

**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.**

Introduction

This case study will be, an investigation into an observed critical incident. The aim is to look at the incident in depth, identifying and evaluating the next teaching/learning steps of the critical incident. This case study will take a journey through identifying, exploring, suggesting and evaluating.

David Tripp quotes “Incidents tend to be ‘typical’ rather than ‘critical’ at first sight, but are rendered critical through analysis” (Tripp, 2012:25). This is something that is seen as normal, something you would expect to see. When the term ‘critical incident’ is heard people tend to assume it is negative. This isn’t the case, it can be a positive or negative incident that has reasoning, action and outcome (Keatinge 2002: 36). A critical incident is found to be something that an observer creates by judging a situation (Tripp, 1993: 8). This suggests that not all observers will notice the same incident, so it would vary with different observers. Evaluating a critical incident can be very valuable to teachers. This can improve their practice by making them aware of problems and getting them to question their own practice, which is beneficial to pupils learning (Tripp 1993: 17)

The critical incident will be the main body of this case study, exploring observation methods, different possible solutions or benefits from what was observed. This will also be connected to Donaldson’s Four Principles in relation to the new curriculum throughout.

Observation

For this case study, research was required to be conducted in a school environment. This enabled the findings of a critical incident and a collection of all relevant information needed to complete an analysis. Before the observation process took place, the observer had to have an understanding of what form of method would be used throughout the process. This was a key element, knowing a suitable method to use. The method chosen will be explored in depth shortly, as will other proposal methods.

Before any observations took place all regulations were met. Precautions were taken and safeguarding was applied and assessed. This ensured that all policies were undertaken and understood. Giving the reassurance that anonymity of names regarding the school, pupils and teachers/staff were confidential throughout this case study. This is in relation to (BERA 2018) guidance.

The critical incident observation took place in a single sex (female) secondary school based in South Wales. This school currently holds the population of approximately 763 pupils with the age ranging between 11-19 (My Local School, 2018). In relation to the Estyn Report (2014) the school has a mixed range of able and less able pupils and also is considered to

be in the yellow support category (reference has been removed to ensure anonymity). Over the years the population of the school seems to have dropped considerably. The observation for the critical incident was carried out in a year 9 class. The class is a top set science lesson. This class consisting of 30 pupils. Unfortunately, no pupil data on attainment was available.

Methodology

For the observational research, it is important to look at different types in depth. From this the most suitable type of observation can be applied resulting in more accurate findings.

Cozby and Bates (2012) suggest observation is placed in a natural environment. It is something perceived from watching others engage with something or someone. Which provides positive suggestions and insight to help development and alteration of the situation (Jeff Sauro, 2015).

For this type of research, the quantitative approach would not be used, as this is suited better for surveys, polls and statistics. The greater the quantity of research allows for a more accurate common outcome to be determined. However, a quantitative research approach is already defined as being set with predetermined variables and paradigms (Denscombe, 1998). Therefore, working to these predetermined outcomes does not inspire artistic, critical and inventive thinking (De Vaus, 1996) which is needed within this research. This has given the clear knowledge and understanding that quantitative research is not best applied.

However qualitative research would be applied as it is effective when researching something such as opinion, meaning, concept or characterisation (Litchman, 2013). Qualitative research allows for research to be set in a realistic setting. It provides a greater understanding of peoples actions. Which is why it is set in a natural real life setting (De Vaus, 2014, p6; Leedy and Ormrod, 2014). A real life situation is seemed to be the most honest way of getting truthful answers which is what is needed within this case study. If the critical incident wasn't a natural action, then it would be falsely analysed.

