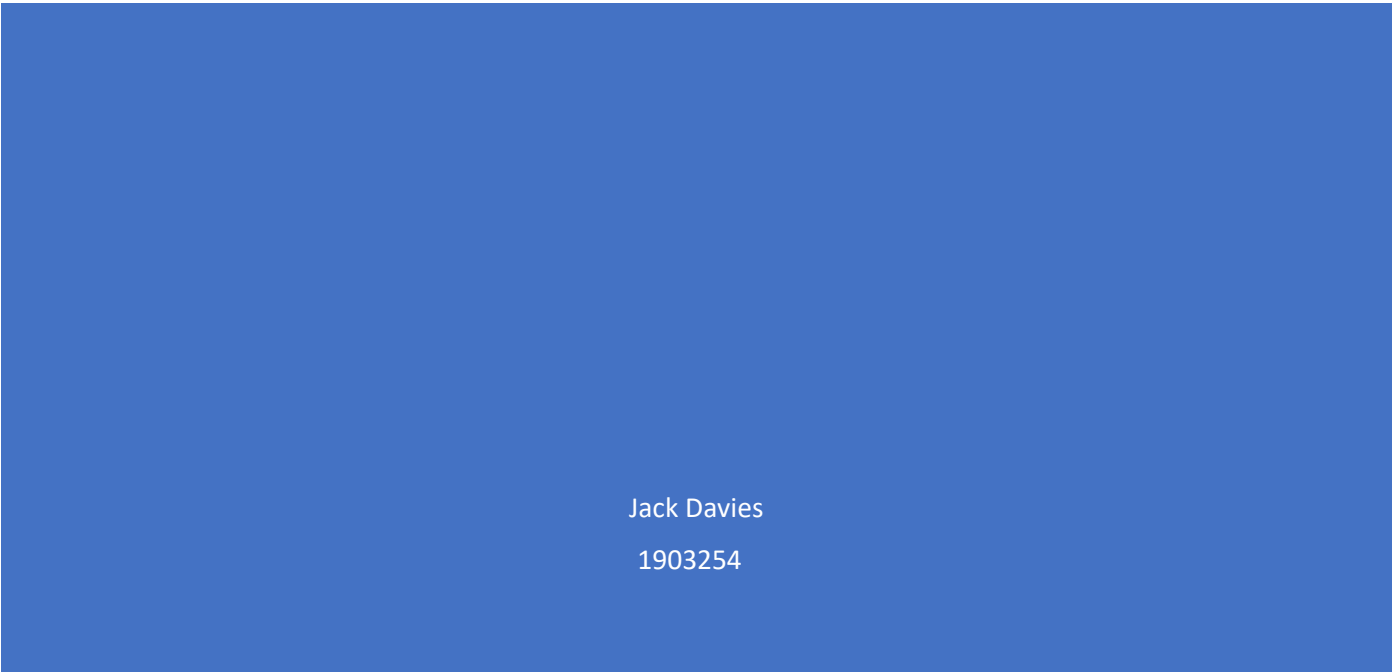


A CRITICAL EVALUATION AND
THE IDENTIFICATION OF NEXT
TEACHING AND LEARNING STEPS
FOCUSING ON A CASE STUDY OF
AN INDIVIDUAL LEARNER OR A
GROUP OF LEARNERS, BASED
ON AN OBSERVED CRITICAL
INCIDENT



Jack Davies

1903254

“Incidents tend to be ‘typical’ rather than ‘critical’ at first sight but are rendered critical through analysis.” (Tripp, 1993:25)

First and foremost, the study will delve into the area of critical thinking. In particular, understand the reasons for observation and why teachers need observations to not only improve their own teaching strategies furthermore understand the learner itself and what is effective in the teaching environment. Without critical thinking/observing the headteacher wouldn't know if his/her teachers are up to scratch. As Tripp (1993:23) suggests most incidents may look normal from the first look, however, as the observer looks at why/how the incident has occurred that is where it becomes critical.

