

A critical evaluation and the identification of next teaching and learning steps focusing of a case study of an individual learner or a group of learners, based on an observed critical incident.

The following essay will analyse and address the factors that underpin a critical incident observed within an educational setting, ultimately, discovering the links between practice and theory. In accordance to this, the principles and purposes of Successful Futures review created by Professor Graham Donaldson (2015) will be discussed in order to establish how the observed incident corresponds to current practice and the New Curriculum (2022). It will also outline the possible relation of the incident to childhood development theories, such as the Humanistic approach and the impact well-being and freedom of choice could have on learning. After analysing research and exploring certain aspects that relate to the observation, reflective practice and professional development will then be addressed in order to identify the implication of the incident and possible next steps to improve practice.

According to Tripp (1993) a critical incident is something that could be unnoticeable, but when analysed critically, various aspects may be highlighted and could be perceived as a possible challenge or point for discussion. Within the classroom, it is important for teachers to be reflective practitioners in order to continuously progress and provide children with learning opportunities at the highest possible standard. Joshi (2018) believes that by observing and recognising critical incidents, teachers can learn from reflection, recognise strengths and weaknesses, then deliver the highest standard of learning opportunities to children. In order to retrieve best practice from a critical incident, Joshi (2018) also states that various points of the incident should be analysed to find both positive and negative factors. With that being said, the incident that will be addressed in this essay, will be evaluated to discover positive and negative aspects of the observation.

Beforehand, it is essential to address that BERA (2018) guidelines have been considered during the observation and when conducted this essay. BERA (2018) developed guidelines to ensure ethical considerations are being met in order to ensure the rights of the child according to the UNCRC (1989). Therefore, it is crucial that observers should remember anonymity of the school, child and staff, permission should be acquired prior and the observation should respect children's privacy and should not be personal or cause the child to feel distress or harm.

The education setting, in which the observation took place, (*see appendices 1*) is a Roman Catholic Faith school in an affluent area of Cardiff. For ethical and privacy purposes, this school will be referred to as School X. In 2018, it was stated that the school had an average of 7.8% of children with Free School Meals, 15% of children with Additional Learning Needs and 12% of children from homes where English is an additional language. These statistics are seen to be below average in comparison to the statistics of other schools in Cardiff. As of 2018, the school was categorised as a 'Green' banded school according to the National School Categorisation system. It is a pioneer school and has been implementing aspects of the New Curriculum for many years. It has also developed its own, unique form of teaching methods to deliver what they believe to be the best possible practice.

School X also has a great emphasis on the children establishing a Jesuit pupil profile and possessing certain attributes to what they believe is a good person. Additionally, it aims to promote the importance of children understanding that they have rights by adopting the UNICEF UK's Rights Respecting School Award and allowing children to put their rights into practice in everyday situations.

Alderez (2003) states that childcare practitioners use observation as a tool to understand and assess the development of a child's learning, use it to improve own professional practice and decide where and how progression should take place, for both the child and professional development. There are many types of observational techniques that can be carried out, usually used depending on the results desired, and all have both advantages and disadvantages when evaluated. One form of observational technique is known as a longitudinal study which involves the observation of an individual or group over a time period. Caruana et al (2015) says that this method is beneficial in order to discover relationships usually between a factor, the participant and the outcome. It can limit bias as it presents knowledge over a period of time. In contrast, it can also provide disadvantages as it is time consuming and can also display some level of inaccuracy as if data is misplaced over time or follow up data has not been collated.

Another observation method that can be used as a data collection tool in the classroom is a sociogram. According to the report made by Appleton et al (2013) sociograms are used to determine patterns and social behaviour. It suggests that sociograms can be effective as they allow data to be visualised, therefore they are easy to interpret. However, the report also displays that there can also be limitations to the use of a sociogram as it may be difficult to display the specific amount of interactions and miss any particular movements while the observer is drawing.

The observation method that was conducted for the purpose of this essay was a case study and discovering a critical incident. Cohen et al (2007) states that case studies can be conducted in various ways such as descriptive, interpretive and evaluative, which all have their uses for different types of data collection. According to Nisbet and Watt (1984) case studies can be easily understood, they can identify unique aspects that other techniques may miss and can be carried out by an individual with no need for additional time or a research time. In comparison with this, there are also weaknesses that can be identified. Nisbet and Watt (1984) also suggest that case studies may be prone to the observer being biased, selective, judgemental or even personal, due to the lack of people involved. Therefore, it is fundamental that ethical guidelines are considered.

