

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

Introduction

By drawing on first-hand experience in a classroom; this assignment aims to critically analyse the role of the teacher in the observed setting and focus on their impact on child development and wellbeing. The method used in the research was observation which was undertaken in a year 2 class of a primary school situated in an urban part of Wales. The school is a rights respecting school and takes in to account the views of the children when planning the lessons, therefore this research will also discuss the benefits of promoting choice and student voice in the classroom whilst also drawing upon theories such as child centred learning and social learning theory. These theories will form a basis of discussion and reflection as to how teachers adhere to the needs of a diverse group of learners.

The research will also discuss how the critical incident observed relates to two of Donaldson's four purposes which will underpin education in Wales once the new curriculum is implemented in 2022.

Lastly, whilst undertaking the observation an issue was identified which was that there's a rise in students suffering with 'maths anxiety'. Furthermore, after drawing upon both the literature discussing these topics and the results found in the research, this paper will provide suggestions for further progression and will provide a reflection on how the research has impacted the researchers own views on education.

Observation

The research took place in an English medium school situated in Swansea, Wales. Complying with BERA (2018) guidelines, the school's name will be kept anonymous to ensure the research protects the privacy of all individuals, groups and communities involved. BERA (2018), also states that individuals should be treated with dignity, fairly and sensitively, therefore there will be no judgement or criticisms in the text, merely suggestions.

The school is a two-form entry school and is rather large as it has over 400 pupils and 34.5% of these have free school meals. This is over the average number of free school meals in Wales which is 18.4% (My Local School, 2018). The school in question is a level 2 rights respecting school awards holder and is working towards achieving the UNICEF Rights Respecting Schools Award. This means that the school is dedicated to teaching the pupils that they have rights and responsibilities and more importantly that they can be active participants in decisions that affect them throughout the school.

In 2013, an Autistic Spectrum Disorder Specialist Teaching Facility was opened at the school and the school has worked hard to maintain a high profile in the community. It has excellent links with outside agencies in order to encourage the professional development of all staff, for example with the universities of Swansea and UWTSD.

The observation took place in a year 2 class with 24 pupils, one teacher and one teaching assistant present. The students in the classroom were mixed ability and they were split into four groups for some activities, depending on their ability. They were also mixed with a second year two class when having maths lessons based on their abilities.

Methodology

The research focuses on a case study; Creswell (1994, p.12) describes a case study as a 'single instance of a bounded system'. The instance being the critical incident and the system being the school it took place in. Denscombe (2014) highlight that using case studies in research provides the researcher with an example of real people in non-fabricated environments. However, when using case studies, the researcher should be mindful to avoid selective reporting. This means that they should paint the full picture and report on all events, not only those that will enable the researcher to support a particular conclusion (Cohen, Manion and Morrison, 2018). All events, however big or small should be reported, therefore the method used to collect the data was a written record in a notebook in order to write down all the events quickly and as they unfolded.

The method used in the research was non-participant observation which took place over two days in the same classroom. Four official observations were carried out across this period (See appendices), however one was chosen to discuss in depth (See appendix 1). Observation is an effective way to collect data as it gives an investigator first-hand live data compared with reported second-hand accounts (Wellington, 2015). Clarke et al., (2009)

highlight that observations offer the researcher more than just verbal data which is often collected in methods such as interviews. Observations point out reoccurring routines and activities, unravelling non-verbal and physical aspects of everyday life. For example, a student may say one thing, but their body language may imply otherwise. Cohen, Manion and Morrison (2018) state that observations allow the researcher to gather data on four main settings. Firstly, the physical setting, in this case the school and the classroom. Secondly the human setting and who the people observed come in to contact with, in this setting it is a class of 24 children with a range of different ethnicities but all at the age of 6/7. Then there's the interactional setting where the researcher is able to see which groups interact with each other and how they interact. For example, in the setting the teacher engages with all children equally to begin with but then turns her attention to focus with her more advanced learners. Lastly, the observer can focus on the programme setting, such as the resources in the classroom that the learners are able to use such as numicon in the maths corner or whiteboards in the writing corner. All these aspects of observation provide a range of contextual information.

