

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

This paper examines the implication that a critical incident may have on a child's learning experience. Tripp (1993) defines a critical incident as an incident that has happened but is made critical by the interpretation of significance we attach to the event. The incident focused on throughout this paper is the shaking of a child's hand before they can enter the classroom, compared to when the same child is greeted to a different lesson with no handshake. To explore this incident in depth, I have chosen to focus on the reason the event occurred and theories that outline possible implications to the child both currently and in the future. Research will be undertaken into 'Pivotal' which will be explained later in the paper, along with the possible effect upon student - teacher relationship and the impact on Wellbeing. Exploring these areas will offer scope to be critical with evaluation, therefore improving my knowledge on the holistic development of children and moulding my future teaching practice.

In line with the ethical guidelines set by the British Educational Research Association there will be no mention of institute or students' names (BERA, 2018). Therefore, the school in which the study was based will be referred to as School X. School X is an English-medium secondary school in an urban area. There are around 985 pupils in the school, ranging between 11 - 18 years of age with 30% of these pupils living in the 20% most deprived area of Wales (Estyn Report, 2015). School X shares its sixth form with a local comprehensive school to ensure a variety of sort after A-Levels are available. Within the school is a specialist teaching facility unit (STF) which allows for the students to integrate into the main school for certain lessons. Currently the school is categorised as yellow (Welsh Government, 2018) which means it falls into the level where improvement is possible. The category is assigned to the school after an inspection which takes several factors into consideration, such as GCSE results, level of attendance and the quality of teaching and learning (Welsh Government, 2019). However, due to a substantial number of pupils coming from deprived areas it may be of benefit to consider a holistic approach and take more than exam results into context, such as location (Welsh Government, 2019, Donaldson, 2015).

The research carried out was based on two classes in particular - Welsh and Science. The Welsh class is made up of around 25 mixed gender and mixed ability pupils that is taught by an experienced female member of the faculty who is also named Head of Welsh. The Science class is made up of 17 mixed gender and mixed ability pupils and is taught by a male teacher who joined the faculty September 2019. There is no seating plan in place for the Welsh lesson as the teacher believes that the students learn better when they are comfortable with their surroundings. The use of socialising with friends and peers is encouraged as the teacher believes this can build confidence within the learner, which could be supported by Vygotsky's sociocultural theory (Cole et al, 2007). The Science class has an enforced seating plan which spreads out the students who are prone to disrupting lessons. Socialising with peers is not encouraged within this classroom but is also not ruled out.

This work takes the form of a case-study as it allows insight to a unique example of real people in a real situation whilst being able to establish cause and effect (Cohen et al, 2007). However, if time restraints were not an issue then action research would have been more beneficial for the understanding of a critical incident. Lomax (2007) describes action research as a 'cyclical activity' where an issue is identified, audited, action is planned and then delivered. Observation then takes place to monitor effects and is later reflected upon and evaluated. Rather than identify and analyse an incident as a case study does, this research technique would allow for a deeper understanding of the incident and how it can affect practice over a certain time period.

As the context of the research was a classroom the method of data collection chosen was that of a primary source: classroom observation (Kumar, 2014). Ideally the method of data collection would have been video recording without an observer in the classroom but ethically, due to the age of the students, this would have required the guardian's permission which was not possible due to of time restraints (BERA, 2018). Still, the chosen method allowed the collection of detailed information within an authentic and natural setting (Weber, 2016). The observation study was non-participant to ensure minimal possibility of the Hawthorne effect. This method was more beneficial to the study as participant observation may have produced biased observations as an incident could have been created or encouraged.

By employing a qualitative mode of research rather than quantitative, a pre-decided topic or research question had not already been determined to focus on. Therefore allowing for open ended observation and a range of analysis techniques (Choy, 2014, p.6) Observations were

recorded by taking notes on a record sheet (Observing Children, 2008) (see appendices) which is one of the suggested ways to analyse a critical incident, as a thorough, detailed report is required to ensure no important attributes are left out (Jayers, 2013). Although this is a useful way of recording observations because of its simplicity and lack of resources required, a limitation is that incidents were inevitably missed whilst the focus was on completing the forms.

Overall there were four lessons observed; two lessons of Welsh and two lessons of Science. After spending time observing two lessons the decision was made to revert to a different observation method and to instead target a student from the classroom. By doing this it allowed for further interpretation of how effective or ineffective the critical incident was (Observing Children, 2008). Although observation was the most beneficial method for this study there is an ethical issue that arises of the fact the students did not know the reason for the observation taking place (Observing Children, 2008).

