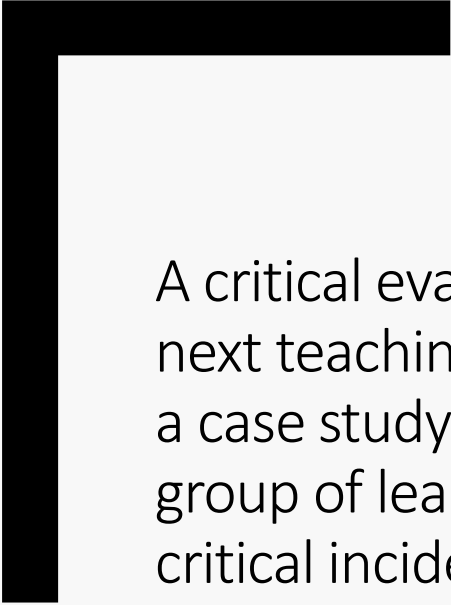




A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.

Student Number: 1900460

Module Number: ECAD6007

Word Count Limit: 4000 words +/- 400, & Appendices

Word Count: 4259



Introduction

From an observed case study of a classroom environment, a critical incident has been chosen to be critically evaluated with use of relevant academic literature. A critical incident, in this context, is where an atypical or typical occurrence is taken and further general meaning is drawn from the incident and is analysed, in order to gain further understanding or to confirm a theory that is already suspected (Tripp, 2016). The critical incident in regard to this report involves a lack of differentiation within the work provided to the class, which led to two pupils in particular being affected. Following the identification of this critical incident, a literature review will be conducted to summarise the relevant literature surrounding the key areas identified relating to the critical incident. These key areas are differentiation, more able and talented learners, and pupil motivation. From the literature review, future learning and teaching steps will be formulated and suggested in order to make improvements upon the incident observed, which would better the learning of the group involved. These will then be applied to the researcher's own professional development moving on from this report.

Observation

The school in which the case study is based is an English medium school, with over 99% of pupils speaking English as their first language (Estyn, 2017). The school has 1323 pupils (MyLocalSchool, 2018), 3.5% of which are considered to live in the most deprived areas in Wales (Estyn, 2017), 12% of the pupil population are free school meals (Estyn, 2017) which decreased to 9.5% by 2018 (MyLocalSchool), and 18% of pupils are considered to have additional learning needs (Estyn, 2017). The school has been given a green support level (MyLocalSchool, 2018), meaning that the school requires the minimum quantity of support from the Welsh Government, that is available for improvement of the school (Welsh Government, 2019a). An average pupil attendance of 94.2% was given for the previous school year (MyLocalSchool 2018), which is above the national average for that year (Welsh Government, 2019b). 69.7% of pupils achieve the national minimum threshold of level 2 in English and Mathematics at Key Stage 4 (MyLocalSchool, 2018).

Methodology

The critical incident in which this assignment is based upon, was gathered as a part of a case study, that was collected during an observation at the school previously discussed. A case study is defined as a collection of detailed, in-depth records of a single occurrence – whether that occurrence be small or large scaled – usually created by drawing on qualitative information gathered through several research methods (Feagin, Orum, and Sjoberg, 1991). Atkinson and Delamont (1985, cited in Bassey, 1999 PP.34) state that case studies can be open to personal bias and interpretation of the researcher, leaving room for non-factual information to be recorded; suggesting that case studies are therefore known to be inaccurate. This view is mirrored by Bell, et al (1984), however, they also suggest strengths of the case study that outweigh the discreditation of case studies that is explored by Atkinson and Delamont. Bell, et al, discuss that case studies can state reality in its current form – as opposed to reflection of experienced events, which would be more widely open for interpretation of the researcher than case studies are.

The case study was gathered and recorded through ethnography and participant observation. Observation is described as the collection of “live” data, to which describes the current happenings of a natural social situation as opposed to recalled knowledge (Cohen, Manion, and Morrison, 2007). Structured observation (observation that collects numerical data through tick boxed behaviours to observe for (Cohen, Manion, and Morrison, 2007)) was inappropriate for this collection of data, as a quantitative approach was required in order to gain more detailed information about the critical incident. Observer as participant or non-participant observation was used to gather the information required. The behaviours of the participants were likely to change due to the Hawthorne effect (Cook, 1962 & Cohen, Manion, and Morrison, 2007), as the researcher was known to the participants, and participants having the knowledge of being observed is likely to affect the way in which they behave. To minimise this effect, the researcher followed the same class of pupils, for two whole school days, to allow a level of normality of having the researcher inside the classroom and to therefore encourage normal behaviour. Additionally, the researcher remained at a distance from the participants, again to minimise the impact of the Hawthorne effect/reactivity effect (Cohen, Manion, and Morrison, 2007).