The observation occurred in a Year 2 classroom with children aged 6-7 years old, all from various backgrounds and differing levels of academic ability. The class teacher has fully adopted the classroom culture and the language that is used across School X to engage learners. It clearly showed that the children engage in the learning, are aware of the language used across the school and are confident in the way they access the educational environment around them. The observed incident appeared while children were having a discussion in pairs and small groups about recalling knowledge learned in a prior lesson. However, not all children were engaged. A child who speaks English as an additional language was reserved, voluntarily not engaging but was actively listening to the other children discussing different vocabulary. For the purpose of this essay, this child will be labelled as Child A. Another child identified this and tried to encourage Child A to become involved by saying "Talk to me, talk to me", however he shuffled backwards and excluded himself further from the discussion. The class teacher allowed Child A to stay separate from his peers and said, "If he doesn't want to talk right now that's fine, don't force him."

After further analysing and evaluating the observation, the specific point that sparked interest during the observation was the reaction of the teacher. It displayed arguments both for and against the way in which the teacher dealt with the situation in relation to the child, curriculum and theory. In accordance to this, it could suggest that the teacher isn't encouraging the skill of collaboration or social development. According to Donaldson's Successful Futures Review (2015) children should not only develop essential numeracy, literacy and other academic skills, but they should possess 'softer' skills and attributes which should aid holistic development and to contribute in adult life. In accordance to this, principle number 4 states that in order to ensure learners are fully engaged, children need opportunities to access learning in various ways, including time to think independently as

well as sharing ideas with peers to promote social development and the ability to work collaboratively. Therefore, this counteracts with this as well as one of the Four Key Purposes of Successful Futures (2015) '**Ambitious, capable learners who are ready to learn throughout their lives.**' This purpose suggests that learning should enable children to communicate effectively and possess the skills to explain ideas, concepts and display an understanding of the knowledge they have obtained.

Nevertheless, in order to fully critically analyse the incident, various aspects need to be explored. Regarding Child A, who wasn't engaged in the discussion, it is important to consider the reasons behind why this may have happened. As the child lives in a home where English is an additional language, it could suggest that he doesn't have the confidence when using the English language. In addition to this, pressuring a child who isn't ready to speak, in any circumstances, could potentially hinder their development in confidence and affect their well-being. As stated by The Children's Society (2012) children need to be provided by positive activities in a safe and welcoming environment in order to learn and develop. They also believe that providing children with the opportunity to have choice, allows them to feel respected and valued as an individual. Consequently, it could suggest that the teacher was aware of Child A's lack of confidence when socialising and therefore respected the child's wishes and considered their well-being. In relation to Professor Donaldson (2015), this contributes to enabling children to be '**healthy, confident individuals who are ready to lead fulfilling lives as valued members of society**' as it includes the encouragement of children developing their confidence to perform, communicate and support their mental and emotional well-being.

The critical incident could be further analysed and strengthened through further exploring the aspects of the child's and the teacher's behaviour during the discussion. As Child A comes from a home where English is spoken as an additional language, this may suggest that there could be a possibility of the family being refugees. Therefore, the impact this has had on the child's confidence and well-being could be analysed. Also, the incident clearly shows the child being provided with choice and autonomy as well as the classroom displaying some aspect of the Humanistic approach. The literature review will explore these suggestions into greater depth, analyse the influence of the factors on the incident and how they may further impact the child.

The term 'Refugee' is defined by Rutter (2006) as a migrant who has been forced to flee their home country due to fear of war or prosecution for racism, religion or other political reasons that may bring harm or danger to an individual and their family. After conducting a

research project, Rutter (2006) suggests that it is common for refugee children to suffer from some extent of Post Traumatic Stress Disorder (PTSD) due to possible traumatising experiences or extreme conditions they were previously living in. Gunn (2018) states that PTSD can affect a child's learning as they can display signs of being disengaged, dissociated and find difficulty forming relationships with both adults and peers. In agreeance to this, Katoaka et al (2012) suggests that traumatic events can also cause a low level of social interaction for children and therefore they aren't developing essential social skills.

With this being said, it is evident that PTSD can hinder the well-being of a child and have an impact on their emotional and social skills, which essentially is fundamental for children to develop holistically as well as to thrive and achieve throughout their life. This, therefore, may suggest that these could be factors that influenced Child A to be dissociated with the discussion.