Observational research has 2 main bodies, these being participation and non- participant. The observation method used was non- participant. Non-participant is a research strategy which indicates the observer to naturally watch what is taking place with no input. The observer is not to interact and should merely sit back and take notes. Notes should be taken meaningfully and should be collecting useful and effective information (Cohen et al, 2011). Efficiently applying the method, can lead to the possibility of reducing the Hawthorne effect. Geoff Payne & Judy Payne (2004) propose that the Hawthorne Effect is a likelihood of someone changing their behaviour and or actions, based on if they know that they are being observed. So by using this method it tends to eliminate the false outcomes or results and delivers the most realistic and naturalistic ones.

Unlike non – participant, participant is suggested to be including the researcher in what is being observed (Schensul, Schensul and Lecompte, 1999). De Munck and Sobo (1998) suggest that this is not always reliable, as results are tainted by the researchers input and this can have an effect on the learner's output. The input can be perceived as the way they behave with one another or communicate. This suggests that when using a participating approach that the outcome is very much dependant on the researcher's actions.

Critical Incident relating to Donaldson's Four Purposes

As explained previously in the case study, the critical incident was based in a secondary school setting. Which was in a top set, year 9 science class. The critical incident is in relation to appendix 1. The incident arose when repetition was noticed. It seemed to be every time the teacher of the class stopped the lesson, asking an open question to the pupils, only one same pupil put their hand up to answer. This happened a number of times. The teacher didn't seem to be concerned and didn't make the effort to challenging other pupils. The teacher just accepted the same one pupils answers every time.

With looking in connection to the new curriculum, this doesn't meet the standards or expectations of Graham Donaldson's Four Purposes.

Donaldson's report instructs learners will be "healthy, confident individuals" (Donaldson, 2015). Firstly, this incident challenges this as mental health is clear flagged as an issue here. This can relate to the possibility of pressure and anxiety of not knowing the answer to the question asked. This can lead to stress and worry as they aren't understanding or simply embarrassed that they are uneducated.

Secondly, how can learners be "valued members of society" (Donaldson, 2015) if they haven't got the confidence to put their hand up and answer a question. Being a 'valued member' would need contribution and engagement.

Thirdly, this incident shows no inclusion and no encouragement to include by pupils or the teacher. Therefore, this shows there won't be confident learners, if teachers haven't bothered to challenge and engage all pupils.

Donaldson (2015) also explains "ambitious, capable learners" are qualities needed to allow learners "to learn throughout their lives" (Donaldson, 2015). This is suggesting that throughout life everyday is a lesson learnt. Learners need to be prepared to keep on learning from their mistakes and experience. This does not seem to be the case, looking at the critical incident that took place the atmosphere was very dull and negative towards learning. This environment did not show any means of ambition or capability. From the whole classroom only one individual showed the potential to have these capabilities.

Donaldson (2015) asserts "enterprising, creative contributors" in the new curriculum. As seen from the one same pupil raising their hand these attributes are not present. The purpose of this is to enable learners to be ready for the world of work and play a key roll in life. How can these learners be 'contributors' if they are not capable in doing so when learning? Without these skills it would be a great deal of effort to be hired in a job.

By exploring some of Donaldson's purposes it is evident that there is a lack of these qualities in the critical incident. It raises the awareness for this absence and the importance of having these characteristics in the foreseeable future. This reflects that the curriculum is in need of changes and adaptations to rectify this problem.

Literature Review

According to 'getting started with assessment for learning' (Cambridge international education teaching and learning team) define assessment for learning (AFL) as being more responsive in learning. They suggest student should start "to think like a teacher" (Cambridge Community). David Didau (2013) also believes this, as in his research he preferred for the students to be the teachers and for him to observe this as he thought student were being spoon feed too much (Didau, 2013).