Observation notes were mainly taken as general field notes (See Appendix 1), following ongoing occurrences, predetermined themes and behaviours, coinciding with Lincoln and Guba's list of potential methods of taking field notes (1985). In addition to this, ARC models were filled in based upon information gathered within the field notes (See Appendix 2).

Four Purposes

The most significant critical incident, as well as the critical incident that has been selected to be developed upon within this essay, took place inside a year 9 mathematics lesson. Though this class was considered to be set 1, there was still a wide range of abilities of maths within the class. The critical incident, therefore, is the lack of differentiation available of the work provided. All pupils had to complete the same middle level of work/tasks, despite their ability, which led to low level disruption from pupils who were either over or under challenged. Two pupils were particularly affected by the lack of differentiation, who will be referred to as pupil 1 and pupil 2 to abide by Bera (2018) guidelines.

Pupil 1 was a more able and talented pupil, who reiterated to the teacher on 2 occasions that they found the work under challenging and that they were able to easily calculate the sums correctly in their head. They had in fact completed up to question 8 in 30 minutes, even though the aim of the lesson stated to only work towards question 6 by the end of the lesson. This prevents them from becoming ambitious, capable learners as presented by Donaldson (2015), as the pupil has been prevented from building upon their existing knowledge and learning new things, let alone then being able to apply it in different contexts (Donaldson, 2015).

Pupil 2 was a pupil who appeared stressed and truly confused by the work given, and comments from other pupils to pupil 2 suggested to the researcher that this was a common occurrence. Pupil 2 had alerted the teacher whilst she made her way around the classroom that they were unable to move past question 1, though no help was given until the end of the class. Pupil 2 was limited and prevented from again, becoming an ambitious and capable learner according to Donaldson (2015), as they were limited in their ability to use number and mathematical concepts in an environment where numeracy is most likely

achievable. Additionally, pupil 2 was prevented from aligning with Donaldson's aim of being a healthy and confident individual, as the pupil's confidence was likely to have been knocked as a result of this incident as opposed to it being developed further. Pupil 2 was allowed to have time to "face and overcome challenge" which is another criterion of becoming a healthy and confident individual (Donaldson, 2015), however, the length of time they were allowed hindered their learning as opposed to helping them problem solve. This matter will be discussed in more depth later in this essay.

Both pupils were disengaged from the work provided, whilst the teacher was away from their area of the classroom, and continuously turned around to socialise and paid no attention to the given task; as well as causing low level disruption throughout the classroom environment. When the teacher made her way to their area on her rounds, the behaviour didn't change despite being confronted by the teacher that they were disengaged. When this happened, both pupils expressed their difficulty/ease of the task. The only change in behaviour observed, was after the teacher assisted pupil 2 near the end of the class. After this point pupil 2's behaviour changed, and they shut off from the on goings of the classroom and were engaged in the work. This behaviour came roughly 7 minutes from the end of the class, and therefore still allows the critical incident to have negatively affected his learning in the observed lesson.

Literature Review

With use of the case study and the critical incident identified, 3 key areas of research have become strongly apparent within educational literature and will therefore be discussed in greater depth; comparing critical incident to relevant literature. The topics are Differentiation, More able and Talented pupils, and Pupil Motivation.

Differentiation

At any age, cognitive development ranges incredibly, and therefore provision of differentiated tasks within classrooms caters for the diversity of needs. Black and William (1998) also state that it is the teacher's responsibility to know the ranging levels of ability within their class and to cater to them accordingly. This knowledge of their class can be gathered through assessment for learning, summative assessment data, and observation within the classroom (Black and William, 1998). Differentiation can then be planned alongside the curriculum and should be fed into the class to the pupils requiring it conspicuously, so not to draw attention to the fact that they are being differentiated to ensure they are not isolated from their peers (Welsh Government, 2016). Differentiation is said to take place over a long duration of time, and that challenge should be provided to those who need it, and methods such as scaffolding should be provided and altered over time to best suit the individual (Didau, 2016). Vygotsky's theory of the zone of proximal development (1978) refers to the differentiation of work being suited to each individual, as it is stated that learning must assist the pupil at each step. It is then said to be the teachers responsibility to ensure that the work provided is kept within the learners zone of proximal development (Vygotsky, 1978), and that the work is kept just ahead of the learner's current ability (Vygotsky, 1978), therefore pushing them just outside of their comfort zone and into their learning zone (Dweck, 2014). Though this literature review of differentiation is shorter than the coming literature reviews of the following topics, differentiation is discussed further and developed upon within them.

