

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.

During this assignment, four critical incidents will be observed within a school day, of the four noted one will be chosen to be the main area of research. When analysing this 'critical incident' prior research will be accessed to be able to make sense of what has happened. This analysis of previous research will help develop an understanding of the whys surrounding the incident. Through the process the exploration of the incident will provide answer to what the next teaching and learning steps could be. In short, the essay will provide the teacher a more reflective reasoning behind the critical incident that they may not have previously thought about.

A critical incident in a primary school isn't as serious as first impressions give out. An example of a critical incident is a child conforming to school rules. A child putting their hand up to ask if they are allowed to go to the bin and sharpen their pencil. This child is following the steps laid out by the teacher, but this is a limit to pupils autonomy. You may look at this and say that the pupils should be more independent. Other ways critical incidents can unfold can be surrounding work; do the students understand it? Do they know how to succeed at it? Are all children engaged in it? All these questions can materialise themselves in different waves, from a non-engaging pupil 'misbehaving' to making unnecessary trips away from their table.

The primary school that the observation is undertaken is reported as having 494 pupils, with nearly all falling into the white British ethnicity, with English being the main language spoken at home. There are not many pupils who have English as an additional language and no pupils speak Welsh at home. In 2018 (Wales.gov.uk, 2018) through the my local school report showed the school to have 34.4% of the pupils on free school meals, which Estyn advised as being 15% more than the national average (A report on [REDACTED] Community Primary, 2018). The class that the observation was undertaken in was Year 4, therefore the children would be between 8 and 9 years old. In the schools

2017 Estyn report the school showed that 31% of the students had additional learning needs, but none of those were statemented. This takes the school 10% higher than the national average. The school has been chosen to be a pioneer school for the new curriculum based around Donaldson's successful futures (2015). In the data provided by (Wales.gov.uk, 2018) my local schools page, in reports provided by Sport Wales, 71% of children enjoyed P.E lessons, and 48% of children were 'hooked' on sport. This has been enabled as in 2007 the school opened a brand new sports hall through lottery funding costing over £800,000. This enables the school to provide high quality lessons to the pupils in throughout the year, no matter the weather. (The [REDACTED] Gem, 2007) The school has received a grant of £9750 in June of 2019 from the national lottery for a get active and get outdoors project. (Tnlcommunityfund.org.uk, 2019).

In the planning stages of the observation, a non-participant observation appeared to be an efficient method of collecting the data needed to complete this study. The main factor this couldn't be undertaken is because of the Hawthorne effect. In the Hawthorne study between 1924-33 the study concluded that where operators were shown special attention by the supervisors productivity improved. In the school context it wouldn't necessarily materialise itself in better behaviour but as a predication it would show itself more inclined with a child attempting to get attention. (Paradis and Sutkin, 2016) When undertaken a learning walk prior to the observation day, numerous children would walk up to a student teacher asking who they were and what they were doing in "their" school. In years since the Hawthorne effect was first coined, there have been numerous studies that have disseminated the research undertaken and have found that there were other factors that contributed to the improved productivity, namely new workers in the site in question. (Parsons, 1974) Johnson, Avenarius and Weatherford (2006) advise that for a well informed non-participant observation to take place it should be done over many weeks observing the same interactions multiple times. Due to the time constraints this option wasn't an option.

Due to the scrutiny that the Hawthorne study has gathered in the years following is publishing even though still cited in numerous articles surrounding participant and non-participant observation, Participant observation became the most beneficial option for a fair tool to gather data for this research.

"The goal for design of research using participant observation as a method is to develop a holistic understanding of the phenomena"

under study that is as objective and accurate as possible given the limitations of the method.” (Kawulich, Barbara B, 2005)

Participant observations can increase validity, as the researcher lives through the phenomenon, giving the best opportunity to develop an understanding of why and what is happening. Dewalt & Dewalt (2011) state that participant observation is key for building theory behind social occurrences. Although they explain that bias can change the researcher's opinion and view. These biases in many cases cannot be helped; age, sex, prejudices and values. Bernard (1998) and Ratner (2019) have listed some tools to help assist in recording information to help nullify these biases;

- Taking notes as soon as possible after an event occurs, in this time not talking to someone who may be able to influence what you write, and not to try and theorise it at this point
- To attempt to understand what biases the researcher may have and instead go into the research with a clean and open mindset.
- To determine how much as a researcher you will participate in the observation, if you are participating you must participate to that extent for the whole of the data collection.

