

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.

1 Introduction

This research project involves the observation of a critical incident within a school, the exploration of literature concerning associated areas before, finally, the identification of next teaching and learning steps. There are many different definitions of a critical incident from different scholars, however it has been noted that critical incident is quite simply an event which can take place within your everyday classroom without any premeditation behind it (Joshi, 2018). It is important for practitioners to critically reflect on these incidents as the analyses of these critical incidents can enable practitioners to arrive at the realisation that the underlying meanings of these critical incidents have some significance (Joshi, 2018). Therefore, it can result in increased self-awareness, more detailed evaluations of techniques, more frequent self-assessments, increased opportunities to carry out research, a community of critical practitioners being cultivated and finally teachers are able to use previous critical incidents as a resource (Richards & Farrell, 2010).

2 Observation

2.1 School and Class context

The critical incident which I observed occurred within a primary school located in Swansea, South Wales. According to BERA (2018), it is crucial that researchers understand the importance of anonymity and confidentiality when conducting a research project. Therefore, sensitive details cannot be revealed. In order to meet these requirements, I shall refer to the school observed as 'school X'. Regarding other contextual information, the most recent Estyn report (2014) dictates that the school observed serves children between 3 and 11 years of age and has two classes within the school with specialist teaching facilities which can facilitate up to 16 pupils with autistic spectrum disorders. Within this school, approximately 28% of students have been recognised as having additional learning needs and approximately 36% of pupils within this school receive free school meals – a figure above not only local averages but also national averages (Estyn, 2014). According to school X's prospectus, school X identifies itself as a rights-respecting school, meaning that their philosophy is centred around a consensus of 42 rights a child should have – a list which is called the UN Convention on the Rights of the Child (UNCRC). This research project is based within a Year 1 class within the Foundation Stage which has 28 pupils. To maintain confidentiality and anonymity, I shall refer to pupils as 'student A', 'student B', and so forth.

2.2 Methodology

While "all social science should aim to maximise benefit" (BERA, 2018; p.4), it is important to consider the different ways to conduct a data collection method. Researchers such as

Kumar (2011) have highlighted that there are two different types of observation: *participant observation* and *non-participant observation*. Participant observation, according to Kumar (2011), is when the observer finds himself/herself involved with the observed individuals, participating in the same activities. According to Dahlke *et al.* (2015), this is an effective data collection method which is recognised as being flexible in the sense that it can be used in a variety of contexts. However, Dahlke *et al.*, in 2015, highlighted that there is an insignificant amount of literature available concerning how to address ethical issues – a barrier which is directly pertinent to this research project as this project concerns young children. Although, since then, BERA (2018) have constructed a list of considerations to take into account within this context which can help diminish this barrier. Other disadvantages of conducting participation observations is that it often requires a significant amount of effort from the observer and it can be somewhat expensive (Patton, 1990).

Meanwhile, for non-participant observation, the observer does not get involved but instead watches and absorbs information. Although there are no situational restrictions to non-participant observations (Kumar, 2011), Patton (1990) argued that in order to embrace the best results, participant observations should be conducted. Therefore, a participant observation will be conducted because its efficiency and validity has been recognised by researchers (for example, see: Kumar, 2011; Dahlke *et al.*, 2015; Patton, 1990). In addition to this, Dahlke *et al.* (2015) dictated that participant observation offers the researcher the opportunity to understand the behaviours of the individuals observed and how the context can influence their behaviours – a notion reinforced by Patton (1990). It should also be pointed out that observations can also be either within natural or controlled circumstances (Kumar, 2011), however, the observation reviewed within this research project will be done within natural circumstances so that the observation has an authentic basis, thus translating into conclusions of greater authenticity (Patton, 1990).

Denscombe (2014) dictates how a case study approach is required to yield the most beneficial results from a research project which finds its focus fixed on few sites. Guro *et al.* (2011), Denscombe (2014) and Patton (1990) all published literature which harmonise with one another on the benefits of taking a case study approach. Guro *et al.* (2011) and Denscombe (2014) highlight the success of this approach in a variety of fields and point out that a case study approach allows for a more in-depth investigation of phenomena which can result in refined conclusions within complex scenarios. Meanwhile, Patton (1990) provides a similar explanation, but explains how this approach is useful for finding data which may not have been found with other approaches. More historical research has argued

that within educational research, a case study can put forward beneficial concepts in theoretical and pragmatic terms (Stake, 1983).

