

A Critical Evaluation and the Identification of Next Teaching and Learning Steps Focusing on a Case Study of an Individual Learner Based on an Observed Critical Incident

Introduction

The behaviour of learners has drawn attention from psychologist and researchers for years. However, the issue of disruptive behaviour in the learning process that attracted the attention of most researchers (Parsonson, 2012, p. 16). Infantino and Little (2005, p. 493) defined disruptive behaviour in learning as a behaviour that interrupts smooth learning process. Therefore, preventing is the only way to ensure effective learning environment. The best method of preventing misbehaviour in the learning environment is the use of behaviourist theories such as those by Pavlov, Watson and Skinner (Klein, 1987; James, 2006, p. 7). Besides, Eccles et al. (2008, p. 660) suggest behaviourist theory also serves as a useful ground for intervention with problematic behaviour. Another effective method is good classroom management (Kwok, 2019, p. 341). The researcher used a non-participant observation method in one state school in Wales to identify a critical incident in the learning environment. A critical incident in a learning process is an event that does not occur routinely during the process of learning (Joshi, 2015, p. 82). The critical incident identified during the observation period was disruptive behaviour of an individual learner. The researcher named the individual as 'Pupil S' and the school as 'School A' to keep their anonymity as BERA (2018) stated in the ethical guidelines book. The researcher labelled the incident critical as it obstructs the learning process. The focus of this assignment is to critically evaluate the observed critical incident to enable us to create a successful learning environment.

Observation

The observation took place in School A, a well-established state school in the South Wales area. The researcher named the school as School A to preserve its anonymity. The school offers a range of subjects for pupils aged between 11 and 18. Its core values are to inspire and engage pupils so that each one of them achieves their full potential in every aspect of their life (School A website). According to Estyn's last report (2015), the school has around 1100 pupils including 264 in the sixth form. Approximately 22% of pupils receive free school

meals, and about one-in-three pupils live in the 20% most deprived areas in Wales. The majority of pupils come from a white British background. Although most of the school population is white British, it is a diverse school. There are pupils from different backgrounds and ethnicities. The school's current performance and prospects for improvement are judged to have made good progress (Estyn, 2015). The researcher observed a class of mixed ability in regard to their learning styles. The observation was conducted on the same class at two different lessons for one hour each. The class size was a total of 21 pupils of age group 12-13 years, in which 15 were boys and 6 were girls. The classroom is equipped with a computer for a teacher to use, a projector and a whiteboard. Laptops are also available for pupil's use in a portable laptop trolley. The purpose of the observation was to identify a critical incident in the learning process.

Observation is an essential way of understanding the teaching and learning process. It allows researchers to gather primary data on how participants interact and communicate with each other, and it also gives them a chance to check on the participant's feeling of nonverbal expression and the amount of time spent on different activities (Schmuck, 1997 cited in Kawulich, 2005). Mostly, this is done by noting and recording events as they happen (Montgomery, 2002). There are two types of observation methods; these are participant and non-participant (Kumar, 2011). Participant observation is a method in which the researcher takes part in the activities of the number of individuals collectively being observed (Kumar, 2011). Yet, non-participant observation is a method that detaches the researcher from taking part in any activities of the research setting, but observes as an outsider (Kumar, 2011). In order to identify the critical incident, the researcher chose the non-participant observation method. Non-participant observation has a great advantage in capturing interactions and events as it occurs (Atwal and Caldwell, 2005, p.43). Unlike the participant method, it allows the researcher to concentrate on the observational task without any interruption from any other responsibilities (Gill, Luff and Papatheodorou, 2013). Additionally, the method provides a unique understanding into events and the context that they hold to the group being observed (Liu and Maitlis, 2012). The researcher uses four detailed observational field notes to record the critical incident, but the researcher will focus on one of them (see Appendix). However, Atwal and Caldwell (2005, p.43) suggest the use of audio or video records together with notes would be more beneficial to capture valid and reliable data.