In order to support a refugee child, Arnot & Pinson (2005) state that first and foremost, it is crucial for the teacher to understand the needs and well-being of the child. By identifying the individual needs of children, practitioners are able to cater for them in a way that may have been missed if overlooked and generalised. In relation to practice, the observation may suggest that the teacher already fully understands and addresses the needs of Child A, hence she allowed him to not participate and, in her own words, she allowed him to not be "forced." Considering that School X is a UNICEF Rights Respecting School, this could suggest that the teacher is regarding Article 3 of the UNCRC (1989) which states that the best interest of the child is of the utmost importance. Therefore, it could be perceived that the teacher felt that forcing Child A to communicate before he was ready was not in the best interest and may have been a hindrance to other areas of development. Nuthall (2007), cited by European Agency for Special Needs and Inclusive Education (2016), also agrees that practitioners need to have a deeper understanding of how to engage and support individual learners. They believe that children not only need to be a part of peer relationships but children should be allowed to be part of their own mind when making decisions and engage in learning independently.

Another point that has been explored is the importance or impact of choice and the encouragement of children progressing at their own pace rather than it being essential to meet a generalised level depending on their age. The observation could also suggest that the teacher encourages choice in learning, as a means of differentiation, when she respected Child A's choice of not being ready to interact. Professor Donaldson (2015) believes that providing opportunities for children to have a choice has an important part in

education. He states that when children are supported by their teachers and their decisions are respected rather than disregarded or fought against, their confidence can flourish. This can be due to the classroom environment adopting a safe and welcoming atmosphere which can enable children to feel valued, respected and ultimately, believing that their voice will be listened to. This also coincides with Article 12 within the UNCRC (1989) as it states that every child has the right to have a voice and be respected when expressing their views.

In relation to a previous point made about Child A may not have been ready to communicate, Professor Donaldson (2015) also believes that children develop at different rates and this should be catered for by practitioners. The New Curriculum (2022) also promotes this theory as it has adopted a new assessment tool known as Progression Steps that outline the development of children's learning. Rather than comparing children's ability and outcomes to each other regarding their age and year group, Professor Donaldson (2015) believes that by setting a wider range of steps of development that flow into each other, it enables practitioners to see the progression of a child instead of what 'level' they may or may not have achieved. It mentions that they have been produced to ensure the progression of children's capacities and abilities rather than what they should ultimately reach. As School X currently implements aspects of The New Curriculum (2022) it could imply that the teacher adopted this within the discussion as she is already aware of Child A's limits and the progression he may have previously made.

In relation to this, Piaget's (1953) theory of cognitive development supports the belief that children progress in stages rather than specific age groups. Agreeing with Piaget's theory of developmental milestones, Powell & Kalina (2009) indicate that it is important for teachers to recognise that children learn in their own way and at their own pace in order to cater to them effectively. Building on this, differentiation is beneficial when catering for the needs of individual learners. The observation could also suggest that the teacher was taking a differentiated approach in order to meet the needs of Child A in that particular moment. Tomlinson & Strickland (2005) states that differentiation does not consist of completely abandoning curriculum requirements, however it encourages practitioners to modify teaching in order to provide appropriate learning opportunities and challenges that are suitable for each learner.

An additional point to discuss is the idea that the classroom may have adopted a Humanistic approach to learning. This approach consists of considering the empathy, motivation and confidence of learners and developing these skills instead of creating stress and anxiety by insisting they participate in learning they may find too challenging. This also relates to

Donaldson's (2015) Four Purposes as it encourages the development of softer skills to shape well rounded individuals with qualities to face the working world in later life.

Herman (1995) believes that the Humanistic approach is beneficial to the education of children as it allows children to learn in their own way and pace. Humanist expert Carl Rogers (1983), also cited by Herman (1995), believed that children reach their full potential when they have a freedom of choice as well as their dignity and values respected when decisions are made. It also mentions that a child's mental equilibrium needs to be intact before expected to think critically or participate in anything they believe to be a challenge.

In relation to Child A and the previous point made about potential Refugee status and PTSD, this may suggest that this is why the child was not ready to engage and was not pressured into doing so by the teacher. Although the class teacher had told the children the task they were to complete without a choice, they chose which aspects of prior knowledge they wanted to discuss. Therefore, this could indicate some signs of a Humanistic approach.

