

## **ECAD6007: 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 assignment will focus on a case study based on an observed critical incident in a Key stage 2 classroom. Subsequent teaching and learning steps will be identified through critical evaluation and reflection. Tripp (2012) states that analysis of typical events allows the creation of critical incidents and often confirms what was already suspected but can lead to revelations in practice. Critical incidents occur in routine professional practice and often inform the values that underpin our practice depending on their significance to the observer or teacher (Shapira-Lishchinsky, 2011). It is the component of analysis that renders an incident critical (Tripp, 2012). These incidents are drawn upon in order to inform reflective practice in teaching, contributing to continued professional development. Through this process evaluations and conclusions will be made and subsequent teaching and learning steps will be proposed.

The critical incident observation took place at a primary school in South West Wales in a communities first area. Details of the school are found in the Estyn report included in the reference list (Estyn. 2013). It is a large school with over 500 pupils on roll aged between 3 and eleven years divided into 17 classes. 11% of children at the school are entitled to free school meals, 31% speak English as an additional language and there are 18 different spoken languages amongst the pupils. Less than 10% of children have additional learning needs, and only a few have special educational needs statements. The school contains a specialist teaching facility for those with severe learning difficulties. The school includes a few asylum seekers and a few children under local authority care.

The observed class for the purpose of this assignment were Year four and the observation took place in September. The class consisted of 30 pupils, with a ratio of 4:2 boys to girls. The children were completing unfinished tasks from previous lessons and were mainly focusing on individual pieces of work independently. All children were sat in groups of 6 at tables in a seating plan according to ability. In their most recent inspection by Estyn in 2013, the school received a 'good' performance rating. The Estyn inspection report for this school

can be found in the reference list of this assignment. In accordance with ethics guidelines within the five key principles identified by the Education Workforce Council (EWC) and the British Educational Research Association (BERA), confidentiality and anonymity will be upheld throughout this assignment (BERA, 2018) (EWC, 2019).

Observation should be an integral part of daily routines when working with children in educational settings (Welsh Assembly Government, 2008). To address practitioner preference, intention and circumstance there are different models of observation. These include but are not limited to participant or non-participant field notes, graphs or charts, technology and 'target child' observations (Sharman et al, 2007) (Hobart & Frankel, 2009). The chosen method in this instance is non-participant field notes as this model offers a breadth of observation without restriction and adheres to confidentiality guidelines where a digital/technological approach would present potential difficulties (Beegle, 2010). In adherence with British educational research association (BERA) guidelines, individual rights to confidentiality and privacy will be adhered to and institutions and people involved will remain anonymous (BERA, 2018).

A holistic viewpoint for observation is promoted by the Welsh Assembly Government (2008) in order to appreciate the multifaceted individual and to broaden the perspective of the observer. It is recommended that developmental areas including personal, social, cognitive and physical are observed as part of a holistic approach to viewing the child (Damovska, 2009). Furthermore, Grosemans et al (2015) have highlighted the collaborative role of teachers in supporting holistic development of individuals through observation in education. The observation discussed within this assignment aims to adhere to these recommendations in order to inform adequate learning and progression of the observer. These points support the use of the chosen observation model for this assignment.

Case studies form the foundation of learning and exploration around an aspect or area of interest and informs further research and analysis (Kumar, 2014) (Yazan, 2015). Case studies are one of the most commonly used research methods in educational research and there are clear advantages to carrying out a case study (Cohen, Manion & Morrison, 2018). A case study is a real-life scenario and is therefore relatable and applicable to the researcher's field of practice, in this case teaching. (Arthur, 2012). Additionally, they are mostly coherent and very detailed, forming a clear basis for exploration, a structure for identifying key points and a plan for further action or implementation (Yazan, 2015). The disadvantages of this research method must also be acknowledged. Bias may arise out of the nature of observation; therefore, observer bias must be considered as a pitfall of the case study approach (Lewis-Beck et al, 2004). There is also difficulty in defining what

constitutes a 'case' and many different studies have described their own definitions which reduces validity and reliability (Yazan, 2015). It is therefore difficult to determine whether there is a need for specific criteria in determining and defining a case study. However, this connects well with the fact that a critical incident is identified by the observer. If a situation provides a catalyst for analysis, a critical incident case study can be developed therefore this methodology is relevant in this instance. Considering these points, a case study will provide adequate grounds for evaluation and analysis for the purpose of this assignment.