The aim of the observation was to identify a critical incident occurring in a classroom environment. The best way of identifying this is using the critical incident method, also called the critical incident technique. According to Flanagan (1954, p. 327), the technique was introduced during World War II by the United States Air Force, as an offshoot of the Aviation Psychology Programme to select and classify aircrews. The critical incident method embraces

different procedures of collecting incidents using a direct observation in order to obtain relevant information to help us determine which informative behaviours or actions would direct us to the best achievable result (Flanagan, 1954, p. 327; Simmons, 2017). Flanagan (1954, p. 336) suggests, there are five important steps that help us implement the critical incident. The steps in their respective order are distinguishing clear objectives of the study, describing specific plans for collecting incidents, collecting data, analysing data and interpreting and reporting data. According to Hua (2016) critical incident method has several advantages. First, the method is more flexible and preferable to the other methods where direct observation may not be possible, as it allows the researchers to record events through direct observation. Second, it helps the researcher to highlight the significance of events from the participants' point of view. Third, critical incident method assists the researcher to discover what they consider to be the most important issues formerly missed. Moreover, apart from the time spent gathering and analysing data, the cost of collecting data through critical incident method is very low (Simmons, 2017). Despite its advantages, critical incident method has its limitations. The major issue is defining the critical incident in any given event. Different researchers vary in the way they interpret "Critical" and "Incident" (Hua, 2016). Another limitation pointed out by Hua (2016) is relation to the accuracy of remembering what has been observed, which could invalidate the data collected.

The observation was conducted during the first and last lessons of Year 8 Mathematics and History classes respectively. The researcher's focus was on the behaviour of one pupil, who is referred in this assignment as 'Pupil S' to keep his anonymity. The researcher did not inform the class that his presence was to observe the class, however during the first lesson the mathematics teacher told them that the researcher was here to observe you not me. In order to get clear information regarding the behaviour of Pupil S, the researcher did not inform Pupil S that he was the focus of the observation. Pupil S was sitting with two other pupils at the back-right corner of the classroom. The reason the researcher was focusing on Pupil S was due to his disruptive behaviour and lack of his engagement in the class. He was repeatedly raising his hand whenever the teacher asked a question, but when the teacher gave him the chance to answer his reply was, "I do not know the answer." He was also continuously tapping the shoulder of another pupil with a ruler and pushing him from his chair. Besides, Pupil S was drawing pictures irrelevant to the task given on the mini whiteboard the teacher gave him for his work. The researcher also had a chance to observe Pupil S during the history lesson where he came 12 minutes late to the class with a ball in his hand and rolling it with his leg under the table. As a result, in the first lesson the teacher moved him to a seat at the front, and during the last lesson the teacher told him to stay behind to have a word concerning his behaviour. Such disruptive behaviour restricted the pupils' ability to focus and concentrate on the lesson

delivered by the teacher (Ervin et al. 2018, p. 106). To address this issue, Donaldson (2015) emphasises four purposes to be implemented in the curriculum for Wales. The four purposes include to create healthy, aspirational, creative and highly motivated children and young citizens of Wales. Donaldson (2015) suggests if these purposes are endorsed correctly by all practitioners in Wales' educational system, they should serve as a good guide to all future decisions regarding the educational preferences and play an important role in establishing a good learning and teaching process. Particularly when dealing with such disruptive pupils, practitioners need to develop a strategy that encourages pupils to be a respectful, healthy and creative citizens of the world. In fact, research shows the impact of mental health, anxiety and other health related issues on the behaviour of individuals (Infantino and Little, 2005, p. 492). As such, Donaldson's (2015) four purposes can be used as the best method of intervention for pupils with disruptive behaviour. Consequently, the author's four purposes can be served as a tool to improve their academic success and future outcomes. Therefore, early intervention is needed to decrease and eradicate problematic behaviours in the classroom settings, and the related consequences it has to pupils and practitioners (Infantino and Little, 2005, p. 494). To help us implement the four purposes, the researcher considered behaviourist theory, well-being and classroom behaviour management as a behaviour management strategy.

Literature Review

Disruptive behaviour is one of the most challenging issues to occur in the learning process. It often affects the whole class including the individual pupil and the teacher (Parsonson, 2012, p. 16). Therefore, the appropriate way to address disruptive behaviour is behaviourism. According to Woollard (2010), behaviourism is one of the first recognised theory that is backed by an experimental data obtained through observation. Studies shows, one of the most valuable intervention methods for problematic behaviour is the use of behaviourist theory (Davis et al. 2015, p. 323; Eccles et al. 2008, p. 661; McDonnell, 2019). Behaviourism as a theory of learning was first introduced in the 1930s and are linked with the works of John B. Watson, Ivan P. Pavlov and Burrhus F. Skinner (James, 2006, p. 7).