More Able and Talented Pupils

More able and talented learners, as personified by pupil 1, are those pupils who require additional materials and enrichment in order to achieve the most of their exceptional ability, which exceeds that of their peers (Donnelly and Scott, 2009).

More able and talented students, from here on referred to as MAT students, are commonly prone to underachievement due to the lack of necessary resources for their development being provided (Seeley, 2004 & Clasen and Clasen 2016). The majority of literature on this topic refers in some way to MAT students being prone to under achievement. Additionally, statistics show that generally, MAT students are not achieving their full potential and are being let down by learning professionals (Ofsted, 2015). Though Ofsted are education inspectors in England which may make this information seem irrelevant to education in Wales, Estyn (2018) reinforce the idea that MAT students are suffering as a result of their needs not being catered for effectively within education, suggesting that the same problem occurs in Wales.

Boredom and demotivation are likely to be the effects of lack of differentiation and required enrichment being provided to a pupil with MAT needs; potentially turning into frustration should the lack of challenge be constant (Welsh Government, 2016). Demotivation of MAT pupils can often lead to the pupil acting out, and conflict within the classroom (Welsh Government, 2016). Seeley, Clasen and Clasen also discuss how underachieving MAT students are often considered to have behavioural issues and are labelled as troublemakers, due to their disengagement from the work provided, and acting up as a result. This perfectly correlates with the stigma surrounding pupil 1, and how the teacher perceived them. On a flip side of this, where disengagement and poor behaviour is said to not be a result of lack of challenging work, but because teachers are said to often assume that because a MAT students intellectual abilities are above their age group, their behavioural and social skills are also; however this is not always the case, and some MAT students may only be ahead intellectually (Welsh Government, 2016).

Much of the literature surrounding the MAT pupil topic state that the MAT pupil should be identified and should be highlighted as the MAT label. However, there is also a viewpoint that pupils should not be “branded”, and that labels will only hold them back (Ashford, 2017). This corresponds with the viewpoint that MAT students may actually be demotivated by being differentiated, due to pressures from their peer and social groupings (Welsh Government, 2016). In order to overcome the threat of demotivation as a result of being identified as a MAT pupil due to social pressures, the learning professional must ensure that enrichment is not seen as an addition to the given work, and must be successfully integrated into the learning curriculum in order to not separate the pupil from the class socially (Welsh Government, 2016).

Pupil Motivation

The behaviour of both pupils involved within the critical incident identified led the researcher to suggest that demotivation was a result of the lack of differentiation of the work that either didn't challenge the pupil enough or overly challenged them. Motivation is described throughout literature as being an internal psychological force that determines the level of action or effort that is given, in the pursuit of success (Jones and George, 2017. Ormrod, 2016. Wiegard and Geller, 2005. & Kovach, 2018.)

Dweck discusses growth and fixed mindsets (2007), where there are two opposing mindsets that people may have referring to motivation, which can be applied to the two pupils observed. Pupil 1 could be described as having both mindsets, as their intuition and motivation to proceed above the expected objective of the lesson shows their ability to work as a growth mindset, however their demotivation and low-level classroom disruption which lead to refusal to continue working suggests a fixed mindset. Pupil 2 acts exclusively as having a fixed mindset, due to having no resilience and accepting defeat at the very first challenge. Dweck also discusses (with Leggett, 1988), the idea of people having different responses to challenge and therefore their motivation. The mastery orientated response relates to thriving in challenge and the pursuit of challenge as a motivator (Dweck and Leggett, 1988), which may relate to pupil 1, as they appear to be demotivated by the lack of challenge and therefore could suggest they display a mastery orientated response. The idea that pupil 1 possesses a mastery orientated response is echoed in McClelland's theory of need for achievement (1961), and by Franken (2007). This is because it is stated that those who prefer challenge and who set goals and targets that are challenging are those with high motivation for achievement and success (McClelland, 1961); suggesting that should pupil 1 have been challenged in order to cater for their ability, then their motivation level would have been higher, and could have therefore reduced their level of distraction. This also relates to pupil 1 being a MAT student, as MAT students and those with a mastery orientated response share similar characteristics regarding challenge and using challenge as a motivator. Pupil 2 on the other hand, appears to adopt a helplessness response (Dweck and Leggett, 1988), where challenge is avoided. This is not to say that pupil 2 is necessarily less able intellectually than pupil 1, just that they are not able to use challenge as a method of triggering motivation (Dweck and Leggett, 1988). Dweck's theory revolving around pushing pupils further than their comfort zone, but not into the panic zone could relate to pupil 2's state within the critical incident (Dweck, 2014. Dweck, 2007).

