

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 role of a teacher as a reflective practitioner is a key focus within education in Wales today. This paper will focus on the reflective process involved in observing and identifying a critical incident within the classroom environment and evaluating it for future practice and learning.

The methods of evaluation in effective teaching practice within primary education, may invoke clear images of government inspections, or the scrutiny of academic testing results. However, the strategies used to assess the impact of such pedagogical practices upon the learner holistically, may not present such concise views in terms of methodology. Tripp (2012) suggests that the key to effective teaching and learning, is to continuously reflect upon practice methods. This paper will explore the impacts of teaching practice upon the learner through a case-study observation. The purpose of the study will be to highlight the benefits of critical reflection in teaching and learning, identifying its potential in developing future practice. Using a selection of observed critical incidents within the classroom, the paper will undertake an evaluation of one such incident in finer detail, identifying the underpinning theories behind the practice and discussing its effectiveness and relevance to the forthcoming new curriculum for Wales. Tripp (1993) states that by using a critical incident, reflection can be fully explored, and effectiveness of the practice evaluated. Clarification of a “critical incident” will be discussed further in the paper.

Throughout this paper, both the school and individual identities which were observed for the case-study, will remain anonymised in the interests of ethical conformity. Maintaining participant and location anonymity in educational research is stipulated as best practice, providing protection to the researched establishment and any individuals (British Educational Research Association, 2018). This case-study was undertaken within a relatively small primary school setting in a semi-rural area in South Wales, United Kingdom. There are approximately 170 pupils on roll within the setting, with an approximate 38% of these pupils being classed as having an additional learning need. There are 2 Specialist Teaching Facilities

at the school which cater for Foundation Phase and Key Stage 2 children separately. 16% of pupils attending the school have been issued with a special educational needs statement. 23% of pupils are entitled to free school meals, and the predominant nationality of the school population are of white, British ethnicity, with English being their first language (Estyn, 2017). The age group observed were Foundation Phase Year 2, aged between 6 and 7 years and of both male and female genders. The class consisted of 21 children who attend school on a full-time basis. The classroom is a large open-plan environment, which has been adapted to accommodate various areas for learning. The volume of teaching staff for this class are 1 teacher and 1 higher level teaching assistant, which meets the Welsh Government recommended adult-to child ratio of 1:15 (Welsh Government Social Research 2014). The school last underwent an Estyn inspection in 2017, in which it was awarded an outcome standard status of 'Good' (Estyn, 2017).

Kumar (2019) states that research functions as a central tenet in developing and improving all professional practice. In any instance of research, it is important to decide upon an approach which fits the purpose, will be most likely to result in a successful study, and is envisioned to be the least disruptive to the participants or samples (Walker & Solvason, 2014). When attempting to identify and investigate next teaching and learning methods in the context of a school environment, a case-study approach could be suggested to be the most preferable method, as this allows the researcher to focus their study upon specific or desired aspects of the research in detail (Bell, 2010). Ademan *et al* (1980 *cited in* Bassey, 1999, p.23) stated that case study methodology provides an effective basis for action as the study is undertaken in a live environment, meaning that measures can be taken and applied in real-time. The case-study approach allows the researcher to explore previously unconsidered aspects of the study, enabling a deeper understanding of more complex contributors. Denscombe (2014, p.77) when writing about case study research, stated 'the aim is to illuminate the general by looking at the particular'. In contrast to these advocations for the use of case study methodology, Corcoran *et al* (2004) state that case studies run the risk of providing a very limited view of a situation. It is claimed that unless a case study is applied over a lengthy period of time, and using reflection and continuous collaboration, there can be no certainty that the results are indeed a true reflection of the situation in question, rather than a mere snapshot of what one individual is interpreting as fact.

To determine the method used for this research, referral to Gagne's model of instructional design was used to carefully determine the task in hand, and to distinguish the range of approaches that may be considered for the study. Gagne (1977) suggested that for people to succeed in any task, they draw upon mental triggers, which are stimulated using nine steps of instruction (see appendix 1). These steps were followed during the process of planning the

case study method. In order to follow a structured approach, and to gain as much information as possible during the research, a combination of participant and non-participant observation methods were used. Observation has rapidly become a ubiquitous tool for both successful teacher training in the United Kingdom, and for continuous assessment whilst employed within the profession. Check and Schutt (2011) suggest that observation is a valuable method for conducting case studies. Observation can take the form of a blend of participant and non-participant roles, enabling the researcher to tailor the study methods to suit transient situations.