Despite all the positives of using observations it doesn't come without its setbacks. Shaughnessy et al., (2003) point out that participants' behaviour may be affected during overt observation, commonly known as the 'Hawthorne effect' (Cottrell and McKenzie, 2011). For example, during overt observation, the children may get anxious that there is a person watching their every move and they may then behave in a way they think the researcher wants them to, rather than how they usually would. This became apparent in the observation as children went silent when conversing with peers if they grew too close to the researcher. They then carried on doing their work quietly, therefore behaving better than they would if they were out of the teachers or researcher's eyesight. Lastly, although observations provide raw primary data their validity can be questioned as they should be carried out repeatedly to establish reliability as the events that took place may be dismissed as a one off (Cohen, Manion and Morrison, 2018).

Critical incident linked to Donaldson's four purposes

Critical incident: The teacher gave the class a choice of which activities to do and none of them chose to go to the maths corner, even the students that excel in maths (she said it happens all the time). The remaining children stayed on the carpet because they assumed an easy activity would be given out there as they usually play games on the carpet. Instead, the teacher provided them with a rather difficult task to teach them not to stay on the carpet.

In 2022 professor Donaldson aims to implement a new curriculum which consists of four purposes. These principles will underpin all teaching and learning in Wales (Donaldson, 2015).

The first of which is that they will become ambitious and capable learners (In Brief, 2019) and is demonstrated in the critical incident as the teacher provides the children with a choice of which activities, they would like to participate in. Bragg (2018), supports this idea as she points out that this method abolishes grades and ranking, replacing it with children's self-motivation as they independently navigate through the range of tasks provided. This not only promotes confidence and self-awareness, but it also facilitates children's reflection skills as learners as they can gauge which activities they excel in and which they may need support in. This suggests that the teacher knows they are capable of choosing tasks that will challenge their ability. Linking back to Donaldson (2015) this method of choice encourages children to take responsibility for their own learning.

The school in question is very clear that it is a right's abiding school that abides by the UNCRC. Article 12 of the UNCRC (Unicef.org.uk, 2010) states that every child has the right to express their feelings and views in all matters concerning them, including their education. The teacher informed the researcher that they based the activities provided in the lesson on the children's likes and dislikes and incorporated their views to make the tasks engaging. This is crucial as children contributing to their learning forms the foundations on them becoming successful leaders as opposed to followers in their adult life. Becoming leaders instead of participants in their learning will also encourage them to be self-sufficient and confident. This links with Donaldson's second purpose that children will become enterprising, creative contributors who are ready to play a full part in life and work (Donaldson, 2015). Producing their work with their teacher will keep them engaged and motivated because the topic will be based on the students likes and interests, personalising the learning and making it child centred.

Drawing upon Donaldson's element that children should become ambitious, capable learners, he states that they should be able to apply mathematical concepts in their work (Donaldson, 2015, p.31). Whilst choice encourages learners to be confident and seek challenge, it is evident that in the critical incident they lack confidence when faced with maths. On the other hand, a lack of confidence may not be the issue at hand and the learners may find the subject repetitious, uninteresting and not challenging enough as the teacher did point out that even her higher ability students were not choosing to participate in maths, despite being exceptional at it.

Literature review

The literature review will explore topics such as maths anxiety, social learning theory and providing choice in the classroom as these three themes are apparent in the observation.

Maths anxiety

Dobbs et al., (2006) state that for many children a fear commonly known as 'maths anxiety' is formed before nursery school, however, Grigg (2014) believes that negative attitudes towards maths are usually prevalent by the later age of 7 where many children's enthusiasm for learning takes a significant hit. This section of the literature review will highlight some of the causes of maths anxiety and may provide some answers as to why children didn't choose maths in the critical incident. First of all, Parim and Sahiner (2014), suggest that the cause of mathematical anxiety stems from negative attitudes, however; poor instruction, negative experiences and low confidence also play a major role. Due to this, avoiding maths altogether results in delayed attainment in core mathematics, confusion with the concept of numbers and low maths competence later on in life (Stuart, 2000).

Inefficient teachers are also viewed as a barrier towards successful maths education (Gresham, 2009; Stuart, 2000). If teachers' knowledge on the subject is not up to standard, then they may shy away from teaching maths and using different learning techniques within it. Teachers who struggle with maths may also indirectly project these feelings on to their students.

