

**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.**

Word Count: 4396

As a professional in the education system it is essential that practitioners promote best practice and are continuously developing own practice within the setting. Continuous development of own practice allows the practitioner to develop techniques and methods that can further enhance the whole schools or an individual's learning journey. This case study has used the David Tripp (2012) theory on critical incidents within the classroom environment to support continuous development. Tripp (2012) encourages practitioners to consider regular events that may take place within the classroom, the chosen event can then be analysed to find any potential reasoning for the incident and identify possible solutions. The researcher of this case study ensured that the research carried out abided by ethics and followed the recommendations of the British Educational Research Association (British Educational Research Association 2019). The researcher carried out observations within a primary school classroom with the aim of identifying a critical incident that can be used to further develop own knowledge and understanding of a classroom environment. Once a critical incident had been identified the researcher carried out a literature review on the themes relating to the chosen incident, this allowed the research to develop a better understanding of the topic and possible barriers to learning. Once the researcher had gathered the information they could then reflect on the critical incident and relate it to the data gathered during the literature review. The researcher should then make possible recommendations that could further support the whole schools or individual's learning and development within the classroom.

Throughout the process of completing the critical incident case study I referred to the British Educational Research Association (BERA) guidelines to ensure that I was promoting ethical practice. The BERA works alongside practitioners with the aim of providing high quality research on education (British Educational Research Association 2019). The BERA have created guidelines for practitioners to follow, the guidelines encourage practitioners to demonstrate best practice in the field of research and ethics. The BERA guidelines cover a range of topics that a practitioner must consider during the research project (British Educational Research Association, 2018). The first topic that should be considered is consent, School X had previously gained consent from parents stating their approval for observations to be carried out. Another area that should be considered is the child's right to withdraw, if a child felt uncomfortable during the observations, they have a right to remove themselves from the research task. A key aspect of research is the use of data protection, throughout the research project I will refer to the school, staff and children as letters or numbers to ensure the participants remain anonymous (ibid).

School X is a mainstream primary school with a category rating of green. As of the 2018 autumn term School X is stated to have 484 pupils attending the school. The number of

children in School X receiving free school meals is 18.1%, this statistic is in line with the Welsh average of 18.4%. However, the number of children attending school X that have a School Action Plus programme are 11.8%, this is slightly higher than the Welsh average of 8.2% (My Local School, 2018).

According to Fler and Van Oers (2018) research can be separated into two categories; qualitative and quantitative research methods. A qualitative method allows a researcher to gain information through observations, verbal and written communication. Whereas a quantitative method uses numerical and symbolic data in research (ibid). For this critical incident case study a qualitative method has been selected as it allows the researcher to report data in a comprehensive and informative format that can then be further developed by the researcher (Houser 2015). One form of collecting qualitative data is through observations, observations can be carried out and presented in many ways depending on the purpose. The researcher may decide to use a structured, unstructured or semi-structured format for observations (Palaiologou 2019). BERA (2018) emphasise the importance of researchers having knowledge of different observation techniques, as this ensures that the researcher is able to implement the most suitable format for the individual or group. An unstructured method of observation is when the researcher is a part of the activity, the researcher may be the class teacher who is observing the children's behaviour. A semi-structured observation allows the research to have clear aims when observing, however the recording methods used are decided during the observation rather than before. Whereas, a structured method of observation is when the researcher is not participating in the activity, the researcher is tasked with observing all aspects of the classroom. A form of structured observation is a narrative, a narrative is a written description of events witnessed by the researcher (Fitzgerald and Maconochie 2019). An advantage to using a narrative is that the research can record detailed information as and when necessary. However, one disadvantage to a narrative method is that the information can often report negative information rather than praise (Mukherji and Albon 2014). This case study used a narrative as a form of data collection, this method was chosen as it allowed the observer to capture classroom behaviours, interaction and learning in a detailed format. Arthur et al (2012) would support this decision as they believe that data collection should be carried out in a meaningful way that allows for analysis and answers the research questions. The rationale of the case study is to observe the general day to day experiences within a classroom, with an interest in the interactions and engagement of pupils with the environment. Once the observations had been carried out, I used David Tripp's theory of critical incidents to find a focus point. According to Tripp (2012) a critical incident is an incident that may seem typical at the time but when reviewed has a far deeper meaning. Tripp's (2012) theory on critical incidents encourages educational practitioners to be reflective and critical of own practice on