Although the work Patton goes into great detail to explain the benefits of taking a case-study approach, he fails to report the disadvantages (1990). Guro *et al.* (2011) and Denscombe (2014), however, explain how this approach does indeed have disadvantages: for example, the findings of previous case studies have been found to produce findings which can be generalisable. Guro *et al.* (2011) also highlighted how the observer is likely to be tempted and attempt to collect as much data as possible. However, as highlighted by Patton (1990), this can be avoided through *social science observation training* (p.200). As outlined by BERA (2018) and Denscombe (2014), some research projects – including a case study project (Denscombe, 2014) – can have a number of grey areas in terms of boundaries and access. In addition to this, Denscombe (2014) suggests that due to the nature of case studies being process-centred rather than outcome-centred, case studies can result in *soft data* which can hinder the quality of evaluations and analyses.

2.3 Critical incident linked to Donaldson's Four Purposes

In 2015, Wales embraced Professor Graham Donaldson's *Successful Futures* (Donaldson, 2015). Donaldson had reviewed Wales' national curriculum and presented a report with "radical and wide-ranging" proposals to positively transform education in Wales (p.1). Within this report, Donaldson highlights the purpose of education; to develop children into:

- ambitious, capable learners who are ready to learn throughout their lives,
- enterprising, creative contributors who are ready to play a full part in life and work,
- ethical, informed citizens who are ready to be citizens of Wales and the world, and
- healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

(Donaldson, 2015: p.29-30)

While these four purposes require "radical and wide-ranging" changes (Donaldson, 2015: p.1), the importance of analysing critical incidents are recognised as the analyses of critical incidents can potentially translate into "improved professional judgement" (Tripp, 1993: p.125). This judgement is important in the development of children as it protects a range of states of well-being (Tripp, 1993).

Once the children had entered the class, they took initiative and sat down on the carpet in the middle of the classroom, forming a circle. When it appeared that most of

the children had entered the classroom and settled down, the teacher initiated a recap activity the class could work together on. At this point, student A had entered the classroom. Student A chose to sit behind everybody, at the edge of the carpet. The teacher then explained how this lesson would build on the previous lesson. The teacher displayed some questions on the board and the class were then asked to discuss with their 'talking partners' their answers and explanations. The teacher then listened to some answers from the class, but it seemed that it was the extroverted, confident individuals who chose to answer, and student A seemed unable to show any understanding and appeared confused. The teacher then split the class of students up into three segments so they could work in pairs, in groups or on iPads. Student A was placed within a group with seemingly extroverted and confident individuals. The teacher hovered around the classroom to check on his/her students and approached student A's group. The teacher asked, "How are we all doing?". The teacher received a substantial amount of feedback from student A's peers within the group but no feedback from student A whose state appeared unchanged.

Somehow this critical incident can relate with each of the four purposes (Donaldson, 2015). However, it could be argued that it has a deeper correlation with developing children into "ambitious, capable learners who are ready to learn throughout their lives" (Donaldson, 2015; p.29). Student A seemed to shy away from the prospect of challenge – both academically and socially. Additionally, he/she appeared confused and lost rather than determined to increase his/her knowledge and therefore did not appear to go to great lengths to contribute.

Student A arrived in the classroom within the midst of a recap activity and seemed to struggle with understanding the content of the lesson and thus didn't appear to show the ability to use numbers effectively, interpret data or apply mathematical concepts in different contexts. This posed a problem because although student A had selectively conversed with his/her peers at certain points during the lesson, he/she had failed to communicate with the teacher and clarify any misunderstandings about the concepts pertinent to the topic. Student A also failed to show any desire to research and evaluate any findings. These behaviours are all polar opposites to what Donaldson (2015) had said a learner should bear a resemblance to.

3 Literature review

The aim of this literature review is to investigate the factors which could possibly relate to the critical incident observed. A wide range of literature which concerns two different areas will be examined to enable a more open-minded investigation into critical incident.