You will also need to demonstrate knowledge of critical incident / case study methodology, showing the strengths but also weaknesses of this approach. It is important that you demonstrate evidence of reading here.

To really be able to analyse these critical incidents you must reflect both in and on action. Reflection in action comes in the form of writing down thoughts feeling and emotions at the time of the incident, taken in notes. Reflection on action can be done any other time post incident. It could be undertaken by having a chat with peers, or sitting back down with the notes in the evening when you can really have a think about what went on that day. (Knowles, Katz and Gilbourne, 2012) When reflecting on action Gibbs (1988) reflective model is a strong base to use to give each incident a fair reflection. Trip (2011) alludes to the fact that a critical incident isn't a children falling over and grazing their knee on the yard, but it is any incident witnessed by the research that makes the research think why did they do that, or what made them do that.

The critical incident in observation 4, reflected in appendix iv and viii refers to a situation that occurred at the start of the observation day. The topic of good relationships was ending and the teacher had planned that the pupils would finish any of the work they hadn't to that point in time. Prior to sending them away to start work the teacher sat them on the carpet in front of her chair to check for understanding of everything they've done in the subject so far. There were questions asked about the different activities they had undertaken and the work they had done to this point. The teacher mostly chose pupils who had their hands up, which appeared to be the class rule, but one child repeatedly shout out answers or "Miss", "Pick me miss". At first I believed that the teacher couldn't hear him, but he started to get louder for the attention. The teacher in the mean time, would ask a child with their hand up, after they finished what they were saying the teacher would say "Excellent answer, and very well done for putting your hand up and waiting patiently." This happened multiple times, until the shouting child put his hand up and didn't say a word. At the point the teacher chose him and before he could say anything praised him for putting his hand up and sitting quietly.

In the critical incident the learner himself is showing that he is an ambitious, capable learner, he just wasn't confirming the rules set out by the teacher

There are parts of this incident which show that the child is actually engage in what Donaldson (2015) produced, the four purposes.

In the **enterprising, creative contributors** this pupil is showing what he is someone who is ready to play a full part in work and he's willing to give energy so other will benefit. This is shown through the fact he was trying to answer and get the teachers attention throughout the plenary. Where he is falling short it he's unable to take different roles in the team effectively and responsibly. The class rules would have been discussed at the start of the year, but he hasn't acknowledged them at the start of the task and is not letting the children who are participate effectively.

Children must be **ethical, informed citizens**, the very fact the pupil is trying to answer every question means that he remembers and took part in all prior lessons around the subject of friendship. Yet, he fails where Donaldson believes that the children should be understanding and consider the impact of their actions, as well as respect the needs and rights of others. As he consistently shouts out he is taking away the chance for a quieter child to answer a question, who may be too nervous. Although Donaldson talks about the rights of others in a far more principle led narrative, he still falls short in this ideology.

Children through attending school should become **healthy, and confident individuals**. There is no doubt that out pupil here is ticking boxes for this purpose. He has the confidence to participate in performance albeit not in a physical sense but taking part in the questions and answers. Building his mental and emotional well-being by developing confidence, as previously stated, children can be too nervous to answer in class in fear of getting it wrong or because of shyness, this pupil doesn't have this problem. Although, you can argue that he isn't being a valued member of society as he is not abiding by the rules of the classroom.

Finally, **ambitious capable learners**, the pupil hits more of the sub heading of this purpose than any of the other three; he can communicate effectively in different forms and settings. To have the knowledge to answer almost every question the teacher asked he must have participated well in the previous lessons. Once again even though he's not doing it correctly. The child should be able to explain the ideas and concepts they are learning about, linked to the first point he knows all the answers as he's been involved fully in the prior learning.

