

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.

Critical incidents (CI) are effectively defined as “*an interpretation of the significance of an event*” (Tripp, 1993, p.8). Shapira-Lishchinsky (2010) later explained that CI are classified by the meaning and significance attributed by the teacher. Joshi (2018) recently supported this when stated that CI are often personal to individuals due to their interpretation of an event and added that it is often an unanticipated event that can provide insights into various aspects of teaching and learning (Richard and Farrell, 2010, cited in Joshi, 2018, p.83). Reflective practice itself does not ensure change therefore using a CI framework requires critical analysis in order to improve teaching practice which has recently been shown in a small case study conducted by Yu (2018) to be an effective tool for professional development (Joshi, 2018; Scartezini and Monereo, 2018). Therefore, this essay will critically evaluate a CI by effectively reflecting on a case study based on an observation in order to identify steps that can be taken to improve future practice. Analysing CI provides a reflective inquiry that facilitates professional development in numerous ways for example professional awareness (Joshi, 2018; Yu, 2018), teachers posing critical questions about teaching (Scartezini and Monereo, 2018; Chien, 2018), opportunity for action research (Joshi, 2018) and arguably the most significant reason is to identify effective practice and areas that could be improved (Chien, 2018; Joshi, 2018; Yu, 2018; Sevilla and Gamboa, 2019). The CI that will be explored throughout this essay is outlined in the appendices (3).

This section will outline the school and class context, however, in order to abide by BERA’s ethical guidelines (2018), throughout this essay I am going to refer to the school as school A in order to ensure anonymity. The school has 545 pupils on roll between ages three and eleven (Welsh Government, 2019b), and facilities for 120 three and four-year-olds (Estyn, 2013). Estyn (2013) states that the school is situated in a Communities First area and a report in 2018 stated that school A has 8.7% of children receiving free school meals (FSM) , compared to the average of 13.7% in primary schools across wales (Department of Education, 2018; Welsh Government, 2019b). Around 9% of pupils have additional learning needs (ALN), lower than the national average although a significant proportion of pupils (31%) speak English as an Additional language (Estyn, 2013). However, this report is from

2013 and it is important to note these statistics could have changed. It is considered a Good school according to current performance and the school's prospects for improvement (Estyn, 2013; Welsh government, 2018b). Therefore, the challenge adviser categorised them as needing the least support, in order to improve their school outcomes (Welsh Government, 2019c). The school also has a very good attendance record of 95.7% (Welsh Government, 2018b) and it is a pioneer school for the new curriculum in Wales (School A primary school, 2019).

I observed a year 3 class where the children were aged between seven and eight years old and in year 3 (appendices 3). During the introduction of the class there were three year 3 classes in one, therefore around 75 children. The majority of children were on the carpet and the other children remained in their chairs. After the introduction, two classes left, leaving around 28 children in the classroom, sitting at their desks.

The methodology used is a case study which is one of the most frequently used in qualitative educational research due to its idio-graphic characteristic (Yazan, 2015; Iglesias-Rodriguez, Garcia-Riaza and Sanchez-Gomez, 2017). This method provides the flexibility to focus on a specific situation or individual, it aims to provide an intensive description that holistically analyses the case which may lead to new meanings or ratification of what is known (Iglesias-Rodriguez, Garcia-Riaza and Sanchez-Gomez, 2017; Lucas, Fleming and Bhosale, 2018). However, case studies findings are not generalisable and can be difficult to define (Bassey, 1999; Hetherington, 2013; Lucas, Fleming, Bhosale, 2018). Winterbottom and Winterbottom (2017) importantly note that the reliability of a case study is more valuable than its generalisability due to the unique contexts (Iglesias-Rodriguez, Garcia-Riaza and Sanchez-Gomez, 2017). This makes it difficult to produce a well-defined and structured protocol which could be one of the reasons Yazan (2015) suggests case study methodologies do not hold legitimate status as a social science research strategy, Lucas, Fleming and Bhosale (2018) who suggest a significant issue is understanding the case study definition as a methodology which is an issue highlighted focusing on the fact that “*case study emphasises study in depth*” (Hetherington, 2013, p.75). Overall case study as a methodology provides flexible, in-depth and multi-perspective research of real-life situations that can show abstract ideas in principle, therefore a useful approach to analyse the CI (Lucas, Fleming and Bhosale, 2018; Hetherington, 2013).

