

**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

The term Critical incident is rather misleading, as the incident can be something as mundane as a student raising their hand to ask to go to the toilet, yet it is through critical analysis (Tripp, 2011) that the “incident becomes critical,” (Tripp, 2011). Although some writers believe that a critical Incident “Is not a routine occurrence,” (Joshi, 2018) and is “unplanned and an unexpected”, (Joshi, 2018) this however is a rather simplistic view as it is when we analyse the things that happen every day or occur with some frequency that we get the most data to analyse with. Critical incidents and the analysis that they require are useful tools for a teachers and those involved in education as they can be used to reflect on your own practice and further improve your own professional practice and identify areas for improvement that can then be implemented to improve teaching techniques, classroom behaviour and enhance a pupils learning experience. As such Donaldson and Tripp advocate that teachers and not just researchers and governing bodies such as ESTYN, engage in evaluating themselves and doing their own research.

In this essay I will be looking at analysing a critical incident that I have chosen from my observations of different classes while out on observations. I will look at how to go about rectifying or enhancing situation I have discovered through careful analysis.

Observations

The critical incident that I will be looking at is from a set 1 year 8 class from a large secondary pioneer school; specifically, in professional development; that has more than 40% ALN students. The school itself has a history of high standards in exams despite its large numbers of students needing extra support.

The class involved with my critical incident having their third lesson of the day, English with a lesson focusing on Cyber Bullying (See Appendix 7). The students were taking active part in the class discussion about the topic in relation to Social Media, which they were all familiar and interested in.

The specific pupil that my critical incident revolves around furthermore referred to as pupil J was sat in the centre of the room in front of the teacher's desk, whether by design or by chance I am not aware of.

During class discussion pupil J would consistently talk out of turn, sometimes over the teacher or the other pupils of the class, even when prompted gently by the teacher that he shouldn't call out and if he had anything to add to the discussion to put his hand up.

When pupil J complied to this, and when winding up the lesson, the teacher called up on him only for him to say something silly and had no connection to the question asked and the larger discussion. Which the teacher then chooses to brush over and continue the lesson as though the pupil hadn't spoken in the first place to finish up her final points before the bell rung.

While I was observing the class, I opted to mostly use the method of being a 'non-participant observer, (BERA, 2018). Gathering information by passively observing the class from the back of the class not involving myself with the class except to occasionally ask the children quick questions about the work or on their opinions of it. I used this method in particular because it allowed me to observe as close to normal lesson as possible, as it would be without my presence at the back of the room. Yet I opted to insert myself into the situation at times that I would be as unobtrusive as possible, such as in group discussions. While this isn't a perfect method it allowed me to interact with individual students without

being in the role of teacher or supervisor and so the children responded to my presence in a different way because of it, allowing me to get close without being a participant in the lesson and effecting the situation and the classroom in response. As such I was able to record down all of my notes for the lesson and my subsequent critical incident during the observation, while the event was taking place.

Also, when using this method of being a non-participant observer, the observer should also be aware of there being a chance of the class or pupil's behaviour if they are aware of the observation happening, this is called the Hawthorne effect. In this case study however, I was following the class over the course of a day and the incident I am focusing on was in the third lesson of five, I would argue that the class was more relaxed with our presence at that point in time though it is still a factor to think about as a positive or negative impact on pupil behaviour and learning.

The critical incident focuses mainly on Pupil J and his behaviour during class and group discussion and his viewpoint on learning. This links in with quite a few of Donaldson's four principles, (Donaldson, 2015) that have been set out in the new Welsh Curriculum in 2022. As my critical incident revolves around how Pupil J was not engaging with the lesson in the same way as the other learners, linking into Donaldson's 'Ambitious and Capable learners' (Donaldson, 2015) principles in the sense of how we can; through critical analysis help Pupil j to begin to reach towards the attainment of this principle and his overall ability to be an active participant in class discussion and group work and be active in his own learning by participation in a more positive fashion in class.

But the critical incident can also be linked into another of Donaldson's principles to create 'Healthy, confident Individuals', (Donaldson, 2015). This critical incident can also be seen as a look into the confidence of

the Pupil and promoting his mental health and I intend to look into the psychological reasons for Pupil J's behaviour over the course of this essay, mainly while looking into the psychological reasons for Pupil J's behaviour and work ethic.