When analysing the 'critical incident' and how the event played out it appears that the teacher is using a particular teaching style to prove a point. In the literature review I will review both behaviourist and constructivism within teaching and see which it is more likely the teacher was using.

The observation was taken place on the 26th of September, meaning the students in the school should have had 4 weeks learning about the class rules. The child who was shouting out in the 'critical incident' would have had to have had the rules explained at some point since starting back at the start of the month. The constructivist viewpoint states that learning is an active, contextualised process of constructing knowledge rather than acquiring it.

There are two forms of constructivism; Cognitive and social. Cognitive constructivism is a theory that is most well associated with Piaget. Piaget built the idea that learning takes place in the mind of the person experiencing the world as they encounter it, whilst moving through pre-set stages of life (Weiner, Boreman, Ilgen & Klimoski, 2003). When individuals encounter novel situations (which disturb their equilibrium), they construct unique knowledge based on personal experience and what they already know (Cobb,

1996). A process of disequilibrium in the light of new information is required in order for effective learning to take place (Slavin, 2003 cited in Jones (2013)).

Lev Vygotsky then introduce the idea of social constructivism. Moving on from Piagets ideas, Vygotsky believed learning develops through social situations, through interaction and dialogue. Sfard (1998) also expresses that learning occurs more productively through participation in social interaction. Lave and Wenger (1991) add that learning is situated as part of a shared action, the individual needs to learn the way of the social setting. The learner must participate in the social setting, in an authentic way. Learning is put into context by been giving a meaning or understanding through social experiences, these experience become more valuable when the contact is with adults or more knowledgeable others (MKOs) (Armour, 2011) The more knowledgeable other can be anyone who has a higher knowledge than the learner. In the school situation it will usually be the teacher but can be other pupils who are more advanced. Vygotsky's theories link in with the Successful futures (Donaldson, 2015) report, as it promotes learning contexts in which students play an active role in learning. The role of the teacher is shifted as collaboration is encouraged in order to help facilitate learning and reciprocal experiences are favoured.

The negative to this social theory is the relationship is still distinguished by power. For learning to occur consistently in ones time in school the students need to get out of their comfort zones. The teacher must provide scaffolding for the students, so they can work with their zone of proximal development (ZPD) The students must be at a stage where the level of challenge is equal to the level of competence. In short the learning objectives can not be too hard so that the children give up easily, but not too easy that they become bored with the work given. Social constructivism means learning is not just memory recall or responding to stimulus, but it is providing a organic environment for learning to occur.

The other form is behaviourist, which was led by Thorndike (1932) he introduced numerous ideas indlucing;

"If a stimulus that follows a response makes that response become more likely, we say that the response was reinforced. If the stimulus makes the response become less likely, we say that it was punished"

(Carlson & Buskist, 1997, p. 145)

Our pupil, understands that if he gets to answer a question that the teachers stimulus will be responding "Well done, good answer." Therefore it will be reinforced and the student is going to want to do it again. That's why he was so keen to answer the questions. Thorndike states that if action has a positive reaction then it is more likely to be copied in similar incidents more than an action that is followed by a negative response. When looked at in reference to the 'critical incident given' The child shouts out consistently, and is ignored (the stimulus being lack of acknowledgment) but the child can see the other children answering and receive praise (positive stimulus) and therefore reinforced. Thorndike (1932) highlighted the importance of association in the learning process. The child shouting out associates answering questions with the positive reinforcer, and is doing all he can to get through to the teacher.

Within behaviourism there are two main conditioning frameworks, classic condition and operant conditioning. Pavlov studied classic conditioning, he establish that learning occurs from involuntary response that come from experiences that happen before a response. This happens when two separate stimuli become linked. The first stimulus is always the unconditioned stimulus, it brings out an unconditioned response this happens without any previous learning.

Having previously looked into reflective models during my undergraduate degree, I am aware of various reflective practice models. One that I have used is (Gibbs, 1988) reflective cycle model. This model gives the user a step by step guide on how to go through reflection.

Step one – Description

In your description you go through the event in detail without making any conclusions around what happened.