Expanding on this point, Ray (1992) states that Abraham Maslow also has the same belief, as he developed a theory that children need to meet fundamental needs before they are able to learn and develop efficiently. This involves establishing basic needs such as hunger, love and safety, in order to be able to progress to anything further such as self esteem and learning. It can be argued that this is the role of parents however, according to McLeod (2018), this can also be provided in educational settings by input from the teacher and creating a safe environment. For instance, ensuring that children have access to hydration throughout the day by allowing water bottles or providing a drink station. In the situation involving Child A, it may suggest that the basic needs were not fully established, such as his self-esteem, and therefore the teacher recognised this and therefore understood that he may not be ready to participate in the learning event at that time.

To summarise, it seems evident that children who dissociate themselves and lack the desire to communicate should not be taken at face value and possible influencing factors should be considered. With that being said, it is of the utmost importance that practitioners are able to recognise these factors and implement ways in which to support the child holistically.

In order to be an effective practitioner and deliver the highest possible care and education for children, it is essential to be reflective of personal practice. According to Hargreaves & Page (2013) reflection makes practice more ethical as practitioners have a duty to ensure that the highest possible standard of learning is provided for children. Hargreaves & Page (2013) also refer to Patricia Benner (1984) who used Critical Incidents to identify strengths

and weaknesses of Medical practice in order to recognise qualities and aspects needed for effective practice. When carrying out the observation discussed in this essay, it was crucial to complete an Assisted Reflective Conclusion (ARC) Model (see *appendices 5*) to determine the best possible practice for the future. The ARC made it clear to recognise effective aspects or any areas for improvement during the observation and the Critical Incident.

The research that was discovered in the literature review supported the suggestions about the way in which the incident was handled. With that being said, it displays strong indications that the teacher was considering the interest of Child A as paramount, attending to his needs primarily before introducing the learning. However, as a reflective practitioner, it is important to discover additional methods to reach the best outcomes for the child.

From analysing the critical incident, it seems that ultimately, the most important outcome for Child A is the development of his confidence, well-being and social skills. By using the ARC model and relating to previous reading that has been discussed, I have reflected on the incident and would use this as a tool for my own professional development. I have explored ways that, as a practitioner, I would implement into my personal practice and development. I believe that the teacher effectively supported Child A, I would continue to build the child's confidence and self-esteem by utilising both one-to-one support with a teacher and subtly introducing collaborative work daily. The use of teacher support would be in aid of developing the English language and the child's confidence to use it more regularly. It could be suggested that an introduction to the development of the language would be create actions with the child to use relating to key words commonly used throughout the school day. Therefore, this may allow the child to develop a sense of trust in myself as they are able to have ownership of creating the actions which may provide a deeper understanding of the word's meaning. This may also establish a professional bond between teacher and pupil as the child could feel valued that they participated in creating the actions and also have a connection with the teacher as it is a task they developed together, enabling the child to feel safe and a sense of belonging.

Another way I could potentially use this in my own professional practice would be to recognise the friendships Child A has created with his peers and choose one to two children to be his 'Working Partner/s'. When participating in discussions, the chosen child or children would always be sat next to Child A and be his partner. This could eliminate any anxiety of the child not feeling confident to speak to a peer he may not be entirely familiar with. In relation to this, Green (2000) mentions that Maslow (1943) stated that inconsistency can

cause children to feel anxious and therefore perform better when they are in a stable environment with some form of routine. Therefore, incorporating a 'Working Partner' strategy could enable Child A have a sense of continuity as well as potentially improving his confidence working with a child he feels secure and comfortable with, ultimately encouraging the child to develop his social skills.

To conclude this essay, it is evident that carrying out observations are beneficial to both children and practitioners in relation to the Professional Standards for Teaching and Leadership (2019). It has helped me to gain a further understanding of viewing a situation abstractly and delving deeper into the background of the factors that may have impacted an incident. In order to provide best practice for children, it has been displayed that all children are different, with various backgrounds, learning styles and individual needs that, primarily, should be catered for. The essay has discovered that observing a critical incident allows practitioners to view the 'bigger picture' in order to determine influencing factors and therefore deliver the highest standard of education. For example, understanding that a child from an EAL home is disengaged within a discussion, opened up various suggestions to the reasons behind it, including the possibility of PTSD and lack of confidence. Consequently, this allows practitioners to explore the individual needs of the child and produce ways in which they can support them. The Professional Standards for Teaching and Leadership (2019) state that Professional Learning, Innovation and Pedagogy are 3 of the 5 groups of standards that need to be considered when having a duty of care with children. It is evident throughout the essay that conducting observations enable teachers to identify strengths and weaknesses in the learning, improve their own professional development through reflection and furthermore, create and establish innovative ways to deliver the best possible care and education for children.