This case study will be carried out by an observation. There are many observation types which include; structured, unstructured, naturalistic, participant, non-participant and direct (Cohen, 2000; Cohen, Manion and Morriston, 2011; Marietto, 2018). The adopted method

was non-participant observations where the researcher did not get involved in the activities and remained a passive observer (Cohen, 2000; Scott and Marshall, 2009; Lopes, 2013). This is a more effective method compared to a participant observation because it enabled objectivity and neutrality to be maintained providing an unbiased view which was strengthened due to not previously being in that classroom and not getting involved in the activities, which could lead to influencing their behaviour (Lopes, 2013; Nozuko and Satyo, 2017). However, humans are naturally aware of the world around them, consequently aware of me observing which makes it important to take the Hawthorne effect into consideration since this may have impacted their behaviour (Cohen, 2000; Merrett, 2006). Although McCambridge, Witton and Elbourne (2013) examined literature of school children and found no evidence of the Hawthorne effect which could be due to the change in meaning of time and use of this term across disciplines. The CI technique will be used to collect non-participant observations of human behaviour that can be used to justify the rationale for interventions and decisions made which can develop future pedagogical practice (Flanagan, 1954; Eliahoo, 2016). Linking to Gagne's observational model since it is used as a theoretical framework to identify critical events which focus on the internal learning process (Edgar, Oras and Pikksaar, 2010; Llie, 2014). This provides insight into various aspects of pedagogy, behaviour and classroom environment through an unbiased lens (Llie, 2014; Gregory et al. 2015). The validity was increased due to being in a new classroom, each observation, and observing each class using the same observational methods (Downer et al. 2010). Observation, in education, is often considered to be the 'gold standard' assessment, despite a significant limitation of observations being that it provides a small snapshot of a complex situation and does not consider other variables that could impact behaviour (Gregory et al. 2015). Although, research suggests having a discrete focus to analyse can be helpful to explore other variables and enhance professional learning (Welsh Assembly Government, 2008; Gregory et al. 2015; Eliahoo, 2016).

Brookfield (1995) proposed the four lenses model to become a critically reflective teacher, this provides an effective focus for observation since it promotes a multi-perspective approach (Eslinger, 2011; Cherie, 2018; Lucas, Fleming and Bhosale, 2018). This model requires a range of observational strategies within the four lenses; self, peer, student and literature (Cherie, 2018; Nyamupangedengu and Manikonza, 2018). In future practice the teacher would observe the CI but also gain understanding through literature, peers and students which corresponds with Gosling's evaluation and developmental observation models carried out by peers to enhance pedagogic understanding and professional development (O'Leary, 2012; Nyamupangedengu and Manikonza, 2018).

The CI will now be discussed in relation to the four purposes of education, outlined by Donaldson (2015) in the successful futures review. The four purposes are outlined in appendix (9). The CI that will be further explored, happened during an expressive arts lessons where the children were creating a welsh poster (see appendix 3). The teacher used an Assessment for Learning (AfL) strategy, what a bad one looks like (WABOLL), to activate prior knowledge (APK) and collaboratively created a success-criteria for their welsh themed posters. Arguably, the CI could link to all four purposes however, it significantly linked to the purpose “*Ambitious, capable learners ready to learn throughout their lives*” in various ways (Donaldson, 2015, p.29). For example, the children are capable of identifying what is wrong with the initial poster and able to come up with solutions to improve the poster and translated those ideas to collectively create an effective success-criteria. This could also develop their critiquing skills which can be transferable to other contexts therefore, providing them with the ability to be autonomous learners throughout their lives (Jones, 2012; Mardell, Rivard and Krechevsky, 2012). However, there were too many children in the classroom at one time and only a small number of children were actively contributing to the discussion, therefore suggesting some children were not fully engaged and therefore only developing these skills for a limited number of children, which a medium-scale study conducted by Almulla (2015) found that teachers prefer teaching in classroom sizes of 15-20 pupils in order to use a diverse range of pedagogic methods.

The success criteria structure created a significant discussion point since it included three sub-headings; you must, you should and you could. This enables pupil participation but more importantly, for them to feel valued since the teacher could ensure each answer would be included within the success criteria (Garcia-Perez and Montero, 2014). This could then increase children’s motivation and therefore links to the ambitious aspect of this purpose of the curriculum since students’ ambition is increased when they know how to complete the task successfully (Donaldson, 2015; Ghilay and Ghilay, 2015). However only to a limited extent due to not having time to provide all pupils the opportunity to share their ideas, therefore this is likely to motivate the pupils who were fully engaged during this aspect of the lesson.

Another purpose the CI links to is “*ethical, informed citizens ready to be citizens of Wales and the world*” (Donaldson, 2015, p.29). It particularly links to the ‘ready to be citizens of Wales’ due to the children looking to make posters with a welsh theme (Donaldson, 2015). They discussed as a class welsh language and culture therefore learning what aspects contribute to making them a welsh citizen which informed them of welsh culture (Welsh Government, 2017). During this CI the children also constructively critiqued the WABOLL in

an ethical way and concentrated on how to improve the poster rather than focusing on the negative aspects. Therefore, it is likely the children considered the impacts of their actions and language used when discussing the poster (Donaldson, 2015).

