

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 intention of this essay will be to show the benefit of a holistic approach to teaching incorporating the use of the growth mindset ideology. I will be focusing on classroom management, reasons for negative behaviour and alluding to behavioural management. I will talk about observation and the specific method that I decided to choose, along with how this is a benefit to observing critical incidents. It will be the intention to study different types of practice and the ways in which they can be applied within lessons. The critical incident that I have chosen to base my assignment on is labelled figure 1 in the appendix. This example of a critical incident is focused on the behaviour of a student upon entering the lesson. There are many layers and complexities that could cause issues and overlaps, but for the purposes of reflective practice, it has given me a lot to discuss. Critical incidents are fundamentally essential for allowing teachers to improve their practice through reflection. They give teachers a means of evaluating their practice in key situations, but much more, they allow teachers to build on their experiences. Whether there are positive critical incidents or negative, they allow a chance to reflect and build upon a situation. This practice should build both experience and knowledge and in the context of professionalism, is essential.

The school I have attended is a comprehensive for 11 to 18 year olds. In 2018 according to Estyn inspections there were 793 pupils attending, with 123 in sixth form. Nearly 22% of the students are entitled to free school meals, this is a little higher than the Welsh average which is 17%. The school has seen a marked decline in attendance numbers since 2012. 36.1% of pupils in the school live in as much as 20% most deprived areas in Wales. There are few students within the school from ethnic minorities. The percentage of students that are statemented for special educational needs is above the national average of 21.5%, being 25%. However, the number of children that have a statement for special educational needs is in line with the 2% national average. The current headteacher has been at the post since 2013 (Estyn, 2018). Within the senior leadership team there are posts consisting of the headteacher and a deputy headteacher. There are also three assistant headteachers, along with two associate headteachers. The school which I attended is currently viewed as being a

pioneer school. The school is in partnership with the Welsh Government at the current time, taking steps forward, looking at developing the new curriculum and professional learning. All of the judgements from Estyn state that the areas observed are adequate and need improvement (Estyn, 2018).

I chose for my method of observation, to be a non-participant observer. In contrast with participant observation this gave me the opportunity to take a back seat and gave me more time and scope to simply observe the lesson. non-participant observation can allow for charting and recording of certain behavioural patterns (Cohen, Manion, Morrison 2012). Non-participant participation also allows for a direct point in a classroom to be picked out, from where the observer may get the best view of events. The problem with a static approach is that key events can be missed. There are advantages to participant observation, some of these are interviewing and document reviewing while being an ethical participant (Cohen, Manion, Morrison 2012). However, students may be more likely to behave in a different way while a participant observer is present.

The method of non-participant observation is one that I believe is the least disruptive to normal student behaviour. However, this method has a drawback which is that the Hawthorne effect can occur. An example is nurses administering opioids to patients in severe pain while staying with patients. The more time the nurses spend with patients as observers, the more pain relief the patients desired. The variation, was in contrast to normal levels of pain medication being administered when observation was not in place (Sedgwick, Greenwood, 2015). This can be related to the classroom in the sense of students moderating their behaviour with the knowledge that there is an observer in the room. This can be applied to many methods of observation.

For the purposes of this assignment it important to focus on the nature of the critical incident, and what a critical incident is. An example of this is as follows. If a student is given back a substandard piece of work, they may react unexpectedly. This may be the reaching of a threshold by the student that would not be seen in usual observation (Cohen, Manion, Morrison, 2012). It is advised that we forego any overriding emotion when observing critical incidents and that we use them for better understanding of the system and for self-practice (Tripp, 2012). The overriding majority of critical incidents that occur within the classroom are fairly straightforward and commonplace and appear typical at first. They are then rendered critical through insight and analysis (Tripp 2012).

It is important to consider that when looking at a critical incident that we are often trying to confirm something that we already had an inclination of. However, through analysis entirely new factors can be revealed (Tripp, 2012). It is my belief that through the means of non-

participant observation, the best and most detailed viewing and understanding of a critical incident can take place. The observer can pick a point that suits them best and remain stationary, simply observing and allowing the class to continue as normal. Should the Hawthorne effect not come into being, a truly detailed and analytical observation can take place in a more natural setting.