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OBSERVATION 1

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19
Lesson details: Human Body lesson with Year 2 class. revision of prior learning at start of lesson into main body of lesson consisting of written work and choice of enhanced provision around classroom.
Classroom culture (Are the students focused on learning?) All children sat on individual spots and engaged in partner discussions known as 'turn and talk'. As soon as teacher says 'track me' children almost instantly look back at teacher. While 'choosing' children are fully engaged in their meaningful activities. All children seem aware of and understand how to access their surroundings.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Lesson objectives clearly addressed at the beginning of the lesson. Began with 'retrieval' which recapped on prior knowledge and previous lesson on Human Body. Written work completed, both independently and little support from class teacher, after partner and class discussion about new topic knowledge. Enhanced provision allowed children to access learning and achieve the lesson outcome in various playful related activities.
Direction (Are the students clear about what they are doing and how to do it well?) Children able to work independently with written work and aware that they can use the prompts on the board if they need extra support.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Students challenged appropriately depending on worksheet available for them. Challenge also given in marking if objective has been achieved. Child with ALN accessed learning by applying it to a different context. Has an interest for animals. Drew a penguin the drew what he perceived a skeleton of a penguin would look like.

Assessment

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

Retrieval process used at beginning of lesson to understand where children currently are with learning. 'Cold calling' and 'hands up' used for answering questions to show understanding during lesson. 'Show me' (thumbs up thumbs down) technique to show understanding before participating in written activity.

Specifics / Critical Incidents

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

Teacher vocabulary used, "Track me" "Sit in Star" always reinforcing language as classroom culture and possibly seen as rules.

When discussing on the carpet, one child with EAL did not want to engage. Teacher allowed this. Teacher "if he doesn't want to talk at the moment, that's fine, don't force him."



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OBSERVATION 2

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: Maths- more than & less than
Classroom culture (Are the students focused on learning?) Students focused on learning and engaged in task. All writing solving maths problem on whiteboards in their own way. ALN child drawing on whiteboard not engaged in task.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Task clearly displayed on learning screen. Clear differentiated L.Os in books. Enhanced provision allowing children to create their own number sentences in their free time.
Direction (Are the students clear about what they are doing and how to do it well?) Children are clear about what they have to do and are able to choose the way to solve and complete task. Most children able to work independently with access to resources for support.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) APK to recap previous lesson then applied to challenge. 'All show me 1 more than 2. Now see if you can put it in a number sentence' choice of challenge. All children have access to own whiteboard. Teacher using AFL strategies throughout to decide who needs challenge and who needs support.

Assessment

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

APK on whiteboards at beginning, teacher moving around to assess.

Show me secret squirrel during and discussed answers.

plenary- introduced next lesson and how they will apply this knowledge.

Thinking time - hands up to show understanding

Specifics / Critical Incidents

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

Child with ALN sat on his specific chair. Not engaged on task as was drawing. Was given a choice, encouraged him to make own decision. First you draw, next you do maths.

Children allowed to complete task in own way on whiteboards.

Differentiated approach as lower ability group completed task with concrete resources to establish understanding.



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OBSERVATION 3

(Questions adapted from Fletcher Wood (2016))

Date: 2.10.19
Lesson details: Literacy Skills Identifying adjectives, nouns and verbs Draft of retelling a story
Classroom culture (Are the students focused on learning?) All children engaged. ALN child reading story during APK. EAL child 1:1 support. Enhanced provision- children used free time to retell the story again with a drawing in writing area.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Activity clearly shown objectives before leaving carpet area. Modelled exemplar as shared writing. Introduced writing and sentence sequencing. Identify adjectives, nouns and verbs in sentences to support further writing.
Direction (Are the students clear about what they are doing and how to do it well?) Model retelling of story together to show what is expected and involve children to initiate thinking. All children able to understand the aims and outcomes.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Differentiated by retelling with pictures and sequencing and supported by TA. Some children provided with sentence starter sheet and word bank. One group just had word bank.

Assessment

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

T-P-S for prior knowledge, tell each other nouns.

Cold calling for feedback. Quiz - using actions to show noun, verb or adjective.

WAGOLL - making mistakes when modelling together to show understanding of errors and what is needed.

Plenary - Recap what they learned. Introduce following lesson objectives and how to apply today's knowledge. Editing in pairs.

Specifics / Critical Incidents

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

Child trying to take control and act like class teacher by telling others what to do instead of being on task. This child looking for approval from peers in quiz.