Within School X a training programme, called 'Pivotal', has been rolled out to all staff. The program introduces a new concept that motivates the change in a teacher's approach to create better learning, communication and student - teacher relationships (Pivotal Education, 2019). As part of Pivotal there have been changes made to interactions with the students in a bid to reinforce positive relationships. I have chosen to focus on one of the new concepts for this case study. Before the pupils can enter a classroom, they are to line up outside the door in a single file. One by one the teacher meets the students at the door with a verbal greeting and a handshake, whilst making eye contact. This is expected from all teachers throughout the year groups, inclusive of every student. Noticeably, the student was more engaged in the classroom where the teacher had greeted pupils with a handshake when compared to the behaviour in the classroom when the teacher did not offer a handshake.

Since 2014 Professor Graham Donaldson has been researching to help the Welsh Government create the new curriculum for schools in Wales. Research entailed hearing the views of teachers, parents and students to name only a few who had a say in what they thought to be paramount for young people's future. Drawing from these results, Donaldson constructed the new curriculum which entailed some radical and wide-ranging proposals. There are four purposes outlined that will shape the future generations. These purposes are for all children and young people to be ambitious, capable learners, enterprising, creative contributors, ethical, informed citizens and healthy, confident individuals (Donaldson, 2019).

The chosen critical incident can be linked to two of the four purposes. The action of shaking hands has been described as important because it is a sign of friendship, trust and respect (BBC, 2018). This is connected to the purpose of healthy, confident individuals as a handshake can help with building confidence which could go on to benefit the young person in social and professional interactions that may be encountered in the future. A handshake is a gesture that can determine the way in which someone is perceived during a first encounter. It is not only beneficial for students to view the gesture as natural, but also understand that it is a starter path to form a positive relationship based upon mutual respect. The incident can also be linked to 'ethical informed citizens' as the students are each given the teacher's full attention at the start of the lesson. Given that the attention may only be for a few seconds, the student is encouraged to identify that the attention is solely theirs and seize the opportunity to speak about any worries or distractions that may affect their learning. Whilst taking the importance of the outlined purposes into consideration, a holistic approach has been utilized by integrating theories and research carried out over the past years to further understand whether the critical incident may have had an impact on the student.

Paul Dix, the founder of 'Pivotal', believes that the only way a seismic improvement in behaviour will occur is if teachers change their mindset and thus their approach to challenging behaviour, or behaviour as a whole (Dix, 2017).

In behaviour management, culture eats strategy for breakfast. Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave (Dix, 2017).

The introduction of shaking a student's hand at the beginning of each lesson offers a fresh start for the pupil even if they have been disruptive in their last lesson. The student is discouraged from fulfilling the negative reputation they may have built for themselves and can go on to engage in a positive learning experience (Joachim, 2016). Yet this does raise the concern that a child may view the 'clean slate' policy as an opportunity to misbehave during one lesson knowing there will be no consequence in the next. Although Dix states that strategies become less important (Dix, 2017), there are a few mentioned and encouraged within the 'Pivotal' culture.

School X encourages teachers to reinforce positive behaviour as part of the Pivotal training by noting good behaviour on a 'Recognition Board'. Whether that be a student who has been disruptive only ten minutes prior or a student who has been focused the whole lesson. After

speaking with the headteacher of School X I was told that the hope is by recognising a small act of the desired behaviour the student will understand that they are given a chance to redeem themselves and be rid of any negative labels. Eventually, the hope is that students understand which behaviour gains rewards and they will be encouraged to display this behaviour. This theory is called 'conditioning'. Psychologists have been carrying out case studies for many years based on conditioning behaviour. These studies have produced two forms of conditioning - classical and operant. Pavlov (1890) tested his classical conditioning theory by training dogs to salivate to the sound of a bell. This study involved sounding a bell each time the dog was given food until an association formed between the two stimuli, eventually leading to the dogs salivating to the bell only. In 1938 an adaption of this theory surfaced, called operant conditioning. B. F. Skinner carried out a study on rats to test whether reinforcement can encourage a behaviour and punishment decrease a behaviour. The study consisted of a rat trapped in a cage with an electric floor, a button and a lightbulb. When the bulb lit up the rat was required to press the button which would release a pellet into the cage for the rat to eat (a reward). If the rat did not press the button when the bulb lit up, it would receive an electric shock (punishment). Results from this study supported the theory that an association can be formed between behaviour and the consequences for the behaviour (Skinner, 1938).