Within his report of the current Welsh curriculum, Professor Donaldson (2015) concluded that there should be four purposes at the centre of the proposed curriculum. These four purposes should guide all decisions around educational priorities and underpin teachers' practice (Donaldson, 2015). It has been suggested that the proposal of a new curriculum with a focus on the four overarching purposes places a higher demand on teacher knowledge, as the subjects or academic disciplines within the current curriculum are expected to contribute to all of the purposes (Lyakhova et al, 2019). This is a valid argument, as a competencies and skills approach differs to that of a knowledge and subject content approach of the current curriculum. However, with effective planning, formative assessment and observation these supposed difficulties can be overcome and the four purposes of the curriculum can be adhered to within all areas of learning (Donaldson, 2015).

The critical incident to be explored and analysed within this assignment will now be described. See appendix 3 for details of the class observation and appendix 4 for a personal reflection of the critical incident. A child completed a piece of work which he deemed to be worthy of the 'photo peg'. This peg is put on a piece of work by the child if they think it is good enough to be photographed and sent to parents via dojo (electronic system accessed by teacher and parents to share information). The child was very hopeful and put the work in the appropriate tray for it to be assessed by the class teacher. The child was confident that his work was excellent and was willing to wait patiently for his teacher to return to class from PPA (planning, preparation and assessment) to assess it. This practice requires total independence in self-assessment and deems the child fully responsible for producing their best work. Additionally, the child identifies self-efficacy and value through this activity, fostering resilience and persistence.

The critical incident highlights close links to two of the four purposes outlined by Donaldson (2015). The first is 'ambitious, capable learners ready to learn throughout their lives', focusing specifically on setting themselves high standards and enjoying challenge. The second purpose is 'healthy, confident individuals, ready to lead fulfilling lives as valued members of society' with emphasis on building mental and emotional well-being by

developing confidence (Donaldson, 2015). With these purposes in mind as the guiding principles of education, the critical incident can be explored and appropriate links to these purposes will be highlighted.

This critical incident has identified many topics for potential research including child motivation, autonomy, parent-teacher communication, electronic/online reward systems, growth mindset, meta-cognition, assessment for learning (AFL) and behaviourist learning theory. This review will focus on parent-teacher communication and growth mindset, highlighting key points and perspectives from research. This should then encourage development of next teaching steps to inform further teaching practice. The context of this critical incident highlights the behaviourist learning theory developed from the work of Skinner and operant conditioning, stating that behaviour change is acquired through associations between a stimulus and a response (Nagowah & Nagowah, 2009). If the pupil is rewarded by the photo peg procedure, it may be concluded that a positive change in their behaviour is made. It may also be considered that a constructivist learning theory is in process here, as the child with a significant knowledge base may be able to independently build upon this and create their own successful outcome.

The communication and partnership between teachers and parents has an important impact on children's education (Michael et al, 2007) (Hattie, 2009). Parent's participation in education develops good relationships and channels of communication with teachers and school staff (Angelides et al, 2006). Additionally, social skills and academic achievement have been found to be positively influenced by parent involvement through teacher communication which is a key competency for teachers in ensuring good parent-teacher partnerships (Christenson and Reschly, 2010). These authors agree that parent-teacher communication is an important aspect of education and plays a significant role in holistic development of children in school.

Chena & Chena (2015) explain that communication between parents and teachers has developed rapidly in recent years due to technological advances and the use of e-communication replacing traditional methods of paper communication. They state that due to the increase in population owning a smart device, it seems that apps are a convenient, accessible and useful method of communication between parents and teachers (Chena & Chena, 2015). Cosier et al (2015) also identify the advantages of using smart device messages as a communication tool, stating that it may reduce conflict between parents and teaching staff as negligence through missing phone calls or not returning paper forms can be avoided. The use of these devices also allows contact with parents when face to face communication may not be available or is not convenient (Cosier et al, 2015).

