“Critical evaluation and the identification of next teaching steps focusing on a case study of an individual learner or a group of learners, based on a observed critical incident”

According to Tripp, (2012, p. 25) critical incidents tend to be “typical” every day events that are often taken for granted, but are rendered as “critical” through analysis. Creating a critical incident starts with an unbiased, descriptive account of an event. The way in which we interpret the significance of this event and unpick the meaning behind it, transforms it from “typical” into “critical” (Tripp 1993, p. 8) Critical incidents are a useful tool within teaching, as it enables practitioners to reflect on practice. Reflection is paramount in education, as doing so increases awareness of pedagogy, allows practitioners to evaluate strengths and weaknesses of a teaching, and contributes to professional growth. This assignment is based on a critical incident that was observed in my PTE School. Firstly, the observation and methodology behind gathering this critical incident will be explored and discussed. Then, using a reflective approach, this incident will be critically analyzed using existing literature, evaluated, and next teaching and learning steps will be identified. More specifically, this assignment will discuss the use of rewards to shape behaviour, behavioural management techniques, and, the role of inclusion within education.

For the purpose of this assignment, my PTE School will be called school Y, and the child observed with be referred to as Child X, for anonymity purposes in accordance with the Bera guidelines (2018). School Y is a Primary School within the South- East region of Wales, consisting of 494 pupils and 16 classes. According to the school’s most recent Estyn (2016 p.1) report, 90% of pupils are of an ethnic minority background, and approximately 85% of pupils speak English as an additional language. Within this 85%, many children enter the school with minimal or no English language skills. Approximately 25% of children meet the criteria for free school meals, slightly above the national average of 20% (Estyn, 2016 p.1). The Estyn report (2016 p.2) marks the school’s current performance as good, and the school’s prospects for improvement as excellent. This year, school X was awarded a yellow band rating (Welsh Government, 2019). The Welsh Government uses colour bands to categorize schools based on how much support they need- a green band means less support, whereas a red band indicates the most support. School Y’s yellow band is the next band down from green, and indicates around 10 days of support are needed. (Welsh Government, 2017) In two most recent Estyn reports (2016) and (2010), the school’s targets have remained the same; to increase pupil attendance and punctuality. Within school Y, child X is in a year 2 class, where there are around 30 pupils, one teacher and one teaching assistant.

The methodology used in this assignment was a structured, non-participant observation. Using observation enabled the writer to gain an in-depth and holistic view of child behaviour, which may typically go unnoticed (Cohen, Manion and Morrison,

2018, p.456). The observation method was structured because the writer used a categorized, written recording sheet, which in turn generated systematic data. This structure, allowed the writer to transform what was saw into a meaningful event, by systematically recording what happened, followed by subsequent analysis and interpretation (Simpson and Tuson, 2003, p. 2). As the method was non-participant, the researcher remained a passive member of the room, and did not become involved in activities. To the contrary, participant observation consists of a researcher actively taking part in the activities of the group being observed, without the members knowing they are being observed (Kumar, 2019 p. 217). The researcher chose the non-participant observe strategy as it provided more opportunity to watch, listen, and interpret what happened in the classroom. (Kumar, 2019, p. 218)

However, one potential problem with being a non -participant observer is that the groups may become aware they are being observed, and may subsequently change their behavior. As Kumar (2019, p.218) points out, the change could be positive or negative; the children may increase productivity because they believe they are being watched, or they could potentially become distracted and off task. When this change in behavior occurs as a result of the observation, it is known as the Hawthorne effect. Taking this into account, the chosen methodology may represent a distortion; what is observed may not be a true reflection of the children's typical behavior, which could potentially threaten the validity of the assignment. (Kumar 2019, p.218)

A case study methodology was used in this assignment, because a critical incident is in fact a case study. This is because in both circumstances, the researcher selects an topic of interest, which is then investigated over a period of time. This case forms the basis of an in depth, holistic analysis. The group selected in a case study is based on the assumption that is typical of a certain type, and thus allows the researcher to gain insight into events that happen in similar types of groups and situations. (Kumar, 2019, p.196) This assumption however does come with limitations, it is possible that making inferences to the wider population, based on one individual case study, over generalizes the findings. In addition to this, case studies can also suffer from bias, as researchers often have pre-notions about what they want to find out, which can in turn, form a subjective interpretation of events that confirm these preconceived notions. (Starman, 2013, p.38) Nevertheless, it cannot be argued that case studies do provide researchers with a rich and in-depth understanding of groups, induvial, beliefs and perceptions (Corbett- Whittier and Hamilton, 2013) Thus, there is no doubt that case studies are a valuable and insightful method of research, despite the discussed limitations.

The incident observed in School Y was in a year 2 class, during a morning Science lesson, where the particular focus was Water Cycles. The incident involves the teacher using questioning in her introduction, to assess the children's prior knowledge of water. Whilst the other children were listening and taking part, child X was being disruptive and was not engaged. However, at the end of the introduction, child X shouted out a valid point about water, which was "water can sometimes turn into a gas." The teacher praised child X for his contribution and invited him to stand up in the

front of the class and share his answer with the rest of the children. For the rest of lesson, the child X remained engaged and on task.