This method was first utilized in the learning process by B. F. Skinner in 1953 (Hergenhahn and Olson, 2012). Skinner insisted that the aim of behaviourism should be to find and single out the external elements that influence the behaviour (Woollard, 2010). Furthermore, Skinner specified that the only way we learn how to predict and govern behaviour is once we have a good understanding of the specific behaviour. To achieve his goal, Skinner first introduced the operant conditioning method that rewards a good behaviour and punishes unwanted behaviour (Klein, 1987). In his experiment, Skinner designed a lever box with a bar that the rats taking part in the experiment can press for food as a reinforcement. His experiment

demonstrated the external factors influencing the rat's behaviour and showed a great understanding on the effects of positive and negative reinforcements (Woollard, 2010). Behaviourist believed humans and other organisms learn and behave the same way, so experiments were extended to include pigeons and humans (Klein, 1987). As a result, the behaviourist approach was widely used in learning process to enforce behaviour (Woollard, 2010). This approach is widely used as an intervention method in learning process by praising a good behaviour and punishing to reduce the misbehaviour (Ching, 2014, p. 284; Hart, 2010, p. 356).

In a similar way, Pavlov performed an experiment using dogs which is known as classical conditioning. In his experiment, the behaviour of the dog was recorded at four different times (Klein, 1987). In the first experiment, the dog began to salivate when food was presented to him. Here, it was recorded a natural reaction that the dog salivated. This act of salivating, as unconditioned stimulus, created unconditioned response (Hergenhahn and Olson, 2012). Then the experiment was done by approaching the dog with a bell sound but no food. There was no salivation occur during the process, which Pavlov named as a conditioned stimulus. Using the concepts from the two experiments above, in his third trial Pavlov decided to combine the first two experiments together when approaching the dog. The dog salivated immediately, and a conditioned response occur. This conditioning was a great example that behaviour of learners can be conditioned appropriately or inappropriately (Woollard, 2010). Finally, it was recorded that the dog salivated when the bell sounds with no food present. Here is where Pavlov related his theory to behaviourism by teaching the dog to salivate on hearing the bell only (Woollard, 2010).

Likewise, Watson studied human development, particularly early childhood development, using an experiment that showed emotional reaction (Klein, 1987; Woollard, 2010). Watson conducted his experiment on a young baby named 'little albert' (Klein, 1987). In his experiment, Albert come across a white rat for the first time and showed no sign of fear. However, on his second encounter with the white rat Watson struck a suspended metal with a hammer causing a loud noise as Albert touched the rat. Initially, Albert did not cry. Yet after the experiment was conducted repeatedly, Albert began to cry. Consequently, Albert was disturbed with the noise and began to cry that caused him to develop a conditioned fear of the rat. It was this reaction that has linked with behaviourism and considered as operant punishment (Moore, 2017, p. 18). In his final experiment, Watson learned that Albert begin to fear the rat without a noise. Thus, behaviourist observed on the reaction of the organism and come to conclude that humans learned to fear which did not inherited (Clavijo, 2013, p.379).

The behaviourist approach goal is to motivate learners with good behaviour using reward, and withdrawal of reward in order to deter unwanted behaviour in the learning process. Implementing behaviourist theory plays an important role in reducing disruptive behaviour in classroom settings and promoting good behaviour (Canter and Canter, 2001). Despite its popularity, many researchers have raised concerns regarding the effectiveness and suitability of behaviourist theory approach. One concern raised by Hart (2010, p. 357) is that if reinforcement method used to encourage learners to complete certain task, at the same time it can also discourage them to complete the task if the reward is withdrawn. For instance, children are happy to complete any task given if reward is promised when they complete the task, however children spent less time on the activity if the reward is withdrawn. Another criticism of behaviourist approach cited by Hart (2010, p. 357) was the effect to the learner's confidence due to the use of reward to reinforce behaviour. Moreover, Zuriff (1986, p. 691) pointed out that behaviourist theories method is not truly applicable when it comes to intervention. That is, when we consider Pavlov classical conditioning, it was constructed theoretically to four conditions with a limited number of experimental findings. Besides, Pavlov failed to explain how all these four experimental conditions interact to create a coordinated behavioural response from the dog (Hergenhahn and Olson, 2012). Another prominent critique of behaviourism, Vygotsky, pointing out that all behaviourist theory was based on self-observations which was not proven scientifically (Blunden, 2010).