Contrary to this, Kraft & Monti (2017) state that some parents seem to have difficulty in using smart devices for several reasons including personal preference and cost. It may be suggested that this form of communication is not inclusive which may result in varying levels of communication between teachers and parents within the same setting. Furthermore, this could lead to assumptions of favouritism or neglect by the teacher if a particular parent(s) is communicating more frequently via this method (Kraft & Monti, 2017). Huck et al (2013) identify another negative aspect relating to this field. They state that misinterpretation of message content is also a great risk of this form of communication and unless the teacher is confident in their professional manner of writing via these electronic channels there is potential for messages to be misconstrued. It may therefore be advised that a range of communication methods are used, promoting equality amongst users and variety in contact options in order to avoid these potential negative outcomes.

Walker and Dotger (2012) conclude that there are seven elements encompassing effective parent-teacher conference/communication consisting of an initial phase and a final phase whilst maintaining an understanding of psychological components throughout. This model seems to lend itself to communicating in person and using verbal and nonverbal cues for further development of conversation forming further action plans. The model does not appear conducive of an electronic communication approach as it relies heavily upon human interaction. It may therefore suggest that communication through electronic resources or smart devices prevents some of these crucial elements from developing, by removing the personal contact and discussion. Concerns may arise if this approach is taken solely and limited teacher-parent conversation is offered. Further studies would be required in order to comment on the potential negative and detrimental effects of electronic communication systems between parents and teachers. They may however be lacking due to the relatively new nature of the practice.

Strom & Strom (2002) suggest that a lack of parent- teacher communication leads to inappropriate classroom behaviour. Epstein and Sanders (2006) support this and found that schools with more parent-teacher organisations or associations which share information between teachers and parents have proven to be more successful in their achievements. An interesting finding within the literature is that despite our knowledge of the importance of teacher-parent communication and forming a partnership, there is little scope for development of these skills in student teacher education (Blomberg et al, 2013) (Epstein, 2013). This may be in part due to the lack of procedures or tools to address this issue as student teachers may not have such an opportunity to develop their communication with parents. It appears that this is an area which demands further development and competence if we are to maintain good parent-teacher communication and partnerships.

De Coninck et al (2018) have piloted a method of simulating a teacher-parent communication scenario using videos. Their aim is to provide a tool to student teachers to enable them to develop competence and confidence in their communication skills (De Coninck et al 2018). They concluded that the tool may be promising in qualitative assessment of student teacher's abilities to communicate with parents and that further studies are in progress using this tool. Opposing views on this have not yet been published as the research is new and ongoing. However, it may be suggested that video communication cannot compare to real life interpersonal communication. It appears to be a potentially revolutionary study in modern teacher training, and it may be of interest to follow further studies in order to enhance student or newly qualified teachers' competencies.

Psychologist Carol Dweck (2012) explains that it is our approach rather than our talents and abilities that determine our successes. In order for a child to develop they must have capacity to grow (Dweck, 2012). Recognising this as a child can greatly impact and progress learning and achievement (Blackwell et al, 2007). It is therefore evident that if a child is unable to recognise their capacity for growth they may not take on learning as readily, and they may not have such an interest in progressing or learning. (Dweck, 2017). These contrasting fixed and growth mindsets are particularly important in education and can determine a child's trajectory for learning (Dweck, 2017). Maintaining a fixed mindset, the child believes that they are unable to change their capacity for learning and ability, whereas those with a growth mindset believe that hard work, determination and facilitation from others can improve and develop their abilities (Blackwell et al, 2007). These mindsets influence learning differently as they are orientated inversely towards effort, reacting to setbacks and goal setting (Blackwell et al, 2007). Harboursing a growth mindset has led to better outcomes on standardized national tests (Claro et al, 2016) and it has been proven to enhance academic performance.

