

**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.**

Tripp (2012), defined a critical incident as any event or incident that is seen as an important or significant episode, that warrants analysis. They are created through the way one interprets an incident. (Tripp, 2012) Thus, they are based on an individual's value judgement and the significance they attach to an incident. (Tripp, 2012) A critical incident helps teachers to develop an awareness and recognition of their professional values and problems by analysing and reflecting on the good and the bad. (Tripp, 2012) Critical incidents, therefore, help teachers identify and solve problems through a form of reflective inquiry and a sense of professional awareness. (Joshi, 2018) Which helps to facilitate a teachers' professional development and awareness, thus, creating a reflective teacher. This recognition and awareness shall be used within this essay to help in critically evaluating, identify next step solutions and to reflect. The critical incident will be used to inspire the literature review and to help in reflecting on the practices and strategies observed. The ability to reflect on the practices and strategies seen within the classroom will develop my diagnostic teaching and interpretative approach. (Harrison and Lee, 2011) The purpose of this essay is to reflect and critically study a critical incident observed in a school. Enabling me to understand and analyse the critical incident and identify next steps that will help to strengthen my professional standards. The use of a case study and a critical incident as a methodology, shall be discussed briefly. Then the critical incident will be described and analyses in relation to Donaldson's (2015) Four Purposes. Two areas of research that arise from the critical incident shall be examined and analysed. The essay will include a discussion of scaffolding as a technique for teaching, and a discussion on the advantages and disadvantages of differentiation. The essay will conclude, through reflecting and evaluating on next step solutions and the role of critical reflection and reflection models.

The school in which the observation was undertaken in was a 3-19-year-old school, there are 1,120 pupils in the school overall, 238 in the primary which the observation is concerned with. (ESTYN, 2019). Most of the students are from a white ethnic background and 7.30% are eligible for school meals which is sufficiently lower than the national average. (ESTYN, 2019). Thirteen percent of the pupils have additional learning needs, the child which was observed is among this percentage. (ESTYN, 2019). The observation took place in a year one class of 26 pupils, of the 26, 3 have additional needs. The pupils come from majority

English speaking backgrounds with only 5 of the 26 children having one or more parent who speaks Welsh. The observation that was undertaken was based on the behaviours and actions of a 7-year-old child, who shall be referred to as Child X. The Child shall be referred to as Child X to confer to the guideline of BERA (2018). The child was pinpointed by the teacher as a child to observe, as the child suffers from Selective Mutism (SM). The observation occurred from a distance to make sure the child did not feel any more anxious in the classroom. The critical incident will be based around the observation of a maths lesson, that took place in the afternoon and was a build-on to a previous lesson that had already been taught.

The observation was undertaken throughout a four-day period observing all lessons and making physical notes. The physical notes were inspired by prompt questions from Fletcher-Wood's (2016) work, that were meant to help structure the observation. (Appendix One) Four observations were carried out in the style of a participating observer, as interaction with the children was undertaken. This can possibly have the Hawthorne effect, on the children and the teacher. (Shelley and Rosenblatt, 2010) As the children and the teacher may modify their behaviour and attitudes because they are being observed. (Shelley and Rosenblatt, 2010) Which may perhaps influence the validity of the observation, therefore, the Hawthorne effect must be considered when observing.

The observation methodology used was that of a case study, Aldeman et al (1980) refers to a case study as

'the study of an instance in action' (p. 45-61).

A case study gives the observer the chance to see abstract theories and principles in a real-life scenario. (Aldeman et al. 1980) This method is a good choice for this assignment as it provides the opportunity to bridge actual experiences to theories, that have been learnt at university. Providing a greater knowledge and an actual experience of the theories taught. Which will strengthen the observer's knowledge and understanding of the theories. This is not to say that case studies do not have their disadvantages, unlike interviews, case studies do not allow the observer the opportunity to ask questions and probe responses. (Bell and Waters, 2014) The observer, simply observes what takes place. There is the potential to ask questions after the observation has finished, however, this may see the observer forgetting their questions. (Bell and Waters, 2014) Thus, case studies do not offer the flexibility and adaptability of an interview, as the observer cannot ask questions immediately to clarify on what is being observed. (Bell and Waters, 2014) However, with regards to finding a critical incident, a case study is an excellent option for the methodology. Because the context of the critical incident can be included, which is highly important as a pupil might only demonstrate