The theory of classical and operant conditioning has since been adopted by educational theorists and thus developed the behaviourist theory. Behaviourism states that a learner starts off as a clean slate and their behaviour is shaped through positive reinforcement or negative reinforcement (Watson, 2013). Notwithstanding the evidence in support of behaviourism, one cannot simply say learning takes place purely through reinforcement as this eliminates extensive work in emotional, social and cognitive learning (Reich et al, 2016). Ethically the conditioning of a child's behaviour could also be questioned. The act of manipulating a child to behave the way that is viewed as appropriate raises not only ethical issues but also practical issues (Fox, 2019). What happens when a teacher is not present to reinforce the child's behaviour? Does the behaviour continue when the child knows it will not be reinforced? Although the benefits of reinforcing the desired behaviour is clear, it is difficult to not acknowledge these questions. Alternatively, it could be that the behaviour a child delivers is dependent on other factors, such as, the relationship with the teacher - would a child display better behaviour for a teacher they favour? Could the child have been influenced by the authority level of the Teacher A? These are just two amongst many possibilities that may be contributing factors towards the child's behaviour.

Kesner (2000) suggested that certain characteristics, such as gender, can impact the relationship between a student and their teacher. Taking this into consideration, it could be that the relationship the student has with Teacher A is more positive in comparison to the relationship with Teacher B and that is what affected the change in behaviour. It has been found that positive, supportive relationships with students can increase their motivation to learn (Fredriksen and Rhodes, 2004). Student-teacher relationship has been a contributing factor on what type of experience a child has during their school life.

There are many arguments supporting the theory that teachers should be more than just a facilitator of knowledge in the classroom. Fredriksen and Rhodes stated that a teacher's bond with the student has meant the student has not only gone on to obtain higher scores academically, but also scored higher with self and teacher reports for social and emotional outcomes (Fredriksen and Rhodes, 2004). This is seconded by Kesner (2000), who found that students who have secure relationships with their teachers go on to do better academically and are more socially competent.

The role of the teacher is changing, and measures are currently being put in place so that school is not just used to educate children with knowledge of subjects, but to shape them as well-rounded individuals of the future (Donaldson, 2015). With this in mind it has to be questioned - when does the responsibility of the teacher begin to cross the boundary into parenting? It is understandable that the bond between teacher and student cannot be defined as the same bond between parent and child as this has been defined as a long-lasting history of interpersonal relation that generally stretches over a longer period (Bowlby, 1982). Yet, it cannot be said that teachers do not invest in their students for more than just academic results. Teaching has been named one of the highest ranked occupations for stress related outcomes when put against 26 occupations and the emotional involvement with students is considered to be one of the primary explanations (Johnson et al, 2005). Although studies have shown that the positive relationship between student and teacher is beneficial to the student more than just academically, there have also been conflicting views on this. We can certainly acknowledge the pressure that the teacher must feel daily to maintain this bond. Not only can a teacher put a pupil at risk of being rejected by their peers if they are perceived as 'favoured' in comparison to other students (Fredriksen and Rhodes, 2004) but it could also have a negative effect on the teacher's wellbeing due to the amount of student's the teacher is expected to maintain the relationship with (Split et al, 2011).

Wellbeing can fall under a blanket term alongside health, which has can be defined as 'a state of complete physical, mental and social well-being and not merely the absence of

disease or infirmity' (WHO, 1948). In recent years there has been a focus on several public bodies to change the approach taken towards well-being in order to create a happy, healthy Wales (Welsh Government, 2015). This is echoed in the new curriculum where Donaldson created the six areas of learning experiences, which the curriculum structure is formed by, and dedicated one area specifically to Health and Wellbeing (Student Health and Wellbeing in Wales, 2019). However, being able to understand the importance of well-being and how to incorporate this into day to day school life is not something that can be learnt overnight and could take time for teachers and pupils alike to become accustomed to the idea. After all, without the accurate guidance, how can a child fill the expectation and succeed in becoming a 'model citizen'?