3.1 Educational inclusion

The topic of inclusion is one which is so common (Tilstone *et al.*, 1998; Thomas *et al.*, 1998) that its dominance in educational discourse cannot even be escaped by the most major organisations – such as the United Nations (Tilstone *et al.*, 1998). Although this topic largely dominated conversations within the 1990s, discourse regarding inclusion is believed to have been used within conversations as early as the 1960s (Thomas *et al.*, 1998). Even now, inclusion is still a topic which is widely investigated in a range of contexts – one of which is within education (Marin, 2014). Contemporary discourse recognised that teachers are central to the development of schoolchildren and their journey to becoming valued members of society (Marin, 2014) – an end product which appears similar to one of the four purposes of education outlined by Donaldson (2015).

There is a collection of definitions within literature concerning educational inclusion; often when people talk of this concept, it concerns students with additional learning needs, however this research project investigates all children and young people as it should be remembered that educational exclusion can affect all individuals (Booth & Ainscow, 2002). Thomas *et al.* support this assertion and suggest that the presence of a schoolchild within the classroom does not necessarily translate into inclusion but rather integration (1998). Byrnes (1985) agrees with this and explained that these excluded children do not necessarily have to be actively disliked, however the child's lack of involvement and presence within everyday contexts can lead to unintentional neglect. This 'invisible child' concept (Byrnes, 1985) dictates that there is no deliberation within the neglect of the child, but rather, the deliberation is often found behind the child's willingness to remain 'invisible' when expected to emerge from his/her comfort zone. This definition of educational exclusion (Byrnes, 1985) coincides with the critical incident observed within school X.

Although there is a consensus that greater attention should be paid to what educational inclusion looks like, there is still some existing conflict amongst authors within particular aspects of this topic (Thomas *et al.*, 1998; Tilstone *et al.*, 1998; Daniels, 2001; Marin, 2014). Thomas *et al.* talk of the reason behind educational exclusion and dictate how students within classrooms are not receiving the appropriate amount of support from not only the teacher but also others within the same context, such as learning support assistants (LSAs) or teaching assistants (TAs) (1998). However, it is important to take into consideration that

Thomas *et al.*'s work on inclusion is largely based around schoolchildren whom experience additional educational needs and thus, not all assertions take the 'invisible child' into account (Byrnes, 1985; Thomas *et al.*, 1998). Though, when investigating factors which could influence schoolchildren of all abilities, Thomas *et al.* suggest that not all schoolchildren benefit from the teacher's teaching methods in the same way, henceforth, it has been argued that excluded schoolchildren have been the result of rigid circumstances and teaching approaches (1998).

On the other hand, Tilstone *et al.* had a more open-minded approach to this particular aspect and implied that there is a mixture of internal and external factors which could influence educational inclusion (1998). These internal factors include collaborative teamwork and a shared framework, whereas the external factors include family involvement (1998). This work is consistent with the work of other researchers and thus has a greater degree of validity (see: Hopkins *et al.*, 1996; Lipsky & Gartner, 1997; Rouse and Florian, 1996; Sebba, 1996).

This notion of internal and external factors influencing educational inclusion was continued by Daniels (2001); although, there are differences between the two researchers. Daniels (2001) suggests that students are failing to attain an appropriate amount of self-belief and knowledge within the school and outside of school and calls for a pedagogy which addresses this. Further contemporary research has highlighted that teachers feel that educational exclusion is a result of a lack of appropriate training of teachers within this area and Marin (2014) has called for the addressing of this and also access to higher-quality resources for research so that teachers can put more emphasis on lesson preparation.

This research has identified and synthesised the key points amongst literature concerning educational inclusion. This has enabled the realisation that the concept of educational inclusion has transformed throughout different research projects (Byrnes, 1985; Thomas *et al.*, 1998; Tilstone *et al.*, 1998; Booth & Ainscow, 2002; Daniels, 2001; Marin, 2014). Although some of this research has been contradicted and declared void and there is debate over the nature of internal and external factors relating to educational exclusion, the common theme throughout this research is that it has been found to be caused by factors external to the child's personal self (Byrnes, 1985; Thomas *et al.*, 1998; Tilstone *et al.*, 1998; Booth & Ainscow, 2002; Daniels, 2001; Marin, 2014). Whether these factors may be perceived as *internal* with regards to the *circumstances*, these factors are *external* with regards to controllable features (see: Thomas *et al.*, 1998; Tilstone *et al.*, 1998; Daniels, 2001; Marin, 2014). What this suggests is that student A is unlikely to immerse

himself/herself in activities unless the circumstances are changed, or the student is made exempt from usual circumstances (for example: Marin, 2014).