This section will review the literature associated with the CI. There are many aspects of the incident in the context of learning (appendix 4). However, AfL and Social Constructivism Theory (SCT) significantly link to the CI that is being critically analysed and therefore will be further discussed within this section.

AfL is frequently referred to as a fundamental part of teaching which is the process of collecting information about student learning from various assessment methods and using the data to modify teaching and learning in order to meet the pupils needs (Black and Wiliam, 2009; Wiliam, 2011; Baas et al. 2015; Leenknecht and Prins, 2018; Heritage, 2018). The purpose of AfL is to close the gap between where the learner currently is and their desired outcome by monitoring their progress through assessment to ensure instructional activities result in the intended outcome (Clark, 2012; Wiliam, 2013; Teachings in Education, 2016). AfL is derived from Bloom's individualisation of learning experiments that reviewed the impact of feedback on learning in classrooms (Wiliam, 2011). Bloom believed that every student required one to one feedback in order to improve further learning, since this would enable students to apply their new knowledge to new situations (Wiliam, 2011; Ramirez, 2017). This was not realistic in mainstream education due to financial and time constraints therefore the search for effective methods of group instruction and assessment were critical (Wiliam, 2011; Laryea, 2013; Gibbs and Taylor, 2018). Although, the development of Hunter's Mastery teaching approach promoted the frequent checks for understanding (Hunter, 1982, cited in Wiliam, 2017a, p.400) which incorporates a significant element of AfL to regularly assess pupils learning (Brown, 2019). However, Wiliam (2017a) highlighted that some assessment methods create choral responses where students respond at the same time which can make it difficult for the teacher to effectively make future pedagogical decisions and extract quality evidence of learning (Brown, 2019). This is supported by a small-scale study conducted with nine primary school teachers, who found it challenging to use the results from AfL methods to make informed adequate decisions (Zhao, Van-Den-Heuvel-Panhuizen and Velduis, 2016). However, due to the scale of this study, these findings are less generalisable, although other studies have emphasised the need for better quality evidence to improve teacher's instructional decision making to meet the needs of all learners, rather than the most vocal ones (Jones, 2005; Wiliam, 2017a; Brown, 2019).

Incorporating Dylan Wiliam's 5 Key Strategies within practice can promote effective use of AfL (William, 2012). These strategies significantly link to the CI since an AfL strategy was used to activate prior knowledge and use that to critically evaluate the WABOLL poster in order to make suggestions on how to improve it. These suggestions were then used to create a success criterion for making their own posters which contributes to clarifying, understanding and sharing learning intentions strategy (See appendix 3) (William, 2012; Heritage, 2018; Impact Wales, 2019). A high quantity of recent research provides evidence that agrees and suggests sharing criteria and creating shared learning intentions is effective in providing learners with confidence to carry out the task and become assessment capable learners (William, 2017a; Nancy, Fisher and Hattie, 2018; Heritage, 2018).

Other strategies that linked are engineering effective classroom discussions and activating pupils as owners of their own learning (Impact Wales, 2019). This linked to the CI since the teacher had sections within the success criteria (see appendix 3) which provoked questions that enhanced deeper cognition and reflection within a rich learning environment (Baas et al. 2015; Hooker, 2017). Therefore, the use of an AfL strategy within the CI was very effective shown in the widespread use of this approach which the Welsh Government have been behind since 2008 when launched the £150 million AfL scheme (William, 2012; Heritage, 2018). It is still considered a vital aspect of education since it is listed as a pedagogical principle within the new curriculum reform and influential theorist within the AfL field in currently promotes it (Donaldson, 2015; Wiliam, 2018). However, Dylan Wiliam along with Paul Black influenced the widespread use of AfL in 1998 with a world-renowned review, this could contribute to future bias since he is likely to promote the benefits over the limitations (Hopfenbeck, 2018). Although, Dylan Williams does in fact acknowledge himself and Black's mistake in calling it 'assessment' for learning, which has also been highlighted by Ninomiya (2016). *"The big mistake that Paul Black and I made was calling this stuff 'assessment'," he said. "Because when you use the word assessment, people think about tests and exams"* (William, 2012, p.9). Therefore, this could have contributed to the disparities in understanding the theory (Bennett, 2011; Wiliam, 2017b) and why research suggests there are few schools that implement AfL effectively (William, 2012). However, this research is from 2012 and since there has been more awareness and government backing around training teachers to implement this strategy effectively and ensure the importance that different teachers adopt different methods of AfL to meet the needs of their learners and personal pedagogical styles (William, 2013; Donaldson, 2015).