a behaviour once. (Cohen et al. 2003) But this behaviour might give an insight into a subject or a person. (Cohen et al. 2003) Tripp, (2012) specifically said the researcher needs to ask the question of what happened and what caused or allowed this to happen. The ability to answer these questions can only happen if the context of the critical incident is recorded, Case studies, therefore, have the potential to catch unique situations and behaviours that could be missed in a survey or in a large-scale data. (Nisbet and Watt, 1984) Because they include the content, the cause and the effect of the critical incident. (Nisbet and Watt, 1984) Which is vital when creating or examining a critical incident. However, the focus on the context within a critical incident has caused concerns for academics. Whom argue its selective nature can cause a lack of accuracy. (Kain, 2004) Because observer bias and subjectivity, may impact how the incident is recalled and interpreted. (Kain, 2004)

In 2015 Donaldson, undertook a curriculum review, the review was created to address and amend the

'perceived shortcomings in the present curriculum and assessment arrangements'. (2015, p. 9)

Concerns were particularly expressed about the continuity of education. Hence, Donaldson developed the four purpose of the curriculum to create a common purpose for all children and young people that would

'promote within them high aspirations and a determination to achieve'. (2015, pp. 28.)

The four purposes are ambitious capable learners, enterprising creative contributors, healthy confident individuals and ethical informed citizens. (Donaldson, 2015) During the critical incident there was an attempt to create an ambitious and healthy confident student. However, Child X needed more support and more differentiation in their work, in order to fully meet this target. For within a math lesson, Child X who suffers from SM had difficulty learning and understanding the work. When the teacher asked Child X a question they did not answer. Child X felt anxious and uncomfortable when the teacher was speaking to them. However, as it is the beginning of the school year, the teacher is just beginning to establish a strong relationship with the child and is trialling strategies and methods. Therefore, it can be expected that there may be a period of trial and error, in order to find out what methods and strategies work best for Child X. Additionally, within the maths lesson Child X was unable to move from one question to the next without the guidance of the teacher. The teacher had to encourage and remind Child X of the work, as they sat with a blank expression throughout the task. This incident highlights, that the method being used to teach Child X are not effective. Potentially, there is the need for further support or differentiation in the strategies and methods used for Child X. Because the strategy used meant Child X relied on the

teacher to complete the work, they were not able to be an ambitious, capable and independent learner. Child X simply followed the instructions of the teacher and did not understand the work or know how to complete it.

Due to the nature of the critical incident, the literature review focused on methods and strategies that would help Child X to become an ambitious and healthy individual. Selective Mutism is an under researched and largely small disability, case studies and work into this disability are as a result limited. (Kovac et al. 2019) SM causes difficulties for young children when communicating in certain social situations, often, schools, although, they can communicate normally when they are comfortable. (Kovac et al. 2019) Teachers and educators, hence, play a vital role in helping to identify children with SM as symptoms often do not present themselves at home. (Kovac et al. 2019) SM impairs not only the social communication of the child, but their educational functioning. Because the lack of communication, makes it difficult for teachers to assess the academic skills of an SM child. (APA, 2013) Therefore, strategies need to be put in place as soon as possible. Indeed, research has shown that the quicker a diagnosis is made, and strategies are in place the greater improvement the child will make. (Kovac et al. 2019) However, there is a considerable delay time of 3-4 years between symptoms and referral. (Wright et al. 1985) The delay often results in a stronger resistance within the child to speak. Because over time their resistance and unwillingness become firmly established within their behaviour. (Kehle et al 1998) Therefore, effective strategies should be put in place as soon as possible.