Participant observation is the action of immersion and involvement within the area of research. This method could be somewhat structured, but this may not often be possible due to the unknown progressions and developments during participation. Guest, Namey and Mitchell (2013) illustrate the role of a participant observer as being the most natural way of collecting data, adding enhanced quality to the results found, due to the researcher adopting the role of a member of the observed environment. Additionally, Burgess (1982 *cited in* Bell, 2010. P.194) supports the strategy of participant observation, stating that this immersive observation method produces valuable data, especially if developed over time, rather than relying on a single observation.

In contrast, it has been suggested that participant observation may lead to the researcher's judgement of the situation becoming impaired, due to their immersion into the environment, thus resulting in an effect on the learning and observation results (Cohen and Mannion, 1994 *cited in* Coleman and Briggs, 2002, p.67).

A further strategy for observation for this paper is that of the non-participant, which could be completed in a more structured fashion. Hall (2008) explains that the role of a non-participant observer is the most widely used method in case study research. By the researcher remaining on the outside of the situation or environment, it enables them to study in greater detail and to note more observations. This method also reduces that impact of any bias which may have occurred using participant observation. Similarly, Denscombe (2014) ratifies non-participant observation on the grounds that it offers a more objective view for research.

However, a non-participant observation technique has also drawn criticism. Cohen, Manion and Morrison (2000) have highlighted a growing concern in what is known as the 'Hawthorne Effect' during these observations. They claim that it is sometimes seen that the mere presence of a researcher can affect the behaviour of the subject of study, therefore resulting in possibly unreliable results.

The research paper poses the use of a 'critical incident' within a school context, to identify next teaching and learning steps. Tripp (1993) states that a critical incident is something that

is perceived by the individual as a major event. The value of the incident is therefore created or measured by the researcher, based on their own perception of its significance. Similarly, Mcateer (2010) suggests that a critical incident can take the form of any observation which leads the observer to question their previous assumptions or alter their perception about a matter. Tripp (1993) suggests however, that a negative aspect of the reliability of critical incident observation, may lie in the amount of time dedicated to this method. Therefore, it could be suggested that without conducting enough observations, the results may not be as reliable due to incidents being isolated occasions. With these descriptions of a critical incident in mind, the decision was made to use a blend of strategies and approaches to reach the desired research result. Drawing upon the benefits of both participant and non-participant observation methods, research can be applied from various perspectives which will aim to enrich the findings. A blended approach towards structure of recording incidents was also applied, using part structured, and part semi-structured approaches wherever they felt appropriate. Whilst the immersion experience may provide real-world information, the use of a structured template for recording observations is also suggested to be important, in order to ensure that all significant data is captured, along with any reflective details (Fletcher-Wood, 2016).

Wales is shortly undergoing an amendment to the current curriculum framework. The phased implementation of Professor Graham Donaldson's 'Successful Futures', which aims, as the name suggests, to create positive futures for the children of Wales, is built upon four solid purposes, which provide a foundation for the new curriculum. The four purposes aim to ensure that all children in Wales will have to opportunity to become ambitious, capable learners; enterprising creative contributors; healthy, confident individuals; and ethical, informed citizens (Welsh Government. 2015). In order to conduct a meaningful and pertinent study, the critical incidents which were observed were mindfully considered against how they may link to, or demonstrate, characteristics which are featured in the forthcoming curriculum purposes. Whilst there were several incidents observed and considered (see appendices 2-5), the one which this paper will focus upon is regarding the use of DOJO rewards within the Primary classroom (see appendix 3).

The critical incident used for the research in this paper occurred in a year 2 primary school classroom. Children were assembled on the main carpeted area of the classroom and were participating in a modelled reading session. A story book was chosen by the teaching staff member and was read to the children. There was no differentiation for the ALN pupils, and no clear objectives or ground rules set prior to the reading session. To maintain the children's attention, the teaching staff member uses questioning throughout the story to assess children's understanding and highlights the use of punctuation. Some children were praised