The study will be separated into different areas investigating the methodology of the observation, understanding the background of critical thinking and what other professors/theorists believe is the best way of observing. Likewise, investigating the critical incident which was taken from the observation and discussing how the incident occurred and techniques to reduce the likelihood of the incident in future teaching.

There are four bands in which the government separates the schools into; green, yellow, amber and red (with green being the highest rating out of the four). The school that was observed for the study is in the green band.

For the duration of the study the school will be named “School X”. School X has over 620 children according to my (Mylocalschool.gov.wales, 2019) registered in the school with over 2 classes for each age group ranging from foundation age all the way to year 6.

Furthermore, 30% of the pupils are eligible for free school meals and the ratio of teacher to a child is 1:23. Information about the school was taken from the (GOV.WALES, 2019) website.

School X is currently trialing and discussing with the Welsh government about the new curriculum meaning the school is a pioneer school. The new curriculum introduced by Donaldson (2015) will take full effect in 2022 and will hopefully have a massive impact on not just teaching in schools but the overall Welsh Curriculum and how it is run. Furthermore, one of the main areas of the new curriculum looks at the involvement of children in making decisions and deciding what they want to learn. School X, for example, has trailed this option and given the children the ability to pick an overall topic like Harry Potter and make sure all subjects are linked to this topic. Termly, the overall topic of discussion is changed and as always, the children will pick the next topic to discuss.

To observe a lesson there are different ways in which data can be recorded. For the observations captured in school X, categories of the critical incident were separated into sections such as classroom environment and assessment. All of the observation sheets can be found in the Appendices. Four critical incident sheets were filled out over the course of three-four observation days.

Observing in class can be a tricky concept, children often realise there are visitors in the room which can affect the whole study. "The 'Hawthorne Effect' may be an important factor affecting the generalisability of clinical research to routine practice" (McCarney et al., 2007) Hawthorne Effect was firstly written by John Hawthorne, he suggests there should be a clear difference between observing and taking part in a lesson. Therefore, Hawthorne implies if you are taking part in the lesson and then writing down your observation you may have some impact on the outcome of the critical incident. Arguably applying there is a bias to your report if you have had some impact on the children's decision. For the study, the observer followed this approach taking a non-practical approach to finding the critical incident. However, there is one negative to using the Hawthorne Effect, which is creating a boundary between you and the children. As the study was taken place in a year 2 class, children often need support to achieve their goals.

With the Hawthorne effect, you are not allowed to aid the children as it will affect the overall validity of the study. Furthermore, everyone has a bias towards a category they want to find a critical incident on (whether it's behaviour management, well-being, etc) therefore some major incidences can be forgotten about or not even recorded.

"The research topic is easier to justify and explain, access should be easier to negotiate, and trust should be faster to develop." (Cooper et al, 2004)

Cooper et al (2004) express participant cooperation while observing is a positive factor in the classroom environment. Kennedy-Lewis (2012) questions the overall integrity of non-observation and how it can affect the ethics of the classroom.

Other observation strategies can be introduced to gather new data about the classroom. Banerjee (n.d) suggests using sociograms to help understand the environment of the classroom and how children move around the class. Sociograms can be used to also study the teacher's movement around the class, therefore gather an understanding if teachers have certain preferences towards some children than others.

Lastly, the critical incident chosen by the study involves four girls playing a game of scrabble in their own break time hours. The four girls read the rules of the game and began to help each other create words such as “to” and “the”. Furthermore, all words which were used at the start of the game were classed as simple words (words we use every day in most sentences).

However, as the game progressed the four children started to challenge themselves and more importantly self-assess and peer assess their choices. Time progressed and so did the vocabulary of words the children were using. Words such as “Route” and “Prime” were being created on the scrabble board and even the child who placed the tiles on the gameboard was telling the other children what the meaning of the word was and how they can put it into a sentence. Yes, even though the children were not playing scrabble correctly, they were still learning new words off peers and gaging an understanding of more complex words.