a regular basis, this ensures that they are continuously developing professional practice rather than becoming complacent. Once the observations had been completed, I referred to Tripp (2012) for support on how to discover critical incidents in the classroom; using the zooming in method I reviewed the narrative data that had been collected in the classroom and pin pointed areas of the learning that could be further investigated. Another useful source that can be used alongside Tripp (2012) is the Fletcher-Wood (2016) criteria on what to look for in an observation. The Fletcher-Wood (2016) criteria provides researchers with possible features that can be focus points in observations. The Fletcher-Wood criteria has been a prominent factor in this case study, the Assisted Reflective Conclusions (ARC) Model used when reflecting on the observations has been influenced by the criteria set by Fletcher-Wood (2016).

The selected critical incident took place during a Read, Write, Ink session with a mixed year group class that had been set based on attainment (Appendix 1). The class teacher informed the observer prior to the session that the group were of a lower attainment and needed a high level of guidance throughout the session. When the children entered the classroom, they were instructed to sit on the carpet ready for the session starter. All of the children were engaged in the starter activity and participated in the verbal aspect of the task. During the starter activity the teacher noticed that a child with a hearing impairment was sat near the back of the group, the teacher reminded the child about the importance of sitting near the front of the group and asked the child to move into a space in front of him. The child moved into the space with no protest or hesitation, however the child's engagement level with the activity did change. The child was no longer enthusiastic or confident when participating in the task, specifically in the verbal elements of the activity. The movement of the child had a clear impact on the child's confidence and enjoyment level of the activity; however, this action may have also impacted the child's overall development. Wales is currently undergoing an education reform that is being led by Professor Donaldson, one modification made by Professor Donaldson in Successful Futures is the implementation of the Four Purposes, a system that looks at children's holistic development (Welsh Government 2015 a). The Four Purposes are to become the base for all teaching and learning in Wales, this ensures that all children in Wales are provided with the same high standard of learning and developmental opportunities throughout their whole education (ibid). One of the Four Purposes is to create ambitious, capable learners who can communicate effectively in different forms (Welsh Government 2015 b). This purpose links to the child with the hearing impairment as the child will have developed ways of communicating with others that may be nonverbal. The class teacher was unaware of if the child communicated through sign language or other methods of communication as he only taught him for one hour a day. It

would be useful to know if the child required a different form of communication as it would allow the child to feel a valued and appreciated member of the class when implementing the chosen form of communication. Another of the Four Purposes states that children should be ethical, informed citizens who understand and consider the impact of their actions when making choices (Welsh Government 2015 b). This purpose also links to the critical incident as the child had made the decision to sit at the back of the group even though he was aware of his hearing impairment. The child had considered his options when entering the classroom, however, chose to sit in a place that may have limited his ability to hear the teacher and participate in the learning.