In his work, Donaldson (2015) talks about the 4 purposes and how they are at the heart of the new 2020 Welsh curriculum. He believes they "should guide all decisions about educational priorities and underpin all teaching and learning in Wales." (Donaldson, 2015, p.30) The minister of Education for Wales, Kirsty Williams, believes that following these purposes, "sets out the fundamentals of a truly 21st-Century education." (BBC, 2019) Taking the importance of these purposes into account, it will be gainful to link the purposes to the incident observed. Thus, it could be argued that, when the teacher praised child X and invited him to stand up in front of the class to share his answer, he was given the opportunity to develop his confidence. This aligns with one Donaldson's (2015, p.30) purposes that children should be "healthy and confident individuals who are ready to lead fulfilling lives as valued members of society". Donaldson (2015) believes by developing confidence, children are building their emotional and mental wellbeing.

Not only did this develop his confidence, but it also engaged Child X in the lesson. This, along with praise, was an effective behavioral management technique, as this was the turning point in the lesson for child X. For the remaining lesson, child X behaved positively for the first time during the day. When the group were investigating the properties of water, child X was able to explain to his group why and how water rises to the clouds. This aligns with another of Donaldson's principles, as it could be argued that, from the teacher's effective behavior management, child X became an "ambitious, capable learner", as he was "able to build on knowledge and explain the ideas and concepts he was learning about to the other members of his group" (Donaldson, 2015, p.29).

Although this incident can be interpreted as an effective behavioural management technique, by successfully engaging one disruptive child, it can be argued that the children who are already following the class rules are ignored. No other child in the class was given the same level and amount of praise, or an opportunity to stand up and share their answer. This raises the question whether it is fair, to give challenging children more praise and rewards, compared to children who do not display unwanted behavior. Additionally, child X shouted out his contribution, whilst the rest of the children were expected to raise their hands to answer a question. The teacher did not acknowledge that X failed to conform to the rule, but instead, treated it as an exception. Furthermore, this demonstrates inconsistent use of classroom rules, and shows unfair expectations from pupils. Being "inclusive" is a principle which the new curriculum is designed upon. Donaldson's (2015, p.14) report highlights that the 2020 curriculum should provide "high-quality education for every child and young person in the context of the United Nations Convention on the Rights of the Child (UNCRC)." By not providing children with equal learning opportunities, it could be argued that the children were not able to become ethically, informed citizens, who can understand and exercise their human and democratic responsibilities and rights. (Donaldson, 2015, p.30)

In the observed incident, the teacher rewards child X for his contribution with praise and by asking him to stand up and share his answer with the class. According to Skinner's (1938) operant conditioning theory, child X will be more likely to engage and contribute to future lessons with insightful answers, because of this positive experience. More specifically, child X will associate the behaviour of engaging and contributing with the positive consequence of praise. Skinner believed "behaviour is shaped and maintained by its consequences" (Skinner, 1971 p.23) and when a behaviour is consistently followed by a positive consequence, the particular behaviour is more likely to be repeated, and thus the consequence becomes a reinforcer (Aubrey and Riley, 2018, p. 70). The application of such, increases the possibility of a behaviour happening again. Skinner (1938) believed, to eliminate undesirable behaviour, the behaviour should be followed by punishing consequences, so it will less likely be repeated.

Skinner (1938) studied and demonstrated operant conditioning through his experimentation with rats. His experiment consisted of a cage of rats, and inside the cage there was a lever. Whenever the rats stumbled across the lever, and pressed it, they were rewarded with food. The rats quickly learnt to immediately press the lever, to receive food. When the outcome of pressing the lever was replaced with an electric shock, the rats quickly changed their behaviour to avoid the lever, due to the negative consequences. Skinner's (1938) experiment therefore clearly shows how reinforcers are able to shape and maintain animal behaviour. However, Skinner's theory does present itself with limitations. Firstly, most of Skinner's work took place in laboratories, experimenting with rats and pigeons. His theory is therefore based upon generalising animal behaviour to human behaviour. It could be argued that, human behaviour is much more complex, and thus the application of Skinner's experimental findings may not hold much validity to real life situations. (Aubrey and Riley, 2018, p.76) Secondly, it could be argued that this approach is of tunneled vision, as Skinner solely focuses on observable behaviour to explain learning. This fails to take into account cognitive factors that influence learning, such as mood, feelings, and memory.

Based on Skinner's theory, the use of rewards and praise may be an effective behavioral management technique. This was the case in the observed incident, as for the first time during the day, child X behaved positively following praise and reward from the teacher. Using operant conditioning to explain this, when child X engaged and contributed to the lesson, it was followed by the positive reinforcement of praise and a reward, which strengthened the desired behaviour. However, as Maclure (2009) points out, the effects of rewards on behaviour are not always clear cut. This was demonstrated in her study, which used participant observation to investigate children's behaviour in reception classes. The findings indicated that rewards were not effective for encouraging good behaviour, if children did not know what they were rewarded for. This suggests teacher's need to be explicit about what exactly they are rewarding, enabling children to identify and understand their good behaviour. Additionally, when teachers overuse rewards, the rewards become less sincere to children, and lose their

meaning. This leads to children becoming desensitized, and could inhibit the process of operant conditioning.