Child given responsibility during carpet task and asked to write down notes on clipboard to stay occupied and on task



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OBSERVATION 4

(Questions adapted from Fletcher Wood (2016))

Date: 2.10.19
Lesson details: R.E - signs and symbols
Classroom culture (Are the students focused on learning?) All children focused on differentiated learning. EAL child with 1:1 for language support.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Children allowed to identify every day signs in classroom. Discussed what each group will be doing before leaving carpet area. Clear objectives and displayed on board.
Direction (Are the students clear about what they are doing and how to do it well?) Using continuous provision to incorporate R.E e.g writing area - draw and write signs and symbols. Maths - use cubes to create signs. All children on task, able to complete independently and discuss with peers if having difficulty.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Allowing children to choose what to answer in introduction. EAL with 1:1. TA task - learning walk around school to find signs and draw on clipboard Written task - identify signs meanings and uses
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? What do they already recognise. Thinking time and cold calling to answer questions Extended questions if showed good understanding.

Specifics / Critical Incidents

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

Allowing children to walk around room to spot signs before moving on to remove distraction.

ALN child not wanting to engage - taken teacher away from other children.

Primary/ secondary behaviour - encouraged to make good choice but refused and shouted then started misbehaving in maths area. Teacher ignored. Calmed down and joined in then praised for making good choice.

One child using cubes independently in maths area to make signs. Good initiative and shows use of catering for all types of learners.



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Model Beirniad Wedi Adfyfyrio (BWA) *Assisted Reflective Conclusions (ARC) Model 1*

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child with EAL choosing not to engage in discussion

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt positive about the fact that the child was given the opportunity to choose whether or not he wanted to include himself in the discussion. I felt pleased as he seemed to show that although he wouldn't engage he was actively listening.
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>	Choice was given which allowed the child to have ownership of his learning. Child was able to improve his listening skills and able to pick up vocabulary used by peers.
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>	Continuing to allow the child to have choice on participating in discussions. Continue to have group and partner discussions to develop the child's confidence in groups, even if silent.
Casgliadau a chymau 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>	Sitting with the particular child with a peer and encourage them to say one word or possibly an action to describe what they understood or how they feel.
Y profiad newydd / Transformed experience	



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Model Beirniad Wedi Adfyfyrio (BWA) *Assisted Reflective Conclusions (ARC) Model 2*

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child with ALN not engaged

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt confident knowing the child was given choice and structure. Allowed yo prepared which was good for well being. I felt confident that I would feel able to deal with the situation.
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>	Child with ALN on his chair so this gave him a choice which promotes well-being. Independent learning on whiteboards. Child not completing maths but drawing instead. Child given choice 'first draw, next maths.'
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>	Continuing to allow the child to have chronological instructions to know when to stop and allow him to prepare to stop. Providing the child with choice but still has to engage.
Casgliadau a chymau 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>	However, child did not engage in maths when APK, carried on drawing. I would have used his motivation to draw to apply maths. E.g 'Can you add one more spot to the animal, how many now?'
Y profiad newydd / Transformed experience	



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Model Beirniad Wedi Adfyfyrio (BWA) *Assisted Reflective Conclusions (ARC) Model 3*

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): MAT child fidgeting on carpet given opportunity to learn.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Enjoyed witnessing that the child wasn't scolded for fidgeting but was encouraged to direct her energy elsewhere and apply her learning differently.
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>	Child was given a clipboard when distracted and was given responsibility by extending learning independently. Able to participate in the lesson outcome by starting to retell the story on clipboard.
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>	Continuing to keep this technique the same as it allowed the child to be occupied and not get distracted because of potential boredom.
Casgliadau a chymau 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>	I would continue to adopt this strategy and have a clipboard ready for her to access at all time. Also apply to other lessons by allowing resources (whiteboard/cubes in maths)
Y profiad newydd / Transformed experience	



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Model Beirniad Wedi Adfyfyrio (BWA) *Assisted Reflective Conclusions (ARC) Model 4*

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher catering for all learners

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt as though it was clear to see that inclusion of all learners was incorporated in the planning. Pleased to see points of curriculum adopted by catering to all.
Cofio a Deall/ <i>Remember and Understand</i> <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>	Child used blocks to create signs and symbols linking to R.E and other aspects of the world around us. Encouraging choice and the opportunity for all learners to be involved even if not academically.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <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>	I would keep this provision in lesson to allow all children to have the opportunity to engage in learning and achieve.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <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>	Adopt this in all lessons to show inclusion and foster other ways to reach objective and learning.
Y profiad newydd / Transformed experience	