I will be making reference to the appendix and the section outlined as figure 1. I was positioned in an engineering class, there was little abnormality and the students were focused. It was at a point of roughly five minutes into the lesson, when a student walked quickly into the classroom ignoring the teacher and sat down, putting their feet up on the desk and looking at their mobile phone. It is important to note that the school has a no mobile phones policy. The purpose of the new curriculum that I am relating my critical incident to is that of 'healthy, confident individuals, ready to lead fulfilling lives as valued members of society' (Donaldson, 2015, p32).

The student had made no eye contact with the teacher upon entering the class and seemed disinterested by the lesson in its entirety. There was no attempt to apologise for being late and no interest in taking out a workbook in conjunction the rest of the class. The use of the mobile phone and the placing of the feet upon the desk seemed to disregard the role of the teacher and the policy of the school. The reason I am linking this to the purpose mentioned previously is that the behaviour of the student seems to contradict it, but it could also be positively applied. I will outline later, how this purpose could be applied to the student to change behaviour within the classroom and ultimately throughout school.

Due to the incident taking place, the lesson became difficult for the teacher and the behaviour of the student worsened. The student became loud and aggressive and after negative involvement with another student was asked to leave the classroom. There are some things to take into consideration, they link with the mentioned purpose but are also external factors. The student may have had a difficult conversation on their phone during lunch. The lesson was after lunch so there could have been some difficulty on the playground. There may also be external implications at work, like a difficult homelife. These factors could harm the confidence of a student and their health to an extent also.

The fact that the student did not want to make eye contact with the teacher when coming in late shows that something was amiss. The rest of the incident suggests that if we are referring to confidence as an example, the student has confidence but it is misplaced and does not fit with what Donaldson is outlining. It is also not a healthy attitude to take and shows disregard for the teacher and the school. Furthermore, if this had taken place in another environment such as work it may have had detrimental implications for the student. It is difficult

to look at the critical incident and just take it on face value as simply behavioural. There is much more at work in and around the incident, that I believe needs consideration. Why the student adopts this attitude when entering the lesson is a key consideration that needs to be broken apart, along with how to change negative behaviour. These two thoughts will be addressed later.

In this part of the assignment I will be focusing on reasons for misbehaviour. Students can be known to misbehave for a varying degree of reasons. It is important to make sure as teachers that we always factor in the psychological, along with emotional reasoning behind behaviour (Cowley, 2001). The importance of adopting the growth mindset ideology and taking a holistic approach to teaching are key. The fact needs to be acknowledged that some students are simply not interested to their subject and that it may not coincide with their views or experience of the world. This has particular relevance, when looking at areas of the curriculum such as technology or the arts (Cowley, 2001).

In relation to the critical incident, I feel it important to note the effects of withdrawal in students attending lessons. This can manifest itself with robotic like behaviour, detachment and even a sense of apathy (Balwant, 2018). This is a stark reason for misbehaviour and at the very least disengagement from lessons and from the teacher. There is an issue with researchers struggling to define what engagement is exactly, so it is important to note that we do not presume that students are not engaged and vice versa (Balwant, 2018). Disengagement is widely seen as detaching and withdrawing oneself from participation in activities (Balwant 2018). This coincides with a lack of interest in subjects and lessons mentioned in the previous paragraph. There seems to be a link between detachment and a lack of interest that would form the basis for a student misbehaving and disengaging with a teacher and the lesson, which appeared to occur in the critical incident.

Some schools have taken an approach to try and mentor those who are having difficulty with engagement in lessons. There are, curriculum centred approaches that allow underachieving students to undertake vocational courses in areas such as literacy and numeracy (Kettlewell et al, 2012). Furthermore, some schools encourage social and personal development courses for students who may not be engaging in mainstream lessons. There are work based qualifications that can be obtained, reflecting the commitment of a school in providing vocational qualifications to those who may be disengaged (Kettlewell et al, 2012). This type of pragmatic approach to teaching and education allows those that are disengaged to participate in education in a tailored approach. It addresses the problem of misbehaviour, giving students subject matter centred to them. However, I do believe that some issues of

disengagement could be prevented through successful classroom management, which do not involve taking problematic students out of mainstream education.