However, one potential limitation of Maclure's (2009) study, is the Hawthorne effect. Due to the participant-observer role of the researchers, the teachers and children may have been acting differently, because they were aware of the observation. On the other hand, it must be acknowledged that the researcher observed behaviour in 4 different Primary schools, and each school varied in demographics, and socio-economic status. This increases the representativeness of the study and ability to generalize findings. This study suggests important implications for practitioners; for rewards to effectively shape future behaviour, rewards must be used in the appropriate way and in the appropriate circumstances.

In 2017, behavioral expert Tom Bennett published an independent review examining student's behaviour across a variety of schools. Bennett spent time observing, meeting classroom teachers and leaders, in order to "identify and understand successful techniques that minimize challenging behaviour" (DfE, 2007.) Bennett (2017) found that achievable rewards, combined with clear, consistent consequences, and high expectations understood clearly by all school members, are amongst the successful features of schools. Within successful schools, teachers use their judgment, informed by understanding of pedagogy, to administer appropriate consequences to challenging behaviour. Consequences can be used through sanctions – to reinforce rules, or can form a supportive response- giving the child individual help and exploring why the behaviour occurred. Bennett (2017, p.41) believes making the right choice, will impact future disruptive behaviour. For example, a child may become disruptive in mathematics lesson, because she doesn't understand how to use multiplication. To solely apply a sanction to this behaviour and not a supportive response, would punish the child without providing a scaffold for better behaviour.

Similarly to Bennett's (2017) beliefs, the Welsh Government's Practical approaches to behaviour management in the classroom (2012) handbook, is based upon the view that all behaviour has meaning and is a way of communicating. Therefore, as practitioners, it is important to identify reasons why behaviour is occurring. The handbook uses an "Antecedent-Behaviour-Consequence (ABC) chart" to understand the reasons behind behaviour. This looks at what happens before the behaviour occurs, the observed behaviour, and the consequences the pupil gets from the behaviour. (Welsh Government, 2012) Relating this approach to the observed incident, child X may have initially been disruptive in class because he received little attention or recognition from the teacher. By analyzing this, the teacher gave child X attention for good behaviour, and could sanction and give little attention for unwanted behaviour. This behavioral management technique highlights how techniques need to be tailored to each individual child. Using this problem solving approach, and becoming aware of antecedents, it is possible to avoid challenging behaviour appearing in the first place.

To gain a deeper insight into student's perception and experiences of sanctions, Payne (2015) conducted a case study in a year 7 and year 11 class. The students completed questionnaires about their opinions and experiences of school sanctions. The student's responses indicated that the most effective sanction that lead to the positive behaviour, was when the teacher quietly spoke to the students about their behaviour, in a supportive way. Asking pupils to miss playtime, or giving detentions, were counterproductive in promoting hard work and was ineffective towards pupil performance. Although these findings are an insightful view of students own perceptions, as this study was conducted only in one school, the findings may only be representative of student's perceptions within this demographic. This threatens the reliability of the findings, and thus caution must be taken when generalizing the results to wider population of students. Nevertheless, Payne (2015) findings are in agreement with Bennett (2017) and the ABC chart, that identifying why a challenging behaviour is appearing is key to decrease the challenging behaviour reoccurring.

Although it can be argued that the praise and reward given to child X had a positive effect on future behaviour, the teacher did not provide the same amount of praise or the same opportunity to stand up and share their answer to any other child. In addition, child X was praised after he shouted out his answer, whereas the rest of the class were expected to raise their hands to answer a question, demonstrating unfair expectations for pupils. This leads to the issue of inclusion in the education. The Welsh Government has defined inclusive education as an ongoing process through which "all pupils access common opportunities in ways relevant to their needs" (Welsh Government, 2016, p.4) The Welsh Government has produced 7 core aims, that underpin an educational system in which all children have access to their rights, as set out in the UNCRC. The UNCRC is an international legalisation, which protects the human rights of young people, under the age of 18. One of the Welsh Governments' core aims is that "all children and young people have a comprehensive range of education and learning opportunities." (Welsh Government, 2016, p.5) To implement this, schools in Wales have developed effective inclusion policies, targets for inclusion, and a balanced, broad and relevant curriculum which can be differentiated to meet pupil's needs. (Welsh Government, 2016, p.2)

To gain more of an insight into what exactly makes an inclusive school effective, Corbett (2001) conducted a case study in a multicultural, Primary School based within an economically deprived area. This school was chosen, based upon its reputation for being exceptionally inclusive. To conduct her case study, Corbett (2001) observed individual lessons and the school as a whole, as well as speaking with children and staff members. Corbett believed the driving forces behind this inclusive school were firstly; strategic planning, the school's funding was prioritised to carefully allocate resources which provided a high staffing ratio, and regular staff training. Secondly, the staff worked together openly and collaboratively with a shared vision, which was shared with pupils and parents. Parent relationships were considered very important. Thirdly, there was a culture of self-reflection, and awareness and sensitivity to different

cultures and the different experiences children brought with them to school. Lastly, importance was placed on responding to the individual needs to children and embracing their strengths and uniqueness.