The SCT was created by Vygotsky, who was influenced by constructivists such as Piaget, but Vygotsky rejects constructivists view that it is possible to separate learning from its social

context (Jacobs, 2001; Cremin and Burnett, 2018). It predominantly focusses on the process that children undertake to construct their own knowledge through social interactions and has been an influential theory in education for decades and still holds significant value today to explore contemporary educational aspects (Deulen, 2013; Halpenny, 2014; Walker and Shore, 2015; Barrouillet, 2015; Alenezi, 2019; Qi, 2019). The CI linked to the social constructivism theory to a high extent because the main principles highlighted with the theory discuss; collaborative learning, scaffolding, authentic tasks and multiple perspectives which were visible aspects of the CI (Jacobs, 2001; Brikan-Baydan and Karadag, 2014; Alenezi, 2019). For example, the WABOLL created an authentic task since it scaffolded the children's learning through questioning them to recall their past experiences of looking at posters in real life context which enabled them to explore children's multiple perspectives of how to improve the current poster (Jacobs, 2001; Alenezi, 2019). They then collaboratively created the success criteria, creating meaning behind the goals. Literature (Brikan-Baydan and Karadag, 2014; Alenezi, 2019) highlights a key aspect of the SCT which considers the translations of social real-life experiences to empower future collaborative learning. This builds on Kiraly's (2000, cited in Birkan-Baydan and Karadag, 2014, p.985) view that the contribution of other pupils' perspectives in a social environment encourages debates and therefore develops growth in individuals' perspectives. This correlates with Piaget's beliefs that we construct our meanings of the world through explorations of it which brings together ideas from the concrete world to the complex abstract world through interactions (Anning et al. 2009; Halpenny, 2014). However, he believed that this development happened in stages which was highly criticised since it is underestimating children's abilities and constrained development within certain ages (Halfpenny, 2014; Barrouillet, 2015). Although the adoption of this theory is still shown in the current education system, in relation to year groups and stages of learning, however this is being recognised within the new curriculum and changing the system to progression steps to enhance children's learning, despite this criticism being known for many years (Donaldson, 2015; Welsh Government, 2019a). This activity did activate the children's prior knowledge which Ausbel (1968, cited in Wiliam, 2017a, p.400) argues is the most important factor influencing learning. This links with Piaget's cognitive theory when discussed that the construction of knowledge is conceived as a set of schemes which provide the basis of understanding of how to respond to situations (Barrouillet, 2015).

However, another main aspect of the SCT is scaffolding. You could argue children with more experience of seeing posters in the real world scaffolded other children enabling them to build on their previous understanding and construct new meanings, which Vygotsky (Anning et al. 2009; Alenezi, 2019) suggested social interactions and experiences drive the processes and what they learn. Therefore, highlighting the importance of empowering

children to their own learning and actively participate which was a positive aspect of the CI since the teacher used the children's suggestions to create the success criteria (Katsenou, Flogaitis and Liarakou, 2013). However, a concern for social constructivists is that pupils can bring misconceptions they have made in the concrete world which might be adopted by other learners (William, 2017a). This limitation to the social constructivist approach was less problematic due to the teacher facilitating the activity as a whole class and therefore could guide their learning and any misconceptions were rectified (Kuusisaari, 2014). This highlights the importance of the 'zone of proximal development' theory since teachers are considered a vital tool in helping children acquire conceptual knowledge and facilitate learning (Jacobs, 2001; Kuusisaari, 2014; Walker and Shore, 2015). Overall, AfL and SCT had a significant link with the CI observed which indicated to have a positive impact on most children's learning.

This section will produce a critical reflection on the CI and provide suggestions on next steps that could improve future practice. Critical reflection, according to Dewey (1933, cited in Yang, 2009, p. 11), is "*the kind of thinking that consists of turning a subject over in the mind and giving it serious and consecutive consideration*". This is an old but valid quote in current research since literature values the use of critical consideration to analyse an event and adapt pedagogy to improve future practice (Bassot, 2016; Flint, Albers and Matthews, 2018). Bassot (2016) suggests reflecting particularly on a CI encourages deeper criticality for analysis to ensure improved practice and to consider all learners within various domains of pedagogy. This was supported recently by Matemba, Parker and Jolly (2018) who argue that observations without critical reflection produce thin results. However, this is a time-consuming process that can create complacent reflective teachers that forget the aim of reflection and it has been highlighted that there are disparities in the term critical reflection which could be why the use of reflection models are preferable to provide structure to the reflective process (Husebo, Apos & Nestel, 2015; Bassot, 2016).