According to Dweck (2017) the critical incident described appears to lend itself to those with a growth mindset, due to the nature of feedback that would be received. If the work is 'rejected' a child with a fixed mindset may feel that there is no capacity for improvement and that the task ends there. On the other hand, fostering a growth mindset in this scenario would result in the child striving to improve their work in the hope that they may succeed on the next attempt at the same task (Burnette et al, 2013). This poses the question, does this task aim to nurture a growth mindset amongst pupils and if so, is it possible to change a child's mindset.

Jose and Bellamy (2012) discuss socialisation of mindsets, stating that there is evidence linking the mindsets of parents and teachers to practices which could have an effect on the

mindset of a child. Furthermore, it has been suggested that the teacher's perception of a child's competence and level of ability impacts on the child and determines their own perception of competence (Rattan et al, 2012). This would suggest that a mindset can be influenced and changed by external factors which in this case would be teachers and parents, or fellow students.

Contrarily, several studies have shown that teachers fixed or growth mindsets did not predict their students' mindsets, and there is a weak correlation between the mindset type of the socialiser and that of the child (Hooper et al, 2016) (Sun, 2015). Researchers suggest that these results could be due to the methodology of the studies in measuring mindset, despite using validated tools (Dweck, 2017). Also, it appears that there are many variables involved in influencing or changing mindsets of children which could include adult behaviour and motivation (Dweck, 2017). Further research has been proposed in order to develop understanding of the socialization that fosters the mindset of a child and its capacity for change.

Having explored the literature, I have identified key points and perspectives surrounding the areas identified in the critical incident. Through reflection, I have evaluated and identified the proposed steps for my own practice (Appendix 4). I will now discuss my reflective practice and present my recommendations in relation to the points discussed within the literature review.

I believe that reflecting on experiences and practice occurs naturally and I regularly reflect on situations in order to consider how improvements can be made. Reflective practice builds upon this natural process and forms a more systematic, rigorous method of analysis and inquiry. The administration of a reflective model provides a structured, practical tool for the user and has been suggested to improve cognitive growth and ability to draw conclusions (Jones & Jones, 2013). I believe that maintaining a reflective approach in my teaching practice will have a positive impact on my continuing professional development as it will encourage self-critical analysis and provide a platform for improvement.

The reflective model used in this assignment follows the Assisted reflective conclusions (ARC) principle (Appendix 4). Other models of reflection such as Gibbs and Kolb are available and would also encourage rich accounts of reflection (Effat et al, 2015) however the ARC model utilises Bloom's taxonomy in order to engage higher order thinking skills. In the context of this assignment, I feel that this method of questioning is most relevant as it highlights important aspects of a learner's approach to reflective thinking which can be used reciprocally with students in the classroom. This in itself has informed my further practice as I intend to utilise this reflective strategy informally with students.

The first key point to be addressed is parent-teacher communication. I would firstly suggest that an alternative method of sharing schoolwork with parents would be to collate the child's work and present it to the parents during parents evening. This may address the potential issues raised in the literature which included parents' difficulties using smart devices, the risk of parents identifying favouritism and the lack of human interaction.

As an additional element of the photo peg practice, I feel that it may be fair to ensure that each child had at least one piece of work sent home in this manner. This could be termly or at another relevant interval during the school year. I would therefore suggest that this was included in the planning of its implementation. A consideration for the use of this activity in line with the literature findings is to ensure that good parent-teacher partnerships are developed. It may be possible to include the previously described simulator activity in future training for students and newly qualified teachers. I would suggest that this could be closely monitored for advances and consequent application to practice.

Another alternative method of praising work would be to present it as a WAGOLL (what a good one looks like) and encourage the child to describe and explain their work to the cohort. Taking this approach could reduce the potential for difficulties surrounding technology and use of devices amongst parents, whilst maintaining the element of praise and reward for the child. I would personally like to ensure that I am competent in my professional writing and that I portray the correct tone in my communication with parents via SMART devices in order to maintain good parent-teacher partnerships. I plan to look further into this as part of my professional development and will develop my strategy appropriately.