Although these findings offer insight into inclusive practises and inclusive learning, the study does present itself with limitations. Firstly, the researcher chose to conduct her study on a specific school based on her opinion that it was an inclusive school. The researcher's opinion is subjective, and the "inclusivity" of the school, was never actually measured or compared to other schools. Lindsay (2003 p. 6) agrees that research into inclusion can be problematic due to the nature of inclusion being an unambiguous concept, which is different to operationalize as a variable. This does threaten credibility of findings. Secondly, the researcher may have had pre-notions about what she wanted to find out, based on her opinion that it was an exceptionally inclusive school. This could lead to confirmation bias, where only data that supported her the school being inclusive was considered, and data that does not favour this was unacknowledged. Lastly, the findings of this study may only be effective to similar multicultural schools based in low socio-economic areas, the study therefore lack representativeness. Perhaps a larger sample of schools would strengthen the validity of the findings.

Reflection in education is integral to teachers' and student's progression of learning. Rodgers (2002) defines critical reflection as a "meaning- making process," as it enables practitioners to understand their teaching experiences, become aware of relevant theories, and use it to shape future action. This process has the ability to become transformational, as the word "critical" suggests (Fook, 2007, p. 441) Being reflective is beneficial in education because it allows practitioners to become self-aware, evaluate learning or teaching that went well and what did not, and to learn from this moving forward. In this assignment, four observations were carried out in school Y and these observations were critically reflected using the assistive reflective model conclusions (ARC) model (see appendix 1b, 2b, 3b, and 4b). This reflection model was used to structure the reflections because it prompted the writer to unpick the incident step by step. Firstly, the writer acknowledged feelings provoked by the incident. Then, understood the incident by looking at the theory behind it and how it affected learning. Next, the incident was analysed and evaluated, to gather deeper meaning, and conclusions were drawn and future actions proposed.

Reflecting on my observed critical incident, I believe rewarding child X for his contribution and engagement was an example of effective teaching, because based on Skinners operant conditioning theory, child X will now associate being engaged in lessons with rewards and praise, will behave more positivity in the future. This could explain child X's change of behaviour in the latter part of the lesson. I have discussed how rewards are not always effective, but I do believe it was appropriate to this incident because, drawing on Maclure's (2009) findings, the reward was not overused, and thus, was sincere to child X. Secondly, the teacher invited child X to stand up and

share his answer because it was a great answer, which was articulated in a way the child could understand.

Although this incident demonstrated how rewards and praise are important and effective behaviour management technique, it could be argue that rewards are most effective when combined with sanctions and high expectations for all, in alignment with Bennett's (2017) review. To minimise future disruptive behaviour, it is important practitioners identity the reasons why the disruptive behaviour is occurring. This view is supported by ABC Model of behaviour and Payne's (2015) study. In this critical incident, praise and rewards were effective in managing child X's behaviour, but that is not to diminish the possibility that child X was being disruptive at the beginning of the lesson because of the need for attention, and receiving praise and a reward satisfied his needs. A problem solving approach to behaviour is therefore beneficial to stop challenging behaviour reoccurring.

This assignment has discussed the importance of children receiving equal opportunities to for rewards, however this was not the case in this incident. As the Welsh Government (2012) , and Corbett (2001) discusses, there is utmost importance on creating an inclusive learning environment, and along with many other criteria, inclusive education consists of children having equal opportunities to succeed. This is reflected in school policies, however as Corbett (2001) points out, there may be a gap between policy and practice based on funding, training, support staff, collaboration with parents, and understanding the needs of every child. This "gap" is problematic because an inclusive learning is fundamental to education.

To improve this incident a possible solution is that the teacher could continue to use rewards as a behaviour management technique as child X did engage and behave positively for the rest of the lesson. However, the teacher could have given other children in the class, who are showing positive behaviour, the same level of praise for their contributions, and the same opportunity to stand up and feedback to the class. In addition, it could be argued that the teacher should expect all children to conform to the class rules of a hands up policy and make the rule clear and consistent for all students. This incident is going to influence my future practice of a teacher, because I have observed how effective praise and rewards are in shaping future behaviour, as well as a behavioural management technique to minimize disruptive behaviour. I am going to ensure I provide my children with equal opportunities to receive praise and rewards, regardless of their behaviour, and have consistent classroom rules that are expected by every child in the class. I feel as if this approach promotes an inclusive environment which is utmost fundamental to education.

To conclude, this assignment takes Skinner's idea that rewards are effective in shaping future behaviour and minimizing disruptive behaviour. However, Skinner's theory is taken with reservations, as the effectiveness of rewards and sanctions depends upon the context and way in which are applied to children. In addition, in agreement with Bennett (2017) and the ABC model, it is important to identify why

challenging behaviour is appearing in the first place. Taking this problem solving approach, could diminish the behaviour occurring in the first place. This assignment has confirmed the importance of ensuring an inclusive learning environment, which is underpinned on presenting children with equal learning opportunities, specifically, classroom rules should be consistent to all children, and disruptive children should not have more opportunities for rewards or praise compared with the other positively behaved children.