While discussing the subject of Classroom management it is important to outline that there are a great many techniques, and a teacher in the context of a classroom has limited time and resources. There are some methods that can work to a large extent and some that can have little impact on disruption in a classroom environment. There are areas of disruption, such as defiance and aggression, along with disengagement. Methods such as removal punishment, threats and warnings and ignoring the behaviour completely can be seen as being ineffective and causing unsafe and disrespectful classroom environments (Editors of Salem Press, 2014). For the most part I would agree, but there are some who would advocate that when you remove a child from a classroom you may prevent an argument from taking place and time can be taken for the child to calm down (Cowley 2001).

It is thought that there is a consensus among teachers that the attitude should be adopted that it is not okay for students not to try (Lemov 2010). Clearly in the critical incident I have outlined, behaviour management is necessary. Taking a holistic approach to teaching can be difficult, especially where students have a negative view of themselves and teachers. There is, however, a view that over subscription to classroom management can mean students become desensitised to consequences and it becomes more difficult to address an issue (Lemov, 2010). It is important to teach students to do things in a correct way as well as being able to show authority when they are getting them wrong. It is thought that a teacher should be able to exercise control over students and to be able to get them to complete tasks without there being a need for consequences. (Lemov 2010). However, there is an argument that a strict teaching approach can have many positive outcomes in the classroom. If students learn that they always need to behave or punishment will ensue, they will understand the imposition of tight boundaries and progressively behaviour will improve along with the ease to discipline (Cowley 2001).

Echoing what was mentioned earlier, the disengagement of students is one of the single most significant problems facing teachers in the classroom. There are still very few definitions or concrete definitions of this singular issue. Pupils will focus themselves away from the class and interact with irrelevant stimuli (Earl et al, 2016). Competence frustration can also be a big factor in pupil disengagement, but this may not manifest in disruptive behaviour, however this could take on the form of passivity (Earl et al, 2016). The question would arise as to how to manage an array of complex issues without compounding the original circumstances. One example which may not engage and reach out, according to students is to take on a strict and also scary response. Students feel that the word threaten is often used

and cannot develop a close relationship with the teacher. However, if a teacher adopts a different approach such as being both firm and fun, then students will work out of respect but fear incurring a negative response from the teacher (Cowley, 2001). Empowering students with the growth mindset can be greatly beneficial in these circumstances.

Problems can begin with targeting students directly in lessons or singling them out. A situation can arise where the rest of the class becomes an audience and the individual student becomes embroiled in a power struggle with the teacher (Englehart, 2013). It is believed that the student and teacher are grappling for power, the teacher already has authority, but the student will try to gain control no matter what in front of their peers (Englehart, 2013). This bears relation to the critical incident, in the events which followed where the student would not relinquish ground in a dispute. There are measures that teachers can take in these instances where are beneficial to all involved. A disruptive student can be spoken to quietly, while at their desk, or potentially in the corridor (Englehart, 2013). The long term consequences of taking time to address an issue on a one to one basis instead of in front of an audience are worth taking into consideration. Addressing matters respectfully and privately can have great benefits (Englehart, 2013).

When addressing the area of reasons for misbehaviour, it is necessary to note that there are external factors. One of these key factors takes the form of parents not putting effort or time into making pupils feel good about themselves. Therefore, it is unlikely that children will successfully develop academic skills or the self-esteem to achieve well within a school setting (Canter's, 1992). This ties in with classroom management when looking at response styles to misbehaviour. An example is given of a hostile response to misbehaviour, where students are disrupting and staring out of a window, the teacher threatens students with being able to stare out of the window at lunch time (Canter's, 1992). There is another method of disciplining students, that does not take much time out of a lesson, or dignity away from the student or students. An example is given where a pupil is leaning back in their chair, the teacher talks about the rule in the class and then says thank you (Bentham, 2010). I feel like this approach would not detract respect from the teacher, unlike the first example, which is a hostile response.

It is suggested that if a normative method of control is failing then a teacher must resort to a more dominant means of discipline (Cohen, Manion, 1981). It is important to note that reference is made to some time ago, but this form of disciplinary style does still exist. It is mentioned that at teacher should put themselves on top and remain there (Cohen, Manion, 1981). Some completely disagree and outline a ratio of one to three for corrections to positive consequences (Bull, Solity, 1992). Classroom management and reasons for misbehaviour

are intrinsically linked. A child's external experiences of learning can be a huge factor in the classroom as well as family life (Bull, Solity, 1992). A relevant point to expand upon is that small misdemeanours can quickly become serious incidents if they are not dealt with at the appropriate time (Bull, Solity, 1992). It would seem, that the dominant approach does not factor in this way of thinking. I think it relevant to always consider asking (internally), why a student may be expressing disruptive behaviour in the classroom. A measured approach to classroom management must then be carefully considered.