Once a critical incident has been identified it is important that the observer considers possible elements that may have an impact on the incident or possible outcomes (Kumar 2014). The observer should consider all potential reasoning behind a critical incident and possible improvements to practice in relation to the critical incident, this process promotes continuous development of professional practice (Tripp 2012). One possible element that may affect this particular incident is the use of seating plans within the classroom. Bansal (2016) states that children with hearing loss can be successful in mainstream education as long as the necessary procedures are implemented, one of the recommended adaptations being seating arrangements within the classroom. The use of seating plans within the classroom is promoted by the National Deaf Children's Society as it ensures the child to have a clear view of the teachers face (Martin-Denham and Watts 2019; Blairmires et al 2016). Davenport and Alber-Morgan (2016) acknowledge the importance of placing a child with a hearing impairment near the teacher, however they also consider the negatives of this placement. Davenport and Alber-Morgan (2016) believe that a child's view of peers is essential when participating in classroom discussions, if a child is unable to see peers, they may not be able to engage with the discussion and learning taking place. During the observation it was noted that the child with the hearing impairment had few verbal interactions with peers when situated at the back of the group. However, once moved to the front of the class the child did not have any verbal interaction with his peers, the only interaction viewed was through the use of magnets on a mini whiteboard during a think, pair, share activity. It is clear that the placing of the child at the front limited the child's interaction with peers during the carpet activities, this response to the seating plan conforms with Davenport and Alber-Morgan (2016) opinion on peer interaction. A theorist who would support the opinion of Davenport and Alber-Morgan (2016) is Lev Vygotsky. Vygotsky was a constructivist who formed the Zone of Proximal Development (ZPD) theory which emphasises the importance of social interaction on children's language and cognitive development (Miles Gordon and Williams Browne 2016). Vygotsky believed that through

social interaction children are able to share prior knowledge with each other, this expands the learning of those around them while also allowing the child to gain further understanding of own ideas and opinions (Veraksa and Sheridan 2018). Vygotsky's ZPD theory describes the process a child goes through when learning a new concept. Vygotsky understood that each child has an individual attainment and knowledge level, however when an adult or more knowledgeable peer interacts with the individual, the child is able to achieve far more compared to when working independently (Kearns 2017). Vygotsky viewed the use of language within schools as a crucial element of ZPD as through language children are able to initialise own ideas, compare and contrast with others and then form a finalised opinion on the topic (Miles Gordon and Williams Browne 2016; Kearns 2017). However, Zastrow and Kirst-Ashman (2016) criticise Vygotsky's theory by stating that communication can lead to confusion and misconceptions, it would be more valuable to provide time for observations and practice as children learn through hands on experiences. When considering this theory in relation to the critical incident it is apparent that the child with the hearing impairment is not being supported through the ZPD theory as he is restricted from communicating with peers. It is vital that the practitioners considers the placement of all children during carpet activities, this ensures that all pupils are able to engage and interact with the environment and the people present in the classroom.

Another element that may impact this critical incident is the use of different communication styles. Children with hearing impairment often use a range of nonverbal communication styles to express opinions, feelings and ideas. One style of communication that has been highly successful for primary aged children is Makaton (Glazzard et al 2015). Makaton promotes inclusion for the hearing impaired through the use of signs and symbols alongside speech when communicating with others. Makaton aims to encourage children with hearing impairments to socialise with others and gain access to extracurricular activities both in and out of the school setting (Makaton 2017). Makaton is a system based on British Sign Language (BSL) which initially provides children with basic phrases and commands that can be used in everyday life. The Makaton system then continues to progress at the child's own rate to further enhance the use of sign language to relay complex topics unique to the child (ibid). While Makaton has been highly successful for children with hearing impairments, it has also been recognised as useful for children with a full hearing range (Tes 2019). In 2017 the BBC reported on a mainstream school that had begun working in collaboration with a school for the hearing impaired, the schools aim during this project was to promote the use of sign language. Both schools were aware of the barriers to communication that may affect a child or young person within the classroom and throughout society. Mr Barrow, a supporter of the use of sign language in schools, explains that a child who learns sign language in school is