In Wales, teachers are expected to demonstrate the new Professional Standards for Teaching and Leadership in their practice, as the Welsh Government believes these standards are “the essential elements of every teacher’s work.” (Welsh Government, 2017, p. 4)There are 5 Professional Standards, the first is pedagogy; teaching which secures the best outcomes for learners through refining teaching and influencing learning. The next is collaboration, which facilitates the spread of effective pedagogy. Then, professional learning, to gain a deeper understanding of pedagogy. Next, innovation; moving learning forwards and finally, leadership; helping learning grow. Being a reflective practitioner solidifies what the government expects in the new Professional Standards for Teaching and Leadership in Wales. This assignment has demonstrated the power of reflection in education. The use of reflection has transformed a “typical” incident, into much deeper meaning through analysis, which has provided the writer an opportunity to learn from what was observed and apply it to practice. This mirrors, the idea of reflection in teaching and why it is so important.

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Appendices

Appendix 1a:

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 25th September 2019
Lesson details: Literacy lesson, year 2 class. The teacher read a story book to the children based on a monkey who had lost his mother and was reunited after meeting a variety of different animals in the jungle first. The teacher used props and varied her tone of voice to engage the children. The teacher then wrote clues on the board and asked the children to guess what animal in the jungle the clues relate to. Hands up policy. Children then had to think of an animal in their head and write their own clues about the animal, and get their friends to guess.
Classroom culture (Are the students focused on learning?) Children seem well behaved and ready to learn. Teacher uses a reward system where all children sit in the "ready to learn" bubble, if they would misbehave they move to the "thinking time" bubble, and if they behave well, they move to the "School Model" bubble. Teacher sits on a chair whilst children sit on the floor for the induction, during the activities, the teacher walks around the tables to ensure children are on task.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Structure of the overall day is written on the board. Class are verbally told what they will do in the activity, but no learning objective given.
Direction (Are the students clear about what they are doing and how to do it well?) Before children start work, teacher asks if everyone in the class understands and there is consensual agreement amongst the children. Children seem to get on well with work and understand what they are doing.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Although all children were given the same task, the task did provide a challenge to the higher ability children as they were able to extend their vocabulary and write more complex clues. All students were engaged as the tasks gave them a sense of fun whilst the children were guessing their peers animals.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher conducted questioning throughout the lesson. Some questions were open to provoke thought eg "what animal would you be in the rainforest?" and some questions were closed eg "what animal lives in tress and has brown skin?" The teacher also used the think, pair and share technique when children had to think about their answer to the clue given. The teacher ensured the children understood what they had to do before they started the activity.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?

Children line up at the start of the day outside the door and teacher greets them with a greeting of their choice. Children can choose a hug, high five or handshake from the teacher.

Child x came into class upset at the start of the day and was crying. The teacher comforted child X by pointing to and reminding the child of the picture she had previously drawn that was displayed on the wall. This display was called "what to do when you feel blue" and each child drew a picture of what makes them feel happy. From looking at the picture the child was comforted and became ready to learn.

The teacher takes part in a class attendance award each week, only awarded if all children are at school every day. One particular child was absent today and the rest of the class were annoyed at the child as they wouldn't be getting the class attendance award.

The teacher gave children different roles of responsibility in the class, e.g "translator, class helper, eco president."

For behavioural management the teacher never labelled the children with any negative connotations, instead if the child misbehaved, they were given thinking time.

Appendix 1b:

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

Dyddiad/*Date*:25th September

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

Child X was upset when entering the class at the start of the day. The teacher comforted child X by showing her the "what to do when you feel blue" wall display. This was a wall display where all the children in the class had drawn a picture of a time of when they felt most happy. She pointed to the child's picture and reminded her about that special time. This comforted the child and she was then ready to start learning.

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	Initially, I felt that this critical incident was a positive example of incorporating health and wellbeing into the everyday classroom. I felt that the activity was beneficial for the children, as it increased awareness of their feelings and thoughts. I felt this activity was beneficial for the teacher, as it allowed her to gain a deeper insight into the children's personal life and microsystem. After reflecting on this incident, I felt by creating this wall display, the teacher provided a welcoming environment where each child felt safe and able to express themselves, and learnt how to regulate emotions. I feel like the children viewed coming the school as a positive experience.
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 dysgi oedd yn siomedig?*	The first aspect of the lesson that went well, was when the teacher greeted each individual child with a greeting of their choice at the start of the day. By doing this, the children were able to express their feelings, whilst making the teacher aware of how they were feeling. Secondly, I thought the "what to do when you feel blue" wall display was a successful referral point for the teacher and children throughout the day, it encouraged positive feelings and was a coping mechanism if children were upset.