The second key point addressed in the literature review is growth mindset. On reflection, I have identified that I have a growth mindset and it is my intention to transfer this to the children I teach in order to reach the desired outcomes discussed in the research. I am aware that influencing a child's mindset by modelling my own may not be achievable, therefore my next step is to explore material that may engage children in changing their own mindset. This may then allow me to provide appropriate platforms for a child to be autonomous and independent in their learning and development.

Furthermore, I would suggest that additional input may be necessary when using the photo peg if a fixed mindset is to be avoided. The child may learn from teacher or peer feedback if their work was not deemed eligible for sending home, offering success criteria and next steps for improvement of their work. This may then begin to nurture a growth mindset.

In conclusion, this assignment has explored and analysed a critical incident observed in a Year 4 classroom through a case study approach. Key points and aspects for further research have been identified and explored through a literature review and varying perspectives have been considered. This prompted and informed the identification of next teaching steps. Potential suggestions for alternative methods of teaching have been highlighted. Areas for personal professional development have been identified with subsequent actions suggested. The approach taken required regular reflection and analysis of the situation, people involved, personal views, opinions and feelings.

The five professional standards for teaching and leadership in Wales outline the expectations of an individual teacher and lists their responsibilities in relation to professional development and ensuring growth (Welsh assembly government, 2018). They are pedagogy, professional learning, leadership, innovation and collaboration (Welsh assembly government, 2018). Deep reflection is expected, which certainly links to the practice within this assignment. Professional learning passports are the tool used by teachers to record their development in the values and dispositions identified in the teaching and leadership standards. The reflections and field notes included in the appendices would be an example of the type of work documented within the passport. It can be concluded that this assignment has promoted reflection and identified the role of the reflective practitioner whilst adhering to the professional standards. Through a case study approach, key learning points and recommendations for consequent teaching steps have been identified and will be considered for future practice.

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## OBSERVATION / FIELD NOTES

①

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: 25/09/19                                                                                                                                                                                                                                                                                                                 |
| <b>Lesson details:</b><br>Nursery class<br>60 children<br>4 adults                                                                                                                                                                                                                                                             |
| <b>Classroom culture</b><br>(Are the students focused on learning?)<br><ul style="list-style-type: none"> <li>• students were focused on individual small tasks with separate teachers</li> <li>• mostly focused at tables for separate activities with small groups.</li> </ul>                                               |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)<br><ul style="list-style-type: none"> <li>• Focus is on portraits, purpose is self expression</li> <li>• resources given but children encouraged to produce original, independent pieces.</li> </ul>         |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)<br><ul style="list-style-type: none"> <li>• students are guided by adult at different areas of focus task + enhanced provision</li> <li>• teachers were asking questions relating to the task at hand - appropriately</li> </ul> |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)<br><ul style="list-style-type: none"> <li>• most students were engaged in the lesson in various tasks</li> <li>• one child was very dis-engaged and demanded 1:1 attention from the teacher.</li> </ul>           |



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#### Assessment

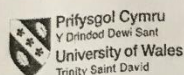
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- APK - identified what had already been learnt to enable the abilities to be addressed.
- carried out mini-plenaries throughout the lesson to make sure tasks were being completed
- other adults worked closely with smaller groups ensuring learning outcomes were being met
- Teacher said she would be marking work to identify abilities and lesson understanding.

#### Specifics / Critical Incidents

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

- single child requiring constant 1:1 attention due to behavioural issues - teacher explained that parents had requested no discipline to be practiced with the child in school: teachers explained that school behaviour policy would always be adhered to.



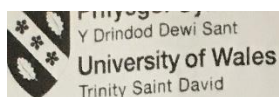
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Education and Humanities