Literature review

While researching into my Critical incident I have found a few key areas that I believed needed to be investigated further during this analysis, such as the psychology behind the incident and classroom management.

I believe that looking at the critical incident from a psychological perspective is key to try to gain an understanding of how a pupil thinks and the pre held conceptions can affect the way that they learn. In the case of Pupil J it is hard to say what is his psychological drive to act the way that he does, for there is never any set reason for how anyone person acts, but can be a mixture of long term beliefs, their environment or even some short term event that has had a knock on effect on their behaviour, e.g. it could be possible that they could have had dealings with cyber bullying in the past and wasn't comfortable with talking about the topic in class so therefore tried to act like they wasn't affected by the topic. There are many academics that believe that parental support in the education or a lack there of is also a psychological factor in classroom behaviour (Miller, 2007), and in most they are backing this claim, both researchers and practitioners alike. Yet there are always exceptional to any theory.

However, according to the American psychological association (The APA for short) there are ways in which we can manage this challenging behaviour in the classroom setting; though this doesn't help with the causes. Which in the case of Pupil J, I do not have any background

knowledge to come to any logical conclusion as to the cause.

The APA believes in 20 key principles that should be focused on to enhance pupil learning, however the one I believed to be the most useful in this context is 'Principle 7', (American Psychological Association, 2015), that focuses on trying to have pupils self-regulate their own behaviour. This method of self-regulation is rather similar to Pavlov's Dogs (McLeod, 2018), in its attempts to reward Pupil J for their good behaviour to gain a desired outcome, though it also differs from this behaviourist school of thought in that it also asks for the pupils to have active input into the goals set for them on each day or lesson and can vary subject to subject to suit them not just expect the same goals to fit them at all times, giving this method a more Holistic (Alfredo Bautista, 2016) approach to the behaviourist theory.

Considering the pupils' own thoughts and opinions on what he thinks are achievable for himself and taking his health and wellbeing into account to help give a more rounded caring approach to teaching and pupil support.

This text by the APA is quite useful in this exercise as it mirrors and compliments Donaldson in many of its themes of enhancing the pupils learning process, which I am investigating here. I would argue that it might be more useful than Donaldson in some regards as instead of having 'four purposes,' (Donaldson, 2015) we have 20 well explained principles with examples of how to go about the process of implementing them in professional practice. While, Donaldson is more focused on Welsh curriculum and Welsh learners, I believe that this text by the APA (check reference list for full name) is a great follow up read in how they may be implemented not just in this critical incident but in wider pedagogy improvement.

There is also a theory that pupils learn more and are more engaged with

their lessons when they are in something called the 'struggle zone' in the book 'every lesson counts,' (Shaun Allison, 2015), where the pupils is challenged but not in a way that makes them frustrated. The struggle zone is where they are out of their comfort zone in what they know and were they are engaging in things that they don't yet have a full grasp of. The book also goes on to say that when the work set for a class or for a singular pupil is either too difficult or too easy is where we find difficult or unwanted behaviours emerge.

This text though peer reviewed, I found more comments on it's worth from teachers and other practitioners who lord the text as being a key tool they used in their own teaching practices and being 'common sense'. This could well be because the language in this text is clear and straight forward with a lack of confusing phrases and words that have you reaching for the nearest thesaurus.

The works of Carol S. Dweck compliment this theory of 'struggle' promoting learning. As she states "When they were focused on developing their ability, they remained in a mastery-oriented mode even when they struggled—after all, struggle is part of learning," (Dweck, 2017). Yet Dweck takes this one step further taking about the pupil's 'mind sets', and how a pupil views learning and school. Dweck argues that mind set of the pupil affects behaviour of the pupil in the classroom, pupils with what she refers to as a 'growth-mindset and more likely to look at work too hard for them and persevere in their attempts to solve the problem or complete the task, and can cause, "characteristic and recurrent patterns of behaviour," (Dweck, 2017). In context with Shaun Alison this means that mindset is also key in work ethic not just struggle by itself but is part of a larger picture to a pupil learning, but we need to think about what we learned by looking into psychological affect's on the pupils mental health and ability to take on challenges in learning and in

life in general.

Another area to look at is classroom management, this area of research revolves around the teacher and teaching techniques instead of around the mind set of the pupil. However, they are linked in that how a teacher act and manages a class can affect a pupil's mindset, (Dweck, 2017).