"What were the elements of the learning experience that were disappointing?"	By displaying and referring to the pictures, the teacher demonstrated how important health and wellbeing is within the class. Thirdly, I think how the teacher used a variety of behaviour management techniques was a good aspect of the lesson. The teacher used a lot of verbal praise to reward good behaviour. For misbehaviour, strategies included stopping talking and remaining silent if a child was talking over her, making the class aware of any disruption by "your friend has stopped your answer, lets wait for your friend to stop taking." She also used "stop and listen," "123, everybody freeze," and if a child wasn't engaging on the carpet, she would move them to another position where they would not distracted. I also like how the teacher didn't label any children to a negative attribute if they misbehaved, instead they were given thinking time. I feel this didn't affect the children's self-esteem or confidence. The planned differentiation met the individual needs of the learners, as although all children completed the same task, there was scope on the task for higher ability children to make their clues more complex. I think giving children a success criteria could improve this even more.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *Beth fyddwch chi'n cadw'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 bwysicaf?* *"What was the cause of the most important disappointing element?"*	Learning from my observations, I will ensure I incorporate health and welling into the classroom. I observed how powerful it is to talk openly about feelings with children, as this makes them more aware, and can teach children how to regulate their emotions. I also observed how important it is to check in with each children at the start of the day and throughout. I will ensure I check in regularly with each child as a teacher. I realized how many difference influences children may have on how they feel at school, and children feelings can have a massive impact on how they learn. I saw how the teacher plays an important part in ensuring wellbeing of each child.
Casgliadau a chamau gweithredu/ *Conclusions and actions* *Beth yw eich atebion posibl i'r materiaon 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?"*	I really admired how the teacher linked health and wellbeing into lessons, and I will definitely incorporate this into my practice. I feel that by talking openly about feelings in the class and creating a health and wellbeing wall display helped the classroom become a positive, nurturing environment and built trust between the teach and children. The next step could be building upon recognition and awareness of feelings, and providing children with strategies how to deal with uncomfortable feelings in healthy ways. For example, the children could point out feelings of characters in a book or video. The teacher could then focus on one specific feeling, eg anger and explore what to do in this situation with the children. The teacher could then teach anger management skills and give relatable examples of how to resolve conflict peacefully.
Y profiad newydd / *Transformed experience*	

Appendix 2a:

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 25th September 2019
Lesson details: Year 2, Welsh lesson. The learning objective is for children to learn how to say "what colour is your hair?" in Welsh and answer accordingly. They children practice this on the carpet with the teacher using song and repetition. The children then make a poster of a person with a particular colour hair, using different materials. They could choose their character from the book they read in a previous lesson, which is about a girl who feels different moods and gives advice what to do when she feels such ways. The children could either create a happy, excited, sad, or jealous face. The teacher then displayed the faces and conducted questioning in Welsh to repeat the hair colours chosen.
Classroom culture (Are the students focused on learning?) Children begin lesson on carpet with teacher sat in front of children on a chair. Teacher engages children to repeat a phrase in Welsh by varying her voice in varying tones, making actions for the words and making a song for the words. Children are engaged and having fun whilst learning. The teacher makes learning Welsh very inclusive in her introduction, she asks all the children what other languages they speak at home, and using a hands up policy she shares the children's languages with the class. During the activity the teacher circulates around the room, taking time to speak with each table. The teacher gives feedback on their posters as she circulates and gives children praise for efforts and suggests ways to improve.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The children were verbally told at the start of the lesson the learning objective. The materials were prepared on the children's desk prior to the activity. The children seemed to get on with their work, with help from the circulating teacher and TA.
Direction (Are the students clear about what they are doing and how to do it well?) All children were clear what to do and were all engaged with the task. Children were having fun whilst creating their poster and sharing ideas with each other. If ever the volume became too loud the teacher would say "stop and listen" or count down from 5, and the children would respond.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children were able to engage in creating the poster. Perhaps the higher ability children could be challenged more with additional activities, such as presenting their posters, or by asking their peers what colour their hair is in Welsh.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher uses questioning after the introduction to assess understanding, the teacher uses a hands up policy for this. The teacher also uses think, pair, and share after learning a new Welsh phrase. The teacher also recaps the learning objectives at the plenary. She displays the children's posters, and asks children to answer in Welsh what colour hair each poster using a hands up policy.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? At the plenary the teacher reminds children the importance of learning in school and why it is important. The teacher get the children involved and starts a class

discussion of why learning is important. The teacher then asks the children what jobs they would like to do when they are older, and explains that for all jobs, reading, writing and thinking skills are essential. The teacher links lesson to wider concepts of real life.

In the activity, instead of the children creating a poster of their own hair colour, the children create a poster of a character from a book the class had previously read. The book is based on a girl who experiences different feelings and moods. The children pick the feeling they would like to do a poster on in Welsh. During the plenary whilst discussing the posters the teacher tells the children that is it okay to feel sad, but it's much better if we feel happy because we learn better when we are happy. Linking the lesson to health and wellbeing.

At the end of the day the teacher does "good new time" and tells child X to come to the front of the class. Child X tells the class that his mum has given birth to another baby today and he will have a little baby brother.

Appendix 2b:

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

Dyddiad/*Date*: 25th September

Digwyddiad critigol (Ffocws)/*Critical incident (focus):* During the plenary of a Welsh lesson, the teacher reminds children the importance of learning in school. The teacher starts a class discussion and gets children to feedback ideas on why they think learning in learning is important in life. The teacher then asks the children what jobs they would like to do when they are older, and explains that for all jobs, reading, writing and thinking skills are essential.