more likely to continue using this skill throughout life (ibid). This will have an ongoing effect as the hearing impaired will be able to communicate in a variety of settings and environments through sign language. In February 2019 the Welsh Assembly Government carried out a debate on the issues surrounding BSL and the barriers to accessing the necessary support (The National Deaf Children's Society 2019). One of the considerations was the implementation of a national charter for the delivery of BSL across a range of settings, as well as qualifications in BSL that children can work towards (ibid). One theorist who would support the implementation of BSL or Makaton into the classroom is Urie Bronfenbrenner. Bronfenbrenner created the Ecological Systems framework that allowed practitioners to view the potential influences that are in a child's life, as well as how influential each section may be to the individual (Sass-Lehrer 2016). Bronfenbrenner's framework had five components that surrounded the child, starting with the microsystem being the most influential and then finally the chronosystem being the least influential (Shepherd and Linn 2015). One of the key themes in Bronfenbrenner's theory is the access that children have to resources and environments, in relation to this critical incident it is important that the environment is suitable for the hearing impaired (Marschark et al 2016). However, Bronfenbrenner's theory has also received criticism as the research used to form the Ecological Systems framework was not specific to the model, rather they were based on large scale research projects (Fleer 2018). Having researched the use of sign language in schools and the positive impact viewed, it may be useful for the staff and pupils in the school to participate in BSL or Makaton lessons. Introduction of Makaton into Foundation Phase lessons allows the children to view this process as standard practice and become a natural process.

Having individually looked at the social, verbal and nonverbal development of a hearing-impaired child in the Foundation Phase there is one theory that links all these areas together. The Theory of Mind theory underpins a child's understanding of own thoughts, emotions and actions in relation to peers' thoughts, emotions and actions (Peterson et al 2016). Research has shown that children with hearing impairments have a lower attainment in regard to theory of mind when compared to peers, it is believed that this is due to a lack of understanding of comprehension and ability to express emotional language (Duncan 2014). Through a well-developed Theory of Mind children are expected to build relationships on common understandings through the sharing of beliefs, knowledge and experienced emotions (National Deaf Children's Society 2017). The National Deaf Children's Society (2017) state that a child with a hearing impairment needs early intervention if they are to successfully achieve a good Theory of Mind. Interventions that may be used to support development are parents using sign language from infancy to communicate with the child,

early social interaction with peers through sign language and the early installation of hearing aids or cochlear implants. A study by Sundqvist et al (2014) supports the information given by the National Deaf Children's Society by stating that hearing-impaired children who received early intervention methods had a well-established Theory of Mind. The research by Sundqvist et al (2014) explained that there was a significant difference when comparing children who received early intervention for hearing impairments to those who had a delayed intervention. The overall conclusion revealed interventions methods had a high impact on the children's overall wellbeing and interaction with peers (ibid). It is essential that practitioners consider this theory when supporting a child with a hearing impairment as it provides a holistic view of the child rather than in individual developmental areas. This may be a useful model for the teacher to use to further support the development of the child identified in the critical incident (Appendix 1).

As previously discussed, reflection is essential to successfully establishing a critical incident as it promotes continuous professional development and further develops a practitioner understanding on the topic identified (Tripp's 2012). To support my reflection, I completed an ARC sheet as a starting point to reflecting on the critical incident (Appendix 2). The ARC encouraged me to consider my feelings and opinions throughout the observation process, including what possible adaptations to teaching I would consider making. I decided that I would also use David Kolb's reflective learning cycle to further develop my reflective skills on teaching and learning practice. Kolb's theory is a four-stage process that encourages the practitioner to improve own practice through reflection and a system of trial and error (Djoub 2018). However, Kolb's theory has been criticised for being a restrictive model that views reflection as a process unique to the individual (Philpott et al 2014). This contradicts Tripp (2012) opinion on practitioners sharing reflections among work colleagues to further promote best practice within the education setting. I am aware that there are limitations to Kolb's reflective learning cycle, however I believe that I can use the reflective theory while being mindful of potential barriers that I may need to work through. The first stage of the process is the concrete experience, this would be the critical incident itself as it's the practitioners own experience (Kayes 2015). I believe that the observations were successful as I was able to identify a critical incident and the necessary information to support further investigation into the topic of hearing impairments within the classroom. However, if I had the opportunity to carry out further observations, I would plan to use a sociogram method of recording the observation. A sociogram allows the practitioner to plot interactions a child has with peers or adults within the classroom and other areas of the setting (Fleer 2018). For the child with the hearing impairment this record of interaction may provide highly useful information for the practitioners that may indicate friendships groups and the child's comfortably when in