They can do this through different management techniques, but not everyone will work for a class, every class is different and so not any one strategy will always work and a period of trial and error is needed to assess which technique is going to work best for your class.

Sue Cowley's book "getting the buggers to behave," (Cowley, 2001), has a multitude of techniques that could be used towards this end but deals little with theory and relies on the author's own experiences in the classroom as evidence to her points. However, when reviewed by John Visser from the University of Birmingham the cracks of doubt in using this book in conjunction with the new curriculum begin to form, as although the techniques may be useful in some contexts the book fails to engage with the pedagogy of professional practice that is soon to come. Sue Cowley refers to teaching as an exercise in acting and to most teachers with experience will tell you it partially is. Teachers can't show personal opinions about their pupils and must remain impartial and professional in the classroom, with a clear set of rules and boundaries that both they and the pupils should follow. By doing this you set up clear guidelines of what you expect from your pupils and in return what they can expect from you if these rules aren't followed. According to behaviourist theory by setting out these guidelines and sticking to them the pupils will over time come to follow them subconsciously.

However, in practice this classroom management is not just an exercise of applying theory into practice it is about developing your own, drawing on theory when necessary to supplement your own methods or to

improve upon them. In my opinion the best approach to starting a classroom management plan is to work with the pupils to set down ground rules that you all agree on, that way by breaking the rules they are breaking the rules that they helped set in place, and they will be theoretically more psychologically against breaking the a rule they helped implement. In fact, this ties back in with 'Principle 7,' (American Psychological Association, 2015) as it promotes a classroom wide version of self-regulation by allowing the pupils a chance to police themselves on a large scale as well as a micro-scale to help specific children reach their individual targets.

As such this all links into the 'theory of mind' (Wang, 2015) and Carol Dweck that it is okay for the pupils to not understand a topic as long as they have the 'growth mind-set,' (Dweck, 2017) to be able to continue to challenge themselves and act in a way that promotes learning and knowing how they can further their own learning under their own steam, is what all practitioners should be encouraging and aspiring to create a culture of in their classes, though critical analysis and research.

Reflection and Evaluation

In reflection of the critical incident involving Pupil J we can identify a few areas for experimentation of the techniques and theories of practice outlined in the last section to find a method that works the best for the class, teacher and pupil J in the event of decreasing the likelihood of such incidents in the future.

For example, in the case of Pupil J, the teacher chose to ignore their shouting out and pay attention to the pupils that were following the instruction instead of drawing attention to their behaviour and disrupting the lesson further. The teacher's actions were correct as it dealt with the situation and managed to stop the disruption, dealing with the situation

by not dealing with it and distracting the rest of the class from the discussion.

However, as practitioners aiming to implement Donaldson's purposes into our own practice we should aim to allow the pupil to have coping strategies in place to allow them to meet the purpose of being 'healthy confident individual' not having to rely on the teacher to point out their behaviour but able to recognise and correct it themselves. As such it might be better to implement the point made by the APA in a classroom setting, with a set target agreed upon by Pupil J. For example, a timer could be set up with a time limit of 10-15 minutes. Every time he shouts out with the reward being reduced every time they did so. Another area of consideration is the classroom itself. Many pupils I have seen in prior observations have only acted in certain ways in certain lessons.

Sometimes being in different room can influence a pupil's behaviour According to the book 'every lesson counts' (Shaun Allison, 2015) students like to be able to see improvement in the short term than the far distant future so a series of short smaller goals that can be completed on a weekly, day or lesson by lesson basis is probably a better idea than to set a goal that spans over an entire year or term that they will see little progress with allowing them to feel frustrated and effectively give up on the goal.

While the affect is more obvious in pupils with ALN's whose behaviour can depend on their environment and who they are sat next to in class. And although I don't know if Pupil J has an ALN; during the observations of the class we were told that there were pupils with ALN's in the class but not given any specifics; but it is not just ALN pupils that can have their learning effected by their learning environment.

In other lesson observations where Pupil J has been a part of the class, it became clear to me that the pupil would get on and work well when

around a certain group of pupils, that is why their behaviour in this one lesson stood out to me and I noted it down as out of character in the first instance. Yet in this lesson Pupil J was separated from them and sat in a different group in front of the teacher's desk.

For whatever reason they seem more comfortable working in this group as compared to the rest of the class. So, one suggestion that could be made is that the teacher should look at the seating arrangement in their lessons to help optimise this pupil's learning.