3.2 The motivation of the learner

Along with prolonged discussions concerning educational inclusion (Byrnes, 1985; Thomas *et al.*, 1998; Tilstone *et al.*, 1998; Booth & Ainscow, 2002; Daniels, 2001; Marin, 2014), there has also been much debate surrounding the motivation of the learner (see: Child, 2007; Brinkworth *et al.*, 2017; Pradhan & Jena, 2019). The motivation on the schoolchild's behalf is such a vast field to investigate and has a number of branches which lead into other, more refined, fields of study (Child, 2007).

One theory which has received little attention is the transformational leadership theory (Bass & Avolio, 1995). Traditionally, this theory was solely used within the corporate field, particularly within the Western world, but its flexibility has been recognised and it has been integrated within other fields and has found success within the Eastern world, in countries such as India and Pakistan (Iqbal *et al.*, 2019; Pradhan & Jena, 2019). While this theory is based on the implications of interpersonal relationships a leader has with his/her followers (Bass & Avolio, 1995; Iqbal *et al.*, 2019; Pradhan & Jena, 2019), it has been suggested that the interpersonal relationships a teacher has with his/her students are crucial to the development of schoolchildren (Pianta & Allen, 2008; Marin, 2014), which justifies this theory's relevance to this context.

An important aspect to consider is that there are different perceptions of this theory, thus there are different concepts on how it is depicted (Iqbal *et al.*, 2019) but Bass and Avolio's version declares that a transformational leader displays four different behaviours (also known as 'the 4 Is') with the intention of transforming followers into future leaders. These four behaviours are known as *idealised influence*, *inspirational motivation*, *intellectual stimulation* and *individualised consideration* (Bass & Avolio, 1995).

The *individualised consideration* aspect of this theory is particularly intriguing as it encourages leaders – or in this context, student X's teacher – to pay special attention to individuals rather than approaching the lesson perceiving the class as a group, to aid these individuals in developing their strengths and to also listen to each individual's concerns (Bass & Avolio, 1995; Iqbal *et al.*, 2019).

While Iqbal *et al.* suggest that the transformational leadership theory is a useful concept for teaching, they also present the complication which accompanies it: it should be kept in mind

that there are many other factors which can relate to project success, therefore simply displaying the four behaviours highlighted by Bass and Avolio (1995) will not translate into guaranteed success (2017).

It should be noted, however, that other researchers have dictated that one characteristic which accompanies leadership is innovation and these researchers have provided arguments which suggest that innovation plays a key role in project success (Axtell *et al.*, 2000; Smith, 2002). Indeed, it has been suggested that innovation is linked with interactions an individual would have with the key figures in his/her work environment (Anderson *et al.*, 2004; Zhou & Shalley, 2003) while others have indicated that leaders have a strong influence on this (Yukl, 2002; Jung *et al.*, 2008).

This is a rather large field to investigate and much of it is undiscovered (Gong *et al.*, 2009; Jung *et al.*, 2003) and although it has implications (Iqbal *et al.*, 2019), there have been recognitions that this theory can be universally accepted (Pradhan & Jena., 2019) and there are calls for more transformative behaviours to be displayed within leadership contexts (Iqbal *et al.*, 2017). Research had previously identified some potential issues (for example: Pradhan, 2015; Wilson-Evered *et al.*, 2001) but further research has alleviated some of these (Iqbal *et al.*, 2017), so it is a question of where the limitations lie for this theory until further research is carried out. One important aspect to consider is that as previously mentioned, there are a number of different 'versions' of the transformational leadership theory, therefore one should not be rigid in their choice when delivering the appropriate behaviours (Iqbal *et al.*, 2017).

4 Reflection & next steps

It is important for a teacher to critically reflect upon their experiences (Smith, 2011).