I am going to use Gibb's reflective model due to it being a cycle which promotes the continuous aspect of reflection which recent literature (Lubis, 2018) and the Welsh Government (2018a) significantly emphasise that a teachers role is to be a critical lifelong learner to continually develop their practice to meet all learners needs, which is shown in the new professional standards. There are six stages to the model which will structure my reflection of the CI; description, feeling, evaluation, analysis, conclusion and action plan (Gibbs, 1988; Hayes et al. 2014). However, using a model can restrict critical thinking due to CI interpretations being unique and do not happen in particular sequences (Coward, 2011; Bassot, 2016).

Describe

The description of the CI can be found in appendix (3).

Feeling

During the CI I was excited to observe the use of an AfL strategy to create a success-criteria and intrigued to explore the effectiveness of this approach. After the lesson I was inspired to adopt this approach in my own practice.

Evaluation

The positive aspects of the CI are the use of an AfL strategy WABOLL since this links to the AfL pedagogical principle (Donaldson, 2015). I felt that it was an effective method of AfL that I will adopt in my future practice. Another effective aspect was the children themselves collaboratively creating the success-criteria. However, one perceived negative aspect of the lesson was that not all the children were fully engaged and only a small percentage of children had an opportunity to participate.

Analysis

I felt that the practitioner used questioning throughout the WABOLL strategy which encouraged children's participation and collaboration which developed children's critical cognitive skills effectively (Baas et al. 2015). I also felt that the structure of the success criteria (see appendix 3) promoted children's confidence to carry out the task effectively and continue to participate in future classroom discussions (Garcia-Perez and Montero, 2014). However, not all the children were fully engaged which could be because of the number of children in the classroom at the same time. This also resulted in a low percentage of children being able to participate and due to time constraints not being able to hear every child's opinions.

Conclusion

The most significant aspect of the CI that I can take to improve my future practice are the methods used to encourage collaborative participation in my lessons to create a success-criteria that I felt had a major impact on the children's motivation and confidence to complete this task effectively. This will enable me to improve my pedagogy and therefore my professional standards (Welsh Government, 2018a). I also felt that it improved their cognitive skills to enable them to become lifelong learners and therefore this lesson effectively achieved aspects of the four purposes (Baas et al. 2015; Donaldson, 2015). However, there are aspects of this lesson that can be improved to enhance further learning and limit the effects large class size and time restraints have on learning.

Action plan (Next steps)

From applying this reflective model, I have recognised the main factor that needs to be addressed is the class size since this had a major impact on engagement due to not every child being able to share their ideas. Therefore, if I was to carry out this lesson, I would implement more interactive AfL techniques to ensure all learners are thinking about strategies to improve the poster (Kathard, Pillay and Pillay, 2015). The methods I feel would make the most significant impact initially are 'think, pair, share' and secret squirrel, since it would require full participation from each pupil, but also provide an opportunity for all pupils to display their ideas. This would also ensure I improve the pedagogical principle to develop a blend of approaches, however, these additional methods do take up time and would require additional planning to ensure every child or pair had access to a whiteboard which is not always possible (Donaldson, 2015).

To conclude, critical reflection has a vital role which should teachers adopt effectively in order to improve pedagogy and contribute to the enhancement of educational standards in Wales (Welsh Government, 2018a). It is effective to critically analyse CI, however important to note that the methodology used in this case study might not be appropriate when I am a full time teacher due to multiple CIs occurring every lesson which requires critical reflection on whole lessons to effectively identify a particular incident that would benefit being further analysed (Farrell, 2008). It is then my role to research literature to justify and develop further understanding around the CI and implement effective pedagogic methods, this skill has become a major aspect of teacher education to ensure future teachers are equipped with these skills (Furlong, 2015). This is particularly important within current education since the new professional standards for teaching outline 'professional learning' as a significant aspect since through reflection teachers can gain a deeper pedagogic understanding (Welsh

Government, 2018a). Overall, reflecting on practice is a vital aspect of a teachers' role and the method used in this case study ensured the link of theory to practice which is shown to deepen pedagogic knowledge and therefore enhance practice. I will continue to use a continuous reflective model in future practice because it ensures I think about various aspects of reflection since the above research shows it can have a major impact on my professional development.