The children were all sat on the floor in the beginning of the lesson, the teacher was checking for understanding of what they had previously been taught. She was predominantly choosing children who put their hand up to answer but occasionally would chose a child who wasn't trying to get picked. If the child who was chosen didn't directly know the answer, the teacher would use prompts to get to the answer. Asking closed questions to gather if they had understanding but didn't know necessarily how to word the answer. At the same time there was a child who was consistently shouting out answers, which the teacher ignored every time. She would even praise children for

putting their hands up and waiting their turn. The child in the end put his hand up and then was asked for his answer. He was then praised for waiting his turn and putting his hand up to give an answer.

Step two – Feelings

In this part of the cycle the reflective practitioner is asked to write down their feelings around the event. How they felt before, during and after the event. As well as trying to find out what other people may have felt in the situation.

During the event I was wondering why the teacher wasn't asking the boy to stop shouting out and for him to put his hand up to answer, even after when he did put his hand up I thought she should have because it was disrupting the class and other children would hear his answer which could of mislead them. The other children were mostly ignoring him and weren't joining in with shouting out. I'd like to think if I was one of his peers I'd want him to shut up and would probably even say it myself.

Step three – Evaluation

Here you think about the incident and determine if it was a positive or negative incident. You ask what went well, and why it went well. As well as what didn't go well and why that is.

In this instance I believe that incident in the long term will have a positive outcome, but for the few minutes the child was shouting out it was a negative. Due to the nature of the lesson, there were multiple answers for the questions being asked. This meaning his answer wouldn't have swayed other opinion, but if it was a math lesson it could have either given the answer away to children still thinking or it may have given them a wrong answer but they would have been confident to answer with this answer as it was being shout out.

Step four – Analysis

Here you need to be able to show what you've learnt from the experience. You should be able to see what you need to do or not what to do when similar instances come up.

This observation has benefitted me, as I will be teaching in this class in the future. I can see that this is how the teacher wants to deal with the situation and I can carry it forward for her. This meaning the constructivism going on is concurrent.

Step five – Conclusion

In this step, you take yourself away from the situation and ask; what could I have done differently? What negative or positives did the incident bring about? What do you need to do to personally improve to be able to deal with it better?

This is hard one, as I was just observing the lesson I tried not to get involved with the lessons and took very much a back seat. Having analysed it and after speaking to the teacher I believe that was the best option for it to run its course. The incident has taught me how the teacher deals with shouting out, and I can therefore reinforce it when I lead the class.

Step 6 – Action plan

In this stage you attempt to plan for if the incident re-occurs.

There is a good amount of space on the wall, eye height where the children sit on the carpet. I think that you could easily fit a class rules list there where you would re-enforce the hands up to answer questions on there. This along with the constructivist behaviour the children should conform to the rules consistently.

Going into this assignment, I had a previous knowledge of reflective models. Not until writing the reflection had I realised that during this process multiple times I have reflected; the observation sheet from the day, then the ARC form latter on. Then throughout the assignment I have reflected on my findings. Each time bringing me new information.

Without further reflection during the observation, I would have believed that the teacher was ignoring the child as they were not confirming to the class rules. But when the teacher praised the student and I reflected on it when writing the ARC forms I was able to conceptualise what had gone on and was able to take it further which I did in the literature review.

The Welsh governments guidelines advise that reflection should be regular, about you improving, ongoing and challenging. I believe unless you are doing these four things there isn't point in reflection. It's a tool that you may need time to search for the right one, even then you may need to change it up to suit your style of reflection. As long as you are able to come out of the reflection with insight on, how to improve yourself as a

professional you are doing it right. It may be in the form of a diary entry, or it could be a social learning experience where it is discussed with another class teacher, if you are recalling, describing, explaining and then talking about the consequences of your actions you are doing it correctly.