Other expert also suggests that behaviourist approach to behaviourism is only for their theoretical experiments, prediction and testing (Rotfeld, 2007, p. 376). From its outset, the term behaviourism used as a guidance to research and experiments by neglecting the human thought or understanding. Thus, the interest of the behaviourists were only the behavioural responses instead of looking at what might cause for the learners to behave differently. One of the causes behaviourists need to consider when applying the theory is the well-being of the learners (Amer, 2017, p. 82). For instance, research significantly related the effect of childhood adversity to their health and behaviour later on their life (Kawakami, Oshio and Umeda, 2013, p. 844). Some of the adversities include physical abuse, neglect by parents, neighbourhood effects and domestic violence (Benjet, Borges and Medina-Mora, 2010, p. 733; Chuang, 2017, p. 9; Kuyper and Sykes, 2009, p. 2418). This adversity influences the learner's well-being in different ways, including their behaviour in classroom. Furthermore, behavioural issue in learners with attention deficit hyperactive disorder (ADHD), autism spectrum disorder (ASD) and other behavioural disorder are common (Infantino and Little, 2005, p. 492; Amer, 2017, p. 82). Amer (2017, p. 82) suggested careful approach when addressing learners with behavioural disorder, in fact, positive behavioural support approach is more recommended than punishment to achieve desired behaviour.

Another key strategy to manage disruptive behaviour is classroom behaviour management (Hart, 2010, p. 355; Kwoki, 2019, p. 341). According to Hart (2010, p. 354), classroom behaviour management is a method that creates a system to motivate an appropriate behaviour within the class. Behavioural class management is also used as a method to prevent disruptive behaviour or promote good behaviour (Kwok, 2019, p. 341). Different educators use different strategy of classroom management. Kwok (2019, p. 341) summarized them as, the first and most common preventative strategy in classroom management is to establish rules and procedures for learners' conduct. Teachers who set a clear guideline for learners' behaviour and have consistent routine for class activity succeed in preventing misbehaviour. Secondly, classroom can be managed by allowing learners to engage in their academic contents which limits the disruptiveness behaviour (Atici, 2007 cited in Kwok, 2019, p.341). Through engagement in their academic content, the number of learners who behave inappropriately will be lowered. Besides, use of praising, positive feedback and discussion during the learning process is also beneficial to manage the classroom. Finally, Kwok (2019, 342) highlights the importance of positive interaction of the learners within the class in classroom management. This interaction creates a good opportunity for the learners to build self-esteem and encourage them to build relationships based on trust. Similarly, Hart (2010, p. 355) highlights the reinforcement of good behaviour is an essential element in classroom management. Especially verbal reinforcement is a powerful tool in improving classroom behaviour. Additionally, response to unwanted behaviour is necessary for effective class management (Hart, 2010, p. 355). Learners need to know there is a consequence and punishment for their undesired behaviour.

Reflection / Evaluation and Next Steps

Reflection is a method in which effective education personnel frequently assess their professionalism by self-assessing and self-evaluation. Prior starting the course, I did not have any knowledge on critical incident. The concept of critical incident has taught me to look at things in different angles. However, the biggest problem at the start when dealing with critical incident was to identify it. Yet from my second observation onwards I became more confident. The field notes to record an observed critical incident were well structured. The assignment was based on a critical incident observed, to maintain the confidentiality of the learner and the school I did not mention their details. That is, I learned the importance of confidentiality in the educational environment. I use the field notes to record directly the identified critical incident. I found the use of field note helpful, as it served me as a good guidance where to concentrate. However, I always question myself if I manage to record all the relevant information correctly or not. To capture a detailed information on the critical incident, use of a tape recorder would have been useful to capture full and reliable data (Atwal and Caldwell 2005, p.43).