Another significant topic that occurs within pupil motivation literature, is the effect of the people around the pupil upon the pupil's motivation. Atkinson (2000) states that the correlation between pupil motivation and teacher motivation is positive, therefore suggesting that if a teacher has an uninteresting presentational style, lack of interest in their subject, or is uninformative of educational material (Kunter et al, 2011), then the teachers lack of motivation is likely to reflect in their pupils'. The correlation between parental involvement in pupil's education and pupil motivation is also positive (Gonzalez-Dehass, Willems, Doan Holbein. 2005), due to pupils being motivated by their parents' increased values associated with education and achievement (Gonzalez-Dehass, Willems, Doan Holbein. 2005). Additionally, increased parent-teacher contact also increases motivation, due to increased discussion of pupil involvement and behaviour (Gonzalez-Dehass, Willems, Doan Holbein. 2005). In contrast to Gonzalez-Dehass, Willems, and Doan Holbein (2005), Ginsberg and Bronstein (1993) state that parental involvement may either discourage pupil motivation due to over pressuring, or may make them reliant upon it, therefore negatively affecting them from becoming an ambitious, capable learners in alignment with Donaldson(2015)'s aims; due to their 'ambition' to learn being reliant on pressure from others. That being said, Ginsberg and Bronstein state that the negative effects of parental involvement occur due to over pressure, so if parental involvement is done considerately, the two pieces of literature agree.

Reflection/Evaluation & Next Steps

Reflecting upon my focus as the researcher of the critical incident, there are a couple of things that could have been done differently in order to improve upon the context around and therefore perspective of the critical incident observed. Firstly, had the lesson containing the critical incident been observed early in the observation period, then similar patterns of behaviour might have been identified in later lessons and social situations, or alternatively, the opposite behaviours in different lesson situations; for example, where differentiation was provided. This may actually have been the case in earlier lessons observed, but because no eye-catching behaviour occurred from it, was not highlighted as a critical incident earlier. Another example would be that, although conditions were put in place to minimise the Hawthorne effect, additional precautions could have been put in place to further minimise the effect. For example, several of the students from the class observed are within a class that I frequently see throughout my placement, including pupil 1. Having my presence in the classroom for a longer time before recording observation notes would have increased the likelihood that their behaviour was natural – whether that be increased, or lessened disruption caused by the factors previously discussed; which has been noticeably the case in lessons since the critical incident was observed.

Suggestions/next steps have been formulated based upon the information gathered from the literature review, that could be put in place to aid the learning of pupil 1 and 2, and those alike them. The first of which is, as already identified throughout the literature, that increased differentiation within the class work, that would aid the learning of all pupils, by aiding them and challenging them appropriately; which is commonly not being done within schools (Seeley, 2004). As a solution, enrichment for all levels of ability is required from teachers, and a communal effort towards inclusivity is necessary for differentiation to be provided. By this, it is meant that obvious differentiation, where the teacher points out in front of the pupil's peers that they have been differentiated which alienates the pupil (Seeley, 2004), will only make them resent the differentiation and act accordingly (Welsh Government, 2016). Additionally, recognition of other people's differences, and a classroom culture of inclusivity is also beneficial in many ways, including the focus on aiding each pupils' needs (Zollers, Ramanathan, and Yu. 1999) However, as solution to both the lack of differentiation identified, as well as the alienation of pupils by differentiating, subtle differentiation, where differentiation is weaved into the class environment and is given without pupil knowledge is likely to be most effective (Welsh Government, 2016). In contrast, Zollers, Ramanathan, and Yu state that the focus within schools shouldn't be how to differentiate between needs but instead aim for an inclusive school culture that includes different needs as opposed to treating them differently. Though this aim slightly differs from the traditional view that needs should be differentiated for, it sets a goal for educators that one day all needs will already be catered for without it being seen as an additional.