A common theme about maths anxiety is that children have a major phobia of failure. This especially goes for children who have a higher ability as they have a reputation to uphold. Frost et al., (1990 as cited in. Sorvo et al., 2017) describe this as 'a dimension of

perfectionism' (p. 309). Miller and Bischel (2004) found that girls are more prone to maths anxiety than boys as they are afraid of failure and struggle to cope with the pressure of testing. Gesit (2000), highlights that maths lessons often focus on reaching the right answer, and are predominantly full of closed questions. This is in stark contrast to other subjects such as english, which involve more open questions that allow speculation and are more open to debate, requiring viewpoints rather than 'correct' answers. Stuart (2000) agrees and states that teachers focus on right and wrong answers rather than facilitating discussion and adopting different strategies to compensate for their own lack of knowledge. This focus on correct answers suggests that there's an emphasis on grade ranking. However, Deci, Koestner and Ryan (2001) found that rather than increasing motivation, grades decrease interest and curiosity. This is because grades emphasize performance rather than the learning process. This suggests that too much focus on performance decreases the likelihood of children choosing challenging tasks that run a higher risk of error, increasing students fear of failure. This may explain children who have a higher ability's reluctance to choose maths in the critical incident.

Cates and Rhymer (2003), also believe that maths is a subject that relies too heavily on textbooks and workbooks, and that students tend to work individually whilst undertaking a task as opposed to group work. This makes the lessons repetitive and uninteresting. These lessons also predominantly consist of having the teacher as the instructor and the children are then passive learners, listening to them preach, instead of active participants in their learning (Cates and Rhymer, 2003). Moreover, maths is often taught assuming that all students possess the same academic capability, work at the same pace and have no preferred learning styles (Finlayson, 2014). Therefore, there is no consideration of an individuals' needs, highlighting that teachers should be taught that not one size fits all.

Although maths anxiety may be blamed for children not choosing maths in the critical incident, another theory may be that the children are exhibiting social modelling. This section of the literature review will look at the literature supporting the social learning theory and how it may influence children's decision making in the classroom.

Social learning theory

Education has undergone a big shift. The teachers' role has switched from the leader to the facilitator and the children have become active participants in their learning. This highlights how social interactions play a bigger role in learning, shifting from structured discourse patterns to learning conversations and debates that can be found in everyday settings

(Kumpulainen and Wray, 2012). This focus on social interaction has made social learning more apparent in the classroom. Social learning theory states that in certain social environments individuals emulate their peers' behaviours through observing them (Kent, 2006). Pritchard and Woolard (2013), highlight that almost all human behaviour is learned or observed. This then forms humans' understanding of how to behave and their views of what is deemed as socially acceptable. According to Maloney and Beilock (2012), social influences play a role in having a negative perception of maths as children may follow their peers and not select maths when provided with a choice in order to fit in. This reoccurring event then triggers anxiety when maths is brought up, even to those children who don't initially struggle with it.

Studies have shown that the parents' attitudes and encouragement towards maths was more beneficial than the child themselves' attitude as it was linked to higher rates of positive achievement (Parim and Sahiner, 2014). Therefore, if adults' model positive behaviour towards a subject their children won't find it as daunting. However, a 2012 poll revealed that one in five adults believed that the maths they learnt at school did not benefit them in later life (Grigg, 2014), suggesting that parents may not encourage their children to choose maths in further education. Geist (2010) found that children from low socioeconomic backgrounds generally have parents that don't come from a high standard educational background, leading to a negative attitude due to a lack of knowledge. This may then affect children's maths homework as they're unable to turn to their parents for support.

Research by Babarro et al., (2017) found that there is a social hierarchy in classrooms as early as primary school age. Children's social status is determined by who is liked or disliked, therefore, popularity is a strong indicator of class values.

In most cases, Garandeau, Ahn and Rodkin (2011) found that mischievous students were viewed as popular by their peers and these same students were found to come from lower ability groups. This suggests that it may be frowned upon to excel and be top of the class. Their popularity may also only be a result of their peers being afraid of becoming their victim, therefore, if these particular students dislike maths then maths will not be chosen in the class.

Choice

Lastly, this section of the literature review will focus on the fact that the teacher provided the students with a choice of activities during the observed lesson. The teacher demonstrated the idea of learning without limits as she provided the children with opportunities to decide which tasks they wanted to do, despite their level of difficulty, thus rejecting labelling and ability grouping. This involvement in their learning leads to an environment where children feel valued as they choose the tasks themselves (Kostelnik et al., 2009).

Patall, Cooper and Wynn (2010) state that acquiring the skills to choose when provided with a number of options allows learners to express individuality, maintain motivation and lead a healthy life. In a study of teachers' beliefs about choice Flowerday and Schraw (2000), found that allowing students to choose from options increased their engagement and efforts in class and also allowed them to form important life skills such as self-regulation. Breese (2011) states that learning does not necessarily require conscious teaching, teachers should only create an environment which stimulates children's learning through providing necessary options, materials and tools such as toys and objects.