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Appendices

Appendix 1 |

OBSERVATION / FIELD NOTES 1

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019
Lesson details: In the STF. Literacy: Looking at book covers.
Classroom culture (Are the students focused on learning?) Children were a range of ages and abilities. Yes, all children on task. They had to write their list of adjectives before drawing the character
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes, the objective was to use adjectives to describe a character from the book that they were looking at.
Direction (Are the students clear about what they are doing and how to do it well?) Yes, the children knew what their task was when asked to explain it back to the teacher.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The children all seemed engaged, could be because they had choice over what character they wanted to describe. The children were all challenged, use new adjectives and create/draw their own character.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The class teacher checked that all the children knew what their task was at the beginning.



The teacher walked (circled) around the classroom answering questions and ensuring everyone was on task.

Growth mindset activity at the end of the lesson- AFL- asked whether the children were in the comfort zone, stretch zone or the danger zone.

Specifics / Critical Incidents

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

When completing the AFL activity at the end of the lesson, one child was running behind on task and did not have a lot of time to think about their thoughts on the main literacy task and therefore may have put a colour or comment down that was most convenient. |

Appendix 2

Model Beirniad Wedi Adfyfrio (BWA) 1
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 25/05/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): AFL strategy

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	During - intrigued - interested After - Excited - Curious
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth 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?"	Elements of the learning experience that went well - Children had the opportunity to feedback to the teacher about how they felt about this task - Developed their metacognition skills - there was a visual aid to provide learners with a reference point to remind themselves of the different stages and what they meant; comfort zone, stretch zone and danger zone. One element of the learning experience that was disappointing - the time that children who were falling behind had to carry out this task. Aspects of the learning incident in the context of learning: - Metacognition - AFL - Positive relationships between practitioners and pupils - Pupil voice - wellbeing
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?	What I will keep the same to ensure effective teaching and learning - Provide the opportunity for the children to feedback about how they felt about a task or activity after every lesson - Ensure there is a continuous dialogue with the teacher - Develop independent metacognition skills

<i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysigaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	What caused the most important disappointing element Lack of time
<i>Casgliadau a chamau gweithredu/</i> <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materion siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Possible solutions - providing extra time to the children who need more time to reflect. - Support the students who are known to rush/ fall behind, near to the end of a lesson to ensure support is given to encourage those children provide more time to think about how they felt about the lesson. What I will do next - Discuss the importance of carrying out this AFL strategy with the pupils - Ensure there is enough time for all pupils to think about their learning. For example, whole class thinking minute at the end of the lesson.
<i>Y profiad newydd / Transformed experience</i>	

Appendix 3

OBSERVATION / FIELD NOTES 2

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Lesson details: Year 3 class. Expressive Arts: creating a welsh poster to welcome visitors into their classroom.
Classroom culture (Are the students focused on learning?) Three classes in one classroom for the introduction, so there were a lot of children (around 75). Some got distracted but overall the children seemed focused.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To develop understanding of welsh culture and language To develop creative and artistic skills. They created a Welsh themed poster that had the word <u>croeso</u> (welcome) on the poster and the children were encouraged to draw pictures of the welsh flag, where wales <u>is</u> located on the map or the welsh flower. They also discussed what makes a good poster and how to make it eye catching, for example, big writing, colourful pictures which provided the opportunities for the children to develop their creative and artistic skills.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher used a WABOLL (what a bad one looks like) strategy to create the success criteria together. Ensured the children knew what to do and how to do it well throughout the lesson since it was left on the board for the year 3 class whose classroom it was.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All the children seemed engaged because they could create their own poster and had freedom over what to include on their poster. They were challenged because



encouraged to ensure welsh themes were on it, for example, the welsh flag or daffodil.

Assessment

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

Using WABOLL the children discussed what a good poster would look like, therefore activating their prior knowledge (APK), and then building on this through questioning. During the lesson the teacher circled the room ensuring they were on task. Had not finished the task by break time and was continuing after which I was not present to observe.

Specifics / Critical Incidents

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

How the teacher created a success-criteria as a whole class to effectively scaffold learning.

Creating a success-criteria as a whole class using an AFL strategy- WABOLL

Creating discussion to activate prior knowledge

Structure of the success criteria:

You must....

You Should....

You could....

Appendix 4

Model Bairniad Wedi Adfyfyrio (BWA) 2
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 25/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Afl strategy to create a success criteria



Profiad/ Experience	
Taimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	During and After - Excited - Interested - Intrigued - Inspired
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth 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?"	Elements of the learning experience that went well - Whole class approach - WABOL- ALF strategy - APK - Collaborative discussion - The task was clear to the children; success criteria - Creating a success-criteria as a whole class (3 classes) seemed to motivated pupils to achieve task to a high standard Elements of the learning experience that were disappointing - Lack of engagement from some pupils - Too many pupils, not possible for them all to share their ideas - Similar pupils raising their hands to contribute to the discussion Aspects of the incident in the context of learning - Social Constructivism - AFL- Success criteria- WABOLL- recount- APK- Feedback - Collaboration-Whole-class approach - Wellbeing - Pupil autonomy - Motivation
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i	What I will keep the same to ensure effective teaching and learning Incorporate AFL strategies to engage the pupils to introduce topics- WABOLL