and rewarded DOJO reward points for asking what the teaching staff considered as good questions or having given good responses. Several children began to lose concentration and started to make movements which were minimally disruptive. The teaching staff member paused the story to advise the children who were moving that if they were to continue moving, they would have a previously rewarded DOJO point removed. Some of the children appeared visibly concerned and saddened at the threat of losing a reward point, whilst others did not seem overly concerned and continued to move around the carpet. Children who persisted to move were then advised that they were now going to lose a DOJO reward point. Following the story, there was no visible evidence of the DOJO points being removed. This incident is may be most closely linked to the purpose of creating 'healthy, confident individuals. Successful Futures (2015) states that healthy and confident learners are able to manage daily life as independently as possible, observing values, and maintaining and improving their mental health and emotional well-being through the development of self-confidence and the understanding of the needs of others (DCELLS, 2015). When measuring these aims against the observed incident, it could be considered that the use of a DOJO reward system may not coincide with the outlined purpose. This could be due to many reasons which include, but are not limited to, the effect on a child's emotions and confidence when considering the effect on their self-esteem through the repetition of a reward as a motivation to succeed, and possible humiliation when a reward is removed.

Literature Review

DOJO rewards may be widely regarded as a tool to incite positive behaviour within the classroom. In the school context observed for this paper, DOJO reward points are awarded, or earned, when a pupil demonstrates positive behaviours or attitudes in the classroom. DOJO reward points can also be removed if a pupil displays negative behaviour or has broken a school rule. Typically, at the end of each school week, the pupil/s with the highest amount of DOJO points can purchase a gift from a DOJO school shop using their rewards. There are many opinions as to the effectiveness and indeed the purpose of rewards and punishment in the classroom, but for the purpose of this research this paper will be critically evaluating literature relating to rewards and punishment in terms of behaviour management, and also as a motivation tool.

Rewards and Punishment: Positive and Negative reinforcement

Bouxsein, Roane and Harper (2011) state that a combination of both positive and negative reinforcement methods are successful in increasing desired behaviour, also widely known as conditioning, a strand of behaviourist theory approach. Behaviourists believe that repetition of any reward or punishment will result in a successful reinforcement of a child's response or

behaviour (Wray, 2014). Operant conditioning was a behaviourist theory coined by B.F Skinner in 1938 which utilised rewards and punishments as reinforcement strategies. Good behaviour results in either positive or negative reinforcements, and poor behaviour results in a positive or negative punishment. Maag (2001) suggests that rewards for positive behaviour in the classroom is an effective way of combatting bad behaviour and increasing the likelihood of future recurrences of the desired behaviour. Similarly, Kelly and Pohl (2018) advocate the use of positive reinforcement, stating that schools who use this method of behaviour management instil a positive influence on the pupils' awareness of their behaviour and more motivation towards developing their autonomy in a socially desirable manner. Many schools proudly utilise and promote the class DOJO reward system as reinforcement to encourage positive behaviour and to instil what is, and is not, deemed as acceptable in the classroom. Children are also further rewarded on occasions for their responsiveness to the DOJO system by way of achievement certificates, which may certainly be of great pride to those who receive them (Durham Schools, 2019). In contrast, Chaplain (2014) suggests that rewards and sanctions when used as reinforcers in the classroom, can be very easily misused. Teachers who become overly dependant on rewards such as DOJO points need to be adequately trained in the process of reinforcement in the classroom. For example, a child who displays a negative behaviour may receive a punishment, however if this child was misbehaving for attention, the punishment will not have deterred them from repeating this in the future, as they succeeded in their quest for attention, albeit negative. Additionally, it has been suggested that children are highly sensitive to how their class teacher feels about them. By a teacher issuing a reinforcer as a removal of a reward, this can not only affect the child's self-esteem, but has also been stated as triggering a detrimental effect on their learning (Dusek, 1985 *cited in* Bearne, 1996, p.16).

Teachers may be very conflicted in their approach to using rewards and punishments as reinforcers. Whilst there is substantial literature which advocates this practice, if teachers are continuously adapting and improving their practice to meet with new curriculum expectation, such as Successful Futures, they will also need to consider the negative effects on the holistic child when using DOJO rewards as reinforcers.