The final point I would like to discuss is work difficulty, Pupil J mentioned that they knew a lot about the topic "cyber bullying," and was therefore interested in the lesson when I questioned them about the topic. Though that begs the question of why Pupil J would try to derail the class conversation if they had an interest in the topic? One of the possible answers I came up with was that the lesson was set out in a format that didn't fit him, perhaps Pupil J prefers written to aural work, yet from the other observations I had had with the class it was obvious to see that they was quite sociable with the classmates and eager to join in with the tasks. In the case of Pupil J, he admitted to already having a grasp and understanding of the topic, which might have made the lesson rather basic for them to understand and therefore we enter the comfort zone where their behaviour starts to slip. Therefore, it might be in the interest of the pupil to have some extra work to focus on in the lesson. This is a consideration that schools tend to take into account for MAT (More Able and Talented) pupils in certain settings, although it is unclear whether such a thing is necessary for Pupil J, if we take from my observations that Pupil J was more comfortable with written. Then it might be a good experiment to see if his behaviour would change if we differentiated the work (Weselby, 2014) they were given in a lesson on the same topic; i.e. written work instead of group discussion; and see if that has any effect

on Pupil J.

The forms I used for this critical incident were taken from an article by Harry Fletcher-Wood. In the article he outlined how he saw critical incidents as being something that effected the teacher as well as the pupil, and the evidence of this can be seen questions that I used in my reflections and notes (see appendix for forms) that were taken from the article in question. Though there was a problem with using Fletcher-Woods guidelines for the purpose of this reflection was that the form seemed to be more inclined to be used by a teacher reflecting personally on their own practice rather than that of an outside observer. Yet the checklist that was also outlined in the text, the format that I used to note down my initial observations was clear and set out in a way that allowed me to really get a grasp of the classroom as a whole and how that might have caused and or effected the situation around the incident I was analysing.

This type of reflection however will be quite useful in my own practice as it will allow me to evaluate where I need to research to improve my own practice and find areas of the activities that I set individual classes that need to be altered in some form to suit their learning needs and not just use a cookie cutter no size fits all mentality for the classes I teach. This will allow me to find ways to change and further my own development as a teacher as I continue in this field.

Conclusion

In conclusion, in this essay I attempted to engage in reflective practice by using research to investigate and analysis a critical incident in a way that informs my own practice and professional development. To do this I did as I set out in my introduction, through observation I identified an incident of my own and researched the theory I found that related to my

incident and actively tried to evaluate the texts I had found before trying to translate that into strategies that could then be used in the classroom in response to the incident I had analysed. In Wales this is becoming an expected part in a new professional Pedagogy that practitioners in Wales will be encouraged to follow in the coming years, that actively promotes teachers to engage in improving their own teaching practices by getting involved by researching and analysing events that have occurred during their own practice to further improve themselves.

References

Alfredo Bautista, S. N. D. M. a. R. B., 2016. Learning areas for holistic education: kindergarten teachers' curriculum priorities, professional development needs, and beliefs. *International Journal of Child Care and Education Policy* .

American Psychological Association, 2015. *Top 20 principles from psychology for PreK-12 Teaching and Learning*, Washington, DC: American Psychological Association.

BERA, 2018. *Ethical Guidelines For Educational Research*, LONDON: British Educational Research Association.

Cowley, S., 2001. *Getting the buggers to behave*. London: Continuum.

Donaldson, G., 2015. *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*, s.l.: Crown.

Dweck, C. s., 2017. The Journey to Children's Mindsets—and Beyond. *Child Development Perspectives* , 11(2), pp. 139-144.

Encyclopedia, E., 2019. *Classroom Observation*. [Online]

Available at:

<https://education.stateuniversity.com/pages/1835/Classroom->

Observation.html

[Accessed October 2019].

Joshi, K. R., 2018. Critical Incidents for Teachers' Professional Development. *Journal of NELTA Surkhet*, Volume 5, pp. 82-87.

McLeod, S., 2018. *Simple Psychology*. [Online]
Available at: <https://www.simplypsychology.org/pavlov.html>
[Accessed 27th October 2019].

Miller, A., 2007. Squaring the triangle. *Educational Psychology in Practice*, 15(2), pp. 75-80.

Shaun Allison, ,. A. T. ,. a. D. L., 2015. *Make every lesson count*. s.l.:Crown House Publishing.