~~sicrhau dysgu ac~~ ~~addysgu effeithiol yn~~ ~~y dyfodol?~~ "What will you keep the same to ensure effective teaching and learning in the future?" ~~Beth oedd achos yr~~ ~~elfen siomedig~~ ~~bwysicaf?~~ "What was the cause of the most important disappointing element?"	• Creating a success-criteria as a whole class to try and promote motivation and include pupil voice and autonomy What caused the most important disappointing element • The number of children in the classroom • Similar children joining in the discussion
~~Casgliadau a chamau~~ ~~gweithredu/~~ ~~Conclusions and~~ ~~actions~~ ~~Beth yw eich atebion~~ ~~posibl i'r materion~~ ~~siomedig a nodwyd?~~ "What are your possible solutions to the disappointing issues identified?" ~~Beth ydych yn mynd~~ ~~i'r wneud nesaf?~~ "What will you do next?"	Possible solutions • Introduce topics with one class at a time- smaller groups • Ensure all the children are involved and engaged through interactive activities? For example, whiteboards. What I will do next • Ensure I have a smaller group when introducing a lesson • Use additional strategies to ensure all children are engaged, for example, mini whiteboards or Kahoot quiz, resources allowing.
~~Y profiad newydd /~~ Transformed experience	

Appendix 5

OBSERVATION / FIELD NOTES 3

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Lesson details: Year 3. Expressive Arts: creating a welsh poster to welcome visitors into their classroom.
Classroom culture (Are the students focused on learning?) Three classes in one classroom for the introduction, so there were a lot of children (around 75). Some got distracted but overall the children seemed focused.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To develop understanding of welsh culture and language To develop creative and artistic skills. They created a Welsh themed poster that had the word ~~creoso~~ (welcome) on the poster and the children were encouraged to draw pictures of the welsh flag, where wales <u>is</u> located on the map or the welsh flower. They also discussed what makes a good poster and how to make it eye catching, for example, big writing, colourful pictures which provided the opportunities for the children to develop their creative and artistic skills.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher used a WABOLL (what a bad one looks like) strategy to create the success criteria together. Ensured the children knew what to do and how to do it well throughout the lesson since it was left on the board for the year 3 class whose classroom it was.
Access and challenge



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

All the children looked engaged because they could create their own poster and had freedom over what to include on their poster. They were challenged because encouraged to ensure welsh themes were on it, for example, the welsh flag or daffodil.

Assessment

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

Using WABOLL the children discussed what a good poster would look like, therefore activating their prior knowledge (APK), and then building on this through questioning. During the lesson the teacher circled the room ensuring they were on task. Had not finished the task by break time and was continuing after which I was not present to observe.

Specifics / Critical Incidents

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

Behaviour management strategy used throughout the lesson introduction; Dojo's. Ensured children were engaged

Appendix 6

Model Beirniad Wedi Adfytyrio (BWA) 3

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 25/09/19

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

Profiad/ Experience	
Taimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	During and after • Enjoyment • Excited • Interested • Intrigued
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth 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?"	Elements of the learning experience that went well • Children refocused on task whenever a Dojo was given to a pupil • Children were eager to please the teacher with their good behaviour and engagement- increased motivation • Children got excited and happy when received a Dojo, positive reinforcement • Elements of the learning experience that were disappointing • Some children seemed disappointed when it was not them who received the Dojo • Did not motivate every pupil Aspects of the incident in the context of learning • Motivation • Conditioning • Behaviourism • Growth mindset- point for being resilient • Wellbeing • Teacher- parent relationship
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac	What I will keep the same to ensure effective teaching and learning • using positive reinforcement to motivate and engage children • use positive reinforcement similar to Dojo that explains to the pupil why they are receiving the positive reinforcement.