Evident by this research, the critical incident discovered shows that assessment for learning by use of a questioning method does not always appear to be successful. The questioning method used in the critical incident was answer with a hand up response before verbally

answering the question. David Wiliam (2015) suggests hinge questions should be used. This is something that is brought up throughout the lesson to assure the teacher that students understand and are ready to move on (Wiliam, 2015). The problem that needs to be solved is getting a response from every student. To get this result Hunter (1982) suggests the 'choral response' (Hunter, 1982. p. 40) as a solution. Wiliam (2015) agrees with this and it is something that can result in getting an answer from every student, instead of going around individually which would take far too long (Wiliam, 2015). However, Wiliam (2015) also challenges this as he argues it wouldn't be clear as to who is responding with the correct answer rather than who is just pretending to falsely imitate the answer. If hinge questions are used, they need to be well thought out and planned as there are great outcomes in doing so (Wiliam, 2015). Didau (2013) agrees with this statement as he believes that answers to questions shouldn't be something memorised as this isn't going to help learning or understanding. The answer to questions should have an explanation as this 'requires the student to think' (Martin Nystrand) (Didau 2013, p.3). In doing this it engages the whole class, as the question is well planned by the teacher therefore, should be able to bounce around the class expanding on answers. Doing this gives a solution to knowing, if the class as a whole understands. Didau (2013) quotes "once the teacher has selected a victim, everyone else in the room can relax" (Didau, 2013, p. 3). This quote states that learners have limited participation within the class and from using the bounce technique understanding of learner will improve.

The technique called cold calling was discovered by Doug Lemov, (2010). This technique is relevant to the critical incident as it could be a possible solution to learner's engagement and inclusion in lessons. 'Cold Calling' is picking out pupils to answer without warning or hands up (Lemov, 2010). Firstly, this technique enables teachers to pick on the more able and talented (MAT) pupils as well as the additional learning needs (ALN) pupils. Secondly gives the teacher a clear indication of the classes understanding and if they are ready to move on. Thirdly, rules out the hands up strategy that clearly didn't work in this case. Lastly, the learning process pace is sped up resulting in not losing pupils focus or precious learning time. Overall improves learning and understanding all round which will result in more confident and capable learners. But what if this method is applied and pupils refuse to answer or say the dreaded words "I don't know". In relation to this 'No Opt Out' by Doug Lemov (2010) is linked to 'Cold Calling' and is helpful solution to getting pupils involved. 'No Opt Out' is a technique that always gets an answer out of the pupil, hence 'No Opt Out'. It explores ways on how to turn "I don't know" into the correct answer. It can be the case of breaking down the question and working the answer out together. Another suggestion would be that the teacher or another pupil would say the correct answer then this is just simply repeated by the pupil who said "I don't know". Later on this can be reassessed and asked back to the original pupil again to then receive the correct answer (Doug Lemov, 2010).

Talking about getting pupils involved this is one of the main causes for concern. If pupils are not engaged and involved they are simply not learning. Educators are being reviewed as skeptical towards inclusive learning (Clark et al., 1999) and are rebellious to inclusive learning (Hegarty, 1993) due to no solid definition of what inclusive teaching is (Evans and Lunt, 2002). This could be an explain as to why the critical incident happened. According to Anna Delaney (2017), Pam Anstey (2017) is confident that inclusive education is proved to be successful. (Delaney, 2017) Inclusion is over looked as being just for special educational needs (SEN) which this is not the case. Inclusive teaching is believed to be important for all learners (Corbett, 1947). Corbett (1947) suggests that inclusion is "valuing individuals and fostering a happy school culture where learning is a positive experience" (Corbett, 1947, p. 24). This shows the importance of inclusion results in a child's happiness and willing to learn. Karten (2010) asserts that inclusion is all down to the teachers. Teachers must plan with inclusion, learn about inclusion and always have a positive atmosphere towards learning (Karten, 2010). Inclusion is shown to have a positive effect in education, so in regards to exclusion concerns would be what effects it has on the learner? Is exclusion the students fault or the teachers fault? Teachers are expected to lead the way with making sure every

pupil is included in a lesson. Karten (2010) suggests 18 different techniques for teachers that will work (Karten, 2010). According to Payne (2010) exclusion can have a big impact on wellbeing, which can result into mental health issues (Payne, 2010).