The new curriculum aims to mould children to be healthy, confident individuals who are ready to lead lives as valued members of society (Donaldson, 2015). To outline the importance of wellbeing and to improve mental wellbeing the National Health Service (NHS) has created the '5 steps to mental well-being' which are to connect with the people around you, be active, keep learning (learning a new skill can boost confidence and provide a sense of achievement), give to others and to be mindful of the present moment - your thoughts and feelings (NHS, 2018). A number of these steps are incorporated into the Pivotal behaviour approach that has been adopted at School X. Even a simple idea such as the incident of a handshake can have a positive impact on a child's well-being as it subtly includes at least three of the suggested steps. Giving to others, which can be as simple as a friendly gesture and smile, be mindful of how you feel at the present - the student has a chance to speak to the teacher before entering the classroom if needed. Lastly, connection - the act of making eye contact has not only been said to perceive the individual (in this case the teacher) as warm, loyal and confident (Study Body Language, 2016) but it has also been said to influence behaviour in a way that favours social interactions (Lopis et al, 2017). Yet this may not be the case for a certain percentage of students, as Christian Jarrett (2014) points out that eye contact is able to activate people's awareness of their own bodies, presenting the risk of more self-conscious students feeling uneasy.

After the first day of observing lessons I was surprised to see the different ways in which each teacher interacts with the students. I understand that everyone is different and therefore has their own way in which they prefer to communicate with their students. However, what surprised me the most were the teachers who had adopted the 'pivotal' approach and were able to adapt so quickly to introducing this to their day to day school life. This could be defined as 'reflective practice' as a theory has been presented to the teacher

who has preceded to put it into practice to test effectiveness (Fook, 2015). After being provided the opportunity to view the theory in practice I will take this forward into my teaching experience.

To return to the aforementioned 'target student' who displayed the adverse behaviour when not greeted with a handshake, I think of the time that I spent in school. I believe the act would have had a positive influence on my learning experience by offering a chance to feel noticed and included. Brookfield (1998) speaks of this type of reflection as number one of four 'critically reflective lenses' where he states there are four lenses in which educators can view their practice to uncover submerged and unacknowledged power dynamics infused in practice settings. The act of greeting the child at the door with a handshake may offer a moment that tears down the power dynamic and introduces a social aspect. Whilst discussing critical reflection, Fook (2015) presented the 'Critical Social Theory' that emphasizes the importance of connection to bring about change not only in one's own professional practice but also in the desired direction socially. In contrast, it could be that the handshake is an authoritarian concept of teaching where the teacher has control (Biesta, 2012) over all aspects of the classroom - specifically the entrance.

Despite the case study being carried out and effective observations made, a drawback of the study is due to the method of data collection chosen. By opting to use non - participant observation I was unable to be involved with the classroom in a bid to minimize observer effect. This caused some difficulty with being critically reflective about the critical incident. Brookfield (1998) uses CIQ sheets to gain anonymous feedback from students to find out which areas are effective, and which need improving. This method of reflection whilst used with open questions would have been beneficial to this study as it would have allowed the children to think independently about the effect of the incident and offer any alternatives or improvements (Observing Children, 2008). Based on the papers and research that I have reviewed surrounding the incident it seems that there are more arguments supporting the positive influence the interaction would have on children. However, conditioning plays an important role in the maintaining of the student behaviour and as previously mentioned, the research completed by Fox (2019) raises ethical issues that should not be overlooked.

A much more systematic approach would be to observe how the targeted student behaved in a wider range of lessons. By observing the student over a longer period, it would allow an insight into possible factors that may have caused the lapse in the behaviour, rather than just the handshake. It could be possible that the student simply prefers the lesson taught by Teacher A and therefore is not interested in paying attention to Teacher B's subject. Another

strong possibility is that the time of day had a contribution to the change in behaviour. This could only be tested by observing the child in lessons at varying times of day. If I were to recreate this study, I would take this into consideration but would need to be mindful of the child becoming aware of the observation and changing their behaviour as this would hinder the study by producing unreliable data. Another interest would be to find out whether the student feels the incident will be operative in shaping them to become a healthy, confident individual who is ready for future interactions both socially and professionally. Data collection would be carried out in form of an unstructured interview as this method would allow for further questioning of answers provided to gain a full understanding of whether the critical incident has affected the learning or development in any way (Kumar, 2014). Although, a limitation may be that the student would not feel comfortable being fully honest if anonymity is not ensured.