Another important experience I gained during the observation period in the school was the use of behaviourism theory in the educational system as a means of preventing disruptive behaviour. The school has a recognition board in every of the class settings. The recognition board aims to recognise and appreciate learners who participate and demonstrate well in the learning process, and it refreshes in every lesson. This is a direct application of the behaviourist theory, rewarding the good behaviour. Besides, the school has adopted a handshake policy recently. The teacher stands at the door and greets his students when they are approaching the classroom. Research and experience highlight the importance of handshake in building positive relationship between the educators and learners. Consequently, it improves the learner's behaviour and motivation in the learning process. Furthermore, I was impressed by the school use of positive phone call home policy. Normally, schools phone learners' parents or guardians to report on learner's bad behaviour. However, the school currently using a positive phone calls the learners parents or guardians to share the great news that their child has been engaging well in the learning process. The school has implemented the positive phone call policy last year. As the result, it encourages more good behaviour and helps build positive between learners and educators. The positive phone call policy is the same approach to behaviourist approach to encourage desirable behaviour of the learners.

The next step I believe important to address problematic behaviour is to give learners a chance when educators make decisions on classroom management rules. According Canter and Canter (2001), educators need to involve the pupils when they make decisions regarding classroom behaviour management rules. Besides, they need to ask the whole class frequently to evaluate the rules and its effectiveness. Another important point raised by Canter and Canter (2001) are involvement of pupils in educating one another on the classroom behavioural management rules. In some cases, educators need to assign one or two students to monitor the class behaviour. Additionally, it is important to allow learners to assess their own behaviour comparing to the classroom behaviour criterion (Johnson and Johnson, 1999, p. 6).

Above all, working on this assignment has allowed me to gain a good experience on the learning process. I learned the use of the behaviourism method is useful tool in encouraging desired behaviour and preventing or reducing unwanted behaviour. However, it needs to include well-being of the learners when implementing. Another point I observed is that for the behaviourism theory to be effective, good classroom behaviour management is required. Moreover, promoting good communication with the learners is helpful when dealing behavioural issues. I believe allowing learners to reflect on their behaviour would also beneficial to tackle problematic behaviour.

Conclusions

Behaviourism approach in the learning process is to encourage desirable behaviour using reward, and to discourage unwanted behaviour using punishment (James, 2006, p. 7). To identify the critical incident, observational method of collecting data is useful as it allows you to gather primary data (Kumar, 2011). The critical incident I observed gave me a good insight how problematic behaviour affects learning process. Identifying and critically analysing the incident is the best way to find preventative solutions. From the experience gained through observation and evidence-based experiments, I learned the best approach to combat disruptive behaviour is use of behaviourism theory and good classroom behaviour management (Eccles et al. 2008, p. 660; Kwok, 2019, p.341). Some application of the behaviourist theory I saw during the observation period were the use of recognition board, handshake learners at the door when approaching the classroom and positive phone call to parents or guardians of the learners. Observing these preventative methods promote good behaviour and help learners to engage well, I will use these techniques as a means of tackling problematic behaviour and promote good behaviour. However, the use of behaviourist theory approach on its own can have a detrimental effect. When implementing the approach, we need to look at the learner's well-being or other health related issues (Amer, 2017, p. 82). For instance, application of punishment method may not applicable to prevent undesired behaviour to learners with attention deficit hyperactive disorder (ADHD), autism spectrum disorder (ASD) or other behavioural conduct. In the end, the most important aspect of dealing with problematic behaviour is to have a good communication between learners and educators. The more we involve the learners in our decision making, especially on the issues that matters to them can make a huge difference when we address behavioural issue (Canter and Canter, 2001).

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Appendix

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 / 09 / 2019

Lesson details:

Adding Decimals

Classroom culture

(Are the students focused on learning?)

A small class of 10 students with Special Educational Needs. The students are very quiet in the beginning, but become very noisy after words. A Teaching Assistant was present.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Adding decimals: They begin with one decimal place, then they moved to adding two decimal places.

Direction

(Are the students clear about what they are doing and how to do it well?)

The students were clear about the subject matter. They were actively engaged. The lesson was structured with a starter task to identify hundreds, tens, units, tenths and hundredths. Then they move on to the task given.

Access and challenge

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

The teacher asked questions, and allow them to answer. ~~to~~ those who raised their hands. On the process one pupil answered wrongly, then the teacher gave him a chance to see where it went wrong.



Assessment

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

By asking questions.

By asking students to come out and solve the problem on the board.

Specifics / Critical Incidents

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

Student A: left the class without the teacher permission.

Student B: Raising his hand to answer a question, at the same time his leg was on the chair.