Tripp, D., 2011. *Critical Incidents in Teaching (Classic Edition) : Developing Professional Judgement*. 1 ed. s.l.:Routledge.

Wang, Z., 2015. *Theory of mind and children's understanding of teaching and learning during early childhood*. [Online]
Available at:
<https://www.tandfonline.com/doi/full/10.1080/2331186X.2015.1011973?scroll=top&needAccess=true>
[Accessed 25th October 2019].

Weselby, C., 2014. *What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom*. [Online]
Available at: <https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/>
[Accessed October 2019].

Appendix

Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: French lesson recapping on the last two lessons of 'ma famille' in year 8
Classroom culture (Are the students focused on learning?) Most came in and sat down quietly, despite the lesson start being slightly delayed due to a few of the students having not brought their workbooks they all were ready for the lesson to start.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The students were to recap on previously learnt knowledge and the activities all centred on them recalling that knowledge in activities designed to have them think about the relevant French vocab and tell their partners about it in different ways or help improve their own remembrance of the topic by writing down the words in different challenging ways, such as 'writing the word three times at once using three pens.'
Direction (Are the students clear about what they are doing and how to do it well?) From the start the starter activity was on the board and waiting for them to look over as they came into the room. Which was to find the errors in the sentences related to the topic, 'ma famille' and previous learning. After the teacher had gone over the starter the teacher then went into depth about what she wanted them to do that day and the activity they would be engaging in.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most of the class was able and willing to get involved with the lesson, though one or two weren't fully engaged due to not being able to fully understand the tasks asked of them. It was clear that they relied on the surrounding pupils to guide them in the start and middle of the lesson though were able to fully take an active part by the time the plenary activity was underway.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher was engaging in recapping on previous knowledge as such she already knew what the students should have already known about the subject of 'ma famille' though she went over it as a class and then gave them all revision based tasks to help cement that prior learning. At the end the plenary activity involved the students trying to write down the right answers on a white board and hold it up for the teacher to see at before the end of a time limit. As such she was checking that they had retained the information and vocabulary they had been working on during the lesson.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One boy in the back of the room was subdued and reliant on his surrounding peers from the start of the lesson. He was reluctant to engage with the written task that was set towards the middle of the lesson and preferred the more physical and group orientated tasks instead where he could talk to the people surrounding him. He became more engaged after the teacher called upon him for a simple question which he answered correctly and praised him for his answer. He then volunteered to answer the next question himself and was surer of himself and what he was doing.

Appendix 2

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd â'r profiad? "What are your feelings regarding the experience?"	I have no good nor bad feelings about the lesson. The class was interesting but not challenging. It was a good solid lesson neither outstanding nor below-par.
Cofio a Deall/ Remember and Understand Alldych chi restru'r oswyddau ac y profiad dda a oedd yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dda oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The teacher allowed the students to be active in their learning while also keeping the tasks short and simple so that they didn't take too long, so the students didn't have time to tire of the activity. The teacher provided little support during the activities letting the students recap over the information by themselves with little input from her. Which might have worked well for the majority of the class a little more input was need for those that struggled with the subject.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un ffaith (achos dda ac addysgu effeithiol) yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos wrthlen siomedig bwysig? "What was the cause of the most important disappointing element?"	The plenary activity was excellent and had the whole class engaged and actively participating in the 'beat the mouse' time limit game, where the class were only questioned on vocabulary they had gone over in that lesson.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth fyddwch chi'n wneud i'w wneud nesaf? "What will you do next?"	Ask the students if they understood the activity before they started, so that the instructions could be repeated to those that didn't fully grasp what was asked of them.
Y profiad newydd / Transformed experience	

Appendix 3



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Date: 26/09/2019

Lesson details:

A year 8 class reading and rewording Act 2 Scene 1 of 'A midsummer night's dream' into modern language in the style of a TV show script

Classroom culture

(Are the students focused on learning?)

The class came in with low level chatter that did not stop for long even when the teacher was speaking. Having come in from a practical D&T lesson and with lunch after the English lesson.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

There was no clear stated purpose to the lesson, the class started out by reading out a graphic novel version of the play and then discussing the language used and what it meant in modern terms. Later the teacher explained that the lesson objective was to ease the class slowly into learning how to translate Shakespeare in a way that was easier for the year 8 students to understand.