The main goal of this case study was to examine the implication that a critical incident, which was identified during lesson observation, may have on a child's learning experience. The investigation of key areas surrounding the critical incident has allowed an insight into what underlying factors may influence a child's holistic development. Observation as the chosen method for data collection allowed for the collection of detailed information from an authentic setting (Weber, 2016). This offered the viewing of multiple critical incidents, however this particular incident stood out due to the sheer simplicity yet innovation. One of the most significant findings to emerge from this case study is that the relationship between a student and their teacher can have an implication on their motivation to work (Fredriksen and Rhodes, 2004) therefore, by introducing this innovative greeting technique there should be an improvement of pedagogical outcomes. By reflecting upon the reading that has been reviewed surrounding the key factors of the incident I have been able to extend my knowledge, skills and understanding which will contribute to my professional learning. Taken together, the case study has allowed an evaluation of a wide range of theories that will be valuable in identifying the next steps to progressively develop pedagogy (Welsh Government, 2019).

Word Count: 4,101

Appendix

1. Front

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES		
(Questions adapted from Fletcher Wood (2016))		
Date: 25/9		
Lesson details: Welsh Year 9		
Classroom culture (Are the students focused on learning?) * Starter task ready on board * Quiet class focused on the task some pupils talking. * Teacher encouraged talking when doing tasks as pupils can help each other with practicing pronunciation		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) * Sports in Welsh * Write a paragraph of a sport you like and why		
Direction (Are the students clear about what they are doing and how to do it well?) * All clear instructions on what to do next on board and repeated * Walked around to check for understanding * "Do we all know what we're doing?"		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) * Starter task had some words that might not be known by the class. * If student is struggling then teacher encourages other pupils to help them finish their sentence.		

1. Back



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

- Walks around class checking work with verbal affirmation
- Mark own work
- When answer is given asks the class 'do you agree?'
↳ answers shouted out by class
- Peer assessment is used for certain work such as when words needed to be found for different sports by looking around posters on the walls and previous work in books.

Specifics / Critical Incidents

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

- No Seating plan as for language pupils need to feel comfortable to speak out loud
- Pen lid in mouth
- Taps table bell to gain attention when too much talking
- Doesn't choose pupils with hands up, asks pupils who don't look engaged for their answer

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

Dyddiad/Date: 25/9

Digwyddiad critigol (Ffocws)/Critical incident (focus): Choosing students to offer an answer when they do not have their hand up.

Profiad/Experience	
Teimladau/Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I feel that the teacher had a good level of control over the class and the students already knew that they need to have an answer ready or at least attempt an answer when the teacher asked a question.
Cofio a Deall/Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth 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>Went well</u> - The fact that the teacher chooses students who don't have their hands up as well as those who do means that all students pay attention to the question/task so they have an answer prepared ready. <u>Disappointing</u> - One student was chosen to give an answer who did not understand and looked very embarrassed that they could not answer in front of the whole class. - This could negatively impact the student's confidence.
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 use this approach when a student does not look as though they are paying attention → This would remind the student they don't have to put their hand up to be asked a question. - The disappointing element was that the student was quite shy and became embarrassed by not being able to provide an answer → This risks the student becoming stressed when they do not understand the work yet of panic they may be asked a question.
Casgliadau a chymau gweithredu/Conclusions and actions Beth yw eich atebion posibl i'r materiau 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?"	- To ask the class if anyone is unsure of the task. - To check the student's work by walking around the classroom and peering over their shoulder so you are aware if someone is not understanding. - To offer the student time to find the answer and go back to them. - I will take this approach on board but be mindful that it could have a negative impact on some student's confidence.
Y profiad newydd / Transformed experience	

2. Front

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES		
(Questions adapted from Fletcher Wood (2016))		
Date: 25/9/19		
Lesson details: • Science Year 9 - Physics • Seating plan not fully enforced. • moved ability class • ALN assistant in the class.		
Teacher waited at the door for pupils to enter but just nodded at each student as they entered.	Classroom culture (Are the students focused on learning?) - Class very talkative and not all focused on the set task - 2 students split up because they were talking - When lesson being explained the class were quiet but otherwise very loud.	
	Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Recapping previous lesson learning about distance, speed and time. - Objectives handed to class on a worksheet. - Working out how to calculate Δt	
	Direction (Are the students clear about what they are doing and how to do it well?) - Not focusing on participating in lesson but when teacher asked unengaged students for answers they answer correctly. - Teacher used powerpoint, board and video to model and explain what work is required and how to do it.	
Student who said they 'didn't get it' was missing around through entire explanation.	Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Completed an answer with the class on the board and then asked Student to do the rest themselves. - Some students saying they 'didn't get it' and it's 'too hard'. - Teacher told pupils who were asked to copy on whilst he explained to the rest of the class again.	
	Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? - If pupil answers question wrong the teacher corrects them and explains. - Questioning directed to entire class and waited for hands up to come for answer.	
No plenary at the end as students started packing away early before the bell went.	Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? • Pupil wouldn't enter classroom because "it smells like chlorine" • Teacher threatened to add time on at the end of the lesson which would eat into lunch time if class carried on talking • Pupil looking out of window when lesson being explained and then said "what do we do?" • Child with ALN assistant asked question about the example video that were irrelevant to the topic → "why in the car driving down that road?" • Children greeted at the door silently.	
	Student to do the rest themselves. Asked "does that make sense?" to check for understanding	