John Bynner (1999) claims that children mostly get social exclusion from their parents (John Bynner, 1999). Payne (2010) backs this statement up as she finds income, family background, living conditions and environment are all things that result in worry, pressure, low confidence and sometimes even silence (Payne, 2010). All of these are signs that can result in mental health issues. From this it shows that children do exclude themselves and it can simply be due to their home life and the way they were raised (John Bynner, 1999). This raises awareness of mental health but also proves that inclusion isn't all down to the teacher. It is believed that there is only so much a teacher can do.

Speaking about mental health awareness Dr. Daniel Siegel (2011) came up with 'The Healthy Mind Platter'. This consists of seven different elements that he believes the brain needs to be healthy on a daily basis. He suggests the 'The Healthy Mind Platter' enables the brain to 'balance', 'strengthen' and make 'connections' (Siegel, 2011). One of the seven elements is 'connecting time' this relates to inclusion. This is reinforcing connections between people and realising how lucky we are to be able to communicate.

Linking Assessment for learning, inclusion and mental health has brought to light the discussion of behaviourism. Within regards to the critical incident there could be a behaviour issue that resulted in some learners not participating in lesson activities or answering questions given. Relating back to the critical incident a cause could be the seating plan of the class so reinforcing the strategy of a seating plan could be a positive solution. This is known as negative reinforcement. Negative reinforcement is something that is taken away in order to ensure good behaviour (Skinner, 1936). Reinforcing a seating plan would be an act of negative reinforcement as it is a privilege to be able to sit next to friends. But just as much as negative reinforcement, positive reinforcement should be used as well. But there has to be a balance between the two (Skinner, 1936). B.F. Skinner conducted an experiment with rats. Skinner thought if the rats pushed on a bar which applied them with food, then the rats would continuously press the bar to give them their food reward (Skinner 1936). This experiment can be applied in learners. It can show that if they are praised constantly for good behaviour, they will maintain that behaviour because they are being rewarded. In this case the reward would be taking away the negative reinforcement which would result in having no seating plan.

Reflection/ Evaluation

Reflection and evaluation is a key to developing and improving practice. The reflection is where I can now influence my own personal practice. I feel research will be a big part of my professional practice because from looking at the critical incident I have discovered so many different elements to teaching.

Referring to the assisted reflective conclusion sheet 1, shows an overall outcome of the lesson where the critical incident was discovered. The environment wasn't safe as this was clear when students didn't voice their opinions or answers. This was due to the lack of control of the class which resulted in low confidence and a negative atmosphere. This was an eye opener which encouraged me to look at behaviour and classroom management. Positive and negative reinforcement was researched and was proven to be very effective when dealing with behaviour. This has made me believe, that this is something I wish to use

in my future practice. I also would have recommended it being used in the class that was observed.

In the process of the lesson it was noticed that the assessment for learning strategy was not working. As the teacher only knew the understanding of 1 pupil out of 30 pupils. Another issue raised was that the teacher didn't seem to have a problem with the same pupil answering each time, which could be down to lack of the teachers own personal research or training. I believe that if a strategy isn't working then it needs to be change during the lesson to complete a successful one. The quote "If a child can't learn the way we teach, maybe we should teach the way they learn" (Ignacio Estrada, 2015, p.5) is something I will use towards my practice when teaching as I believe in this strongly. Looking at the strategy that was used, research has shown that it is better to not use hands up when questions are asked. As in this case no one was prepared to answer. So instead, by using the strategy 'Cold Calling' it allows the teacher to have an overall look on the classes understanding. Which is then backed up by the 'No Opt Out' strategy. These strategies move on to help the problem with inclusion in the class. From discovering the importance of inclusion, I believe this plays a big role when learning and when teaching. This proved that feeling like you belong and are apart of something gives pupils a healthy and positive mind set. Not only does it improve a positive mind set but also increases understanding when learning and that is why it will be a main element in my practice.