Rewards and Motivation

A common method used to motivate children and adults alike, is to use rewards as a motivation tool to accomplish a desired behaviour or task. It may be suggested that a reward gives a child an extra boost in motivating them to succeed. TES (2019), state that the use of rewards in the primary classroom is highly effective as it promotes and increases positive behaviour; creates a positive learning environment; and also gives the child something to aim for, motivating

them to towards that goal. Stage (2005) claims that rewards and sanctions practices within schools are 'essential' in the successful generation of excellent learning and teaching settings. It goes without saying that rewards systems are widely used in the majority of school institutions in the United Kingdom, so it would be difficult to challenge a system that may appear to be ubiquitous within education and the teaching profession. However, there may be some doubt as to whether the motivation presented when rewarded is merely temporary, and more in the way of compliance, and not developing the skills needed to motivate on a long-term basis. A reward focussed motivation has certainly received many an accolade within education, resulting in improved test scores and the observation of required behaviour or rules. Whilst this may appear successful overall, it is drawing upon an extrinsic reward as a bargaining tool to motivate. It could be said that there is a confusion as to whether rewards such as DOJO points truly encourage development of motivation. Motivation is something that is developed within a human, an intrinsic tool developed through experiences such as a sense of accomplishment; a sense of growth; working with peers; a sense of achievement; and pride in good work (Anon, 2006: 1). Similarly, Brandt (1995) casts doubt over the use of rewards as motivation, stating that rewards and punishments act as a behaviourist manipulation tool which leads to the destruction of any authentic learning. Kohn (1999) suggests that teachers are commonly mistaken in their belief that they are motivating children using rewards, when what they are actually doing is gaining compliance. Kohn also suggests that children deserve to be immersed in an inspiring and engaging curriculum, which provides natural motivation and development of them holistically, not bribed into completing tasks to a specified level (Kohn, 1999). The new Successful Futures curriculum is focussed on developing the child holistically, providing experiences which breed natural intrinsic development such as that discussed earlier in this paper; healthy, confident individuals who are building their emotional and mental well-being by developing confidence, resilience and empathy (DCELLS, 2015). It could be suggested that the use of DOJO rewards as a source of extrinsic motivation may inevitably be a detriment to the desired long-term development and skills that the new curriculum is committed to improving.

Rewards and Punishment and Self-Esteem

Further to the consideration of the positive or negative attributes of rewards and punishments in the classroom in terms of teaching practice and learning success, it may be apt to also consider the effects that these practices may have upon the learner, This area of discussion was unplanned and stemmed from the discoveries made in the literature reviewed for this paper. As noted earlier in this section, a significant commitment towards developing children

holistically and emotionally, forms part of the Successful Futures Curriculum for Wales. Weiner (2010) states that pupils with good self-esteem can attribute their successes and failures to internal factors like stability and the ability to make effort to complete tasks. More notable, these types of children are less likely to feel shame when failing a task and tend to understand that they were in control of this outcome. However, in a country where mental health issues such as depression and anxiety are now a serious concern, it could be suggested that rewards and punishments in classrooms is doing nothing to help. BBC (2019) recently reported that 3 children in every classroom were suffering from a mental health condition, or extremely low self-esteem, with an estimated total of 3,500 children in Wales suffering from extreme depression. Brophy (2018) further adds that following a review of children's achievement levels in Welsh primary schools, it was found that those who did not achieve highly or were lower in ability was a lead factor in them developing future depression. The rollercoaster of achievements and failures were suggested to be unknowingly damaging self-esteem and the prospect of future feeling of achievement.

“Reflecting on what we do is essential to the development of professional judgement”.

(Tripp, 2012)

Within reflective practice I consider it of high importance to my development, that there is a clear cycle of improvement. The Education Workforce Council Wales (2002) suggest that teachers need to reflect upon their practice continuously to identify areas of development in their practice. Following observation of the critical incident, I posed questions to myself which encouraged reflection of many areas of the case-study. The teaching profession is one which requires continuous professional development to enable delivery of effective pedagogy and therefore, forming positive and beneficial learning opportunities and environments. I used the Assisted Reflective Conclusions (ARC) model to record areas of reflection following the critical incident. This model supported reflection by ensuring that I had asked myself key questions about the critical incident. By taking the time to reflect, it resulted in me being able to focus on detail rather than running the risk of noting just the large issues or surface level reactions within the classroom, which is something Finlay (2008) suggests has a negative effect upon reflective practice in busy classroom observations. Throughout the case-study, use of Rolfe's (2001) reflective practice model was used. By posing three questions when reflecting on the critical incident I was able to remain focussed on the intention of the study: “What?”, “So what?”, and “Now what?” (Rolfe *et al*, 2001).