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

Dyddiad/Date: 25/09/19

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

| Profiad/ Experience                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teimladau/<br/>Feelings</p> <p>Beth yw eich teimladau ynghylch y profiad?</p> <p>"What are your feelings regarding the experience?"</p>                                                                                                                              | <ul style="list-style-type: none"> <li>• It is difficult to relate and understand the parents reasoning behind behaviour preferences.</li> <li>• I feel frustrated for the teaching staff.</li> </ul>                                                                                  |
| <p>Cofio a Deall/<br/>Remember and Understand</p> <p>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</p> <p>"Can you list the aspects of the incident in the context of learning?"</p>                                                                   | <ul style="list-style-type: none"> <li>• behavioural issues seemed to have a significant impact on the child's engagement and learning capacity</li> <li>• the child was not socialising with other children</li> </ul>                                                                |
| <p>Gwerthuso a dadansoddi/<br/>Evaluate and analyse</p> <p>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</p> <p>"What could be kept the same to ensure effective teaching and learning in the future?"</p>                      | <ul style="list-style-type: none"> <li>• maintain the current approach and implicate the school's behaviour policy despite the parents home behaviour choices</li> <li>• keep the child in mainstream teaching to encourage conformity</li> </ul>                                      |
| <p>Casgliadau a chamau gweithredu/<br/>Conclusions and actions</p> <p>"Beth yw eich atebion posibl i'r mater a nodwyd?"</p> <p>"Beth y gellid ei wneud nesaf?"</p> <p>"What are your possible solutions to the issue identified?"</p> <p>"What could be done next?"</p> | <ul style="list-style-type: none"> <li>• engage with the parents to establish their views and try to compromise on some behavioural strategies to incorporate at home</li> <li>• ensure parents are aware of the implications their choice may have for the child's future.</li> </ul> |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                        |



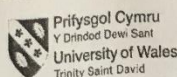
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## OBSERVATION / FIELD NOTES (2)

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: 25/09/19                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Lesson details:</b><br>PPA cover<br>30 children, Y4 class<br>Main tasks were finishing off work from the week.                                                                                                                                                                                                                                                                                                         |
| <b>Classroom culture</b><br>(Are the students focused on learning?)<br><ul style="list-style-type: none"> <li>• students were all very focused and independent.</li> <li>• tasks were written on whiteboard at front of class.</li> <li>• children were grouped by ability for seating plan.</li> </ul>                                                                                                                   |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)<br><ul style="list-style-type: none"> <li>• the purpose was to complete all unfinished work</li> <li>• lesson activities were clearly meeting the objective</li> <li>• individual objectives from previous lessons were not seen.</li> </ul>                                                            |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)<br><ul style="list-style-type: none"> <li>• students knew exactly what to do</li> <li>• teacher did not need to repeat instructions</li> <li>• success criteria were not seen on this occasion.</li> </ul>                                                                                                                  |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)<br><ul style="list-style-type: none"> <li>• students were independently challenged depending on their individual tasks.</li> </ul>                                                                                                                                                                           |
| <b>Assessment</b><br>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?<br>Teacher had already marked the work and identified next learning steps. Did not discuss after the lesson.                                                                                                                                                              |
| <b>Specifics / Critical Incidents</b><br>Are there particular telling moments and examples which it would be helpful to discuss?<br><ul style="list-style-type: none"> <li>• one child showed me the 'photo peg' and explained that he would put it on his best work in the hope that the teacher would take a photo of it to send home to parents.</li> <li>• potential for this to be a problematic practice</li> </ul> |



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## Model Beirniad Wedi Adfyfyrio (BWA) <sup>(2)</sup> Assisted Reflective Conclusions (ARC) Model

**Dyddiad/Date:** 25 / 09 / 19

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** photo peg (self-assessment tool.)