Figure 1) Donaldson four purposes as taken from (Gov.wales, 2019)

Donaldson (2015) suggests the welsh curriculum needs four purposes to succeed in the future. Donaldson also suggests there need to be adjustments, therefore, world-class teaching can be shown in Wales. One of the four purposes must link to the critical incident so we can link the incident to modern times and discuss how moving forward we can help to progress the learning in the future. Figure 1 indicates the four different principles which include ambitious capable learners, enterprising creative contributors, healthy confident individuals, and ethically informed citizens.

Linking back to the critical incident, we could argue that the incident falls into every purpose given to us from Donaldson (2015). Listed below are the four Donaldson (2015) purposes and how they link to the critical incident.

Enterprising and creative learners are a purpose as suggested by Donaldson (2015). From a real-world perspective, being able to be imaginative and play a big part in society for their future careers. Linking to the critical incident, even though the board game was not used with the rules as given from the board game maker. However, the children created their own success criteria and were able to help each other link letters to make more complex larger words,

Healthy confident individuals being able to fulfil lives as valued members of society. With the perspective of the critical incident in the study. We can guarantee these children are confident individuals, being able to independently set up a board game and play it on their own accord shows enormous signs of confidence. Likewise, being healthy, the observer didn't get any negative body language from the children and any signs that they were unhealthy.

Thirdly, ethical informed citizens ready to be able to be citizens of Wales and the world. The children showed signs of being ethically informed as they did not deny any other children who wanted to join in with the board game and respected others' suggestions of words/phrases.

In the study, we are mainly going to focus on the purpose of ambitious capable learners. As mentioned in the incident, the observer discusses the imagination of the children as they progressed from simple words such as "to" and continuing onto complex words such as "route" and "prime". The ambition shown to challenge not only their peers but themselves shows great confidence in the subject and the ability to push the boundaries of the child's learning.

From the methodology and discussion around Donaldson (2015), the study has found two areas of learning to discuss from the critical incident. First of all, focusing on behaviour management, key points will focus on how to keep the children concentrating in class and how different techniques can work for different children.

Wallace (2009) believes behaviour management is linked to motivation. Humanist and behaviourist approaches are discussed in the book and suggest different ways of handling behaviour. Furthermore, the behaviourist approach looks at "free time" where children have their own time to do what they want but in return good behaviour. Whereas, in a humanist approach good behaviour can be managed by humour, treating the child like a friend and

joking with the pupil. (Rogers, 2002) also suggests a humanist approach to teaching to engage the pupils and manage behaviour. Teaching changes rapidly and often trends of teaching can come and go, however, (Wallace,2009) (Rogers,2002) (McCarthy, 2016) argues that humanist behaviour can have a positive benefit to the classroom. Even though, McCarthy (2016) relates the behaviour management to the care of dementia, this can still be used in a teaching aspect as caring for another person can be transformed into caring for another child. Furthermore, the teacher is Linking to the critical incident, the incident occurred in a break time where teachers have created a social club that children can go to and play games with their peers, having a positive relationship between the teachers and children even in the playground/social clubs can have a major benefit to the behaviour management and also the classroom environment.

A constructivist approach to teaching can also be used in the classroom as a technique to maintain low levels of disruption and overall happiness of the classroom.

“Constructivist teachers focus more on learning through activity, rather than learning from textbooks. The teacher will try to understand their students' pre-existing conceptions and use active techniques” (Gangwar, Savita,2017)

Piaget (1936) suggests the child being a two-term relation, linking the social aspects of the child and the cognitive development of the child. However, Piaget believes children who are paired with higher abilities than themselves can cause a major stunt to the child's growth. Piaget (1936) argues that if a child is shown how to do something rather than finding research and learning about the topic themselves may have a significant effect on the child's learning. Furthermore, Piaget (1936) suggests there are four stages of development. Sensorimotor (0-2 years), Pe-operational (2-7 years), concrete operational (7-11 years) and lastly formal operations (11+ years). As Piaget has a background in biology, many of his teaching ideas come from the ideology of biology. However, there are some blimps to Piaget's research of development, Weiten (1997), Luger et al (1983) suggest the areas of development cannot be deemed as accurate for all children as children grow in different ways and at different times.