Based on a constructivist viewpoint Fielding, (2001) states that children should have the opportunity to engage in active conversations with the teacher in order for the teacher to co-construct new knowledge based on the experiences the learners already have. This would make the learning process more child-centred rather than teacher led. Literature by Erwin (2004) and Harris, Carrington and Ainscow (2017) supports this and states that creating a student-generated curriculum will increase their enthusiasm and engagement, which some schools already abide by. Erwin (2004) suggests providing them with the freedom to choose the order of topics taught and a list briefly explaining these to scaffold their decision making. He also suggests that teachers should have regular class meetings to increase student input in their lessons, allowing the teacher to produce a range of activities in the lessons that are based on the students likes and interests. Lastly, Erwin (2004) states that to combat behaviour management children could co-create a list of class rules with the teacher.

The literature states that choice can be very beneficial if orchestrated correctly. Beymer and Thompson (2015, p.109), highlight that 'For choice to be motivating, it must provide an opportunity for self-realisation'. Therefore, children shouldn't be reprimanded or rewarded for choosing certain tasks. Completing a task only to gain a reward can be viewed as controlling, rather than providing learners with free choice (Gray and Rios, 2012; Maag,

2001; Deci, Koestner and Ryan, 2001). This would lead to learners feeling unmotivated and undervalued in later in life when praise is no longer given and therefore cancels out the positives of providing choice such as building confidence and unlocking self-motivation.

Reflection

This section of the paper allows me to reflect on the events I have witnessed and suggest possible solutions to potential problems identified, whilst also pointing out the teacher's strengths that ensure effective teaching. Poom-Valickis and Mathews (2013), emphasize that engaging in reflective practice and displaying willingness to learn from it is a key component in becoming a successful classroom teacher. Therefore, this reflection will be based on Gibbs's (1988) reflective cycle, beginning with a description of the incident, followed by my own feelings, evaluation and analysis, ending with a plan of action highlighting steps for progression.

During the lesson observed, the sessions main focus was on spelling 'because'. The children could either write sentences on the great fire of London as fire was the schools' theme; or, they could practice spelling 'because' as it was a word, they previously had difficulty with within their work. They could either spell 'because' on a whiteboard, rainbow write it on paper with colours, or practice the maths they were doing the previous lesson, which was finding number bonds to 100 with numicon. Once the children got up from the carpet to choose, I was very surprised that none of the children chose maths which the teacher said was a common occurrence. They then lingered on the carpet hoping the teacher would bring out something to play with, but she told them they should have chosen, before providing them with a more difficult task of writing 'because' in a sentence.

Whilst undertaking the observation I felt that it was a good strategy to give the children freedom to choose which activities they would like to participate in. This method of teaching should be implemented in all classrooms as one activity doesn't cater to all children's like and interests. With choice, there is a greater probability of keeping all learners engaged in the lesson, therefore this is definitely a method I would adopt in my own teaching.

During the observation it was apparent that the teacher had a good relationship with her students as she engaged in personal conversations with them about their home life etc. It was evident that she acknowledged their opinions and based her tasks on these.

Unfortunately, children can't always choose to ignore maths and the teacher may have to force them to participate. Therefore, I will now provide some suggestions on how to

encourage children to choose maths in the classroom. Cates and Rhymer (2003) described maths in the literature review as a subject that is taught independently although; in this particular incident the teacher did encourage the children to work collaboratively in the maths corner. However, usually when having a full lesson dedicated to maths the teacher placed them in ability groups as they were presented on the classroom wall. Vygotsky (1978. Cited in Lindon, 2010) suggests that children should work with a 'more knowledgeable other' in order for the other person to scaffold the child's learning. Therefore, in lessons focused only on maths, a suggestion could be to mix the ability groups. Children will then become familiar with supporting each other and this will also expand their social skills as they will learn to think of others. Furthermore, Katz and Assor (2006), highlight that this method will only be effective if teachers promote collaboration in the classroom and minimise competition between pupils. This is crucial as children who aren't as advanced as others may have a confidence knock if they are unable to complete tasks chosen by their peers or the 'knowledgeable other' and may shy away from choosing maths as an option. Children should be made to feel supported by their peers in order to build their confidence.