Talking about a healthy and positive mind set, 'The Healthy Mind Platter is something I will consider using when teaching. I feel by using this in learning pupils having a positive mind set can go a long way. I stress that this is important when learning and will encourage pupils to want to learn. As their brains will be positive, focused and balanced.

I have been massively influenced by Donaldson's Four purposes as I feel all of the elements are crucial in not just learning but also being prepared for the adult world. Relating the incident to the purposes and seeing that none of them were shown by the pupils was worrying. I look forward to bringing these purposes to life and seeing the positive outcomes of the new curriculum.

Conclusion

To conclude, the critical incident discovered showed the lack of research, assessment for learning, inclusion and classroom control. The research has shared many views on these different elements. The importance was raised of teachers planning out questions for successful answers. Looking at the effects of what exclusion can have on a child's learning and then resulting in ways to involve the inclusion elements in classroom. This was found that teachers aren't fully aware of the benefits of inclusion. It was said that educators are being reviewed as skeptical towards inclusive learning (Clark et al., 1999).

The element of positive and negative reinforcement was proved to be effective by B. F. Skinner's rat experiment.

Lastly the importance of Donaldson's four purposes has come to my attention as none of these purposes where met. This has proven to me that the curriculum needs to change and include the four purposes. In my practice I will thrive for my pupils to be 'healthy, confident individuals', 'ambitious, capable learners', 'enterprising, creative contributors' and ethical, informed citizens' (Donaldson, 2015)

By exploring my critical incident in depth, I have been able raise some key points and give solutions and suggestions to this matter. Therefore, this has enabled me to have a better understanding of good practice and also enabled me to influence and encourage my own practice.

Appendix 1**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Year 9 Science Lesson
Classroom culture (Are the students focused on learning?) I have labelled this as not a safe environment as when teacher asks a question it is immediately completely silent and on edge. Out of control as it is very loud and noisy when teaching and learning but when teacher asks a question it is immediately completely silent and on edge. Students aren't focused and avoid learning or answering questions as much as possible. Confidence is very low as you hear children saying 'I cant do it', 'I'm just stupid', 'I cant be bothered', 'I don't know', 'I don't understand'
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The objective is to raise the awareness of issues with junk food Discuss healthy eating and junk food Decided if junk food should be banned or not and why.
Direction (Are the students clear about what they are doing and how to do it well?) There is a clear direction but just no control or behaviour management. Some students are unsure. Others understand but don't want to do the work. There is a small majority really trying to focus and discuss but are distracted by other students messing around.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Not all students were challenged in the class as there was no directed questions to an individual or a group. It was always open questions to the whole class. So most students could get away with not saying anything for the whole lesson.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher's way of assessment is questioning. They would raise a question to the whole class and wait for hands up to answer.
Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?
Teacher asks open questions to class and every time the same one student raised their hand.

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

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher asks open questions to class and only one (the same student) student raises their hand.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> "What are your feelings regarding the experience?"	- I felt it was not a safe learning environment as only one pupil felt comfortable to answer questions. - The class was very disruptive and the teacher didn't attend to the issues (Lack of control) - Low confidence and negative atmosphere. - Felt frustrated for the small majority that wanted to learn but were disrupted by others.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> "Can you list the aspects of the learning experience that went well?" <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> "What were the elements of the learning experience that were disappointing?"	What went well- - There was a solid objective to the lesson. - Clear direction of task. - Good worksheets and resources - The questions presented - What didn't go well- - Access and challenge - Behaviour/classroom management - Using assessment to checking understanding for all students - The response from the questions
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> "What will you keep the same to ensure effective teaching and learning in the future?" <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> "What was the cause of the most important disappointing element?"	I would keep the objectives as they were very clear and achievable. The questions asked for assessment were good but just not used in the correct way. The most disappointing element was the same child raising their hand, answering every question the teacher asked. This was due to the teachers lack of control/management of the class. Also the way in which the teacher taught. The teacher didn't seem to have a problem with the same child answering every question. This can be down to lack of training but also research.