Effective behavioural management used to treat SM often includes a mixture of behavioural strategies and self- modelling. (Murriss and Ollendick, 2015) Contingency management is a successful strategy to help and improve the behaviours of SM children. The scaffolding method is often used within this management. Scaffolding although commonly believed to come from the work of Vygotsky, in fact stems from the work of Wood et al (1976) who adapted Vygotsky (1978), Zone of Proximal Development (ZPD) theory to include scaffolding. ZPD is

‘the distance between the actual development level and the level of potential development with guidance or collaboration’ (Vygotsky, 1978, p. 86)

It was this guidance or collaboration that Wood et al (1976) developed and called scaffolding. Scaffolding provides learners with the necessary framework and assistance to complete a task that would be impossible unassisted. (Wood et al. 1976) The method requires the teacher to control elements of the task that the learner cannot complete, allowing the learner to concentrate on the task at hand. (Wood et al. 1976) Dixon et al (1993) observed that for scaffolding to be effective, it must be gradually dismantled. This process

must be in line with the students' needs and support. Because if the scaffolds are dismantled too quickly it can cause the learner to become frustrated and unmotivated. (Dixon et al 1993). Maloch's (2002) work found that teachers used a variety of methods when scaffolding, their scaffolds often include

'direct, indirect explanations, modelling, highlighting of strategies and reconstructive caps' (pp. 108)

Although, scaffolding is an old idea it remains strong, within the educational field despite its limitations. (Fisher and Frey, 2010). Because scaffolding can be difficult to implement in a classroom daily, as it is more effective when given to an individual rather than a group. (Fisher and Frey, 2010). Indeed, Wood's et al (1976) case study was completed on a one to one basis. Additionally, as teachers often rely on their expertise and knowledge of the student when providing scaffolding support, teaching scaffolding to others can be extremely difficult. Lipscomb's et al (2004) research has shown that there is a lack of specific examples and tips in education and teacher textbook of scaffolding. Therefore, due to the reliance on expertise knowledge, it is often difficult to teach and to explain in textbooks. Making this method strenuous for some teachers to implement and understand.

Scholars have, thus, attempted to address these limitations. Puntambekar and Hubscher (2005) attempted to clarify the instructions of the process of scaffolding. They analysed the key features of scaffolding as a theoretical construction and identified key features of scaffolding. They argued the teacher must consider the intersubjectivity of the scaffolding. The teacher and child must both feel ownership of the task. Wood et al (1976), indeed highlighted that the teacher must entice the child to become part of the task. Additionally, Puntambekar and Hubscher (2005) argued scaffolding needs to be an ongoing diagnosis. The teacher must continuously be aware of the learners needs and understanding. Thus, the teacher should be able and willing to change their method of scaffolding if the child needs more support. Wood et al (1976) called for the mentor to have at least two other theories at hand to use while scaffolding. The ability to structure the scaffolds around a child's ability leads to a custom-made support for the learner. (Stone, 1998) Which is crucial when teaching a child with a disability, because they learn differently and sometimes need a custom- made support. In fact, Donaldson has highlighted that a one-size fits all approach is not good teaching practice, and that teaching needs to consider the individual. (Donaldson, 2015) Scaffolding offers a solution to this, because it is inclusive, can be differentiated, and can offer additional support to a student with extra needs. This will help teachers achieve the Welsh Government's national curriculum aim, of being inclusive and offering differentiated learning. (OECD, 2014). The scaffolding method creates a context for the student to learn

independently and for students to develop their critical thinking skills, allowing them to achieve Donaldson's (2015) purpose of an ambitious and capable student.

Therefore, scaffolding should be differentiated to suit the needs of a child. Teachers need to use the appropriate scaffolding strategies, activities and modelling for each individual child. (Lipscomb et al. 2004) The scaffolding given to the child should be differentiated for the child to understand the support given. Sliver (2011), recommends that teacher should assess the learner's current knowledge and understanding to find out the differentiation that is needed for the individual child. This could be done through assessment for learning, to assess what the child knows and does not know. Therefore, for scaffolding to be effective it should be differentiated on an individual basis, to make sure the child receives the exact support they need, in a way they can understand it. However, differentiating scaffolding for each individual child, can be extremely difficult and time consuming for the teacher.