Following the critical incident, my observation led me to research the use of DOJO reward points as a method of reward and punishment. After witnessing varied reactions from children, to their application in the classroom, I felt that this was a strategy I wanted to ensure that I have complete knowledge of. I considered whether the use of DOJO's was the best practice in ensuring children feel included and confident, and optimising their learning environment when I become a teacher. The reading undertaken in my literature review has added depth to my knowledge of rewards and punishment in the classroom. Upon reflection, I consider the class DOJO's to be only mildly effective in teaching children to adhere to desired behavioural rules. I also feel that if a child is already low in points on the DOJO reward system, they may not care whether the points are awarded or removed, as they have already given up on the possibility of gaining a high score. The most worrying fact for me was surrounding the effects of rewards and punishment on a child's mental health. I aspire to be an innovative educator who is able to move with the everchanging landscape of teaching, and caring for the child holistically within the classroom is something I will be embedding in my practice. Whilst I can completely understand why the teaching staff chose to use DOJO rewards during the critical incident, I do have reservations over the long-term effects upon the child. DOJO reward removal may be extremely effective in minimising poor behaviour in the immediate instance. However, it could certainly be something to apply on a minimal basis, providing that clear rules regarding the objectives for reward or removal are understood by the children. I am also mindful that rewards and punishments may not be achievable as a blanket policy to all children, just as reinforcers may not be recognised by children who have additional learning needs. This study has influenced my future practice and use of the DOJO rewards, and indeed all rewards and punishments, in that I would need to differentiate the rules of achieving or receiving rewards in order to remain inclusive in my practice. By ensuring that rewards and punishments are appropriate to each child's personal learning need, this may increase its effectiveness, resulting in a reduction of use, which is my desired outcome. As an educational practitioner, I will aim to provide children with intrinsic motivation and a sense of personal pride and reflection upon their successes and failures.

It is clear from the research undertaken in this paper, that the use of a critical incident case study to identify and evaluate next steps in teaching and learning, is an effective tool within education. Not only has focussing on a specific feature within observation led to the further development of future practice through investigating topic-related literature, it has proven that a blended observation method, and reflection, can lead to future pedagogical practice improvement, which is a requirement of the Professional Standards for Teaching and Leadership in Wales. Through use of reflective practice throughout this case study, the five professional teaching standards have been observed, along with the recognition of changes

in practice to meet with new curriculum purposes. Welsh Government (2017) state that in order for teachers in Wales to achieve the highest level of professionalism, they need to ensure that they are constantly demonstrating and improving 5 standards which are; Pedagogy; Leadership; Professional Learning; Innovation; and Collaboration. By observing these standards, teachers can support the 4 purposes of the Successful Futures Curriculum in Wales. Through the approach taken, along with the findings in this research paper, there is an aim to demonstrate contribution to pedagogy, through the advancement of practice using the research findings as a driver to improve. Collaboration has been achieved merely by the production of this paper, in which findings are shared and considered. A deepened understanding of the use of critical reflection should lead to a more innovative practitioner. Through the extension of knowledge regarding the reward and punishment system, this supports and informs professional learning. Finally, by using observations and reflection to link current practice to the four purposes of the new curriculum for Wales, this promotes these fundamental links, to all leaders within education.

The role of a teacher as a reflective practitioner is a key focus within education in Wales today. The reflective process involved in observing and identifying a critical incident within the classroom is fundamental in identifying and improving future practice and learning.

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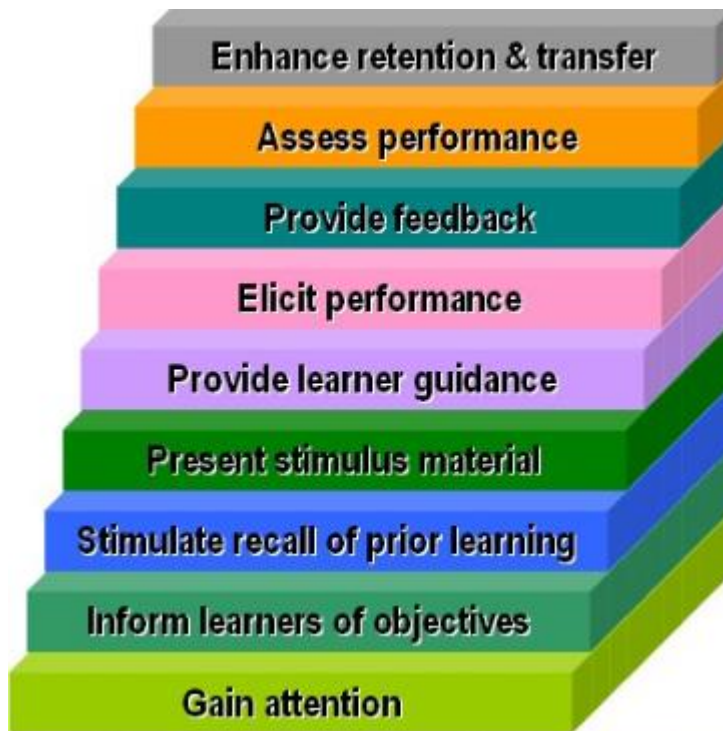
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Appendices