In the critical incident the teacher makes it clear that she expected the children to choose out of the tasks provided and then provided them with a harder task once they hadn't chosen. Perhaps, instead of providing the children with a harder activity to teach them to choose out of the tasks already provided, the teacher could have asked the children to suggest an activity themselves. This would make them more engaged in their learning and relates back to article 12 of the UNCRC (Unicef.org.uk, 2010).

Although the review of literature assumes that many children struggle in maths, resulting in low participation levels. On the other hand, the children that excelled in maths also chose not to participate, with the teacher stating that it was a regular occurrence. Ryan and Deci (2000), highlight that tasks should only be performed simply because the learner has recognised that the task is beneficial to their skillset, suggesting that the higher ability children didn't find the activity challenging enough. Grigg (2014), highlights that teachers should ensure that mathematics allows students to work collaboratively, be stimulating, encourage problem solving and be relevant to real-world experiences as suggested by Donaldson (2015). This can be done through linking maths to real life contexts, ensuring that it is relevant and based on students' interests (Donaldson, 2015). For example, if children like McDonalds they can pretend to work at a till and they can then practice their maths skills by counting the money.

Conclusion

To conclude, the observation has highlighted many topics that are apparent in education such as, maths anxiety, social learning theory and choice in the classroom. Through carrying out this research suggestions have been made for further progression such as using Vygotsky's ZPD where children learn from the more knowledgeable other and placing maths in real life contexts. On the other hand, promoting choice in the classroom proved to be an effective strategy. However, for choice to be effective in learning, it has to be relevant to children's interests, provide different levels of difficulty in order to be challenging; and has to be accordant with students' goals and cultural values (Patall, Cooper and Harris, 2010; Beymer and Thompson 2015).

Through undertaking this research in the classroom, it has become apparent that engaging in reflective practice will support professional growth. Through engaging in reflective practice and comparing it to Donaldson's (2015) four purposes, practitioners will be able to identify whether their method of pedagogy results in students achieving the four outcomes. If these targets aren't met, the teacher is expected to share a commitment to reaching this vision for pedagogy. According to Professional Standards-HWB (2017) teaching staff are expected to review themselves annually and share effective pedagogy with other members of staff in order to work collaboratively and develop both individual and collective expertise. All teachers are also expected to undertake professional learning through keeping their practice up to date and relevant (Professional Standards-Hwb, 2017). Through undertaking research such as this paper, teachers will be able to compare their teaching methods to a wider range of reading and be able to see if they are up to date with theory and current trends in education. Engaging in reflection enables practitioners to identify the areas they need to develop and those that they are successful in. If not satisfied with their standards, reflection allows practitioners to revise their methods and think of new innovations in order to uphold a high standard of teaching.

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Appendices

Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/96
Lesson details: The children are learning how to spell 'because'.
Classroom culture (Are the students focused on learning?) The children are given a choice of which activities they would like to take part in. They can practice writing 'because', practice writing it in a sentence or revise the mathematics they did the previous lesson.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Students are given choice to choose which activities they would like to do that involve spelling because or choosing maths.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher went over all the activities on the whiteboard when they were all gathered around the carpet.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Children had free choice of which activity they wanted, therefore if it was too easy for them to write 'because' on a whiteboard they could then move on to making sentences or finish the maths they had done the lesson before. They could choose tasks that challenged their abilities.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? She checked their work on the whiteboard and gave them praise. The students that did work in their books had to colour a smiley face in the corner either red, yellow or green to show their level of understanding and how they thought it went.

Specifics / Critical Incidents

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

The children are given a choice over which area of the classroom they would like to work in. None of the children chose the maths corner (she said it happens all the time) even the higher ability children who find maths easy. Some waited on the carpet although no activity was given in that area. The teacher said they usually do a playing activity on the carpet but instead she gave the children a harder than usual task to teach them that in future they should choose out of the tasks provided.