Tomlinson and Imbeau (2010) define differentiation as

'a classroom practice with a balanced emphasis on individual students and course content' (p. 14)

Differentiation has become increasingly popular recently within schools in Wales with Donaldson (2015) arguing that a one-size fits all method is not good teaching practice. In fact, all teachers of high-ranking PISA countries embrace differences among students, by using differentiated instructional practices. (OECD Perspective, 2014) Because it allows for the appropriate challenge level to be given to all students. Fisher & Frey (2010) have even argued that it is

'fundamental to ensuring all students make the rapid and sustained progress that Ofsted's characterise as outstanding'. (p. 34)

The Welsh curriculum, further, encourages schools and teachers to reduce low performances by using differentiated learning. (Eurypedia, 2013). Differentiation has been highlighted and praised as a method of excellent practice by many organisations and individuals. Because it recognises that students of the same age have different interests, styles of learning, experiences, life circumstances and that these differences can influence how students learn. (Tomlinson and Imbeau, 2010) Sharan and Sharan's (1992) research has shown that differentiating instructions based on student's interests has a massive impact, as it enhances student engagement, increases creativity, productivity and motivation. Recognising these differences among students and catering for them is becoming increasingly more vital as classrooms become more diverse. (Schlechty, 1997) Therefore, teachers need to consider what motivates an individual learner.

Furthermore, research has shown that students learn and accomplish more when their learning styles are met. (Sternberg et al. 1998) Recently there has been an increase in the creation and use of learning profiles for students. Santangelo and Tomlinson (2009) state these profiles often ask learners about their learning style preference, cognitive styles and intelligence preferences. These profiles allow the opportunity for learners to learn in a natural and efficient way that best suits their needs. (Anderson, 2007) Additionally, learning can be further differentiated through differentiating the content, and the process. Differentiating the processes provides students with multiple avenues to show mastery. (Joseph et al. 2013) Bailey and Williams- Black (2008) have in fact, observed that differentiating the process allows a learner to take ownership and control of their work, as they self-select the way to present the material they have learnt. Allowing students to achieve Donaldson's (2015) aim of

'expressing ideas and emotions through different medias' (p. 29)

Therefore, promoting creative and critical thinking within the student as they choose the best method and media to present their work.

Joseph's et al (2013) case study of the implementation of differentiation by student-teacher in a classroom setting, highlighted that there are potentially disadvantages to differentiation. Student teachers found differentiation to be a very time-consuming exercise with many hours spent planning and organising activities in small group settings or on an individual basis. To an already overworked and overstressed teacher, differentiation may seem like a long and painful process of extra hours and planning. Combined with the difficulty to cater for every individual's need, due to a lack of funding and support, many teachers feel overwhelmed by the thought of differentiation. (Joseph et al. 2013) However, Joseph's et al (2013) case study, found that students who were exposed to differentiated instructional approach generally achieved higher grades, and despite the extra work student-teachers were willing to implement differentiation. Thus, if the teacher is willing to put in the effort and realise that their effort will be pay off, the disadvantages to differentiation can be overcome.

Teachers are vital to the achievement and success of SM children as symptoms often manifest in the classroom. (Kovac et al. 2019). Therefore, it is critical that they understand the treatments for SM and have, classroom strategies to relief the anxiety of the child, and which encourage them to speak. (Kovac et al. 2019) Selective Mutism is an anxiety disorder, it is not caused by the child being stubborn or a horrific experience. (Muris and Ollendick, 2015) Therefore, the teacher should consider strategies that would relieve an SM child's anxiety. Kovac et al (2019), recommends a warm and positive classroom, through making sure the child feels happy and comfortable within the classroom. Small jobs can be given to

the child such as helping to decorate the white board or passing out materials. The teacher can then increase the difficulty of the job, through scaffolding. Leading to a job that includes, verbal behaviour such as, describing the weather for the class. However, the level of communication needed between the learner and teacher during scaffolding can be particularly difficult when dealing with a child with SM, or any child with disabilities. The scaffolding model assumes there is an idealised adult-child relationship, in the case of selective mutism this relationship may be lacking. (Rogoff, 1990) A child's cultural, institutional and interpersonal dynamics must be considered when implementing scaffolding, as learning does not happen in a vacuum and the whole child must be considered. (Forman et al. 1993) Therefore, as previously mentioned the scaffolding method should be differentiated to meet the needs of an SM child. Scaffolding could be adapted through using a buddy or a more skilled peer. Because Child X like many other SM children is comfortable talking to a peer but not a teacher. (Kovac et al. 2019) Vygotsky, (1978) additionally, stressed the importance of interaction with peers as an effective way of developing a child's strategies and skills. Therefore, a three- way dialogue could be established between the teacher, the buddy and the child. At first Child X may not contribute, but it is important that they be present, and not excluded from this activity. Rogoff (1990) work has shown that peers can be a valuable source of new learning. Additionally, Brown and Campione (1986) have argued that peer dialogues and scaffolds result in greater understanding as a learner must explain, elaborate or defend their opinion. Resulting in the learner thinking about their process of learning and elaborating, as they give a justification for the methodology they have used. Therefore, differentiating the scaffolding methodology to suit the needs of Child X allows them to participate in dialogues and provides them with an opportunity to learn from others, without feeling the sense of anxiety they do when working with a teacher. Thus, Child X can become an ambitious, capable, healthy and confident individual as they are supported by a peer or buddy, until they can complete the work independently.