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Appendix i

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: The class was split evenly into three groups, working for sets of time at each task. The session was finishing a topic about relationships they had been studying.
Classroom culture (Are the students focused on learning?) The children seemed to be on task, and would ask questions for medial things. They didn't need to be repeatedly told what they needed to do. The class is split into four groups, which aren't set by intelligence.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

The lesson was centred around friendship and was a closing lesson on the subject. Throughout the topic, it appears that the students would have had to have worked closely together which means that they would have promoted the ideas around how good friendship works.

Direction

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

I believe that the students were on task for all of the session, they were clear about the session aims, but would ask questions around the work but not what to do.

Access and challenge

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

As stated this was a round up lesson, so the pupils would have engaged in various tasks up to this point. I believe that all the children are challenged. There is one child I have been informed is Autistic, who will take part in bits of the work and then will wander for a few minutes before going back to his desk where he will carry on. This is widely accepted by the teacher and students as a norm.

Assessment

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

The teacher was asking question about what had been learnt in previous lessons, there wasn't a lesson planned from the front of class because a lot of the work they were doing was finishing off enquiries that they had already started. The teacher would walk around the classroom and look over childrens shoulder to check they were on tasks.

Specifics / Critical Incidents

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

The children were all sat on the floor in the beginning of the lesson, the teacher was checking for understanding of what they had previously been taught. She predominantly choosing children who put their hand up to answer but occasionally would chose a child who wasn't trying to get picked. If the child who was chosen didn't directly know the answer the teacher would use prompts to get to the answer. Asking closed questions to gather if they had understanding but didn't know necessarily how to word the answer. At the same time there was a child who was consistently shouting out answers, which the teacher ignored every time. She would even praise children for putting their hands up and waiting their turn. The child in the end put his hand up and then was asked for his answer.

Appendix ii

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: The class was split evenly into three groups, working for sets of time at each task. The session was finishing a topic about relationships they had been studying.
Classroom culture (Are the students focused on learning?) The children seemed to be on task, and would ask questions for medial things. They didn't need to be repeatedly told what they needed to do. The class is split into four groups, which aren't set by intelligence.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The lesson was centred around friendship and was a closing lesson on the subject. Throughout the topic, it appears that the students would have had to have worked closely together which means that they would have promoted the ideas around how good friendship works.
Direction (Are the students clear about what they are doing and how to do it well?) I believe that the students were on task for all of the session, they were clear about the session aims, but would ask questions around the work but not what to do.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) As stated this was a round up lesson, so the pupils would have engaged in various tasks up to this point. I believe that all the children are challenged. There is one child I have been informed is Autistic, who will take part in bits of the work and then will wander for a few minutes before going back to his desk where he will carry on. This is widely accepted by the teacher and students as a norm.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

The teacher was asking question about what had been learnt in previous lessons, there wasn't a lesson planned from the front of class because a lot of the work they were doing was finishing off enquiries that they had already started. The teacher would walk around the classroom and look over childrens shoulder to check they were on tasks.

Specifics / Critical Incidents

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

In the start of the lesson the teacher has all the children sat down on the carpet in front of her on a chair. As they are finishing a topic the teacher is asking questions about a variety of things that have been learnt. There are three girls in the back of the class which she has had to tell to be quiet multiple times. The teacher carries on asking questions to the class and then rather than choosing a child with their hand up she picks one of the girls who is chatting. This girl has no idea what the question was and starts to mumble and act sheepish. The teacher then states that if she was listening and not chatting the whole time then she would have known what the question was. After this the girls barely talked at all during the questioning.

Appendix iii

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19

Lesson details: This incident didn't directly happen as part of a lesson but happened because of an incident on the yard at lunch.

Classroom culture

(Are the students focused on learning?)

Almost all the children were putting their hands up to be seen and heard.

Objectives

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

There had been an incident with multiple girls in the class had ended up crying during the lunch break, the teacher had been made aware of what had happened. Rather than come into class and have children saying "so and so did this" etc she asked for positive

gossip from lunch time. An example of what this could be is "I Sat next to boy A at lunch and I passed to boy B to score a goal in football"

Direction

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

The children seem to have the idea of what positive gossip is, I believe they have done it before,

Access and challenge

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

The majority of children put their hand up to say something, even for the most basic of thing. It's hard to assess if they are challenged, or engaged, some who didn't put their hand up may not have had a good lunch.