Direction

(Are the students clear about what they are doing and how to do it well?)

THE main task of the lesson was for the class to translate the conversation into terms that they would know and understand. This was easy for the group to grasp and the creative side of the lesson, (using language that they knew such as slang in the script) had them engaged and talking with their partners about the task from start to finish.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

The students while able to engage with the lesson, were not fully challenged as the task had little room for differentiation and was simple in nature which some of the more capable students were probably not challenged by.

Assessment

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

The teacher was able to assess the children's understanding as they read the text asking for their opinions of what the text meant and taking and using the answers of those that put their hands up to further explain the text from. She also had the students read out their scripts to the class after they were done which many were keen to do which also allowed the teacher to check over their work and what understood at the end of the exercise.

Specifics / Critical Incidents

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

One boy had his hand up at the back of the room to ask a question towards the end of the lesson. The boy was temporarily ignored in favour for the teacher finishing giving out the instructions for homework over the weekend. The boy sat there for a few minutes before calling out to the teacher twice both of which times were ignored till she had finished speaking.

Appendix 4

Y Prifffwrdd / Trinity Saint David University of Wales Addysg a'r Dyniaethau Education and Humanities	
Profiad / Experience	
Teimladau / Feelings Beth ydych chi teimladau wrthych chi y profiad? "What are your feelings regarding the experience?"	I have no real strong feeling about the lesson beyond that it wasn't very challenging for a top set year 8 class.
Cofio a Deall / Remember and Understand Allwch chi restru'r gawddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The aspect of the lesson I thought was the best was that the teacher tried to relate the language of Shakespeare to something that they would be able to relate to and tried to consolidate that in the activity that followed. However, the activity was rather simplistic for a high set year 8 class that although they enjoyed the time making the scripts, didn't engage nor challenge them and they were given too much time for the task, allowing their attention to wain towards the end of the lesson.
Gwerthuso a dadansoddi / Evaluate and analyse Beth fyddwch chi'n gwneud i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysigaf? "What was the cause of the most important disappointing element?"	I think that the aspect to be kept the same is that the Teacher tried to relate the story to something they might understand, such as "Love Island," and other TV dramas. It allowed the class to stay interested with the text despite the Old English language and phrases. Yet this was also the cause of the most disappointing element as the one group piece of work they were given wasn't challenging enough for a group of their ability and had little chance for active learning.
Casgliadau a chamau gweithredu / Conclusions and actions Beth ydych chi atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych chi wneud i'w wneud nesaf? "What will you do next?"	Instead of just having the pupils re-work the script into a modern format, maybe another task should be considered, where the class does more than rephrase things, but ask them to think about what happens next to the pair Lysander and Helena and how they think the play will end. They would then have to say their predictions to the class and say why they think this way. Have them think about the play instead of just copying it down.
Y profiad newydd / Transformed experience	

Appendix 5

Date:2/10/2019
Lesson details: Year 8 Drama lesson on improvisation
Classroom culture (Are the students focused on learning?) When entering the room, the children were already sat and ready to begin the lesson, this attentiveness continued throughout the rest of the lesson
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson was clear from the start with the theme of improvisation being the main focus of all of the activities and the class discussions that the students undertook.
Direction (Are the students clear about what they are doing and how to do it well?) The students listened well to the instructions given to them throughout the lesson, the teacher was also walking around the room clarifying any points that the students needed to go over.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The lesson was only the second the class had on improvisation, so the content was not yet challenging for them as the teacher was still going over the basic concepts of the topic.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher assessed the students learning by walking amongst them during the tasks and asking them to explain their skits. They then asked them for their opinions on the task when they met up again as a group for class discussion.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Class got excited and began to talk over the teacher every time she turned to write on the board, this led to the teacher having to turn around to ask for quiet repeatedly, slowing down the pace of the lesson.