different social situations. The second stage is reflection, the practitioner needs to reflect on what happened during the critical incidents and consider all possible aspects (Boettcher and Conrad 2016). Through out the process of carrying out the critical incident I was reflecting on my own previous practice when working with children with hearing impairments and comparing my experiences to those of the class teacher. While it is important that the child develops cognitive skills during lessons I was interested in other areas of development. Social interaction is a key part of a child learning during the Foundation Phase and I wanted to find out how a hearing impairment may impact the development of social skills. The third stage is abstract conceptualization, in this section the practitioner is required to carry out research on possible solutions or strategies that can be implemented in the classroom to further support the children and improve own practice (Kayes 2015). I choose to look at two key themes related to this critical incident, I believe that the development of social and communication skills were the two most prominent features present in the critical incident. I researched how a child with a hearing impairment develops these skills and how the support required may be different to that of a child with a full hearing range. One support method that I believe may be useful for the child is a set seating plan within the classroom, this ensures that the child is always in the same place each lesson and can establish effective communication methods with the children sat next to him. One recommendation may be that the practitioner organises the children in a circle during carpet activities, when placed in a circle the children have a better view of all members of the classroom rather than just the teacher. This may support the child with the hearing impairments ability to interact with the whole class during carpet activities and encourage the development of social interaction (Blairmires, 2016). Another adaption that could possibly be made is the use of sign language during lessons to reinforce the spoken language. While the teacher may not be able to sign the full session, they may be able to sign key words relating to the topic or basic commands to the child. In a survey carried out by the National Deaf Children's Society 97% of the children that participated wanted to learn sign language in school and believed that sign language should be included in the national curriculum (Tes 2017). A recommendation may be that the school start to implement a whole school approach to learning sign language in a fun and interactive manner that promotes inclusive practice. The final stage of Kolb's theory is the active experimentation, at this point the practitioner may implement some of the findings from their research into the classroom environment (Allan 2016). Once the practitioner has made the necessary changes to practice it is vital that they monitor the children's reactions and engagement with the changes. The practitioner should consider any progress or regression made on a regular basis by regularly reviewing the children's behaviour, interaction and work (Medwell 2015). Medwell (2015) also suggests that

practitioner can ask the children how they feel about the changes and note any feedback on possible improvements that can help the adjustment process.

In conclusion, I believe that the case study has been successful in identifying a critical incident and analysing the event to promote own professional development. As I have not experienced a child with a hearing impairment within my classroom previously, I had little knowledge on the best strategies to implement that would support the child. After carrying out the literature review and researching different approaches I believe that I am now more prepared to support the child in the class to further develop in all areas of the curriculum and personal development. While there are some improvements that I could make to the observation methods if I was provided with the opportunity to carry out another critical incident case study, I believe that overall the observation method chosen was appropriate and informative. The critical incident case study has also been successful at meeting the Professional Standards for Teaching and Leadership criteria for good teaching practice (Welsh Government 2018). One of the standards states that practitioners should apply an innovative approach to the development of techniques to further improve pedagogic outcomes; this links to the critical incident case study as during the literature review possible strategies to support a child with a hearing impairment are discussed. One of the recommendations made within the reflection is for practitioners to introduce a whole school approach to learning sign language to further develop all pupil's language and communication skills. The process of carrying out a literature review and applying reflective practice models during the case study also meets the standard that states that practitioners should be consistently developing own knowledge and understanding through the use of reflection and an openness to challenge. However, I believe that the standard that is the most influential to this case study is the standard for effective pedagogy which states that practitioners should ensure the best possible outcomes for all learners through refining teaching and influencing learners. This standard links to the case study as the child with the hearing impairments holistic development is viewed as paramount and the support strategies identified promote the best possible outcomes for the individual.