Assessment

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

N/A

Specifics / Critical Incidents

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

During choosing the pupils to provide the gossip one child tried to go through what the bad incident was on the yard at lunch, the teacher said to the student I don't think that's very positive gossip is it? As well as this the teacher wanted to children who were involved in the problem to say some things, therefore even if they didn't have their hands up she chose them to say something about what happened.

Appendix iv

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19

Lesson details: The class was split evenly into three groups, working for sets of time at each task. The session was finishing a topic about relationships they had been studying.

Classroom culture

(Are the students focused on learning?)

The children seemed to be on task, and would ask questions for medial things. They didn't need to be repeatedly told what they needed to do.

The class is split into four groups, which aren't set by intelligence.

Objectives

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

The lesson was centred around friendship and was a closing lesson on the subject. Throughout the topic, it appears that the students would have had to have worked closely together which means that they would have promoted the ideas around how good friendship works.

Direction

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

I believe that the students were on task for all of the session, they were clear about the session aims, but would ask questions around the work but not what to do.

Access and challenge

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

As stated this was a round up lesson, so the pupils would have engaged in various tasks up to this point. I believe that all the children are challenged. There is one child I have been informed is Autistic, who will take part in bits of the work and then will wander for a few minutes before going back to his desk where he will carry on. This is widely accepted by the teacher and students as a norm.

Assessment

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

The teacher was asking question about what had been learnt in previous lessons, there wasn't a lesson planned from the front of class because a lot of the work they were doing was finishing off enquiries that they had already started. The teacher would walk around the classroom and look over childrens shoulder to check they were on tasks.

Specifics / Critical Incidents

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

The children were all sat on the floor in the beginning of the lesson, the teacher was checking for understanding of what they had previously been taught. She predominantly choosing children who put their hand up to answer but occasionally would chose a child who wasn't trying to get picked. If the child who was chosen didn't directly know the answer the teacher would use prompts to get to the answer. Asking closed questions to gather if they had understanding but didn't know necessarily how to word the answer. At the same time there was a child who was consistently shouting

out answers, which the teacher ignored every time. She would even praise children for putting their hands up and waiting their turn. The child in the end put his hand up and then was asked for his answer.

Appendix v

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

Dyddiad/Date: 26/09/1

Digwyddiad critigol (Ffocws)/Critical incident (focus): Observation 1

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Having previously worked with children with autism I know it's a hard issue to deal with. The child in question wasn't looking for attention of anyone but was automatically getting it because he wasn't doing the same as everyone else. Although no children questioned why he was allowed to carry on and they weren't you could feel them getting annoyed at the situation especially when he wasn't asked any questions.
Cofio a Deall/ <i>Remember and Understand</i> 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>Although this critical incident isn't necessarily based around a learning experience, the majority of children were still engaging with the questions the teacher was asking on the carpet.</u>
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i>	<u>I believe even though I viewed this as a critical incident I would have to keep everything the same as the teacher.</u>

<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>	<u>When it comes to children with Autism sometimes you have to go with what works, there wasn't that much disruption because of what the child was doing.</u>
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>	<u>There could be a solution where the child learns if they can't sit still maybe they go to the learning area outside the classroom whilst the rest of the children sit on the carpet and interact with the teacher.</u> <u>I believe that when I start teaching I will have to leave this as it is. It does work for the majority of the time, it's only when the pupil gets a bit too noisy it becomes an issue for the rest of the children.</u>
Y profiad newydd / Transformed experience	

Appendix vi

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/12**Digwyddiad critigol (Ffocws)/Critical incident (focus): Observation 2**

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	<u>I was very surprised at the way the teacher handled this issue.</u> <u>The way she almost embarrassed the one girl, made her feel like she has to now concentrate because she doesn't want that feeling again.</u>
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i>	<u>By the end of the questioning most of the children had attempted to answer a question, even the children who didn't necessarily want to answer a question.</u> <u>The teacher was able to gauge if the children had fully understood what they had been learning up until that point.</u>