Another suggestion that could help to understand whether the class/individuals are being under/over challenged would be the use of assessment for learning (AFL) within the classroom. Though it is possible that the teacher observed within the critical incident does use AFL, no AFL was used during the observation, so AFL could be suggested to the teacher to help aid their planning and lesson development in the future. Black and Wiliam (1998) being leaders in literature surrounding AFL, state that the use of AFL/formative assessment significantly increases the success rate of learning, therefore making it likely that AFL may have aided the pupils within the critical incident. This is because, if the teacher was able to

adopt a whole class approach to testing understanding through AFL, they may have identified a trend of lack of understanding/under challenged pupils, or even outliers of the trend where they could have then gone to aid the pupil before moving on/continuing. An example of doing so would be through using hinge questioning, where the whole class' understanding is checked, and the direction of the lesson is then evaluated based upon it (Wiliam, 2014). However, the research done by Dylan Wiliam and David Black is questioned by some for being too different to compare and obtain meaningful results from (Bennett, 2011) therefore questioning the real effectiveness of AFL. Though Bennett does criticise Black and Wiliam's research, he also states that they are the most cited experts within the field, and that there is little criticism other than that stated. This therefore suggests that AFL's effectiveness, given the wide range of results analysed by Black and Wiliam that AFL is based upon (1998), should still be considered a successful method of gaging class understanding. Which allows effective deployment of differentiation where required.

Critical reflection is a key part of learning which allows the identification of potential bias and misunderstanding that the researcher may have imposed upon the research (Gray, 2007). Storytelling, where the critical incident is described to peers (Gray, 2007), has been conducted in order to gain their understanding of the critical incident, and to gage whether the same conclusions were formulated from it. A concept map could have also been used to map out the details observed as a part of the critical incident, and then make links to possible concepts that each detail could mean (Gray, 2007). This allows an aerial type/distanced view of the incident to discourage bias.

Going forward, the knowledge gained around pupil motivation, differentiation, more able and talented pupils and having seen the effect that not catering for these types of students can cause upon them within the critical incident, will be carefully considered when planning my own lessons, to ensure I move the pupils' learning on, and challenge them appropriately.

Conclusion

A critical incident was identified whilst observing a classroom environment, which involved noticing how more differentiation of the work provided to the class would have been more beneficial to certain students, when attempting to advance their learning. This could show a lack of innovation when developing lessons, when referring to professional standards set for teachers by the Welsh Government (2018), as the lack of differentiation didn't allow the learning of the pupils to move forward. This critical incident was then applied to Donaldson's (2015) four purposes, which highlighted that by lacking differentiation of the work, the pupils were actually disadvantaged from achieving two of the four purposes. These were becoming ambition capable learners, and healthy confident individuals (Donaldson, 2015). By developing the leadership, innovation, and pedagogy professional standards (Welsh Government, 2018) further and using them to help aid differentiation within the classroom and when planning, these aims set forward by Donaldson (2015) could become more achievable. The literature review then summarised literature from three relevant areas of study relating to the critical incident. These three topics were more able and talented pupils, pupil motivation, and differentiation. The literature surrounding the more able and talented pupils stated that more able and talented pupils are commonly misunderstood, and when they act out they are falsely branded as troublesome, as opposed to having their additional needs recognised (Seeley, 2004). There is also argument surrounding whether or not MAT pupils should be branded as MAT, as in some cases can

cause them demotivation through social pressures (Ashford, 2017); however, providing differentiation to cater for MAT students is used subtly, the differentiation is effective (Welsh Government, 2016). Pupil motivation is positively affected by increased parental involvement in their education (Gonzalez-Dehass, Willems, Doan Holbein. 2005), as well as by increased teacher motivation (Atkinson, 2000). Additionally, how Dweck discusses how teachers need to push pupils from within their comfort zone, but not into their panic zone, like pupil 2 was. Differentiation discussed throughout literature states that teachers should know the level of differentiation that is needed within their class. (Black and William, 1998) and that they need to alter and tailor the work that is required by each level of differentiation within the class (Vygotsky, 1978). The critical incident, as well as the literature was then reflected upon and suggestions including the increased need for differentiation, as well as encouraging the use of assessment for learning.