Although there are many definitions of critical reflections, within the field of education, Barnett defines it as a process centred around developing professional practice instead of re-enacting professional knowledge (1994). For student-teachers, such as myself, there are some drawbacks to self-reflection; for example, Bolam *et al.* dictate that student-teachers must imagine themselves in different circumstances, devoting time to contemplation and investigation rather than practicing new techniques or styles (2003). However, Smith has highlighted that other educational theorists have suggested that individuals can become better at critical reflection (2011). One widely known reflective model is Kolb's cycle of experiential learning (1984). Kolb's cycle (1984) is a step-by-step process of "planning, action and evaluation" (Smith, 2011: p.213). The first component is where the teacher would

have a *concrete experience* before carrying out a *reflective observation*, a review of the experience, prior to the *abstract conceptualisation* stage where the teacher would conclude what was learned from the experience before finally conducting an *active experimentation* – trying out what the teacher has learned (Kolb, 1984).

The literature review fulfilled the *reflective observation* role and brought attention to two areas which could be pertinent to similar circumstances. In addition to highlighting these specific topic areas, researchers investigating these areas also suggest which steps a teacher like student X's should take next (*abstract conceptualisation* (Kolb, 1984)); although it is important to remind ourselves that the majority of implications associated with these suggestions are theoretically based meaning that outcomes could vary if the circumstances are different (Thomas *et al.*, 1998; Tilstone *et al.*, 1998; Marin, 2014; Iqbal *et al.*, 2017; Pradhan & Jena., 2019; Child, 2007).

There certainly is evidence within the appearance of the circumstances of the critical incident which suggest that student X's behaviour correlates with Byrnes's concept of '*the invisible child*' (1985). With reference to the next steps, one suggestion is that teachers could take more time and effort to be better prepared for lessons (Marin, 2014). This kind of preparation does not necessarily solely mean the subject or content of the lesson but also the consideration of each student's learning needs, whether these are behavioural, psychological, expressive, social or physical needs (Marin, 2014). The successful delivery of this can be extremely beneficial but it is possible that support in the form of LSAs or TAs could aid the satisfaction of these learning needs (Thomas *et al.*, 1998). It should be noted that it has been found that sometimes, a greater number of individuals within the classroom can result in the teacher spending less time with certain students, thus contradicting its purpose (for example: DeVault *et al.*, 1977; McBrien & Weightman, 1980; Thomas, 1992). Therefore, Marin suggests that teachers should participate in training which could enable teachers to have access to information which could enhance their preparation abilities (2014). According to Marin, this is a consensus which many teachers agree on and it would be important as it would enable schoolchildren to receive a good quality education (2014).

Moreover, teachers could learn the importance of displaying transformational leadership qualities (Bass & Avolio, 1995). These qualities enable the teacher to focus on and develop the interpersonal relationships between a teacher and students, which is important as Iqbal *et al.* reported that students exert more effort within classes when these interpersonal relationships are perceived to be positive (2017). In addition to the amount of effort exerted, it has been pointed out that the transformational leadership theory encourages the

development of meaningful work and initiative (Pradhan & Jena., 2019). Indeed, there was apprehension initially, however more recent research has alleviated these doubts (Pradhan & Jena., 2019).

The individualised consideration component of the transformational leadership theory (Bass & Avolio, 1995) is particularly useful to this context. Although the study from Thomas *et al.* was not based on this theory, it reports that a young primary school student with multiple and profound disabilities was not a victim of educational exclusion and was in fact included because she was encouraged to learn at her own pace (1998). Thomas *et al.* suggest that this is because she was not perceived as being a part of a whole group but her specific needs were considered and she was exempt from normal expectations (1998). The final step a teacher would take would be the *active experimentation* step (Kolb, 1984), where the teacher would actively implement these next steps into his/her practice.

5 Conclusion

The approach taken within this research project has been largely based on the new Professional Standards for Teaching and Leadership (Welsh Government, 2018). This document is important for it supports practitioners and, when embraced, enables them to reach their full potential, which in turn improves the quality of education a student like student X would receive (Welsh Government, 2018).

The entire process of this research project, beginning at the observation, before identifying the critical incident, then reflecting upon this critical incident and finally identifying next steps has taken into account the five Professional Standards for Teaching and Leadership. The leadership standard was standard was fulfilled by the encouragement of the use of the transformational leadership theory (Bass & Avolio, 1995), which can result in the coherent, clear and committed group of students the Welsh Government seek (2018).