Appendices ~**Appendix 1 ~****OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 29 September 2019
Lesson details: The children are participating in a Read, Write, Ink session on the letter 'K'.
Classroom culture (Are the students focused on learning?) The children are engaged in the session and actively participate in the verbal activity. The children remain focused and on target throughout the session.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the session is for the children to practice phonics skills. The session promoted this by engaging the children in verbalising the sounds and writing the letter 'K' in work books.
Direction (Are the students clear about what they are doing and how to do it well?) The children in the class are aware of the lesson objectives and the expectations in place. All of the children are confidently participating in the session with enthusiasm.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children are engaged in the activity and are having their phonetic skills challenged. The teacher is aware of a child with a hearing impairment within the group.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher uses a range of assessment for learning techniques within the session. The session starts with the teacher using flash cards to check that the children remember previous sessions. The final part of the session involves the children using mini-whiteboards and think, pair, share to peer mark each other's work.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One area that would be useful to further investigate is the placement of a child with a hearing impairment.

Appendix 2 ~

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

Dyddiad/Date: 26 September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Read, Write, Ink

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	During the Read, Write, Ink session I felt that the lesson was productive and had a positive atmosphere. I felt that the children enjoyed the lesson and responded well to the set activities. I found the format of Read, Write, Ink to be entertaining and made me want to participate in the session.
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>	Successful • The use of resources • Assessment for learning strategies • Children engaged and enthusiastic Development • Placing of the children during carpet activity • Adult led activity
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>	Continue the use of resources; the puppet and flashcards were highly effective at keeping the children engaged. Also continue the assessment for learning techniques as it was a quick way for the teacher to gain feedback. The teacher was aware of a child with a hearing impairment within the class. The child sat at the back of the group so the teacher moved him to ensure they could hear the activity.
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>	It is important that a child with a hearing impairment is sat near the front of the class, however moving a child can cause a mixture of emotions. One solution may be to arrange a seating plan for all members of the class. The child can be placed near the front of the class alongside a friend. This ensures that the child does not feel singled out or isolated from his friendship group.
Y profiad newydd / Transformed experience	

Appendix 3 ~

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 September 2019
Lesson details: The children have been allowed free choice.
Classroom culture (Are the students focused on learning?) All of the children are engaged in an activity that the teacher had set up within the classroom that morning.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There are several areas in the classroom for the children to choose from. Each area has activities relating to the thematic planning of 'Food Glorious Food'.
Direction (Are the students clear about what they are doing and how to do it well?) There is no direction given to the children. The children are all exploring the learning environment and discovering resources that have been placed in certain areas.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children are engaged in an activity of their choosing. The children are using the resources to challenge own knowledge and skills while also sharing information with others.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher questions the children about the activity they are participating. The main form of assessment is through observing the children's play and communication.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One interesting moment was when there was a disagreement between friends over which activity they should participate in.

Appendix 4 ~

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

Dyddiad/Date: 26 September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Free choice

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	During the free choice I felt interested in the social and communication skills of the children.
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>	Successful • Learning through play • Use of observations to monitor understanding • The use of thematic planning Development • The sharing of resources between the children • The disagreements between pupils regarding what activity to choose
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>	I will continue to use thematic planning within the classroom as this extended the children's knowledge on the topic across all areas of the curriculum. I will also promote learning through play by encouraging the children to explore the available resources. I plan to support children in the development of social skills and maintaining friendships. Some of the children did not understand that they could play with resources different to the ones chosen by their friends, this led to disagreements and upset.
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 ensure that the children have a wide group of friends within the classroom I will plan activities that encourage the children to socialise with other members of the class. When the children are more comfortable around each other and have formed stronger friendships, they are more likely to play with each other. Children with smaller social groups may feel uncomfortable approaching a different child or joining the activity.
Y profiad newydd / Transformed experience	