Appendix 1.



Edu Glogster (2014). *Instructional Design Model*. Nine Instructional events model – Gagne.
<https://edu.glogster.com/glog/instructional-design-model/2bb8ecs1n92>

Appendix 2.

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	Lynda Westhead 1651402
①			
OBSERVATION / FIELD NOTES			
(Questions adapted from Fletcher Wood (2016))			
Date: 26.8.19			
Lesson details: Welsh - children were arranged in a circle and the teacher spun a computer generated wheel which chose Welsh words which children had to answer - child answered correctly - could 2nd			
Classroom culture (Are the students focused on learning?) Yes children are engaged and enthusiastic about the activity - and checking their Welsh abilities.			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes - to formatively assess where children are in terms of their Welsh language. The activity places high importance in them correctly answering + pronouncing in Welsh.			
Direction (Are the students clear about what they are doing and how to do it well?) Yes - the task and rules are explained verbally, with the children being asked if they understand. One child is asked to explain rules to others to confirm knowledge.			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Yes.			
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?			
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? The child who came 2nd, had an aggressive outburst when they did not win. They were angry and intimidating to the other children and removed themselves from the activity with considerable disruption to the lesson. They continued to shout whilst the lesson continued. The protocol with this child was to ignore his outburst.			

Appendix 2a.

Dyddiad/Date: 26-09-19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Outburst following formative assessment game.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Really pleased with the methods use for the lesson. I have gained insight into how to use games to improve learner knowledge, and formatively assess.
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?"	• Competition (public) led to the incident.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol ym y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The lesson should be kept the same to ensure effective teaching + learning. However, the issue was not in the delivery of the lesson.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Keep the lesson/game the same. However, clearly explain that possible praise will be given to those who support their class mates. This could relieve the anger of the child who struggles with loss. Alternatively there could be a top 5 rather than overall winner. Clear rules
Y profiad newydd / Transformed experience could be set at the beginning regarding expected behaviour during task and that someone winning does not mean they can be sharked at - reward teamwork - could perform in teams.	

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Addysg a'r Dyniaethau
Education and Humanities

Aymela Westhead
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a

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26.09.19
Lesson details:	Modelled reading session - teacher reads a story book, demonstrating how to recognise and use punctuation (grammar + tone).
Classroom culture (Are the students focused on learning?)	They are not clear on the learning objective and assume this is a storytelling session rather than modelling. Some are not inspired by the story and fidgeting etc increases quite soon.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	The lesson is clear in that it is explained that the pupils are going to listen to a story, but the objective of recognition of the above ~~is~~ is not explained prior to task.
Direction (Are the students clear about what they are doing and how to do it well?)	Not wholly.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All students should be able to engage, however, this session cannot be differentiated to cover all abilities and any SEN.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)	They use questioning throughout the story, and also explain how to use punctuation as the story is being read to class.
Specifics / Critical Incidents (Are there particular telling moments and examples which it would be helpful to discuss?)	Children who lost concentration during the story and began to become distracted/mildly disruptive, were threatened in front of class to have 'Dojo' reward points taken away from them if they continued their undesirable behaviour. Children who were not in line to achieve weekly amount of 'Dojo' points for the week (week prize) did not seem to feel afraid of majority of class reward well to prospect of earning Dojo reward + behaviour improves. Dojo removal as a deterrent. However, there were some children who were visibly anxious about the prospect of losing a 'Dojo' point.

Classroom
Where we have a high level of engagement

Access and challenge
All students should be able to engage, however, this session cannot be differentiated to cover all abilities and any SEN.

Assessment
They use questioning throughout the story, and also explain how to use punctuation as the story is being read to class.