Bruner (1976), Mascolo (2015) suggests children need advice from teachers and more able and talented pupils at the start of a project. However, over time, children become more independent and start to recognise their own mistakes and solve the problems themselves. With the work of Vygotsky (READ), Bruner (1976) created the “scaffolding theory”. The “scaffolding theory” illustrates the need for help/advice off peers/teachers etc, however clearly shows the progress in which the pupil can increase their own independence. Peters (n.d) suggests there are some slight disadvantages to scaffolding including the pace/process of the learning. As children are learning at their own speed, lessons can often be caught up

and topics may not be actually fully taught or taught at all due to a slow child learning speed. With the humanist approach as well as the constructivist approach, teachers must be taught these approaches before they attempt to use the techniques in the classroom. Furthermore, teachers must recognise different techniques will affect different children.

The critical incident took place at break time during a social club where children could play and talk in a secure classroom environment. The approach used by the teacher for this instance was a humanistic approach as the teacher laughed and talked to the pupils in a “motherly” manner.

Furthermore, as the children took part in a social club on their own accord, health and well-being is a key component to the successful child. Every day, more and more articles are being published about children’s mental health and the problems evolving in the classroom.

- 1 in 8 children have a diagnosable mental health disorder – that’s roughly 3 children in every classroom (i).
- 1 in 6 young people aged 16-24 has symptoms of a common mental disorder such as depression or an anxiety disorder (ii).
- Half of all mental health problems manifest by the age of 14, with 75% by age 24 (iii).

As taken from the (YoungMinds, 2019) website

Mental illness is becoming a major topic of discussion in the classroom. Theorists and professors alike are constantly discussing ways to help treat mental health in the classroom and always give that child the same treatment as someone who hasn’t got mental health issues.

With School X in particular, they are dealing with mental health the way it should be. Daily check in’s is a key focus in the school with children and teachers alike being asked whether they feel happy, okay or sad today. Children who say they are sad are asked by the teacher (why they are feeling sad?) and are then dealt with by the seriousness of the incident.

Davies (2016) suggests 20% of children who go to primary school practitioners suffer from mental illnesses. With the predominant use of computers and tablets in schools, Davies (2016) also suggested looking at different apps which cover mental illnesses such as Portico where children answer questions which are linked to mental illnesses and are then monitored to determine whether they are suffering or are just having a bad day.

“Neurologists are concerned that screens overtax our limited attentional resources and cause mental fatigue.⁷ What also prepares you for adult life is the ability to pay attention for long periods of time.” (Greenfield, 2015)

Greenfield (2015) has created a webpage with five reasons for not using ipads in primary school settings. As we can see from the quote taken from Greenfield (2015) she is certainly not holding back with her opinion on the subject. Can we deem this source as bias? certainly so. In future readings, Greenfield must look at both aspects of the argument and gather information which is for ipads in primary schools rather than heavily focusing on just the negatives of them in the classroom. Linking to Donaldson (2015), the new curriculum will heavily involve the use of tablets and computers as children will have “independent learning” where they will have to look on ipads to answer questions on various parts of the curriculum including English, maths and welsh.

Letterschool (2019), Maria-Vakkilainen and Forsstom (2013) Chaudhry (2014) suggest there are key positive impacts ipads can have on children in primary school. Furthermore, Chaudhry (2014) created an experiment where she had a group of children reading from a paper back book and a group of children reading an e-book (electronic book). Children were then asked after the experiment what book they liked reading the best, even though the e-book marginally won, that is still evidence of electronic devices having a positive impact on the child's learning.

Further analysis and reading must be completed to study this ongoing question. No doubt there are authors/journalists etc who are majorly bias to one side of the argument. However, schools must decide for themselves if they need for computers/tablets is necessary for the children's development. When the new educational curriculum of Wales takes place in the coming years it will be very interesting to note how the use of tablets is increasing/decreasing work rates in classrooms.

During the reflection, the observer will be looking back at the critical incident and discussing various steps in progressing the children's development to the highest possible needs. Also, as part of the reflection, I will be using the Assisted Reflective Conclusions model also referred to as ARC to discuss plans for future teaching (Look under Appendices title for more information on ARC).