~~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 bwysaf?~~ "What was the cause of the most important disappointing element?"	- A strategy similar to Dojo that can track the pupils' dojo's and create a relationship with parents since they can see if the child has received one and why. What I think the cause of the most important disappointing element - It is difficult to ensure all children receive a Dojo and that they are distributed in a fair way. - Received for sitting well- more for behavior management compared to growth mindset
~~Casgliadau a chamau gweithredu/~~ Conclusions and actions ~~Beth yw eich atebion posibl i'r materion siomedig a nodwyd?~~ "What are your possible solutions to the disappointing issues identified?" ~~Beth ydych yn mynd i'w wneud nesaf?~~ "What will you do next?"	Possible solutions - Continuously track who is receiving the most or least and question why that might be, for example, they are always misbehaving so notice them more when they are being well behaved. - Also track why you are giving the Dojo's and try to ensure it is for effort rather than high quality. What I will do next - Ensure children receive the Dojo for growth mindset purposes, for example, displaying effort. - Ensure all children receive Dojo's when display positive development in behavior or learning - Track how many Dojo's children are receiving to ensure children are not being left out.
~~Y profiad newydd /~~ Transformed experience	

Appendix 7

OBSERVATION / FIELD NOTES 4

(Questions adapted from Fletcher Wood (2016))

+	Date: 26/09/19
	Lesson details: Year 2/3. Numeracy Lesson. Estimating how many different objects there are and then grouping the objects in five's or two's, to make it easier to count.
	Classroom culture (Are the students focused on learning?) Children are split into ability groups to carry out the task which enabled the children to work with an adult and stay focused.
	Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To improve mathematics skills; for example, estimating and grouping. The children got to estimate how many different objects there were. To they then got a workbook where they could estimate themselves how many tractors there were and then group them in two's or five's (which ever they preferred) to count and see how close they were to their estimates.
	Direction (Are the students clear about what they are doing and how to do it well?) There were clear instructions by the teacher and on their <u>work book</u> so they were clear on how to complete the task. They were also clear on how to do it well because the teacher had worked through the process as a class at the beginning of the lesson.
	Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All the students seemed engaged in the lesson which seemed to be enhanced by the teacher using objects they were interested in, during the introduction of the lesson. The children were also challenged since they could count in two's or five's which was monitored by the teacher to ensure they were challenging themselves.

**Assessment**

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

The teacher asked whether or not they understood the instructions and how to complete the task. During the lesson the children worked in smaller groups with an adult so that they could ask questions if they were struggling and they were able to monitor their learning on the table and mark as they were working. This enabled the children to change the way they were working to succeed in completing the task successfully. After the lesson the teacher asked how close they were to their estimations and how many tractors there were to ensure they had all reached the correct answer and understood how they achieved the task.

Specifics / Critical Incidents

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

An ALN child was focused on task, then the teaching assistant checked up on their work to see their progress and discussed one aspect of their work that they could improve on. The child then said, "I can't do this, I'm not doing this anymore". The teaching assistant effectively calmed them down and encouraged them to continue with their lesson activity by clearly explaining the instructions.

Appendix 8

Model Beirniad Wedi Adfyfyrio (BWA) 4
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): ALN student and growth mindset



Profiad/ Experience	
Taimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	During - Upset - Concerned After - Relieved
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth 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?"	Elements of the learning experience that went well - The children were all clear on the activity - The children were all focused and engaged - The activity was accessible for their abilities - The TA effectively dealt with the incident Elements of the learning experience that were disappointing - The child easily gave up Aspects of the incident in the context of learning - Growth mindset - ALN - Confidence - Motivation - Behaviorism
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac	What I will keep the same to ensure effective teaching and learning - The task was differentiated and accessible for the learners - Providing clear, specific instructions, we are doing this task now and then....

~~addysgu effeithiol yn y dyfodol?~~ "What will you keep the same to ensure effective teaching and learning in the future?" ~~Beth oedd achos yr elfen siomedig bwysicaf?~~ "What was the cause of the most important disappointing element?"	- Encouraging growth mindset - Focusing on the positive and aspects of the task the child had already achieved What I think the cause of the most important disappointing element - Lack of confidence
~~Casgliadau a chamau gweithredu/~~ Conclusions and actions ~~Beth yw eich atebion posibl i'r materion siomedig a nodwyd?~~ "What are your possible solutions to the disappointing issues identified?" ~~Beth ydych chi mynd i'w wneud nesaf?~~ "What will you do next?"	Possible solutions - Continuously develop growth mindset - Mini-plenary to try and identify where gone wrong independently and then ask for help to try and ensure high confidence What I will do next - Integrate growth mindset into everyday learning - Continuously use AFL strategies
~~Y profiad newydd / Transformed experience~~	



Appendix 9

>>> Recommendation

3. The purposes of the curriculum in Wales should be that children and young people develop as:
 - > ambitious, capable learners, ready to learn throughout their lives
 - > enterprising, creative contributors, ready to play a full part in life and work
 - > ethical, informed citizens of Wales and the world
 - > healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Donaldson, G. (2015) Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales. London: Crown.

Appendix 10



Impact Wales (2019) [Twitter] 14 March. Available at:
<https://twitter.com/impactwales/status/1106445133023793152> (Accessed: 17th October 2019).