Another standard which the transformational leadership theory satisfies is innovation (Pradhan & Jena., 2019; Welsh Government, 2018). It should be noted that the teacher is expected to be innovative as well as cultivate an environment which enables students to be innovative too.

Collaboration is another standard which can be linked to the transformational leadership theory (Bass & Avolio, 1995). Within the identification of next steps, it was suggested that a

practitioner should understand the importance of collaborating with other employees within an institution in order to give students the support they require (Thomas *et al.*, 1998).

A fourth standard is professional learning (Welsh Government, 2018). This has been fulfilled by the use of reflective models, the wide range of literature read and the identification of next steps. This means that the practitioner is able to learn about pedagogy in greater depth and can develop a greater understanding of the implications of certain approaches.

The most important standard, however, is surrounded around pedagogy (Welsh Government, 2018). This standard expects the practitioner to understand the four purposes of education (Donaldson, 2015) and fulfil these purposes for each student through the use of effective pedagogy which, as highlighted in the introduction, is the purpose of this research project.

6 References

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7 Appendices

7.1 Observation sheet 1 (main observation sheet)

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2 October 2019.
Lesson details: Mathematics - adding single-digit numbers to two-digit numbers.
Classroom culture (Are the students focused on learning?) Most of the students are focused on learning except for a minority who appear to have found themselves conversing with their talking partner about an unrelated topic.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The lesson objective is written on the whiteboard for the students within the classroom to see and revert to throughout the duration of the lesson. While it is displayed on the whiteboard, the teacher uses <i>numicon shapes</i> and verbally explains that they represent the two-digit and three-digit numbers and during the lesson, the students are able to work with partners, in groups or on 'maths-wiz'.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher has shared the success criteria with the class which has enabled the class to form a concept of what a successful attempt would look like.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All of the students within the lesson appear to be challenged. The students are able to use a variety of ways to practice their knowledge and can use a variety of equipment (paper, iPads, etc.) within different environments (with groups, independently or with their <i>talking partners</i>). There are also different levels of difficulty amongst the work set by the teacher, meaning that there was a greater possibility that children working at a higher standard were able to be challenged like their peers working at a lower standard.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? As this lesson is linked with the previous mathematics lesson, the teacher allowed the students to recall their understanding of the content from the previous lesson. First, they were asked to work with their partner so that they could share their understanding of the previous lesson which could also, in turn, stimulate their memory of that lesson. Eventually, the students were asked questions and were expected to answer with as little help from their partners as possible.
Specifics / Critical Incidents

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

After the class had settled into their new lesson, they sat in a circle on the carpet in front of the whiteboard and were informed of the lesson objective. The teacher had introduced them to what they would be doing in this lesson and they were soon presented with some questions for the students to solve. Initially, the teacher allowed the students to call out answers. It seemed that the extroverted personalities within the class were confident enough to call out their answers - whether or they were certain they had the correct answer or not. However, one student - named student X for the purposes of the ethical considerations of this observation - appeared to be confused and lost. This sense of what could possibly feel like isolation was potentially reinforced later in the lesson as despite the teacher's positive intentions to provide different working environments for the children (with groups, independently or with their partners) and different equipment (paper, iPads, etc.), the child was placed within a group with other children whom seemed to have extroverted personalities. When the teacher walked around the classroom to check the understanding of the students, the teacher had approached the group student X was in and asked how well the group had found the work - at which point the children with seemingly extroverted personalities responded. It appeared that student X didn't have the confidence to express his/her feelings and therefore remained in a seemingly puzzled state.

7.2 ARC sheet 1 (linked with main observation sheet (7.1))

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2 October 2019**Digwyddiad critigol (Ffocws)/Critical incident (focus): Exclusion from classroom activities**

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt that student X was unintentionally excluded because he/she appeared puzzled and lost. As student X entered the class relatively later than his/her peers, it was obvious that he/she had to catch up with what he/she had missed and also keep up with what was going on. Therefore, due to the combination of these factors, I felt sympathetic.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	Student X, when sitting on the carpet, sat behind his/her peers. This meant that he/she couldn't see what was going on during the lesson – things such as 'numicon'. Later on, when the teacher approached the group, the group responded as a whole giving their approval of the understanding of the task, but student X appeared confused and lost.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	It should be noted that most aspects of the lesson could remain the same. As a whole, the class understood the task well. The teacher used known and proven strategies and allowed students to be dynamic and work in a variety of environments and on a variety of things. Some students had a positive attitude towards the prospect of mathematics and were very enthusiastic.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	The display of transformational leadership theory can enable the leader (teacher) to consider individuals as well as the class as a whole. More preparation could also go into lessons, plan Bs and Cs should be on hand and should facilitate those students who require being made exempt from regular circumstances.
Y profiad newydd / Transformed experience	