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

Dyddiad/Date: 25/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Student asking numerous questions about an irrelevant topic and teacher ignores.

Profiad/Experience	
Teimladau/Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	At first I felt that the student was interested in the video clip shown but then began to realise the student was asking irrelevant questions in an attempt to distract the teacher. I feel like this student may do this often as the teacher ignored the questions.
Cofio a Deall/Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth 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>Went well</u> • There was plenty of work available to keep all students engaged • Teacher happy to answer questions about the work if students did not understand • Video clip used to explain the task was fun and informative. <u>Disappointing</u> • Class were very unfocused and many were talking and leaving their seats. • The student who asked questions about the car in the video had just been helped by his ALN assistant for what to do in the house yet did not want to engage.
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 bwysigaf? "What was the cause of the most important disappointing element?"	• The teacher clearly was used to this student as they knew not to engage in the questions being asked. • I will be aware that students may ask questions as a form of distracting from the work • Instead of arguing/telling the student off I feel it was much more effective to ignore the questions. • The student had an assistant with them who did not discourage them from asking irrelevant questions which I thought may have helped the main class teacher.
Casgliadau a chamau gweithredu/Conclusions and actions Beth yw eich atebion posibl i'r materiau 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?"	• I would explain to the class that only relevant questions are to be asked during lesson time. • The class might have been disengaged if they did not understand the work as the topic was quite complex. Differentiation might have helped maintain the class engagement to the work. • I will think about the reason for students asking numerous questions to decide whether they are genuine or distractions techniques
Y profiad newydd / Transformed experience	

3. Front

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES		
(Questions adapted from Fletcher Wood (2016))		
Date: <u>2/10/19</u>		
Lesson details: <u>Welsh year 9</u> <u>mixed ability</u>		
Classroom culture (Are the students focused on learning?) ✓ All engaged and listening to explanation of the task. ✓ Working in pairs and encouraged to help each other ✓ Next task introduced ready for when the verbs finding task is completed.		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <u>Starter task → Write as many words as possible starting with "g".</u> <u>Verbs - Find translation using Welsh dictionary in pairs/threes</u>		
Direction (Are the students clear about what they are doing and how to do it well?) ✓ Set task and asked "do we all know what we're doing?" ✓ Makes all students put pens down and face the front to show they are listening.		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) ✓ All students engaged ✓ Verbs that need to be found get gradually harder. ✓ Teacher encourages use of peer support, any resources available such as wall displays, books etc. ✓ Asks pupils to copy the words that were on the board and then puts a new task on the board for those who have finished the first task.		

3.Back



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Education and Humanities

Assessment

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

- x "do we all know what we're doing?"
- x Hands up to show how many words they thought of for the starter task and put hands down when the numbers go higher.
- x Walked around class to help with pronunciation
- x Encouraged to help each other before asking teacher for help.
- x Stands at front of class "are we all on task?"
- x Moves around class to see all pupils work, ~~stands~~ stops class to remind all to write the English translation in red as some haven't.
- x Calls for all classes attention by speaking louder "Okay Class!" and rings bell to stop chatting. Mark work as a class with green pens.

Specifics / Critical Incidents

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

- x Two Students turned up slightly later than the rest of the class and waited on the door to be greeted and have their handshake.
 - x Pupil trying to do the work but partner keeps talking so student takes the book and says "let me just do the work?"
 - x "We found a word but there's no description" Teacher walks over to help and show how to use the dictionary
 - x Greeted Students at the door
- ↳ Teacher said she thinks it helps to notice if a pupil is not being themselves, calm down any silly behaviour and make all feel included.