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth ydych yn mynd i'w wneud nesaf?</i> "What will you do next?"	Possible solutions and actions - Research and training - Change classroom management and behaviour strategies - Work on involving the whole class - Looking at different ways for afl - Keep a confident and positive environment
Y profiad newydd / <i>Transformed experience</i>	

Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Year 8 tutor group- Citizenship Lesson
Classroom culture (Are the students focused on learning?) Students seem to be on task and interested - They are all focused on the first task Teamwork - Some children aren't happy with the groups they are in. Some children want to work on their own. One children wanted to work on their own but didn't pay attention and sat on their phone all lesson - teacher didn't see or choose to ignore it. Like to share their ideas- Confidence Safe environment
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Learning about Fairtrade - How it works and why it exists. What does fair mean? The objective is to raise the awareness of Fairtrade. What can they do to help?
Direction (Are the students clear about what they are doing and how to do it well?) There is a clear direction and its all about what they think- no wrong answer.

All students are on task and involved.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The majority of students were challenged as there were directed questions to groups which gave every group the opportunity to be involved and engaged. For every group it did seem to be the same people talking so not all students were challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher's way of assessment was setting regular tasks and then asking for feedback from the task. What, Why, How
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Some children working on their own, not in groups like everyone else. There was horrendous corridor noise which was distracting. Not all students were challenged. Child working on their own and played on their phone for whole lesson.

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child working on their own and played on their phone for whole lesson.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	- Didn't like the lack of attention to pupils as one sat on their phone for the whole lesson. - Happy with the safe environment as children were happy to share ideas and answers in confidence. - Atmosphere was positive apart from working in a group for some.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i>	What went well – - Group work worked well apart from a few students - The excitement the children had to answer questions - Clear direction - No wrong answer – confidence What didn't go well-

<i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- The children who didn't want to be in groups and worked alone didn't get the experience like the other children did - The teacher's control of children not joining in - The teacher's attention of some children
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I would keep the use of group work as the effect on the children's learn was great. The discussions helped everyone in the group understand. I would also keep with the positive atmosphere showing kids all answers are correct which gave them confidence to put their hands up. The most disappointing element was the lack of attention to the children that wanted to work alone. I feel they didn't get anything out of the lesson and could of really had a great lesson if a few things were changed.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Possible solutions and actions - Group work - I would make sure all students participated, don't use it at all or suggest pairs instead. - I would suggest for the teacher to research on behaviour management strategies on how to get students involved. - More time and effort encouraging students and attention to what they are doing throughout the lesson so you are ensured all children are learning.
Y profiad newydd / Transformed experience	

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Lesson details: Year 7 Art Lesson
Classroom culture (Are the students focused on learning?) Students seem to be on task and interested. Working individually as it is about themselves. Some are fiddling with the object rather than using it to create ideas. Like to share their ideas- Confidence
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Learning about - Creativity and themselves (linking a random object to their personality)
 Learning what an artist is and how to to an artist.
 Looking at influences.

Direction

(Are the students clear about what they are doing and how to do it well?)
 There is some sense of direction but as it is all self driven so children are finding it hard ad getting frustrated causing them to act out and not do the work.

A lot of questions are asked about what they are doing.

Teacher repeats themselves many times.

All students are trying their best to be involved and on task.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)
 All students are challenged as they are all asked questions individually, which gets all students engaged and involved.

All students take it in turns to talk when showing presentations.

Assessment

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

The teacher's way of assessment was getting feedback from questioning but also having the groups give a presentation on what they learnt/found.

Specifics / Critical Incidents

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

Teacher could have prevented the child acting out and not doing the work (did solve it in the end)

Lots of confusion with direction and instructions (teacher needs to give examples)

Little loss of focus when fiddling with objects.