The ARC sheet is one of many ways to reflect on an observation. ARC sheet is very similar to the Gibbs reflective cycle (1984) which looks at how the observer feels about the critical incident. The Gibbs reflective cycle is great for a basic observation as it has six clear stages to help understand the observation and what the observer is going to do moving forward. However, there are some negative to using the Gibbs reflective cycle including the perspectives of the reflection. Only the observer's perspective of the incident is viewed in the reflection cycle, there is no feedback from the teachers perspective (understanding why the situation may have occurred), the child's perspective (making sure they understand how to go forward) and possibly a parent/guardians perspective (making sure they are kept informed of the incident if their child is part of it).

Kolb reflective cycle (1984) goes one step further than the Gibbs reflective cycle. Kolb still focuses on one aspect of the observation which is the teacher. However, there is one key area in which Kolb explores more so than Gibbs. After Kolb has explored the possible future processes needed to help prevent/continue the incident, Kolb puts the techniques into practice. Whereas, Gibbs reflective cycle (1988) only suggests future routes. However, both reflection modules still only look at one aspect of the classroom environment. Atkins & Murphy model (1993) is far more advanced than the two reflective models spoken about. Furthermore, the Atkins and Murphy model (1993) suggests studying past experiences and consider common assumptions of a classroom. However, the Atkins and Murphy model is very complex and not suitable for beginner observers like me (due to the in-depth essay like questions asked by the model).

Firstly, emotions and how I feel regarding the critical incident. In my opinion, the way in which the children progressed from simple words such as "and" to more complex words as "prime" was incredible. From a teaching aspect, seeing the progression in such a minor space of time will give the teacher the freedom to try new techniques in small spaces of time to test the pupils. As previously mentioned in the methodology, I was a non-participant observer. Therefore, I had no say or bias in the incident. In hindsight, I would have loved to question the children about their choice of words and explored different pathways to their method e.g. why didn't they spell complex words at the start of the board game?

Furthermore, discussing the incident in the context of learning. As previously mentioned, the incident took place in a social club during break time hours. A social club is a voluntary option for children who may not have the greatest social skills or even children who are anxious and afraid to go outside. In my opinion, this is a fantastic effort from school "X" of making sure everyone is being treated as fairly as possible. Being able to have a major

impact on every child will cause significant improvements to the classroom environment as well as the children's education.

Children should be challenged to achieve their highest ability. Furthermore, children should be kept in small focus groups to discuss the problem/task they are facing. Likewise, children gain confidence from talking in a group and help their overall social skills in their future careers. The environment in which the children explore their own options should be kept the same to link back to the Donaldson (2015) Successful futures which the new curriculum will be solely based on. Progression of the children should be monitored regularly e.g. short term (weekly), monthly and termly.

Lastly, we will discuss teaching strategies/techniques to help develop the children. Instant feedback is the first thing needed to recognise the good behaviour and use of vocabulary by the children. Formative assessment (assessment for learning) is key to co-operating/helping the children understand their mistakes and how to improve them. Rather than summative assessment (assessment of learning) which focuses more on feedback after the work is complete e.g. tests, marking the tests and giving the child feedback of their score. Linking back to behaviour management, the humanistic approach was discussed. In the observer's opinion, the humanistic approach clearly works for these children, being able to have this motherly/fatherly approach between the teacher and child benefits in this scenario (as the incident occurred in a social club during break time hours).

Teaching software websites such as Seesaw can be used to show good work to parents and also other children. Seesaw is basically a social media platform for children and parents alike to discuss work and actually find out if their child is performing to how they say they are at home. Linking to the new curriculum, work can be separated into folders such as expressive arts and independent learning, where children can go back upon and be proud of their own work. There are minimal safety aspects to worry about as the teacher is in charge of the network (add or remove people each year who are not relevant to the class/children). Likewise, children cannot add their peers' work instead of their own as a username and a password is needed to access the website.