Understanding the Pedagogy of SM and the strategies that can help a child communicate and learn, has helped develop my professional development. Because learning about the pedagogy of selective mutism will allow me to secure the best outcomes for Child X. Giving me the knowledge and understanding of strategies and techniques that will result, in Child X achieving Donaldson's (2015) Four Purposes. Additionally, this helps develop my professional learning, as it allows me to take the pedagogy deeper, and to reflect and challenge whether certain techniques are right for Child X. If the strategies and techniques do not work, I have the flexibility to adapt, change and customised them to suit Child X's needs. Which will see me develop my professional skill of being innovative.

Furthermore, my professional skills can be developed through critically reflecting. Critical reflection is highly important within the field of education, as it allows teachers to

'critically question their assumptions and deepen their awareness' (Jackson, 2019)

Critical reflecting, thus, provides me with a way to learn from my actions and strategies, which helps develop my professionalism and expertise. (Jasper, 2003) Schon (1992) indeed, states that critical reflection is as a fundamental aspect of the

'the artistry of competent practitioners'. (p. 125)

Being reflective, therefore, allows me to be proactive, and provides me with opportunities to develop my practice and the ability to be a teaching professional. (Jackson, 2019) Within the context of a critical incident reflection allows me to critique assumptions. Resulting in me becoming more open to alternative ways of thinking and behaving, thus, helping me to become a reflective teacher. (Harrison and Lee, 2011) Reflective models can be critical to this reflection as they provide a framework and a good starting point for me as the teacher-trainer. The Gibbs Reflective Cycle (1988, Appendix Five) provides a systematic framework to think through a reflection. Providing me with a basic framework and questions to prompt my reflection. The Cycle is helpful for thinking through my experience and giving me the ability to look at what worked well and what did not. Thus, allowing me to develop my professional practice as I reflect on the good, the bad, what could be done better and how to improve.

In conclusion, this assignment has allowed for a discussion on the use of scaffolding to educate. Despite scaffolding being an old idea, it is well used and rooted in the education practice. Scaffolding provides a student with the necessary framework and assistance to complete a task that would be impossible unassisted. Thus, promoting and supporting the child to work independently, allowing teachers to create Donaldson's (2015) ambitious child. However, as the essay has shown for scaffolding to be effective it should include an element of differentiation, for a one size fits all approach is no longer viewed as effective. Therefore, this essay discussed the advantages and disadvantages of differentiation. Joseph's et al (2013), case study highlighted that in-spite of the disadvantages most training teachers were willing to implement differentiation in their classrooms. Because it resulted in many benefits for the students, particularly increasing their learning and understanding of a topic. Donaldson, (2015) further supports this claim by encouraging differentiation as a method of good practice. From this literature, hence, a differentiating scaffolding methodology was highlighted as a next step strategy, to encourage Child X to become ambitious and to feel happy and be healthy in the classroom environment. This essay, therefore, argued for the use of a peer or a buddy when using the scaffolding methodology. To decrease Child X's

anxiety and encourage them to communicate verbal within the classroom. The use of a critical incident has greatly increased my professional development by providing the opportunity to question the way things typically operate in a school. Which in turn allowed me to develop my diagnostic teaching and interpretative approaches, which is vital to developing one's professional judgement. (Tripp, 2012) Furthermore, the essay allowed me to move away from simply describing what happened within an event to analysing in detail what happened. Which was used to develop my pedagogy and literature of the teaching practice by identify next steps, possible strategies and solutions. That has helped develop my professional learning, as it has allowed me to take the pedagogy deeper, and to reflect and challenge whether certain techniques are right for Child X.