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 25/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher could have prevented child acting out and not doing the work

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- Was lovely to see the children working individually and being creative - Some children were getting frustrated with work and lack of attention from the teacher

	- It was quite a rejecting atmosphere which made the mood at times low - The focus wasn't always there
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	What went well- - Confidence in expressing and sharing their creative suggestion to the class - Relating to an object – Creativity - All students were challenged (in the end) What didn't go well- - Unclear direction - Not attending to the pupil's needs which caused pupil to act out - Not giving examples
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I would keep the activity as I feel the outcome was brilliant. The pupils using their imagination was great. They were confident and all challenged in this. I was disappointed with the lack of attention towards pupils who didn't understand. This caused pupils to act out which could have been prevented. Lack of example and direction was disappointing.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Possible solutions and actions - Giving examples to explain the work - Pay attention to pupils struggling and asking for help - Look at different strategies to deliver a clean direction so everyone understands - Before leaving the pupils to get on with their work make sure you are reassured by all that they understand what they are doing.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 4**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Lesson details: Year 7 French Lesson
Classroom culture (Are the students focused on learning?) Students don't show any respect are very loud walking in to lesson. Very disruptive loud and lively. Always being told to be quite. No sense of focus. Children who want to learn are missing out because of others. No sense of control of the class.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) No solid or clear purpose because most of the time the teacher was constantly sorting behaviour. Filling out work sheets - matching words to pictures- helping put words to images. Memory using images.
Direction (Are the students clear about what they are doing and how to do it well?) There is no sense of direction as the lesson is chaotic. A lot of questions are asked about what they are doing. Teacher repeats themselves many times. Very little students understand.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Not many students are challenged as only a few are engaged with the lesson. The teacher was the one being challenged not the students.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher's way of assessment was using the worksheets to be assessed at the end and asking questions throughout the lesson.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Teacher lost control from the very start- behaviour management was poor No sense of achievement of the objectives as the lesson was spent sorting behaviour

Children missing out because of others- not fair

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

Dyddiad/Date: 25/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): No sense of achievement of objectives as the lesson was spent sorting behaviour. Unfair on children wanting to learn.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	- Not a respected classroom - Very disruptive lesson as it was spent sorting behaviour - No sense of control - Pupils missing out because of others - No sense of achievement
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	What went well – - Worksheets as the pupils who wanted to do the work could - Questions were good as they were helping some pupils learn - Attention to detail in the lesson plan What didn't go well- - Behaviour management - The objective wasn't achieved - Pupils wanting to learn were disrupted - Lack of control - No sense of challenge for the pupils - Pupils were challenging the teacher
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I would keep the lesson plan as it was a well structured and thought out lesson. I would keep the worksheets and questioning they were productive learning strategies. I was disappointed with the lack of control/behaviour management used in the class. I felt this caused other pupils that wanted to learn the disadvantage. I feel it was a very unfair lesson and could have been handled differently.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materïaon siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"</i>	Possible solutions and actions - I would suggest a training day on behaviour and classroom management - I would suggest that many different strategies are tried until one is suitable - I would suggest doing something with the pupils who want to learn maybe separating them from the class
Y profiad newydd / <i>Transformed experience</i>	

Reference list

My Local School (2018)

Available at : <http://mylocalschool.gov.wales/?lang=en>

Accessed: 9th October 2019

Estyn Report (2014)

Available:https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Adroddiad%20arolygiad%20School%202014%20%28Saesneg%20yn%20unig%29_0.pdf

Accessed: 10th October 2019

Bera (2018) Ethical Guidelines for educational Research: fourth edition.

Available at : <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>

Accessed: 24th October 2019

Tripp, D. (1993). Critical Incidents in Teaching. Developing Professional Judgement. London: Routledge.