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I felt that this critical incident was a positive learning experience because it enabled the children to link what they learn in the classroom with much wider concepts. I think this gave learning more of a purpose, and the discussion allowed the children understood why school is important. I admire how the teacher let the children come up with their own ideas, and encouraged the children to be ambitious in life.
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 dysgi oedd yn siomedig?* *"What were the elements of the learning experience that were disappointing?"*	The first aspect of the learning experience that well, was how the teacher linked in why learning is important into a plenary of a Welsh lesson. This wasn't something directly relevant to the learning objective of the lesson, however, it gave the children a chance to reflect and explore how what they learn will help them later in life. This enabled children to see learning as a whole. The second aspect of the learning experience that went well was how the teacher started a class discussion on the topic. The children lead the discussion and the teacher facilitated it, showing the importance of student voice. The children were able to share and build upon ideas in a collaborative way. A third aspect of the learning experience that went well was how the teacher praised children for sharing their career aspirations with the class. She encouraged children to be ambitious and fulfil their aspirations.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?*	To ensure effective teaching in the future, I will ensure the children in my class have awareness of why learning is important. Whilst teaching lesson, I will try to be open minded and creative in my approach to learning. I will try to link lessons into real life concepts, and use real life examples when teaching, to emphasise the

"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?"*	link between school and later life. By doing this, it could be argued that children see a purpose to learning, and develop the skills to critically think, and apply their knowledge.
Casgliadau a chamau gweithredu/ *Conclusions and actions* *Beth yw eich atebion posibl i'r materiaon 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?"*	Building on the teacher's holistic approach to learning, I would continue to draw meaningful links classroom learning and real life concepts. This could be done is various ways, for example, incorporating real life examples into activities and relating areas of learning to meaningful purposes. I would like to continue on using student voice as a learning mechanism, for example, basing learning themes on what children's interests are, giving children a choice over activities when possible and encouraging classroom discussions on wider concepts.
Y profiad newydd / *Transformed experience*	

Appendix 3a:

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 02/10/19
Lesson details: Year 2 Science lesson. The teacher reads a story about rain. She then explains what water cycles are and draws a water cycle on the board. The children move back to the tables, and are given a water bottle each. They are asked to work in groups and brainstorm what water looks like, tastes like and smells like. They are asked to present their ideas on a mind map.
Classroom culture (Are the students focused on learning?) Firstly, the teacher engages the children by modelled reading, this actively involves the children in the lesson. She uses the book to lead to her introduction, the transition is smooth. Giving a bottle of water to each individual child allows them to investigate individually and then feedback to their table. The children are focused and having fun experimenting with their water.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The lesson aim was to learn about the water cycle, in particular the properties of water. The activity promotes the learning objective as the children are given a bottle of water each so they could actively learn about the properties of water, which would further facilitate their understanding of water cycles. There are no written learning objective on the board, however the teacher gives children verbal instructions during her activity.
Direction (Are the students clear about what they are doing and how to do it well?)

All children are clear about what to do in the activity. The teacher verbally explains whilst they are sat on the carpet, and asks the whole class if everyone understands before they move on to the table. Each tables has a staff member assisting the activity. Each staff member assists with spellings on the mind map, and nudges the children for ideas.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children are engaged and having fun in the activity. All children are given the same opportunity to investigate independently and then express their ideas. There are no differentiation techniques in the lesson, however the higher ability children are able to contribute more complex ideas about water. The tables are mixed ability.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? In the introduction, the teacher assesses prior knowledge about water using questioning. During the introduction, if any child asks a complex question about water, the teacher writes the question on the board and praises the child for their contribution. The teacher engages children by building suspense from saying we will find the answer to the complex questions at the end of the lesson. After the activity, the teacher goes through each mind map and shares the children's ideas with the class. She uses the content of the lesson to answer the complex questions on the board.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? During the introduction, Child X who misbehaved during the previous lesson, shouted out a valid point about water. The teacher praised child X and asked him to stand up and share his answer with the rest of the class. No other children in the class was asked to do this.

Appendix 3b:

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

Dyddiad/*Date*: 2nd October 2019

Digwyddiad critigol (Ffocws)/*Critical incident (focus):* When child X, who misbehaves during the lesson, shouts out the correct answer, the teacher praises the child and asks him to stand up and share his answer with the rest of the class.

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I felt praising the disruptive child in the class was an effective behaviour management technique as it encouraged good behaviour and contributing to the lesson. Using this behaviour management technique, the teacher was able to minimize the disruptive behaviour and successfully engage and child who was off task.