In conclusion, the observer will be summarising the whole study and discussing the steps in which have been taken. Firstly, observations took place in different parts of school X. Four observation sheets were taken into consideration and they were whittled down to just one critical incident to focus on. The critical incident sheet templates from the University websites were used to record data. Following on from observing, the data had to be reflected on and discussed the next steps forward for the teacher. ARC sheets were used as a reflection strategy to summarise the event (critical incident) and discuss future techniques that may be used by the teacher.

“The teacher consistently extends knowledge, skills, and understanding and can show how reflection and openness to challenge and support inform professional learning to progressively develop pedagogy.” (Hwb.gov.wales, 2017)

Furthermore, the teacher must always look for strategies to try out. Having a simple plan of teaching and following it accordingly can cause the classroom to become flat and often bad behaviour levels can rise because of this. For teachers, the Hwb website is key to expanding not only their own learning but others. Hwb app offers an array of lesson plans/tools to construct a good and informative lesson for the pupils.

In summary, observations must be carried out to help schools understand their policies and processed and determine if they are pushing schools to their highest standards. Observations should be completed at least termly, with teachers receiving instant feedback from the observer.

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Appendices

Y Drindod Dewi Sant
University of Wales
Trinity Saint David

IT Amlroia
Addysg a'r Dyniaethau
Education and Humanities

Look at
Methodology, participate or
non-participate.

Children don't actually participate
they want to do

Sylwedd? / How are they feeling?

more children doing Welsh, 3 or 4 only speak Welsh
Sheets with all usernames on or ~~passwords~~ ^{passwords for children}

trouble logging in
username wrong not work
passwords work

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

Date: 2/10/19

Lesson details:
year 2's, School x, House practice, 1h 10m

Classroom culture
(Are the students focused on learning?)
Literally was on order, Structure into digital workshop,
Different groups separated into different sections.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
access / password / teacher email. Lewis
help them to read and write, Welsh fore da

Direction
(Are the students clear about what they are doing and how to do it well?)
Some are slower than others, seems to get frustrated.
Can't distinguish capital letters in passwords

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
Voices and James helps engage the pupils

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?
Shows how many mistakes to the teacher, know how many minutes they have been on it

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?
Lesson not understanding password.
Some are just searching on internet.
Miss needed to intervene to help
Everyone sat on one side of the table
Some children came in later to it affected their score
Working with data to enter the password.
Some are not able to do it.

taking time to log in, less time actually doing the work
headphones needed? Possible to do it separate
Some children connective

The noises or later than the teacher may had a little time

Yr 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Two boys on pass - different task

Date:	26/9/19
Lesson details:	Maths, Spelling, Writing, Digital Literacy. Yr 1, [redacted]
Classroom culture (Are the students focused on learning?)	Strawberry has reading Teaches on different platforms. Children talking to each other, each other most pleased to clean up bed
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Reading. Picked songs, lyrics to interact Purposely. Ask the teacher in Welsh and the class at the end Postcard writing
Direction (Are the students clear about what they are doing and how to do it well?)	Children reading books, only pictures though. Reading the same books. Reading into the town at the end
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Some squabble in the middle, range of questions from teacher
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Spinning the wheel H. reads out to everyone. in Welsh
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Teacher directing them to different sections Gin crying, girl green, he and teacher trying to get her involved with the lesson boy crying Clean up song manages behaviour - everyone is quiet after the music stops asking for names

Does water effect learning?

1-1 help for crying
New vocab on board
Car All getting involved
Gr Code

hands up approach
Enthusiasm when told
they will advance

26/9/20


Pŵysgol Cymru
 Yr Athrofa
 University of Wales
 Adding a Dimension
 to Education and Research

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2018))