Specifics / Critical Incidents
Children who lost concentration during the story and began to become distracted/mildly disruptive, were threatened in front of class to have 'Dojo' reward points taken away from them if they continued their undesirable behaviour. Children who were not in line to achieve weekly amount of 'Dojo' points for the week (week prize) did not seem to feel afraid of majority of class reward well to prospect of earning Dojo reward + behaviour improves. Dojo removal as a deterrent. However, there were some children who were visibly anxious about the prospect of losing a 'Dojo' point.

Dojo Rewards
Children launched

Are these rewards conditioning?
Self-esteem - Pos/neg.

Is taking away something a good way for a child to learn?
- Or does it breed fear + negative feedback?

Appendix 3a.

②

Yr Athrofa
Holding in the University of Wales
Trinity Hall, Cardiff

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical Incident (Focus): Use of Dojo reward to manage behaviour

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghyd y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt like the class were unable to enjoy the reading session as much as they could have. I felt it was a really dramatic and well-read story, but that the dojo use for behaviour left me feeling uneasy about rewards / punishment
Cofio a Deall/ Remember and Understand <i>Adlewych chi reslinu'r sgwrs neu'r profiad dyddio a erio yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pw effennau d'i profiad dyddio ond yn siamodig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- The majority of the children appeared engaged in the reading session. - The majority of the children responded to questioning during the session, showing their interpretation / understanding of the story. - Some children found it difficult to remain silent + still, and were warned using dojo reward removal. - The story was not finished.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n codi? An i'w iechyd dyddio ac addysgu effennau yw y dyddio?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr effen siamodig dyddio?</i> <i>"What was the cause of the most important disappointing element?"</i>	- I will keep the reading session on the carpet. - I will read aloud. - The children who were unable to concentrate on the story were shouted at in front of class and later threatened with removal of 'dojo' rewards. - This disrupted the rest of the session due to the teacher frequently stopping to manage undesired behaviour.
Casgliadau a chymau gweithredo/ Conclusions and actions <i>Beth yw eich eiddoedd posibl i'r materion siamodig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych chi'n wneud i'w wneud nesaf?</i> <i>"What will you do next?"</i>	- I will have alternative options for any children unable to sit still. - Perhaps giving them a chore, this way they will feel important which may make them value the teacher more - improving future behaviour. - Read short excerpts, then involve children to maintain concentration.
Y profiad newydd / Transformed experience	
I will consider the use of dojo rewards as effective behaviour management. Are they? Do they ~~are~~ lose gravitas if used as a punishment (removal)	

Appendix 4.

Y Ddedd Dewi Sant
University of Wales
Trinity Saint David

Yr Awdia
Addysg a'r Dyniaethau
Education and Humanities

What then 4 marks were
why they chose the one you did

Lynda Westhead
1651402

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

Date: 26/9/19

Lesson details: R.A.I.D. - Read, action, Date
Lesson was a mop-up of finishing various incomplete tasks. Creating & describing a superhero, Welsh poster and book review.

Classroom culture
(Are the students focused on learning?)
Yes - all students are focused on the tasks.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The teacher clearly displays the tasks children need to complete and in the order displayed on white board.

Direction
(Are the students clear about what they are doing and how to do it well?)
Children are given clear direction and values regarding what a 'good' piece of each work are displayed.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
All students are able to engage in the lesson, but there are no visible differentiation strategies to ensure continued challenge.

MAT.

Differentiation
Teacher talk language

Higher - cognitive conflict, not challenged so unable to progress into another learning zone.

Reflection
address students' needs

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Addysg a'r Dyniaethau
Education and Humanities

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

Before:
Teacher asks students to confirm understanding of task using 'thumbs'.

After: books are collected for teacher marking at a later time.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

One child completed all tasks considerably faster than the other pupils. His work was completed as instructed. When he asked the teacher what to do next, he was questioned as to whether he had completed work properly - with a suspicion he had not. The child then had nothing to do but sit at desk and was not challenged in his learning.

More able and talented.

Appendix 4a.