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Science Year 8'. Angle of reflection
Classroom culture (Are the students focused on learning?) Year 8 of mixed ability in terms of their learning ability. The student were focussed and engaged. The class was made up of 27 students.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Students will be able to transfer knowledge of reflection to create a working periscope using the Law of Reflection.
Direction (Are the students clear about what they are doing and how to do it well?) Students work in groups of two during the class.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students were engaged in the lesson as well as in the practical work. Then the teacher asked them to write about the practical activity.



Assessment

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

The Students were asked to summarise what they know about the lesson taught before they begin the practical work, and then they were observed on the practical.

Specifics / Critical Incidents

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

The Students were talkative during the group work. The most serious incident was two pupils were fighting and one of them fall down.



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:

02/10/2019

Lesson details:

Ordering Decimal

Classroom culture

(Are the students focused on learning?)

Year 8, bottom set Maths class of 21 students. Most students were focussing apart few.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

To arrange decimals in ascending or descending order

Direction

(Are the students clear about what they are doing and how to do it well?)

The Students were clear on the topic, and the lesson was structured well. In the begging there was a link between numeracy and Literacy. Such as given words, and ask them to order it alphabetically.

Access and challenge

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

There was a work sheet provided to the class with easy, a bit hard and hard question. The teacher told them those who answer all the questions, their name will be in the recognition board.



Assessment

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

The teacher assessment was:

- Ask them to apply their learning to answer the questions
- Give them challenging questions
- feedback.

Specifics / Critical Incidents

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

One pupil

He was repeatedly raising his hands, and at some point when the teacher gave him a chance to answer his reply was "I don't know the answer." He also disturbing to other pupils who sat next to him. Especially he was tapping the shoulder of one pupil repeatedly with a ruler. Additionally I observed him in another lesson where he came 12 minutes late.



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: High Developed Countries.
Classroom culture (Are the students focused on learning?) Geography lesson Year 8 with mixed ability. They focussed well.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To identify high developed countries, and to know what a poverty means. And also to explain how development measured
Direction (Are the students clear about what they are doing and how to do it well?) All students were clear about the topic. The teacher was explaining the indicators to identify development
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The teacher ^{allow} provide them to watch a video about poverty. And told them to listen carefully as they will be questioned from the video.



Assessment

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

The teacher asked students to write a note on what they watched.

Then the teacher ask randomly to student a question from the video they watched.

Specifics / Critical Incidents

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

Minor disruption from one student.

Apart from that the classroom focus and behaviour was brilliant.

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

Dyddiad/Date: 26 /09 /2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): A pupil Left the class without permission

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was surprised why the pupil left the class without permission. I would like to find out why the pupil left.
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?"	Distract the other pupils in the class.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	First, I need to make sure this will not happen again. I need to find out as well the reason ~~that~~ why the pupil left. Good classroom management is needed to ensure effective teaching and learning.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	I will talk to the pupil in private, and will remind this type of behaviour is not acceptable. If the pupil has a reputation, I will ask other pupils to alert me.
Y profiad newydd / Transformed experience	

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Two pupils were fighting

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was shocked.
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?"	It distracts the whole class. Besides, there was an issue of health and safety as the pupils were fighting
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The fight begins due to a seating place in a practical class. The students were left to choose their practical partner themselves. The engagement within the lesson is great for effective teaching and learning.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	To avoid the critical incident, the teacher need to assign their seating arrangement in the practical session. ~~Argued~~ That will prevent the incident from happening again.
Y profiad newydd / Transformed experience	

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

Dyddiad/Date: 02/10/2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The action of the pupil was allow me to see the impact on that caused to the other pupils.
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?"	Distraction of the learning process.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The lesson was well structured and engaging apart the pupil was distract the class. The use of recognition board need also play important role in ensuring good learning process.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Good classroom management was needed to prevent the disruptive behaviour. Besides application of reinforcement is needed to such disruptive behaviour pupils.
Y profiad newydd / Transformed experience	

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

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Good Classroom Management

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was amazed, the ability of the teacher to keep the whole class focused.
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?"	Effective learning process, and good level of engagement.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Visual learning method, and good assessment method. Lots of praising.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	It was great class with a great engagement level. The good classroom behaviour management ~~needed~~ ^{has} to continue.
Y profiad newydd / Transformed experience	