Word count: 4280

Appendix; Appendix one:

Notes of Observation

(Questions adapted from Fletcher Wood (2016))

Date 26/09/19
Details of the lesson Maths lesson It was a focused task on counting backwards. The children were grouped according to their ability. They were given a piece of paper with sums on them, which were to be answered in their books. The challenge given to the children was changed from counting backwards to simply taking away, as the children could not complete the task of counting backwards. Numicons were given to the children to act as a visual aid for them. The teacher supported the children throughout the entire task as they could not work independently.
Classroom Culture At first there was a group of five completing the task, but the teacher realised that some of the students needed more help than others. The teacher as a result decided to split the group up, the children who understood, the lesson went with the teaching assistant. While those that did not understand the lesson remained with the teacher. The teacher found the lesson particularly hard to teach, as he understood that the children were having problems with the work. The teacher tried to help the children understand the work better, by changing the aim, but the children still, could not complete the work. There was one child who really struggled with the work, they were unable to concentrate at all on the work. The teacher had to remind them of the work, as they could not move on to the next question without the teacher telling them too.
Objectives There was an aim in the children's' books. However, the teacher had not read the aim or explained the aim, to the children. Therefore, it is possible that the children did not understand the aim or what to do. Because when the teacher had to assist another child, the children had no idea what they had to do and sat there waiting for the teacher to return.
Direction The children were simply given the work and were asked to complete it. The children were not given a success criterion, or any support until they experienced some problems. When the children did experience difficulties, the teacher then began to help them and used the aid of Numicon to assist them.
Access and Challenge In the school the children can pick their own challenge, therefore the teacher gave the opportunity for the children to pick their own challenge. The teacher motivated the children and gave support when they were deciding on their challenges. When the teacher realised the children could not complete the work, they decided to change the challenge of the lesson to something the children could complete.
Assessment The teacher changed the aim of the lesson when the children experienced difficulties to make sure they could complete the task. The focused task was an assessment itself, to see if the children could remember or understand the work done the previous day.
Specific/ Critical incident; Yes- there was one girl with additional needs that I observed. The girl had selective mutism, meaning she sometimes would not speak or respond to adults. She, however, was willing to ask me questions, but, only through the medium of English. When the teacher asked her a question, she completely ignored the teacher and did not answer. Additionally, she was unable to complete the work without the teacher reminding her to complete the task and was often sat at the table with a completely blank face. The pupil talked and played with the other children in the class, and seemed happy to do so, she smiled and played with them confidently. However, she did not talk or take part in reading out loud with the class or when they practiced their singing. It was clear that she didn't feel comfortable during this activity. When she was given free time to choose an activity, she stood by the wall alone playing with her watch. But as the lesson went on the girl relaxed and I saw her playing and communicating with other children.

Appendix Two:

Notes of Observation

Date 26/09/19
Details of the lesson: Literature lesson
Class Culture: Literacy, Tric a Chlic lesson- the teacher put different letters on the whiteboard and the children had to make the phonetic sounds of the letters. The teacher then worked with the children in groups to read the book Tric a Chlic.
Objectives: The purpose of the lesson was to get the children to recognize the phonetic sounds of the different letters, so that they can form words when they read. The activities promoted this purpose by getting the children to practice forming and recognizing the sounds of the letters through reading. The children, therefore, gained practical experience of using phonetic formation. This experience will result in the children remember what they learned more deeply.
Direction: The children knew to say the phonetic noise, when they saw the letters on the whiteboard and when the teacher asked, for the noise the children answered correctly. Therefore, it can be assumed that the children had done this activity before and knew what to do without the need of directions.
Access and Challenge: All pupils were able to follow the lesson. The teacher challenged the students by asking them to say the phonetic sound of two letters together.
Assessment: The teacher asked the children to say the sound of the letters, but the teacher had the whole class answer not an individual. Therefore, it would be hard for the teacher to assess the individual child's level of learning and could be instead assessing the general class level of understanding
Specific/ Critical incident; Yes- There was one girl who didn't take part in the lesson, saying nothing when all the other children answered the teacher's questions and took part. I could analyse her lack of communication and look for theories and a way to improve into her teaching experience.