"Can you list the aspects of the learning experience that went well?" <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> "What were the elements of the learning experience that were disappointing?"	The methods of behavior management that was used worked efficiently. (pointing out the fact the girl wasn't listening)" <u>I initially thought to myself I would hate to be put in the situation the girl was put in, but then again that's the point of doing it.</u>
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> "What will you keep the same to ensure effective teaching and learning in the future?" <i>Beth oedd achos yr elfen siomedig bwyscaf?</i> "What was the cause of the most important disappointing element?"	<u>If I carry on using these methods I believe the children will become conditioned to be better behaved. As they are rewarded for the correct acts.</u> <u>The cause would have been my lack of knowledge/ not having seen what the teacher was doing being undertaken previously.</u>
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth ydych yn mynd i'w wneud nesaf?</i> "What will you do next?"	<u>I can look further into behavior management, of which there is a plethora of books, videos and articles about.</u> <u>Try to reinforce the teachers previous attempts.</u>
Y profiad newydd / Transformed experience	

Appendix vii

Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/1**Digwyddiad critigol (Ffocws)/Critical incident (focus): Observation 3**

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> "What are your feelings regarding the experience?"	<u>This was another behavior management tool I hadn't previous seen. I could understand straight away why the teacher had done it.</u> <u>My onl</u>

Cofio a Deall/ Remember and Understand <i>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?"</i> <i>Pa elfennau o'r profiad dysgi oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"</i>	<u>The teacher went through as many children trying to get something positive that had happened in the lunch time, even something as small as sitting next to someone in the lunch hall.</u> <u>In particular the teacher made sure that the children who were involved with the incident outside had to speak, and she tried to get more from them than any other children.</u> <u>Some of the points the children were giving weren't what I consider to be positive, ie. Sitting next to someone at lunch time.</u>
Gwerthuso a dadansoddi/ Evaluate and analyse <i>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?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"</i>	<u>As most children this age do, this quickly moved their minds on to good things that had happened and away from the negatives.</u> <u>I believe this method worked really well as the teacher had the majority of children on board with it and almost wanted to show off what they had done on the yard or in the lunch hall.</u> <u>Some children just wanted to be seen and heard, as I've stated the children who said I sat next to child b at lunch just wanted to say something for the sake of it and there was nothing to gain from it.</u>
Casgliadau a chymau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"</i>	<u>If a child only has something small to say try to probe out of them more in depth what they did at lunch time;</u> <u>Who did you play with? What did you play? Did someone win? Etc.</u> <u>If another situation like this arises then I would be happy to use the method again but with more probing questions, these would ideally be open ended questions so the pupils would have to expand answer and not just give one word answers.</u>
Y profiad newydd / Transformed experience	

Appendix viii

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

Dyddiad/Date: 26/09/12**Digwyddiad critigol (Ffocws)/Critical incident (focus): Observation 4**

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	<u>At first I thought that the teacher couldn't hear the child, but he got louder and was almost pleading that she listened to him. I then heard her praise other children for putting their hands up and waiting patiently.</u>
Cofio a Deall/ <i>Remember and Understand</i> 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>For the most part the children putting their hands up would answer correctly, and if there was no children putting their hands up the teacher would ask children she believed knew the answer but would need to probe them to get it out of them.</u> <u>I was disappointed that the student was shouting out for a while before he understood and stopped, many teachers would have told the student to be quiet straight away.</u>
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> 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?"	<u>I will do the same as the teacher, but I will set out the 'rules' prior to the exercise. Although it is a norm in most schools, telling them at the start you won't let a child answer who isn't putting their hand up would help.</u> <u>To begin with when praising the children who were conforming to what seemed to be the class rules, the child didn't take note. But after every child who put their hand up the teacher would say "Very good child A, thank you for being polite and putting your hand up." The shouter didn't understand and carried on, but as the 'rule' was exemplified he could see what he needed to do.</u>
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> 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?"	<u>As stated I believe this is a good form of conditioning, the only thing I would do different is re-iterate the class rules before hand just so that the class understands.</u>
Y profiad newydd / Transformed experience	