Yr Athrofa
Yr Athrofa
Yr Athrofa

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical Incident (Focus): MFT learner ~~work~~ / differentiation

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	I feel much more knowledgeable about challenging children to individual levels. I felt sad that the child who finished work swiftly then felt like ~~he~~ they have asked or not completed correctly.
Cofio a Deall/ Remember and Understand "Ahaeth chi reola effeithiau'r achos yng nghyd-deddf y dydd?" "Can you list the aspects of the incident in the context of learning?"	• Child completed required list of tasks set by teacher • Child finished the tasks - swiftly, adequately and with apparent ease - ~~he~~ understood + was fully engaged • Child was then doubtful of their work standard following teacher's task
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei godi ym yr awdurdad i sicrhau addysgu a dysgu effeithiol ym y dydd?" "What could be kept the same to ensure effective teaching and learning in the future?"	• The list and explanation was clearly successful. • The use of RAIS - children clearly respond to this. • Keeping the task list on the whiteboard for pupils to keep referring back to.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich awdurdad i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	I would print out some extra tasks and keep them in a tray for children who finish quickly or who need more of a challenge. Alternatively, you could ask the MFT learner if they felt comfortable assisting + explaining tasks to others in class - building relationships, + using their skills.

Y profiad newydd / Transformed experience

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Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Lynda Westhead
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(4)

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02.10.19

Lesson details: Literacy - Harvest acoustic poem. Children are to copy their draft poems neatly onto a special display sheet ensuring they use capital letters, correct punctuation and finger spaces.

Classroom culture
(Are the students focused on learning?)
Students are engaged and focused due to the very clear explanation by the teacher on the whiteboard, tv screen + exemplar. - One or two students are not focused - lower group members

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Yes - this lesson is to help pupils learn how to construct an acoustic poem. They are also taught about alliteration, and how to correctly and neatly create a piece of expressive writing

Direction
(Are the students clear about what they are doing and how to do it well?)
The teacher showed exemplars for all stages of the task instructions. The children were also provided with teacher expectation checklists to refer to throughout the task.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
All students are challenged. However, the level of challenge varies as a wide range of abilities in this year group. The lower ability group do have a differentiated task suited to their ability.

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Giving exemplars and asking class if they understand. Posing children with expectation checklists and going through these with them during and following work. Self assessment.

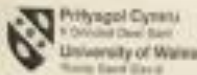
Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss? - The class is grouped by ability. Although the task was ~~revised~~ altered to ensure that lower ability group could participate, the higher ability group had finished the task very swiftly. This led to them asking what to do next, with no plan for further challenge. When they had finished they were allowed to play in a play area of the classroom. This resulted in the lower ability groups being distracted and expressing frustration at the task.

(could affect self-esteem of lower + higher groups)
(challenge helps learning)

Grouping by ability? (Pros/Cons) - if mixed, higher ability could assist lower.

Vocabulary
Differentiation does it work?
making differentiation
Pupil autonomy
Project cognitive conflict
Grouping by ability
Social Constructivism
reflect
metacognitive
more on
independent

Appendix 5a.



Yr Athrofa
Adding to Your Future
Education and Development

4

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

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Flocws)/Critical incident (focus): Grouping by ability

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghyd â'r profiad?</i> <i>"What are your feelings regarding the experience?"</i>	The lesson structuring and delivery by the teacher made me feel very positive. This type of lesson structure would be something I'd like to use.
Cofio a Deall/ Remember and Understand <i>Atwch chi restru'r sgwddau ar y profiad dygwydd i'w diol?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dygwydd oedd yn ddysgwyl?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Children were given clear instructions on how to complete the task successfully - all understood and this was proved through their work. • Behaviour was positive • Children learned how to construct acoustic poetry and the importance of setting writing out clearly • Children felt proud of their achievement ∴ The grouping by ability led to the higher ability group finishing first, which demotivated lower groups.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Atwch ydych chi'n nodi'r un fath i achosau dygwydd ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yn eiddo ddysgwyl?</i> <i>"What was the cause of the most important disappointing element?"</i>	I would definitely use the same explanatory task method - exemplar, what, what, what. I would keep the children in groups to produce work - just not ability-led. ∴ The higher ability were not challenged enough ∴ The lower ability seemed to feel disheartened when they hadn't finished as quickly as the others.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich awgrymion i'r hyffwrdd a'r nodiadau?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych chi'n duedd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	The lesson delivery was absolutely outstanding. However, I would organise the groups in mixed ability as then the higher's could assist the lower's. I would also ensure there were some more challenging tasks & in case the higher ability do not feel challenged following work completion.
Y profiad newydd / Transformed experience	