Appendices

Appendix 1 – Critical Incident Used for Assignment – Observation Sheet



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES



(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Mathematics Lesson, year 9, set 1.
Classroom culture (Are the students focused on learning?) Autonomous entry to the classroom. Seating plan - inconsistent due to them not knowing where they're sat? Boy/ Girl seating. Constant low-level disruption.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) No objectives given, other than to complete work put on the board.
Direction (Are the students clear about what they are doing and how to do it well?) Starter put onto the board and were directed to do it. Same with main task - were told to continue from previous lesson but with new sums. How well they. Done was decided by correct or incorrect answer.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Continued use of textbooks from previous lesson. This is under challenging for pupil
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Understanding checked by what question they've got to in the textbook
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? • Teacher ignores lateness - doesn't disrupt class further. • "___ finished the whole topic last week miss" - teacher then takes. 10 minutes to find additional work for a quiet student in the class. • Pupil 1 - "Miss, pupil 2 just copied all of my work from last week" pupil 1 "it was really hard last week" said quietly under breath. Pupil one is the one finding it hard, but also the one finding it too challenging. • Have to put hands up to ask to get a ruler - no hands up rule in school? • Pupil 2 stated he was stuck-teacher approached him, told him to underline date, and walked off -didn't help. • pupil 1 - teacher questions why he hasn't written down any work - he replies with all of the answers- calculated in his head. • Pupil 2 - asks for help again - nearly the end of the lesson. Works silently and totally engaged after teacher helps as he now has understanding. • Pupil 1 -states he's done more than the task stated they had to with ease.

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

Dyddiad/Date: 26/09/19

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I feel as though the lesson did not contain enough differentiation. Though the lesson was aimed at a medium level ability for the class which did challenge (but not overly challenge) the majority – there were outliers who's learning, and progression were hindered as a result. Two MAT Pupils were disadvantaged as a result – one not being differentiated for even after asking. Additionally, one pupil was sent into panic zone which caused them to totally disengage as they didn't understand the task and were not helped.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	- One pupil was overly challenged and was disengaged as they could not access the task. - Another was under challenged – and again was unable to access the learning of the lesson as the task did not challenge them - Both of these pupils could not access the lesson – which correct differentiation would have allowed.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The tone of the lesson was good, as pupils were able to socialise and communicate with their peers and access help from others. This may have been the intention with pupil 1 and 2, however, due to them being in the same peer group, pupil 2 who was stuck did not ask for help from pupil 2 from fear of social alienation. Therefore, the tone of the lesson would be beneficial had all needs have already been catered for – which would have minimised the bad noise within the classroom.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Differentiation of the tasks given to the class which would have assisted pupil 2 and challenged pupil 1. Encouragement and praise of pupil2. – who was clearly lacking confidence in this task.
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD NOTES

 (Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Lesson details: year 8 Mathematics Set 1
Classroom culture (Are the students focused on learning?) Class work in silence at all times, they know their seating plan, which is set as boy/girl. All pupils listen to teacher and no disruption is present at all. Very fast paced.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Objectives clearly set on whiteboard next to the interactive board where the work is set. Work does reflect that set out in objectives.
Direction (Are the students clear about what they are doing and how to do it well?) No, many students looked very confused, with one pupil mouthing silently to another "I really don't get this?" to which they <u>replied</u> "or me".
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Mixed understanding - some seem to understand - others do not.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Assessment for learning included progress updates.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Questioning is generic and aimed at whole class - pupils could avoid answering if they wanted to. Differentiation task set for those under challenged - question too hard for their "ability" "if you haven't got to question 3 yet id be worried" - but hasn't checked if anybody is stuck?



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

Dyddiad/Date: 25/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Assessment for Learning

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau vnahtlch y profiad? "What are your feelings regarding the experience?"	Initially during the lesson, I was rather impressed with pace of the lesson as we were told about the class in advance and were told how quick they were at learning. However, after realising that in fact, a lot of the students were struggling, I felt as though more assessment for learning was required
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Fast paced consistent working. Tasks given to push learning forward. No questioning to check whole class understanding. Level of understanding gaged by what question they were. On and at what point in time. Some learners were left trailing behind due to their lack of understanding not being noted.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Differentiation in the class was good, however I believe the difficulty of the lesson on a whole was pitched too high. By this I mean, though there was differentiation given of each task, some learners could even access the lower end of the differentiation. However. Differentiation was set by the star system of difficulty and by giving a question above their learning requirement.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	A possible solution to the critical incident is to firstly tailor the differentiation to the needs of the specific class rather than a generic lower, medium, higher differentiation system. Another solution would have been to use assessment for learning and hinge questioning and get answers from the whole class to check understanding of the whole class was there before moving on.

