10 Alkaline metals, how can an unknown compound be tested.	
Classroom culture (Are the students focused on learning?) A few disengaged students, some were very involved but seemed to ignore safety prompts.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To learn how to recognize different chemical compounds through test. The practical gave several 'known' salts and a few 'unknown' however nothing was written by students to record results which seemed to confuse them.	
Direction (Are the students clear about what they are doing and how to do it well?) No. Very unclear on why they were doing it. A vague explanation of "it's important" was given by one student. They also did not seem to know how to do it until told several times.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most students engaged but several were disinterested and attempted to sit down. During the 'workbook' section there were several students who were not interested and barely worked.	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Asking what students had seen discussing. After she asked the whole class the questions, but then individually chose students.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - Student was putting hand over flame when teacher wasn't looking and encouraging others to - Allowed student to go ahead of class if they can - Movement of teacher touched every table and pupil - Teacher's attitude was cheerful. And seemed to know her pupils - Lesson went over, students started left before teacher finished.	



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Yr Athrofa
Addysg a'r Dyniaethau
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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19
Lesson details:	Practical on latent heat (boiling water) + lab safety year 7 24 students 14:00 Top set
Classroom culture (Are the students focused on learning?)	Very focused, all have eyes forward, on teacher. Followed her directions as they were said.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Purpose: to learn how to use bunsen burner, thermometer Students were clear and able to report the objectives back to the teacher when asked
Direction (Are the students clear about what they are doing and how to do it well?)	The students started the task easily with little issue and were able to complete it in a timely manner with little direction from the teacher
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All the students were engaged however it did not appear to be challenging to any of the students.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Teacher only called on students with hands up. Only assessed through questioning.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	- Calls on children with hands up - One student repeatedly attempted to put her paper into the bunsen burner flame despite continued warnings from the teacher. However, no particular recourse was given.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	27/10/19
Lesson details:	Year 7 Drama Class, 24 pupils Amphitheatre setting "Characterization" lesson with a focus on Harry Potter characters Multiple activity types 24 pupils
Classroom culture	- The students were focused on the lesson and very involved. (Are the students focused on learning?) Teacher used a great deal of Welsh. - The students came in and immediately followed the instructions and sat down.
Objectives	(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - The purpose was made clear and constantly repeated. The activities kept relating back to what they were told back at the beginning of the lesson
Direction	(Are the students clear about what they are doing and how to do it well?) - The directions were very explicit, but when the activity was repeated, instructions slowly filtered out without issue. - Students did know what to do and followed directions very well.
Access and challenge	(Are all students able to engage in the lesson? Are all students challenged?) - All the students were engaged but one who kept wandering. There wasn't a huge element of challenge to the lesson. But the students were creative and went above and beyond.
Assessment	How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Assessment was done by pupils directed by the teacher by looking at the others students act out their characters.
Specifics / Critical Incidents	Are there particular telling moments and examples which it would be helpful to discuss? One student did not participate in the activity unless the teacher directed him to specifically. He sat on his own off to the side and avoided working in a group. When students were invited him into the groups, he would wander off. It was asked about and the student is suspected to have autism, is struggling to adjust to school, he struggles to focus and wanders quite often.



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	27/10/19
Lesson details:	English Literature Year 9, Learning about Shakespeare's Richard the Third Right after Lunch, last class of the day
Classroom culture (Are the students focused on learning?)	- Teacher rarely asks students to pay attention. - Some students are not in the teacher's view. These students are not paying attention, ~~are~~
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	- The objective was unclear and changed during the lesson so the students were in conflict of what to do. - Paragraph writing was done to solidify information learned.
Direction (Are the students clear about what they are doing and how to do it well?)	- The students are confused and continually asking for clarification - The directions are unclear
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	- The lesson is seemingly very challenging for most of the students - Two students are barely challenged. - Many students are confused.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	- The teacher asked for some points learned about in the last lesson. During the lesson only students who raised their hands were talked to.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	- The class was incredibly teacher led. No students asked any questions - Teacher squatted down next to a student to grade their work - A student fiddled with their pen. The teacher approached them and told the student if they were to do this in an exam the student would fail. The student rolled their eyes and the teacher did not address that. This student has an ADHD diagnosis and is known as a disaffected pupil.

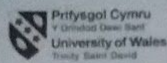
Model Beirniad Wedi Adfyfyrrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/10/19

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

Boy who put hand through
flame

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	As soon as I saw the student ~~do~~ place his hand through the flame I felt panic and concern that other students would follow suit.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The students had only used a bunsen burner a few times before. The teacher had to constantly help students with their work and was unable to patrol the room very well. I.E could not see many students at once.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Questions asked by the teacher were well directed and "snowballed" around the room.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The students were allowed to stand with whomever they wanted for the practical. Grouping the students in a different manner may have been more effective in stopping such a dangerous activity. Also, perhaps the class could have started all the bunsen burners at once so there was not as much idle time.
Y profiad newydd / Transformed experience	



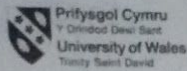
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Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Student who repeatedly attempted to burn paper.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was very nervous especially since I had to intervene to stop the event. The teacher was glad I was there to stop it but the repetition of it made me worried the student would succeed.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	This was the first time these students had ever used a bunsen burner and they were fascinated by it.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The teacher went over many aspects of safety in the beginning of the lesson and nearly all the students followed the safety procedures when it came time to use the bunsen burner.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The student could have been made to sit down and made to watch. This would have avoided the repeat behaviour.
Y profiad newydd / Transformed experience	



Yr Athrofa
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Model Beirniad Wedi Adfyfyrrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 27/10/19

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

Student playing with his pen and being reprimanded.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt bad for how harshly the teacher spoke to the student. It made me feel that the boy needed more help with the assignment.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The assignment had not been well explained and there was no clear objective to the task.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The teacher had a good rapport with most of the students and praised good behaviour throughout the lesson.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Instead of reprimanding the bad behaviour, the teacher could have questioned why the behaviour was taking place and explain the assignment more clearly.
Y profiad newydd / Transformed experience	

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

Dyddiad/Date: 27/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Student who did not want to participate and wandered in stead.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt nervous that the student would wander out of the class room. I also felt concerned he was very confused. I wanted to help him
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Student was wandering during group activity time and needed to be pulled into groups by the other students. The student never sought out a group.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The teacher consistently checked up on the student to make sure he was okay. The teacher also helped place the student into groups.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The student, who had a possible ALN, needed to be evaluated for extra help in the classroom. This includes potentially a one-on-one aide.
Y profiad newydd / Transformed experience	