The Observed Critical incident is one that instils a sense of apprehension within me as a student teacher, but also hope and excitement. Knowing exactly how to manage a situation where disruption and disengagement has occurred on such a heightened scale is no small feat. I will try to put forward an idea of how a holistic approach to teaching could manage the fallout that occurred and address, directly the critical incident.

Looking at the incident from a behaviouralist perspective, the idea of combining sanctions and rewards is a notion that seems appealing. Keeping a sanction private has merit in this context, perhaps asking the student to step outside quietly for a moment, while the class continues work (Cowley, 2001). This does not demean the student and keeps in line with a holistic approach, as the student may have something troubling to share. If, when the student retakes their place in the classroom and settles, a reward can be given. In this case, a positive comment could be given, this may work very well when given quietly on an individual basis (Cowley, 2001). With this approach it is possible for the student to talk in private, and vent frustration if need be. There is no audience, so this prevents further disruption and maintains the dignity of the student. The reward when given, on an individual basis could have the effect of making the student feel wanted and a worthwhile member of the class.

Although what I have outlined in the previous paragraph could potentially be successful, a firmer approach may need to be taken with the student's feet on the desk. Addressing the student directly may be necessary. Taking a direct approach and speaking to the student face to face at their desk while instructing them to behave correctly could have a positive outcome. It is important to recognise that this could go awry. If done in the wrong manner, there is a risk of serious confrontation (Bull, Solity, 1992). It is said that there is a tendency for many teachers to adopt a corrective stance, instead of pattern of positivity (Bull, Solity 1992). Directly approaching the student, while showing positivity and politely asking them to remove their feet could be a solution. Following this It could be an idea to have a quick chat about tasks and ask if the student understands what they need to be doing.

The type of behaviour expressed by the student seen in the critical incident has the potential to cause anger to a teacher. It might be an option when a student is arriving late to

politely interrupt them on the way to their seat. If this antagonises the student, perhaps continue being polite while making a reference to the time and what needs to happen. Being polite relentlessly may have the ability to diffuse potentially explosive situations (Cowley, 2010). Furthermore, simply avoiding confrontation in this instance while being polite could dispel any anger or aggravation the student may be feeling. This in turn could help prevent future disruption and make for a contented learning environment.

Informing personal and professional development is paramount, this is something that must be a continual process throughout teaching and training. It can be done most efficiently and best through critical reflection. The Gibbs reflective cycle model gives a valuable starting point for reflection and can be applied to a variation of instances, including the critical incident I am discussing. The six main steps of reflection in the Gibbs model, allow a step by step reflection practice to take place and due to it being a cycle, it can be easily remembered over time (e-learning network, 2018). By starting with a description, following the steps and ending with an action plan each time that I wish to reflect I am likely to improve my practice. The more that critical reflection is undertaken, the more I am likely to develop as a teaching practitioner and a professional. This can only have a positive outcome more not only myself, but all the students that I will be teaching. Furthermore, teaching will always be fresh, and with collaboration from other Colleagues, a developing process and journey.

To draw this essay to a conclusion I will outline some of the key areas in which I have used to write my assignment. I have tried to take a holistic approach when looking at classroom and behaviour management. There is a vital role for understanding reasons for negative behaviour within the classroom and using that to gauge a response from the teacher. The critical incident that I observed was a complex one and is bound up with intricacies that make resolving the issue a potential minefield. My thinking on the issue is that by taking a holistic approach and incorporating the growth mindset ideology, progress can be made. By encouraging positivity in the classroom there is a hope that this will have a trickle-down effect to the students. I have looked at varying approaches to classroom management and the management of behaviour also. Some do not seem to fit the parameters of a holistic schooling approach. Some of the approaches even go as far as to inhibit the growth mindset, which is in my view contrary to the professional standards for teaching and leadership. I would like to hope that the approach that I have taken is within standards set, and I believe that it is.