| Profiad/ Experience                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/ Feelings</b><br>Beth yw eich teimladau ynghylch y profiad?<br>"What are your feelings regarding the experience?"                                                                                                                      | <ul style="list-style-type: none"> <li>the child was hopeful which made me feel a little disheartened - the outcome may not be what he anticipated</li> <li>I feel inspired that these ideas exist in current teaching</li> </ul>                                                                               |
| <b>Cofio a Deall/ Remember and Understand</b><br>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"<br>"Can you list the aspects of the incident in the context of learning?"                                                           | <ul style="list-style-type: none"> <li>the photo peg encouraged self-assessment of learning and the child was required to complete his best work.</li> <li>a growth mindset would be preferable in order to attain the objective of the task</li> </ul>                                                         |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"<br>"What could be kept the same to ensure effective teaching and learning in the future?"              | <ul style="list-style-type: none"> <li>keep the photo peg to encourage children to self assess and produce work that they deem to be excellent.</li> <li>encourage whole class participation, allowing an inclusive, equal approach to the activity.</li> </ul>                                                 |
| <b>Casgliadau a chamau gweithredu/ Conclusions and actions</b><br>"Beth yw eich atebion posibl i'r mater a nodwyd?"<br>"Beth y gellid ei wneud nesaf?"<br>"What are your possible solutions to the issue identified?"<br>"What could be done next?" | <ul style="list-style-type: none"> <li>potential option to collate info / work to show parents at parents evening</li> <li>create equal amount of opportunities for every child so that 'favouritism' is avoided.</li> <li>engage parents through face to face communication rather than electronic.</li> </ul> |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                 |



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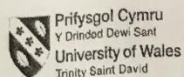
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## OBSERVATION / FIELD NOTES

(3)

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date:                                                                                                                                    | 01/10/19                                                                                                                                                                                                                                                                                                                                 |
| Lesson details:                                                                                                                          | Y4 class<br>28 children<br>3 adults                                                                                                                                                                                                                                                                                                      |
| Classroom culture<br>(Are the students focused on learning?)                                                                             | <ul style="list-style-type: none"> <li>students were gathered to sit together on the carpet for last lesson</li> <li>inclusive atmosphere, lots of discussion</li> </ul>                                                                                                                                                                 |
| Objectives<br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)                               | <ul style="list-style-type: none"> <li>clear purpose to create an 'EPIC wall' of ideas for the delivery of the next topic</li> <li>teacher categorized topic to promote this</li> </ul>                                                                                                                                                  |
| Direction<br>(Are the students clear about what they are doing and how to do it well?)                                                   | <ul style="list-style-type: none"> <li>students appeared to be very clear on the task and engaged well</li> <li>appropriate responses were being given to the teacher.</li> </ul>                                                                                                                                                        |
| Access and challenge<br>(Are all students able to engage in the lesson? Are all students challenged?)                                    | <ul style="list-style-type: none"> <li>All students were invited to participate and to share their ideas</li> <li>challenge was present but self-directed.</li> </ul>                                                                                                                                                                    |
| Assessment<br>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? | <ul style="list-style-type: none"> <li>the teacher asked the students if they knew the topic.</li> <li>the teacher clarified at the end of the lesson which plans were being used.</li> </ul>                                                                                                                                            |
| Specifics / Critical Incidents<br>Are there particular telling moments and examples which it would be helpful to discuss?                | <ul style="list-style-type: none"> <li>Some children did not participate as there were many others giving their ideas</li> <li>The teacher was able to empower the children by taking their suggestions and 'tweaking' them to fit the curriculum requirements - the children were excited when their 'idea' made the 'wall'.</li> </ul> |



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

**Dyddiad/Date:** 01/10/19

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** EPIC wall

| Profiad/ Experience                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/ Feelings</b><br>Beth yw eich teimladau ynghylch y profiad?<br>"What are your feelings regarding the experience?"                                                                                                                      | <ul style="list-style-type: none"> <li>I felt encouraged and optimistic that the children were so involved in their plans for the topic learning.</li> <li>I feel confident that I can do this when I am teaching.</li> </ul>                           |
| <b>Cofio a Deall/ Remember and Understand</b><br>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"<br>"Can you list the aspects of the incident in the context of learning?"                                                           | <ul style="list-style-type: none"> <li>children are central to their learning plans and they are fully incorporated into the process of planning.</li> <li>all CCR are covered through EPIC planning so that thorough learning is accessed.</li> </ul>  |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"<br>"What could be kept the same to ensure effective teaching and learning in the future?"              | <ul style="list-style-type: none"> <li>children come together on the carpet to plan and pool ideas.</li> <li>timing of EPIC wall production - beginning of new topic is ideal.</li> <li>encourage creativity and address all AoLEs.</li> </ul>          |
| <b>Casgliadau a chymau gweithredu/ Conclusions and actions</b><br>"Beth yw eich atebion posibl i'r mater a nodwyd?"<br>"Beth y gellid ei wneud nesaf?"<br>"What are your possible solutions to the issue identified?"<br>"What could be done next?" | <ul style="list-style-type: none"> <li>children may identify plans and wishes that can't be carried out or addressed.</li> <li>this could be discussed with the teacher and the children could be encouraged to adjust or tweak their ideas.</li> </ul> |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                           |                                                                                                                                                                                                                                                         |