Keatinge, D. (2002). Versatility and flexibility: Attributes of the Critical Incident Technique in nursing research. Nursing and Health Sciences, 4: 33–39.

Cohen, L., Manion, L. and Morrison, K. (2011). *Research Methods in Education*. 7th ed. New York: Routledge.

Sauro, Jeff, PhD (2015) 4 types of observational research

Available at: <https://measuringu.com/observation-role/>

Accessed: 20th October 2019

Cozby, P. C. & Bates, S. C. (2012) *Methods in behavioural research*. New York: McGraw-Hill Companies.

Payne, G. & Panyne, J. (2004) *Key Concepts in Social Research*. Reading Hawthorne Effect pg. 108

Tripp, D. (2012) *Critical incidents in teaching : developing professional judgement*. London : Routledge.

Denscombe, M. (1998). *The Good Research for Small –Scale Social Research Project*. Philadelphia: Open University Press.

De Vaus, D. A. (1996). *Surveys in Social Research*. (4th ed). Australia: UCL Press.

De Vaus, D. A. (2014). *Surveys in Social Research*. (6th ed). Australia: UCL Press.

Leedy, P. & Ormrod, J. E. (2014). *Practical Research Planning and Design*. (10th ed). Edinburgh: Pearson Educational Inc.

Donaldson, D. (2015) *Successful futures: independent review of curriculum and assessment arrangements in wales*.

deMunck, Victor C. & Sobo, Elisa J. (Eds) (1998). *Using methods in the field: a practical introduction and casebook*. Walnut Creek, CA: AltaMira Press.

Lichtman, M. (2013). *Qualitative research in education*. Los Angeles: SAGE Publications.

William, D. (2015). Design Great Hinge Questions. *Educational Leadership*, 73(1), 40-44.

Hunter, M. C. (1982) *Mastery teaching*. El Segundo, CA: Tip Publications.

Didau, D. (2013) *Teacher talk: the missing link*.

Getting started with assessment for learning: Cambridge international education teaching and learning team

Available at: <https://cambridge-community.org.uk/professional-development/gswafl/index.html>

Accessed: 12th October 2019

Lemov, Doug, 1967- author. *Teach Like a Champion : 49 Techniques That Put Students on the Path to College*. San Francisco : Jossey-Bass, 2010.

Clark, C., Dyson, A., Millward, A. and Robinson, S. (1999) Theories of inclusion, Theories of School: Deconstructing and reconstructing the 'inclusive school'. *British Educational Research Journal*, 25, 157-178.

Hegarty, S. (1993) Reviewing the literature on integration. *European Journal of Special Needs Education*, 8, 3, 194-200.

Evans, J. and Lunt, I. (2002) Inclusive education: are there limits? *European Journal of Special Needs Education*, 17, 1-14.

Delaney, A. (2017) The Importance of inclusion in and beyond the classroom. Available at : <https://www.cbc.ca/news/canada/newfoundland-labrador/inclusion-education-importance-1.3977102> Accessed: 3rd october 2019

Corbett, Jenny, 1947- *Supporting inclusive education*. London ; New York : Routledge/ Falmer, 2001

Karten, T. (2010). *Inclusion strategies that work! Research-based methods for the classroom* (2nd ed). Thousand Oaks, CA: Corwin Press

Bynner, J. (1999) *RISKS AND OUTCOMES OF SOCIAL EXCLUSION INSIGHTS FROM LONGITUDINAL DATA* : Institute of Education University of London

Payne, S. (2011) *Social Exclusion and Mental Health : Review of Literature and Existing Surveys*

Siegel, D. J (2001) *The Healthy Mind Platter*

Available at: https://www.drdansiegel.com/resources/healthy_mind_platter/

Accessed: 20th October 2019

Skinner, B. F. (1936) *The Behavior of Organisms* and introduced the concepts of operant conditioning and shaping.

Ignacio Estrada, as cited in McInerney, 2015, p.5