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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Students encouraged to help each other before asking the teacher

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt that the encouragement of peer support is a good way to help learners become confident in their work and that this links perfectly with Donaldson's purpose to be ambitious, capable learners.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth 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>Went well</u> - The teacher explained that students are encouraged to help each other and that is why there is no seating plan so they can comfortably speak with their friends. - This stopped students being shy about attempting pronunciation and the class seemed to have fun. <u>Disappointing</u> - Some students took advantage of the allowance to talk and started talking about matters off task.
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 like the approach taken to ensure all students feel comfortable enough with their surroundings and peers to attempt work that may be outside their usual comfort zone. - I would keep the approach of encouraging help from peers when appropriate for the task. - The disappointing element of the students taking advantage was caused by the teacher putting trust in the students that they will stick to the task yet they took advantage.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion 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?"	- I think possibly the issues could be resolved by not allowing as much time on the tasks so the student would not be able to be distracted by other conversation. - The encouragement of socialising to help a student learn is something I would not too incorporate into my future teaching practice but will take into consideration timing and task appropriation.
Y profiad newydd / Transformed experience	

4.Front

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date: 2/10/19	
Lesson details: Science year 9 Chemistry	
Classroom culture (Are the students focused on learning?) * Grouped tables with some sitting on their own at back of class * Seating plan * Not focused on work * Some students walking around room to talk to their friends. * Students who are working are sitting together.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) * Using textbooks to find information on parts of The Earth e.g. Sedimentary rocks, Earth's atmosphere and create a mind map.	
Direction (Are the students clear about what they are doing and how to do it well?) * Instructions explained clearly twice at the start of the lesson * Mindmap headings on the board to show what work is expected to be researched, with page numbers of where to * Support offered on how to find more information and which pages it can be found	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) * Class not focused on the work so teacher calls for class attention by standing at the front and raising her voice. Warns that seating plan will be enforced if chatting continues. * Enough work on the board to keep students busy but not all focusing * Students helping each other by showing what they have found.	

find the information

4.Back



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

- Walks around class and assess work as students are doing it.
- Used one of the students books as an example for what work standard/amount is expected.
- Praises those who have finished the work "great work, well done"
- Any that haven't finished need to note down headings for use in future.

Specifics / Critical Incidents

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

- After explaining the task twice a pupil shouted out he doesn't know what he's doing.
- Pens being thrown around the class when teacher turns around
- 'Shushing' to gain attention of class and control noise level.
- Boy tapping pen until teacher looks and then stops until the teacher looks away and then carries on.
- Two disruptive students at back of class being ignored and carrying on talking/messing around.
- Teacher points at that the subject is linked to Geography
↳ Donaldson.
- Boy goes over to a table with two other boys and one jumps up and tells the boy to sit back down.
- Names on Recognition Board for getting on with the work
- Some students tried to leave before the bell sounds but teacher just closes the door without saying anything.
- Page numbers for topics required left on board for help when students research.

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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Scaffolding → Mindmap is left on the board with page numbers of where the answers can be found

Profiad/Experience	
Teimladau/Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The engagement level of the class made the environment quite stressful as there was so much going on in the way of talking and walking around. For the students focused on the work it seemed helpful to keep the page numbers on the board.
Cofio a Deall/Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth 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>Went well</u> - The mindmap offered a number of different topics to be researched which meant no pupils could run out of work. - Various textbooks available if students did not want to stick to the pages provided. - A good method to encourage independent learning. <u>Disappointing</u> - The students not focused on the work were very distracting to the entire class. - Some students were asking what page they are meant to find the information from even though it had been made clear they were noted on the board.
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 bwysigaf? "What was the cause of the most important disappointing element?"	- I will use a similar approach to ensure the students have enough support throughout the lesson. - By listing a number of different topics on the board the differentiation was covered which I will remember for my future teaching practice. - I think the most disappointing element was that some students said they did not know where to look. This could have been avoided by having the class work with less talking and more focus on the task.
Casgliadau a chamau gweithredu/Conclusions and actions Beth yw eich atebion posibl i'r materiau 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?"	My solution would be to separate the pupils who were most disruptive to allow other students the environment required to focus. This could be something as simple as changing the seating plan. I will remember the use of scaffolding from this lesson as it allows for students to move on to harder tasks if they want to challenge themselves.
Y profiad newydd/Transformed experience	

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