7.3 Observation sheet 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 September 2019
Lesson details: Mathematics. Focussing on multiplying bonds of 10 to 100.
Classroom culture (Are the students focused on learning?) The students took part in a 'daily mile' which appears the students to have some form of cathartic release. This means they were able to sit down, relax and focus on the task. There was still a small minority who appeared excited at the prospect of mixed classes (mathematics lessons in this school mix classes).
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes - the lesson objective is stated on the board and the teacher has also informed the students of this lesson objective verbally too.
Direction (Are the students clear about what they are doing and how to do it well?) The pupils have been introduced to this topic in a prior lesson, so reference was made to this work. This also provided the foundation for this lesson and let the students know what the focus of this lesson would be. To reinforce this, the teacher also verbally informed them.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students appeared to be very engaged - nobody appeared isolated or unwilling to participate. The teacher played some tricks on the students to ensure they were intellectually stimulated and enthusiastic. These tricks also caused the class to get some answers wrong, therefore providing an element of challenge to some students.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Exploring wrong answers was an AfL strategy used within the lesson to remove any misunderstandings with methods and was reinforced by the setting of an informal test. Once the whole class had worked together to solve the problems and 'talking partners' had been conducted, students were set an informal test where they were able to ask the teacher and TA for help - the teacher was marking the tests as he/she went along.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? There was a maths problem on the board ($7 + _ = 10$). The teacher asked the whole class to answer the question. There were mixed answers amongst the class (3, 4, 5 and 6). The teacher ensured the answer remained undisclosed until an explanation for each different answer was provided. One student answered 6 revealed her workings out in front of his/her peers and halfway through this, he/she realised that he/she was

wrong. Although this AfL strategy (exploring wrong answers) is an effective and proven strategy, the student appeared to be more concerned with having a wrong answer in front of his/her peers that he/she was not focused on the correct workings out.

7.4 ARC sheet 2 (linked to observation sheet 2 (7.3))

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26 September 2019**Digwyddiad critigol (Ffocws)/Critical incident (focus): Exploring wrong answers**

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I had positive feelings towards this critical incident because of the use of the AfL strategies used – they had been efficiently carried out and benefitted the students.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The encouragement of investigating answers established a good level of enthusiasm amongst the students. However, when one student answered an answer different from his/her peers, he/she seemed embarrassed or as if his/her confidence had been knocked.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	Much of the content within this lesson should be kept the same. The teacher used very effective AfL strategies which were beneficial to the students. The incident which occurred in a reduction of confidence for the student was unlikely to have anything to do with the teaching techniques within the lesson.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	If the student was suffering from a lack of confidence, then it is possible that the teacher could investigate the self-determination theory to enable the child to become intrinsically motivated and able to overcome adversity.
Y profiad newydd / Transformed experience	

7.5 Observation sheet 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2 October 2019
Lesson details: Mathematics - adding two-digit numbers and single-digit numbers together.
Classroom culture (Are the students focused on learning?) The vast majority of students are focused on learning. There is the occasional incident where it appears a child's mind has wandered off and he/she has begun to converse with his/her peers. The teacher appears to notice this and intervenes by calling out their names and reminds them to focus.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There is a clear purpose - as well as having the lesson objective on the board, the teacher verbally explains what they will be doing. 'Talking partners' was conducted so that the pupils could exchange ideas about what is required.
Direction (Are the students clear about what they are doing and how to do it well?) Yes - the teacher has provided a clear and well-informed explanation about the topic and has asked questions before sending the pupils to work independently. Those pupils who are not attaining the same levels as their peers are told to stay with the teacher for further support. A success criteria has also been shared with the class.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Yes - many of the students are challenged in a variety of contexts (in groups, independently, through technology, etc.). The important thing to note here is that each student is challenged adequately, the students whom attained a good level of understanding were able to be challenged immediately, whereas those whom didn't had further support before being challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Some AfL strategies were used: exploring wrong answers; talking partners; and increased thinking time. After the challenges, the teacher marked their work to assess their understanding.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? During the lesson, student B was placed within a group with some other students. There appeared to be tension between student B and two others within this group (student C and student D). Student C had said that student B is not allowed to join the same football team as his and student D. Student B appeared upset. The teacher

singled out student C and explained how children are not often found in a position where they can make decisions like this as children are not usually managers of a team.