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## OBSERVATION / FIELD NOTES

(4)

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                          |                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date:                                                                                                                                    | 08 / 10 / 19                                                                                                                                                                                                                                                                     |
| Lesson details:                                                                                                                          | Y2 class<br>30 children<br>2 adults                                                                                                                                                                                                                                              |
| Classroom culture<br>(Are the students focused on learning?)                                                                             | <ul style="list-style-type: none"> <li>students were sat at desks of 6 in 1 classroom</li> <li>teacher was completing work on interactive board.</li> <li>students were focused with excellent behaviour.</li> </ul>                                                             |
| Objectives<br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)                               | <ul style="list-style-type: none"> <li>purpose is to consolidate knowledge of instruction writing as a whole class</li> <li>activity promotes this by encouraging 'APK' style work to form a list.</li> </ul>                                                                    |
| Direction<br>(Are the students clear about what they are doing and how to do it well?)                                                   | <ul style="list-style-type: none"> <li>students are very clearly briefed and participated well</li> <li>success criteria were given by the teacher at the start so students knew what was required.</li> </ul>                                                                   |
| Access and challenge<br>(Are all students able to engage in the lesson? Are all students challenged?)                                    | <ul style="list-style-type: none"> <li>all students engaged as the lesson was very interactive and prompted discussion in 'talk partners'</li> <li>the lesson was challenging for all as the task was limitless!</li> </ul>                                                      |
| Assessment<br>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? | <ul style="list-style-type: none"> <li>teacher used Q+A to start lesson + assess level of pupils.</li> <li>teacher ensured all students could follow the format of the instructions and checked workbooks to ensure this.</li> </ul>                                             |
| Specifics / Critical Incidents<br>Are there particular telling moments and examples which it would be helpful to discuss?                | <ul style="list-style-type: none"> <li>the teacher used excellent methods to engage the pupils including loud vocals with actions to help memorise punctuation - this engaged the children greatly and was an extremely effective way of maintaining their attention.</li> </ul> |



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

④

**Dyddiad/Date:** 08/10/19

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** 'Instructions' writing

| Profiad/ Experience                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/ Feelings</b><br>Beth yw eich teimladau ynghylch y profiad?<br>"What are your feelings regarding the experience?"                                                                                                                      | <ul style="list-style-type: none"> <li>I felt that the children who weren't too sure were being ignored, which made me feel concerned.</li> <li>I feel that it was not the most effective format</li> </ul>                                                           |
| <b>Cofio a Deall/ Remember and Understand</b><br>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"<br>"Can you list the aspects of the incident in the context of learning?"                                                           | <ul style="list-style-type: none"> <li>the children were working collaboratively, focusing on teamwork and working together.</li> <li>there was authentic, relevant learning and the content was applicable.</li> </ul>                                               |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"<br>"What could be kept the same to ensure effective teaching and learning in the future?"              | <ul style="list-style-type: none"> <li>engage the children in the way the teacher did by grouping them on the carpet.</li> <li>encourage the children to identify every step of the process and make them feel empowered.</li> </ul>                                  |
| <b>Casgliadau a chymau gweithredu/ Conclusions and actions</b><br>"Beth yw eich atebion posibl i'r mater a nodwyd?"<br>"Beth y gellid ei wneud nesaf?"<br>"What are your possible solutions to the issue identified?"<br>"What could be done next?" | <ul style="list-style-type: none"> <li>identify the children who are not participating as much as others + encourage them to give opinions or ideas.</li> <li>increase the amount of teamwork by splitting into smaller groups and encouraging discussion.</li> </ul> |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                       |