The main aim of the assignment, at a personal level, was to deconstruct this critical incident and build my teaching practice around it. There are some areas I did not branch into too heavily such as why the student's behaviour occurred. This is simply an unknown factor, it is important however, to speculate at times. I feel that my role as a non-participant observer

along with my positioning helped a great deal in allowing me to record and observe the critical incident. In this case the observation method did not contribute to or influence the critical incident.

Word Count: 3979

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Appendix:

Figure 1



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Figure 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 22/09/2019
Lesson details: Year 9 : Engineering, Theory and Practical
Classroom culture (Are the students focused on learning?) • Students are kind upon entering the classroom • Students calm down and begin to work well • Students lose focus after disruption • The teacher interacts with students and work is ~~done~~ continued in silence.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • Objectives are not set clearly by the teacher • Research is set in the classroom to be done on computers; this reflects the lesson plan and purpose.
Direction (Are the students clear about what they are doing and how to do it well?) • Students are engaged and are responding to the lesson plan • Clear and concise instructions are given and most students follow along • Behavioural issues interrupt the lesson • Students ask for further direction and this is provided.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • There is no differentiation, it is a mixed ability class and all students work at their own pace. • Some students complete the task with relative ease, others need further support from the teacher.



Assessment

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

- The teacher uses questioning as a means of formative assessment during the lesson, students' responses give a measure of understanding.
- The teacher walks around the classroom observing students' work periodically.
- The teacher asks for feedback from students throughout the lesson.
- Students' work is uploaded onto a shared drive at the end of the lesson.

Specifics / Critical Incidents

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

- A student enters the lesson late and does not look, or speak to the teacher. The student gets their phone out (school has a no phones policy). The student puts their feet on the table and when warned bangs their fists on the surface.
- A student is disruptive and is told to leave, shortly after a second student becomes disruptive and is also asked to leave.
- A student is asked to stay behind after school - this student is disruptive after re-entering the classroom. The student is told to leave again after using a mobile phone.
- Certain students display a lack of respect for the teacher, lesson and the school.

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

Dyddiad/Date: 26/09/2019

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	As a student teacher I am not sure I would know how to manage a lesson like this one. I feel empathy for the teacher and would like to know a bit more about why the student behaved in this manner
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	- Disengagement from the learning environment - Lack of interest in subject matter - Poor response to teacher behaviour management
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	- Classroom management as a whole. - Teacher movement and positioning - Allowing the student to re-enter the classroom
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	- Some one to one student to teacher time may be beneficial - Address any issues immediately or very shortly after they occur - Remain positive and polite when faced with misbehaviour - Talk face to face with student if they are disengaged
Y profiad newydd / Transformed experience	

Figure 2

Figure 2



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Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Year 9: English Of Mice and Men
Classroom culture (Are the students focused on learning?) - Students get their books out quickly, but there is - Students are eager to contribute in questioning - Students are given passages to read from Of Mice and Men and are quiet and attentive. - When reading all students are focused.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The objectives are placed on the whiteboard for the whole class to focus on This is a revision lesson of the following week, objectives are similar, students are rechecking their work.
Direction (Are the students clear about what they are doing and how to do it well?) - Students are clear on what they need to do, but there is a lot of unnecessary talking. - All students are engaged in their work and are clear on their task.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - All students seem to be challenged and the opening task allows for differentiation - The tasks that the teacher has set let students of all abilities have a chance to answer the questions, they also allow students who are more able, to focus on more complex answers.



Assessment

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

- The teacher asks questions on subject matter and gets various students to respond, assess knowledge can be seen with this method.
- The teacher usually assesses checking papers with books during the lesson.
- Assessment can come out through marking after the lesson, this was used from a former lesson today when results were discussed and feedback was given.

Specifics / Critical Incidents

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

- A student is moved to the front of the class for disruption and then moves himself back. The teacher decides to give him the benefit of the doubt, but this is firm that next time the student will leave the classroom. The student focuses and begins to write. The student interacts, contributing to the lesson with correct answers. Although there is some disruption the student is much better behaved on the whole and just seems to crave attention, when the student gets the attention, the student is attentive again. This student is happiest when given the opportunity to read in front of the class.