Appendix 6



Profiad/ Experience	
Teimladau/ Feelings Beth ydy eich teimladau ynghyd â'ch profiad? "What are your feelings regarding the experience?"	I believe that the experience I had observing this lesson were extremely positive.
Cofio a Deall/ Remember and Understand Dilych chi nodu'r gweiddau o'r profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	There were many aspects of the lesson that went extremely well. The teacher was quick to start the lesson and get the pupils focused on their tasks, And also managed to make sure that the pupils didn't have time to get bored with the lesson and the topic continuously bringing them back in for group discussion and sending them back out on different tasks that still related to the lessons overall theme without spending an entire lesson on one skit. The teacher was also quick to engage them in their own learning by allowing them to come up with their own success criteria for the lesson and modify it as they went along.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddych chi'n cadu'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysig? "What was the cause of the most important disappointing element?"	I would keep the lesson the same, the only thing I would change is that the pupils had a chance to perform one of the skits from at least one of their tasks at the end of the lesson if there was time permitting.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth ydy eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych chi mynd i'w wneud nesaf? "What will you do next?"	Focus on finding time to go over whether the class had successfully met their success criteria via having the class have chance to peer assess their skits.
Y profiad newydd / Transformed experience	

Appendix 7



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Date:02/10/2019
Lesson details: Year 8 English lesson focusing on the topic of cyberbullying.
Classroom culture (Are the students focused on learning?) Teacher has good relationships with the class and the students knew what is expected of them behaviour-wise. They came in and sat down quietly and respected the teacher enough to do so.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To learn about and discuss cyber bullying. The activities all centred around the topic and tried to promote an awareness of the topic.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher was clear in their instructions asking them if they had any questions before they sent them off to discuss an individual thread of the topic before coming back together for a larger class discussion.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most of the students seemed to already be aware of the topic and had some prior knowledge on the topic so they were able to engage well with the lesson.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher would call upon random students to answer questions gauging their understanding of the topic.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One pupil tried to call out during the discussion even though he wasn't called upon. His answer was not on topic, the teacher didn't bring attention to the boy and continued asking other students questions. The boy tried this one more time a few minutes later but after receiving no comment from the teacher nor the surrounding students fell silent and complied with the class discussion.

Appendix 8

Profiad/ Experience	
Teimladau/ Feelings Beth ~~ys~~ eich teimladau ynghyd y ~~profiad~~? "What are your feelings regarding the experience?"	The lesson was great as it was good as it was good at grabbing and holding the pupil's attention.
Cofio a Deall/ Remember and Understand Allwch chi restru'r aweddau ac y ~~profiad~~ ~~dysgu~~ ~~a~~ ~~oeth~~ ~~yn~~ ~~da~~? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad ~~dysgu~~ ~~oedd~~ ~~yn~~ ~~siomedig~~? "What were the elements of the learning experience that were disappointing?"	The lesson was on a topic that eh pupils understood and were interested in. Modern but still allowed for there to be room for the class to discuss what they already knew and the material and clips that the teacher gave them to help fuel their discussions. There was no set objective to the lesson, the pupils had a topic but not a goal to come to at the end of the topic.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fuddych chi'n cadu'r un ffaith i sicrhau ~~dysgu~~ ~~ac~~ ~~addysgu~~ ~~effeithiol~~ ~~yn~~ ~~y~~ ~~dyfodol~~? "What will you keep the same to ensure effective teaching and learning in the future?" Beth ~~oedd~~ ~~achos~~ ~~yr~~ ~~elfen~~ ~~siomedig~~ ~~bwysigaf~~? "What was the cause of the most important disappointing element?"	The way that the teacher allowed the class to make their opinions known on the topic through random selection in an aspect that I would keep in any further lessons on the topic, as that way no single pupil was answering all the question and opened up the topic and answers for discussion. The material and videos used in the lesson were modern and had people in them i.e. 'Little Mix', which kept their attention on the topic and helped them engage with the concepts better. There were no set objectives, so the discussion was not leading up to any set goal.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth ~~ys~~ eich atebion ~~posibl~~ ~~i'r~~ ~~materïau~~ ~~siomedig~~ ~~a~~ ~~godwyd~~? "What are your possible solutions to the disappointing issues identified?" Beth ~~wdech~~ ~~yn~~ ~~gwynd~~ ~~i'r~~ ~~wagau~~ ~~nesaf~~? "What will you do next?"	The lesson was overall impressive as it engaged most if not ~~all~~ ~~of~~ the class in the topic, though it was unclear if the lesson was a stand-alone topic or if the lesson was the beginning of a series of lessons that the pupils were undertaking. As such one possible solution to this singular query and the next step I would undertake is to add in at the start of the lesson what the point of the lesson is for the pupils and how it will improve their learning. Apart from that the lesson was excellent the way it was with an engaging topic and emphasis on thinking and communicating ideas.
Y profiad newydd / Transformed experience	