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 dysgi oedd yn siomedig?* *"What were the elements of the learning experience that were disappointing?"*	The children were all sat on the carpet during the introduction of the lesson. I think an aspect of the lesson was during this introduction, when the teacher used a variety of questioning techniques to assess prior knowledge of the water cycle (for example, think pair and share, snowballing, and a hands up approach). On the other hand, after reflecting, I thought a disappointing element of the lesson was during the introduction when child X shouted out a valid point about water, and the teacher praised child X and brought him to the front of the class to share his answer. No other child in the class was given the opportunity to do this.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *Beth fyddwch chi'n cadw'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 bwysicaf?* *"What was the cause of the most important disappointing element?"*	On one hand, this incident successfully engaged the disruptive child in the class and encouraged him to express his ideas whilst learning. However, by successfully engaging a disruptive child, it can be argued that the children who are already following the class rules are ignored, and do not receive the same amount or level of praise.
Casgliadau a chamau gweithredu/ *Conclusions and actions* *Beth yw eich atebion posibl i'r materiaon 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?"*	I observed how important it is to give equal opportunities to every child in the class. Perhaps and alternative solution would be if the teacher continued to use this critical incident as a behaviour management technique as child X did engage and behave positively for the rest of the lesson. Additionally, the teacher could then give other children in the class, who are showing positive behaviour, the same opportunity to stand up and feedback to the class.
Y profiad newydd / *Transformed experience*	

Appendix 4a:

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date:2/10/19
Lesson details: Maths, year 2 lesson. The children are placed on tables according to abilities. For the lower ability children, they roll the dice and write the number on the whiteboard. The higher ability children practise writing number from 1- 100, using number blocks.

Classroom culture
(Are the students focused on learning?)
Children are given different responsibility roles, which encourages good behaviour, e.g classroom helper, translator, housekeeper. The teacher children praises children for good behaviour and moves there name into the "school models," for negative behaviour, their names are placed into "thinking time." During the activity, the higher ability children are on task and are engaged in learning, however the lower ability children do get distracted and lose their attention mid task.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
The overall learning objective in the lesson is to improve counting skills. The teacher gives separate instructions to each table. The children's tables are based on ability. The activities given to the tables promote counting skills and vary in complexity.

Direction
(Are the students clear about what they are doing and how to do it well?)
Children are clear about what to do. Each table is supported by a staff member who facilitates the activity. Although the lower ability tables know how to do the activity, many children lose focus and become off task.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
The higher ability children are engaged in their activity and are actively participating throughout the lesson. In their activity, the questions increase in complexity as the lesson continues. The teacher supports the higher ability children. However, the lower ability children seem to lose focus 15 minutes into the activity, this group is supported by the Teaching Assistant. In their activity, the children have to roll the dice and write the number on the whiteboard. As this is quite repetitive, the children easily become distracted.

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

During her introduction, the teacher uses example questions and answers on the board. The teacher uses the think, pair and share technique. The teacher also uses the snowballing questioning technique during her introduction. After she gives the class a counting question, she invites children to agree/disagree with each other and build upon their peers' ideas. During the lesson, each table is assessed on their answers by a staff member. The TA assists the lower ability children and the teacher assisted the higher ability children.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

Child X refuses to share his board rubber with his peers because he believes it is his.

The teacher says she will not look to see who was in "thinking time" yesterday (when she was away from the class) because she can already guess who it will be.

Child X became distracted in Maths and ran away from the table.

Child X misbehaves and the teacher gives him the opportunity to do the right thing.

Appendix 4b:

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

Dyddiad/*Date*: 2nd October 2019

Digwyddiad critigol (Ffocws)/*Critical incident (focus):* During a Maths lesson, child X became distracted and ran away from the table.

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I felt as if child X was not engaged in the activity because the activity was too repetitive and child X found it too easy, which in turn caused him to lose focus and run away from the table to the play area. I felt that making the Maths activity more engaging could have improved child x's learning.
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 dysgi oedd yn siomedig?* *"What were the elements of the learning experience that were disappointing?"*	I felt like a positive aspect of the lesson was how the teacher grouped children based on their Mathematical ability, and varied to complexity of the task to meet the individual needs of each child. The activity for the higher ability children was counting to 100 and writing 3 digits numbers using number blocks. The last stage of the activity was the children adding 3 digit numbers together. The activity for the lower ability children was to roll the dice, and write the number on their whiteboard. I felt disappointed in the activity given to the lower ability children, because there was no challenge within the activity and it could have been more engaging. I felt like this group of children could have been stretched more in their counting skills as a couple of children reported the activity as being "easy" and became distracted. It was 15 minutes into the lower ability activity that child X lost interest and ran to the play area.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *Beth fyddwch chi'n cadw'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 bwysicaf?* *"What was the cause of the most important disappointing element?"*	To ensure effective learning and teaching in the future, I will ensure all activities are fun for learners and incorporate an element of fun into them when possible. In this case, the need for children to run away to play instead, will be minimized. I will ensure activities are engaging for all abilities, and I will assess and adapt activities if learners become bored or disengaged. I will aim to stretch learning for both high and low ability children.

Casgliadau a chamau gweithredu/ *Conclusions and actions* *Beth yw eich atebion posibl i'r materiaon 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?"*	A possible solution to this incident would be to give the lower ability children a choice of activities and let them choose the activity they feel most engaged in. the counting activity could have been centered around child X's interests. I think to sustain engagement, the activities should also progress in difficulty or have some challenging element. For example, counting and writing numbers to 10, taking away 2, adding 5, using props or games.
Y profiad newydd / *Transformed experience*	