OBSERVATION / FIELD NOTES

 (Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Year 9 set 2 science lesson
Classroom culture (Are the students focused on learning?) Greeted at the door. Do not use textbooks. Class is controlled and managed. Class is silent during tasks and directed teaching. Hands up questioning. Class seem very focused on task.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Started is recall of knowledge from previous lesson
Direction (Are the students clear about what they are doing and how to do it well?) Tasks are set in the. Booklet that they have been given in great detail - tasks are scaffolded.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All pupils are able to access - differentiation is not massively present however pupils are given the option to use the scaffolding or not.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Practical lesson - completion of the practical is used as the assessment.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Boy disrupting other students moved to front of class next to the teacher. Another boy - told how his fidgeting is affecting other students and not just himself and he teacher - restorative approach? She praises the class for listening to instructions well and for trying - not for success. Asks everyone with incomplete homework to stay after class as she is not dealing <u>wit</u> them during the class

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

Dyddiad/Date: 26/09/19

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghyd â'ch profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt very positive and admirable about the praise system given within the lesson. Children would be encouraged to keep trying and would be motivated by the system adopted by the teacher within this incident.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	Children were praised for trying, for perseverance, and for listening well to instructions, as opposed to finishing or getting the correct answer.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The praise system used should definitely be used in the future as it praises good practice as opposed to ability – which encourages pupils and gives confidence in their ability to get to the final point - which in turn should positively affect their ability to get the correct answer through the correct method.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Though I believe there is nothing wrong with the method used, pupils who do get the correct answers may feel disappointed that they do not get praised for it. However, I only observed one lesson with this teacher, so a feedback session following the practical lesson was likely – therefore praising those students as well.
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Lesson details: year 9 set 1 English Lesson.
Classroom culture (Are the students focused on learning?) Children are mostly focused on task (reading) but some are not.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The only aim of the lesson is to read the book/ listen to the book being read by the teacher.
Direction (Are the students clear about what they are doing and how to do it well?) n/a
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children are able to access the lesson; <u>however</u> challenge is unlikely as they only have to listen to the teacher read. There are no ALN children (asked teacher at end of lesson) besides a potential MAT student - meaning underchallenge is likely here.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? No assessment besides the occasional question regarding knowledge from previous lesson.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - Pupil showed disinterest in book - teacher jokingly <u>said</u> "do you want to go to set 2?" - Lot of pupils pretending to follow but clearly aren't. 2 girls at back totally disengaged - one as head on desk. Teacher cannot see as she never looks up from the book. - Every question asked is answered by the potential MAT student - nobody else.

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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Assessment for Learning

<u>Profiad/ Experience</u>	
<u>Teimladau/ Feelings</u> Beth yw eich teimladau vachylch y profiad? "What are your feelings regarding the experience?"	Though I liked that the lesson involved engaging with the literature, I do feel as though more assessment for learning would have helped to aid the pupils' learning further, and would have pushed them further than they managed to by the end of the lesson.
<u>Cofio a Deall/ Remember and Understand</u> "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Teacher read the novel, and pupils had to follow in their own books. Pupils were left unmonitored as the teacher was reading. This meant a lot of the pupils were disengaged and were not following. This will have affected. Their learning as in the coming lesson, they would have been required to recall what was read in that lesson.
<u>Gwerthuso a dadansoddi/ Evaluate and analyse</u> "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	I liked that the teacher took time to fully engage with the literature, and that they did try some assessment for learning.
<u>Casgliadau a chymau gweithredu/ Conclusions and actions</u> "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Using assessment for learning more effectively. This would be done by looking up from the book at intervals to ask questions but also to check that pupils are still following along. By doing, so the teacher is checking the pupils are still engaged as well as still understanding the. Occurrences within the book.
<u>Y profiad newydd / Transformed experience</u>	