Appendix 5 ~

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 September 2019
Lesson details: The children are practicing the skill of 10 more or less than a given number.
Classroom culture (Are the students focused on learning?) Students are all independently completing a work sheet at the table, the class teacher is supervising the activity.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson is for the children to recognise patterns in numbers up to 100 when adding or taking away 10.
Direction (Are the students clear about what they are doing and how to do it well?) The children are working independently in books, some children require more encouragement from the class teacher. The children have a choice of using a number square, their fingers or mental maths skills to solve the problem.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All the children are engaged and focused on the work sheet. Some children are given further problems to solve if the teacher believes they can be further challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? After the children complete a section of the worksheet the teacher checks the answers before allowing the child to progress onto the next stage. When the child has finished the worksheet, they are asked to traffic light the work.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Children choosing what resources to use to support own development.

Appendix 6 ~

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

Dyddiad/Date:

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	During the numeracy lesson I felt interested in how the children choose the resource that they would use to support their numeracy development.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	<u>Successful</u> • The use of resources • Assessment for learning strategies • Further challenges for more confident children <u>Development</u> • The use of the learning objective (WALT)
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	I would continue to have a range of resources available for the children to explore and discover. I would also use the traffic lighting strategy for self-marking as it is a simple way for children to express how comfortable they are with an activity or process. One part of the session that could have been improved is the use of the learning objective. The teacher stuck a piece of paper into the children's book that stated the learning objective. However, did not discuss the objectives with the group.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	The learning objective could be read as a group to ensure each child is aware of the activity's success criteria and expectations. I will encourage my group to read and discuss the learning objective before starting an activity or task.
Y profiad newydd / Transformed experience	

Appendix 7 ~

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 September 2019
Lesson details: Registration and morning drills for numeracy and welsh skills.
Classroom culture (Are the students focused on learning?) The majority of the children are concentrating on the morning session; however some children are being disruptive. The class teacher has to implement behavior management techniques to try and get the whole class to focus on the learning.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the session is to help the children settle in when entering the classroom in the morning. The children are also made aware of the structure for the day and the expectations in place.
Direction (Are the students clear about what they are doing and how to do it well?) The majority of the children are joining in with the morning drills and are enjoying the musical activities. However, some children are being disruptive and not participating.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All the children are having their numeracy and welsh skills challenged; however, some students are choosing not to participate in the drills.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher assesses the children understanding of numeracy and welsh throughout the session. One technique used during the numeracy drill is ping pong to test the children's knowledge of number bonds to 10. The teacher questions the children's understanding of welsh words and how they can be used daily.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One area that can be further investigated is the use of behaviour management in the Foundation Phase. The teacher chose to send a child to 'thinking time' for a few minuets before asking the child to re-join the class, it would be useful to compare with other methods of behaviour management.

Appendix 8 ~

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

Dyddiad/Date:

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	During the session I felt interested in the teachers methods of assessment for learning and behavior management techniques.
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>	Successful • The use of assessment for learning techniques • The use of music and dance to support development • Children enjoyed the session and were enthusiastic about learning Development • Not all children engaged in the session • No visual reminders of the days structure
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>	I will continue to use music and dance during lessons as it is a fun and enjoyable method of sharing processes and knowledge. The use of assessment for learning was highly effective and enjoyable. The use of ping pong was interactive for the children while also being informative for the teacher. I will continue to inform the students of the days structure, however I will use visual prompts as a reminder for the children through out the day.
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>	One way to remind the children of the days structure is to have cards are visual prompts. The children and teacher can use velcro to place cards on the whiteboard. The cards can show the activities and lessons that will take place that day. This allows children to prepare themselves for the next session and remain aware of the days events.
Y profiad newydd / Transformed experience	

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