Date: 25/6/18	
Lesson details: Phon 3 - blending Sound talk Yr 3's	
Classroom culture (Are the students focused on learning?) Some playing with hair, Copy text More sentences	Different phases for more experience hands up / talk to him 50/50
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) How to pronounce words such as hen, shop, won - looking at CVC and vowels	
Direction (Are the students clear about what they are doing and how to do it well?) Children are saying the phonics after Sir has said the word. ~~See~~ Children compare children at their own speed. ~~between 1-3~~	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Children are being asked directly to try unknown one or other words	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Open questions, asking children directly, Whiteboard talk marks Teacher led.	
Specifics / Critical incidents Are there particular telling moments and examples which it would be helpful to discuss? Cris playing with hair, People sharing all. Cris not hand up but not getting answered Child A Some people will try directly, Figure 1-1 Always goes Not going to answer for hand up Answered One other boy answered teacher	

Kid smiling when open (seeing need to make part
 of the copy due to previous incidents)
 Whiteboard been a discussion



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	25/9/19
Lesson details:	Breaktime Social Club, 20+ pupils different ages
Classroom culture (Are the students focused on learning?)	Scrabble, English and maths, yes focused on learning Cross curriculum.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	To engage with friends, also different ways to get involved.
Direction (Are the students clear about what they are doing and how to do it well?)	Slowly understanding the game, girls helping each other to get the answer.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All are engaged in different topics
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Questioning, asking the children different questions
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Maths using Scrabble. Girls helping each other at communication. Teacher interaction. Questioning Two girls talking and not interested Humorous approach

ARC SHEETS	
Profiad/ <i>Experience-Child crying peers and teacher get involved.</i>	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I feel very happy to know that the child was seen to straight away by her peers and the teacher in class. Firstly, I felt awful as I could see the child was very upset and I wanted to know what I could do to help the child feel better.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Health and well-being is key here. The protocol for daily check in was taken and the child was noted as being sad in the book.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu 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 yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	Keep group work for most if not all tasks in classroom. As shown from the critical incident, peers helped the child forget about their worries and focus back on the work. In some cases, the incident could have gone a different way, child not interacting with the teacher would of caused even more stress to the child. Luckily, the child co-operated with the teacher throughout the incident.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	To keep an eye on the child for the next few days/weeks for safeguarding issues. Made me realise how important health and well-being is in a school environment. School is meant to be a safe place for children, and it should remain that way.
Y profiad newydd / <i>Transformed experience</i>	

ARC SHEETS	
Profiad/ Experience-child not being answered even with hand up	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt awful because the girl with her hand up was not answered once during carpet time.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The behavior techniques used by the teacher wasn't up to scratch as they seemed to fail due to the lack of respect towards the children. Yes, the children did listen, however not everyone was being answered too by the teacher. Multiple children were questioned more than others.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu 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 yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	Evaluate the behavior techniques used, should you change them to a different strategy e.g. don't clap this one back.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	To keep an eye on the child for the next few days/weeks for any behavior issues. Look at the respect between teacher and children, are all children being treated fairly and equally.
Y profiad newydd / Transformed experience	

Profiad/ <i>Experience-Children playing with scrabble at breaktime</i>	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I feel very happy to know that the children were keen to learn more about literacy even on their school breaks.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Health and well-being is key here. Children can come and go from the social club whenever they like. Teachers have a humanistic approach to the children and talk in a friendly like manner.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu 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 yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	Keep group work for most if not all tasks in classroom. As shown from the critical incident peer work is vital to mixed ability students being able to thrive and reach their maximal potential.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Explore new opportunities to open more social clubs for the pupils to go into at lunch and breaktimes. Keep the behavior strategy at a humanistic level, there seems to be no trouble yet doing it this way. Look at different games you can play with children which include cross-curricular skills.
Y profiad newydd / <i>Transformed experience</i>	

Profiad/ Experience- children not being able to access HWB	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt annoyed that I couldn't help the children access their hwb accounts therefore they could get on with the work.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Information technology is key here as the children were lacking certain skills to solve the problem of not signing in. Keep the individual learning on computers as children need the chance to explore
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu 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 yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	Individual learning kept the same and ensure there is a LSA watching over them ever so often to recognize if they're on task or not.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Have a information technology morning where children can ask the teacher what issues they have evolving around the ipads and computers. Go through signing in with the class and get the children to do it themselves.
Y profiad newydd / Transformed experience	