Reference List

- Ashford, K. (2016) 'Labels Damage Children' in Birbalsingh, K. *Battle Hymn of the Tiger Teachers: The Michaela Way*. 1st edition. London. John Catt Educational Limited.
- Atkinson, S. E. (2000) An investigation into the relationship between teacher motivation and pupil motivation. *Educational psychology: an international journal of experimental psychology*. 20(1) pp 45-57.
- Bassey, M. (1999) *Case Study Research in Educational Settings*. Philadelphia. Open University Press.
- Bennett, R. E. (2011) Formative Assessment: A Critical Review. *Assessment in Education: Principles, Policy, & Practise*. 18(1) pp 5-25. Available Online At: <https://doi.org/10.1080/0969594X.2010.513678> [Accessed: 25/10/19]
- Bera. (2018) *Ethical Guidelines for Educational Research*. Fourth Edition (2018). London.
- Black, D. Wiliam, D. (1998) *Inside the Black Box: Raising Standards Through Classroom Assessment*. Phi Delta Kappa.
- Clasen, D. R. Clasen R. E. 1995. Underachievement of highly able students and the peer society. *Gifted and Talented International*. 10(2).
- Cohen, L. Manion, L. Morrison, K. (2007) *Research Methods in Education*. 6th Edition. London and New York: Routledge.
- Cook, D. (1962) The Hawthorne Effect in Educational Research in Houston, S. R. Schmid, J. Lynch, R. Duff, W. *Methods and Techniques in Business Research*. New York: University of Northern Colorado.
- Didau, D. 2016. *What if everything you thought you knew about education was wrong*. 1st edition. Crown House Publishing.
- Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Cardiff: Welsh Government
- Donnelly, V. Scott, V. (2009) A rising tide ... meeting the needs of more able and talented learners in years. *Gifted Education International*. 25(1) pp 81-85.
- Dweck, C. (2007) *Mindset: The New Psychology of Success*. 1st edition. New York. Random House.
- Dweck, C. (2014) *The Power of Believing That You Can Improve*. TED Norrkoping 2014. Available Online at: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/up-next?language=en [Accessed: 26/10/2019]
- Dweck, C. Leggett, L. E. (1988) a social cognitive approach to. Motivation and personality. *The psychological review*. 95(2) pp 256-273.
- Estyn. (2017) Estyn Inspection January 2017. Available Online at: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/%20%20%20School_1.pdf
- Estyn. (2018) *Supporting More Able and Talented Pupils*. Cardiff. Estyn. Available Online at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Supporting%20MAT%20pupils%20En.pdf> [Accessed: 20/10/19]

Tripp, D. (2012) *Critical Incidents in Teaching: Developing Professional Judgement*. London. Routledge.

Vygotsky, L. S. (1978) *Mind in Society: The Development of higher psychological processes*. Edited by Cole, M. John-Steiner, V. Scribner, S. Souberman, E. Cambridge. Harvard University Press.

Welsh Assembly Government. (2003) *Educating Pupils Who Are More Able and Talented: Guidance for Local Education Authorities*. Department for Training and Education. Cardiff Welsh Assembly Government. Available Online: <https://giftedphoenix.files.wordpress.com/2012/09/educating-pupils-more-able-and-talented-welsh-guidance.pdf> [Accessed: 25/10/19]

Welsh Government. (2016) *More Able and Talented Learners: Guidance for Further Education Sector in Wales*. Cardiff. Welsh Government. Available online at: <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjg6pG6jbflAhVTilwKHYPHCfQQFjAAegQIBhAB&url=http%3A%2F%2Flearning.gov.wales%2Fdocs%2Flearning-wales%2Fpublications%2F160110-mat-guidance-for-fe-sector-en.pdf&usg=AOvVaw02WG8qAz91FGSM> [Accessed On: 24/10/2019]

Welsh Government. (2018) *Professional Standards for School Practitioners in Wales*. Cardiff. Welsh Government. Available Online at: <https://s3-eu-west-1.amazonaws.com/hwb-live-storage/c7/51/6e/f9/2658478caac692c6e220dcce/professional-standards-for-school-practitioners-in-wales.pdf> [Accessed: 26/10/19]

Welsh Government (2019)a. *National School Categorisation System*. Cardiff. Welsh Government. Available online at: <https://gov.wales/sites/default/files/publications/2019-01/national-school-categorisation-system-guidance-for-parents-and-carers.pdf> [Accessed: 10/10/19]

Welsh Government. (2019)b. *Absenteeism from Secondary Schools, 2018/19*. Statistical First Release. Cardiff. Welsh Government. Available Online at: <https://gov.wales/sites/default/files/statistics-and-research/2019-08/absenteeism-from-secondary-schools-september-2018-august-2019-318.pdf> [Accessed: 10/10/2019]

Wiegand, D. Geller, E. (2005) Connecting Positive Psychology and Organizational Behaviour Management. *Journal of Organisational Behaviour*. 24 pp 3-25.

Wiliam, D. (2014) *Hinge Questioning*. Vimeo. Available Online at: <https://vimeo.com/104059936> [Accessed 25/10/19.]

Zollers, J. N. Ramanathan, A. K. Yu, M. (1999) The Relationship Between School Culture and Inclusion: How an Inclusive Culture Supports Inclusive Education. *International Journal of Qualitative Studies in Education*. 12(2) pp 157-174. Available Online at: <https://www.tandfonline.com/doi/pdf/10.1080/095183999236231?needAccess=true> [Accessed: 26/10/19]