7.6 ARC sheet 3 (linked to observation sheet 3 (7.5))

Model Beirniad Wedi Adfyfyrio (BWA)

*Assisted Reflective Conclusions (ARC) Model***Dyddiad/Date: 26 September 2019****Digwyddiad critigol (Ffocws)/Critical incident (focus): Confidence breakdown**

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	On the surface, the teacher seemed to handle this maturely and appropriately. Therefore, I felt like the right thing had been done.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	It was possible that the tension between student B, student C and student D had originated from breaktime. Therefore, when they fell out during the lesson, although student C and student D were wrong, it is possible that they said that student B was not allowed to join their football team because student B had said something bad to them. If this was the case, then student B had left this context unpunished.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	It should be noted that the above possibility is nothing more than a possibility. Therefore, it could be argued that everything about this incident could be kept the same. Perhaps one suggestion would be to investigate further to find the roots of the tension, so that the incident is treated fairly and cohesion within the classroom is recovered.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Remind them that any incidents (even if it is at breaktime/lunchtime) should be reported immediately. This means that arguments are less likely to become complicated and they are more likely to be treated fairly.
Y profiad newydd / Transformed experience	

7.7 Observation sheet 4

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2 October 2019
Lesson details: Mathematics: adding two-digit numbers to one-digit numbers.
Classroom culture (Are the students focused on learning?) Yes - there are no overly-excited students within this lesson as half of them are from another class.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes - there are activities on the interactive board which students can look at and can talk about.
Direction (Are the students clear about what they are doing and how to do it well?) Yes - they appear to have a good understanding as there is commotion during the exploration and explanations of answers.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Some are apprehensive at the prospect of working with students from a different class but with commands from the teacher, they choose to follow these commands and work with each other and engage in the lesson.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Assessment during the lesson conducted by the displaying of questions and selective answers from pupils the teacher had chosen.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? In this Year X class, there is a mixture of both introverts and extroverts. There are also two Year X classes within this school and aside from maths, they are separated in every lesson. In this maths lesson, where they are mixed with another class, they started with an introduction to a new topic - adding two-digit numbers to one-digit numbers. The class are enthusiastic and are eager to answer when they think that they know what the answer is. This led to commotion and eventually, the children begin to call out their proposed answers. However, the teacher was quick to interrupt those calling out the answers. It then appeared that the teacher was picking individuals who hadn't already had an opportunity to answer <i>after</i> requesting hands-up.

7.8 ARC sheet 4 (linked to observation sheet 4 (7.7))

Model Beirniad Wedi Adfyfyrio (BWA)

*Assisted Reflective Conclusions (ARC) Model***Dyddiad/Date: 2 October 2019****Digwyddiad critigol (Ffocws)/Critical incident (focus): No hands-up**

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt intrigued by this as 'no hands-up' is a popular AfL strategy but the teacher opted not to use it. However, it could be argued that it was to satisfy those who had more introverted personalities.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	There is a mixture of two classes who don't share any lessons except for mathematics. So, when the lesson started, it was particularly quiet as only half of the class knew each other. As the lesson went on, students became more engaged and started calling answers out, but the teacher stopped them from doing so and instead picked students who put their hands up.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	Although 'no hands-up' is an effective AfL strategy, it could be argued that the teacher shouldn't change much of this lesson because it could be noted that he considered the fact that much of the class did not know each other, therefore the introverted people did not have the confidence to answer unless they were asked to put their hands up. However, it could be argued that the teacher could have asked them to put their hands up before some answers were called out because some students could have built up a lot confidence to answer.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	A greater investigation into the appropriate timing for carrying out 'no hands up'. This would enable the practitioner to understand what sort of contexts calls for this, allowing for more embracement, and when hands up is best used, allowing for more involvement.
Y profiad newydd / Transformed experience	