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behaviour management.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I feel that the behaviour management here was exemplary, I will try to take as much from this approach as I can.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	• Student was seeking attention due to finishing work early • Disengagement from classroom environment
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?"	• Behaviour management worked very well • The seating plan should be kept the same • Allowing disruptive students responsibility.
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?"	• Differentiate - if a student is being problematic due to finishing their work early, it may be an idea to set them harder work and to challenge their abilities.
Y profiad newydd / Transformed experience	

Figure 3

Figure 3

 Prifysgol Cymru
Y Drindod Dewi Sant
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: LPC (Learning Pathway Centre) Zon of Atlantic Prowise
Classroom culture (Are the students focused on learning?) • Students are seated but not focused on learning • Students are well behaved, with only a few minor outbursts
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • Students engage in our tasks while Rugby is shown • The purpose of the lesson is to allow students and the activity has achieved that outcome.
Direction (Are the students clear about what they are doing and how to do it well?) • Students quietly watch a Rugby game.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Students are not challenged but all are engaged.



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Assessment

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

- No real assessment is necessary during this lesson but the teacher has asked for input from students, predicting the final outcome of the Rugby Match. The student who is correct or closest will win a chocolate bar.

Specifics / Critical Incidents

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

- Students were disruptive on arrival, the teacher has made a choice to let them watch a Rugby match and not to spend the lesson fighting against them for control.
- As a result their behaviour is much improved and the teacher has gained respect from the class, which he can build on.
- Making this decision early on in the day may lead to increased productivity later in the day.
- Behaviour changes whenever the teacher leaves the class, the class becomes louder and disruptive - (teacher student respect).

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

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behaviour management.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	This was my first experience in a pupil exclusion unit, the behaviour was dreadful when the teacher left the room, however when the teacher returned the students were calm and polite. This presence must be built on a wealth of experience
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?"	• Learning had been put on hold for the moment to allow the teacher to plan for later lessons and to have a means of control in the short term.
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 approach to behaviour management worked very well. • Using humor with disruptive pupils is a good way of gaining respect.
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?"	• Some learning such as ^{that} a quiz could be introduced • Plan for a work orientated rest of day.
Y profiad newydd / Transformed experience	

Figure 4

Figure 4



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: 02/10/2019
Lesson details: Welsh Year 10 Top set
Classroom culture (Are the students focused on learning?) - The students have settled quickly and are focused, answering questions quickly - Other than some chattering, students are completely task focused.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - The lesson purpose is revising a previous lesson's information - There is a great deal of formative assessment, pupils are questioned on their understanding often.
Direction (Are the students clear about what they are doing and how to do it well?) - All students within the class appear to know what they are doing, the teacher is explicitly clear with her instruction. - At no point has a student asked what to do, yet work is being completed and students appear to have a competent knowledge.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - The pace of the lesson is fast and questioning is applied - The whole class are questioned and can answer as a group, there is broad space for differentiation - The difficulty of questions increases through the lesson.



Assessment

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

- The teacher gives knowledge, then questions the class as a whole on what they have learned, multiple students or individuals can answer.
- Assessment of the lesson is formative but books will be taken in for assessment at the end of the lesson.
- Whiteboards are used as a method of assessment, they are held up by pupils to respond to questioning.

Specifics / Critical Incidents

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

- After roughly ten minutes of explaining a task and reviewing the previous lesson, applying questioning and formative assessment. The teacher sets a task to a slightly unruly class. Immediately when the teacher tells them to start, they do, in a focused disciplined manner.
- When questioned on the task, students are responsive and have a detailed understanding. This is excellent teaching ^{practice} and shows that the content is being absorbed.
- The teacher has full control of the lesson and this has stemmed from clear outlining and explaining at the beginning of the lesson.
- Students knowledge is much improved by the lesson's end.

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

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): ~~From~~ Annotation for learning (AFL)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	This was a very fast paced lesson and there was a great deal of formative assessment taking place. The expertise of the teacher and their planning came across.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	• This lesson had a large AFL component • There was differentiation in the teacher's questioning • There was almost no need for behaviour management.
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 use of AFL • The ratio of direct teaching and questioning • The pace that the lesson flowed at. • The differentiation applied.
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?"	• Continue ~~on~~ on the same direction of teaching • I reverse difficulty levels gradually.
Y profiad newydd / Transformed experience	