Appendix Three:

Notes of Observation

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Details of the Lesson: Maths; an odd and even numbers lesson. There was a single numbered table with each box containing a number, for the children to colour in. Two different colours were used one for even and one for odd. The children had to decide which colour to colour the box in. The work was a focused task in groups
Classroom Culture: Five children did the task, of the five children only one boy, was focused and able to do the work without being asked by the teacher or reminded to do the work. The other four children were not focused. One pupil had no interest in the work and could not go to the next stage without the teacher attempting to motivate them or requesting them to complete the work.
Objectives: The purpose of the lesson was to get the children to recognize even and odd numbers. The teacher used Numicon to make the recognition easier for the children and to make the work more visual. But the aim was not explained to the children, the children were expected to complete the task without it knowing the objective.
Directions: The instructions were clear and one boy from the group was able to complete the work independently. But the rest of the group needed more help. The children needed help throughout the entirety of the work. The teacher had to give them simple and smaller instructions. The teacher supported the children one step at a time.
Access and Challenge: The children found it difficult to follow the lesson but with help, the children were able to complete the work. The work was perhaps too challenging for the children; therefore, it is possible that the work needs to be presented in a different format to the children.
Assessment: During the focus task the understanding of the children was assessed through the work they were completing. There was a supply teacher with the children, therefore, the lesson is most likely work from a previous lesson to see if the children understand or remember what they had been taught.
Specific/ Critical Incident: Yes- One child did the job quickly compared to other the children in the group. But because the children are grouped according to the language and literacy of the pupils, he was placed in one of the lower groups. Which may prevent him from reaching their full potential. There was also one child with additional needs who was unable to answer the teacher's questions about the work. The teacher needed to draw her attention to the work and remind her that she has work to do.

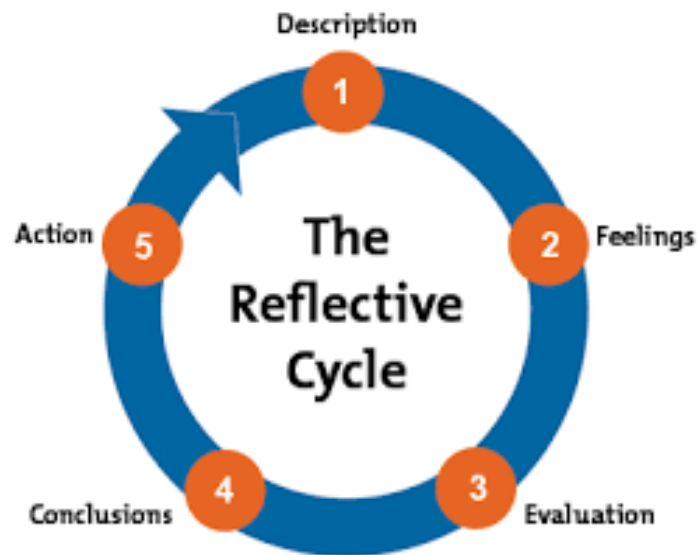
Appendix Four:

Notes of Observation

Questions adapted from Fletcher Wood (2016)

Date: 2/10/19
Lesson Details: Make a Fijian Fan
Classroom Culture: The children were very focused when completing this task. They enjoyed making the fans and wanted to create more than one. They cut, traced and decorated their fans.
Objectives: The objective was to create a Fijian fan, the teaching assistant introduced the work to the children and showed the children a model of a good fan.
Direction: There were clear instructions for the children. The teaching assistant introduced the work to the children using a step by step instructions methods, so the children to understand what needed to be done. The assistant also asked the children to go over the steps and she chose one child to go over the instructions to the class.
Access and Challenge: The children's challenge was to create a fan, the children had the opportunity to do the work completely independently so that was a challenge for the them. Some children found this difficult and sought help from the teacher and me.
Assessment: It was a creative piece of work, so the children really didn't get assessed. When the children finished the work, they put their work in their bags.
Specific/ Critical Incident: No

Appendix Five:



Appendix Six:

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

Date: 26/09/19

Critical incident (focus): Math's lesson

Profiad/ Experience	
<i>Feelings</i> "What are your feelings regarding the experience?"	I was happy about the experience I had at school, the teacher and the teaching assistant were welcoming, and I did not feel out of place. The children were happy to talk to me and willing to ask me questions and for help in their work.
<i>Remember and Understand</i> "Can you list the aspects of the incident in the context of learning?"	The two children under observation did not enjoy the math's lesson. They found the work difficult and needed a lot of help. The teacher also found teaching these two children difficult.
<i>Evaluate and analyse</i> "What could be kept the same to ensure effective teaching and learning in the future?"	Keep putting the lesson aim in the children's books for them to see what they need to do. Continue to separate children by ability, to make sure that the children can do the work. Continue to ask the children what challenge they would like to complete, providing help and support when a child can potentially complete a higher challenge.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> "What are your possible solutions to the issue identified?" "What could be done next?"	One of the two, observed had additional needs- selective mutism, the teacher can look for different strategies to teach and differentiate the work for this child. Also, the pupil could not go from one question to the next so the teacher should perhaps research how to motivate her to work independently. Create a one-page profile with the children, especially for children with additional needs to find out what kind of teaching and learning works best for them. Also separate the work more to meet the needs of the pupil with additional needs.
Y profiad newydd / Transformed experience	

Appendix Seven:

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Date: 26/09/10

Critical incident (focus): [Tric a Chlic lesson](#)

Profiad/ Experience	
Feelings "What are your feelings regarding the experience?"	I was happy about the experience I had at school, the teacher and the teaching assistant were welcoming, and I did not feel out of place. The children were happy to talk to me and willing to ask me questions and for help in their work.
Remember and Understand "Can you list the aspects of the incident in the context of learning?"	Most of the children participated in the lesson and answered the teacher's questions. The children understood what they needed to do and answered the teacher's question.
Evaluate and analyses "What could be kept the same to ensure effective teaching and learning in the future?"	The school should continue to differentiate the work according to ability and understanding. They should also continue to ask the children what challenge they would like to complete, and when needed they should be available to give advice and support.
Conclusions and actions "What are your possible solutions to the issue identified?" "What could be done next?"	More can be done to assess the children's learning to make sure the children know what they have learned. An activity or strategy can be done with the children to assess them. This session can be done in the middle of the lesson and as a conclusion to the lesson to assess how much the children have learnt.

Appendix Eight

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2/10/10

Digwyddiad critigol (Ffocws)/Critical incident (focus): Math's lesson

Profiad/ Experience	
Feelings "What are your feelings regarding the experience?"	I feel that it was a difficult lesson for the children and the teacher. The teacher had to remind and remind the children of the work and draw their attention back to the work. The children needed help throughout the work and as a result the children were not able to work independently.
Remember and Understand "Can you list the aspects of the incident in the context of learning?"	The children were not focused on the work, the teacher had to remind them of the work. The children were waiting for instructions and help throughout the task as they couldn't complete the work without support.
Evaluate and analyse "What could be kept the same to ensure effective teaching and learning in the future?"	The school should continue to differentiate the work according to ability and understanding. They should also continue to ask the children what challenge they would like to complete, and when needed they should be available to give advice and support.
Conclusions and actions "What are your possible solutions to the issue identified?" "What could be done next?"	More can be done to assess the children's learning to make sure the children know what they have learnt. An activity or strategy can be done with the children to assess them. This session can be done in the middle of the lesson or as a conclusion to assess how much the children have learnt

Appendix Nine:

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

Date: 26/09/10

Digwyddiad critigol (Ffocws)/Critical incident (focus): Creative lesson.

Profiad/ Experience	
Feelings “What are your feelings regarding the experience?”	I feel happy, the children enjoyed creating their fans. The children were very creative and used their thinking and motor skills to create the fans.
Remember and Understand “Can you list the aspects of the incident in the context of learning?”	The children enjoyed this activity and communicated with their friends while doing the work. Any child at any time could make the fan so the children had the choice of when they wanted to do the activity.
Evaluate and analyse “What could be kept the same to ensure effective teaching and learning in the future?”	The school should continue to differentiate the work according to ability and understanding. They should also continue to ask the children what challenge they would like to complete, and when needed they should be available to give advice and support.
Conclusions and action “What are your possible solutions to the issue identified?” “What could be done next?”	More can be done to assess the children's learning to make sure the children know what they have learnt. An activity or strategy can be done with the children to assess them. This session can be done in the middle of the lesson or as a conclusion to the lesson to assess how much the children have learnt.

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