Appendix 2

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02/10/19

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

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt that it was a really good strategy to allow children to choose which area of the class they wanted to work in, but I was especially surprised that primary aged children never chose maths when given a choice.
Cofio a Deall/ <i>Remember and Understand</i> <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>	All children were provided with different spelling activities such as writing 'because' on whiteboards or in sentences and also whether they wanted to finish their maths work.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <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>	I would definitely support giving the children a choice in the classroom as it would make them feel independent and not forced to do something they don't have an interest in. It would also allow me to see which activities they prefer to do and which activities to repeat or take out.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The teacher should pay close attention in maths lessons and see which activities children are most engaged in. Unfortunately, children can't always choose to ignore maths, therefore the teacher could set up a few maths activities and ask the children to choose out of them which one they prefer. This would allow their opinions to be heard and taken into account which will also engage them more in their learning.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Learning about nouns.
Classroom culture (Are the students focused on learning?) The children were sitting on the carpet and the teacher had a slideshow on the interactive whiteboard.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The teacher keeps reinforcing that a noun is a naming word. They then search for the noun in short sentences on the whiteboard.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher is repeating that a noun is a naming word. She asks them to name things e.g phone, dog, table. She asks them to use the pen and circle the noun in the sentence in front of the class.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children are engaged. The teacher uses lollipop sticks to randomly select children to answer which makes them all pay attention. She asks them all to name items that they are wearing e.g jumper, trainers and explains that they are nouns.

Assessment

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

She has pictures of random items on the board and the children have to stick their thumbs up or down if they think it is a noun or not.

Specifics / Critical Incidents

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

The teacher asked a student for a noun. She could tell that he was struggling therefore she tried to keep him engaged by referring to something he had an interest in. She then said she could read his mind and she knew what he was going to say because it was his favourite thing. She then confidently wrote the answer down and covered it with her hand. He then confidently shouted "DOG" which is what she had guessed he'd say. The student was very happy that she got it right.

Appendix 4

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:02/10/19

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	It became apparent to me that the teacher had taken the time to get to know the students very well as she knew the student had a love for dogs. It made me feel happy that she had made this apparent and it seemed as though he was touched.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The teacher asked the student for a noun and could tell he was struggling. She then said she knew exactly what he was going to say because it was his favorite thing. She then wrote it down and covered it with her hand. He then shouted out excitedly "DOG" and it was indeed 'dog'.
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>	I think it is important to get to know the students' hobbies and interests and then incorporate them into activities that they are struggling with. This then makes the lesson personal to the child and encourages them to take part. It allows the teacher to focus on the individual needs of the child. Also, her positive reinforcement of saying well done and being amazed really built up the child's confidence.

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Knowing that the child has an interest in dogs she could use this to her advantage. If for example the next lesson was on adjectives, she could then ask him to describe to her what his dog looks like. She could also find out what other students likes, and hobbies are and incorporate them in her lessons.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 5

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Learning number bonds up to 7.
Classroom culture (Are the students focused on learning?) The children are using two numbers of numicon to create 7. The teacher is sticking the two pieces of numicon together on the whiteboard to show that they form the same shape as the number 7 numicon.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) They all have worksheets with the outline of a number 7 numicon. They must then use two different numicons and see if they can fit to create 7. They then write the sum of what they did on a line underneath. E.g $3+4=7$.
Direction (Are the students clear about what they are doing and how to do it well?) They are clear about what to do but some are struggling to grasp that 4 and 3 and 3 and 4 have the same outcome.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students are challenged; however some did the activity at rapid speed compared with others.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

In the corner of their books where they glued in their worksheets the children have three smiley faces. They colour the smiley faces in red, yellow or green depending on how difficult they found the task.

Specifics / Critical Incidents

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

One child completes the task correctly and at a faster pace than everyone else. He asks the teacher if he can use three numbers instead of two to make 7 but she tells him to only use two. He then becomes bored and disengaged.

Appendix 6

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02/10/19

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

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt proud of the student that he had completed the task fast and correctly. However, I was surprised that the teacher didn't allow him to move on to doing three numbers up to 7 instead of 2 as he was very eager to learn.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The children had to use two numbers to make 7. For example, 3 plus 4 and 6 plus 1. One child completed his sheet before the others and said it was too easy and that he wanted to use 3 numbers to make 7. The teacher said no and made him wait quietly for the other children to finish. This made him become restless and unengaged.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <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>	I thought it was good that she printed out the outline of the number 7 numicon and had the children have a go for themselves in seeing which two numbers fit to make 7. Learning through doing can be very effective, especially through using numicon that they are familiar with.
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <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>	Beforehand, the teacher could print out sheets that were more difficult for the children who found the task easy to move on to. Or she could give them another unrelated task whilst they waited for everyone else to finish to stop them distracting the other children. I also think she could have encouraged him to use three numbers on the back of the worksheet to show that he overachieved in the task. Positive reinforcement will also allow encourage him to do more than what is asked of him next time he completes a task rather than doing the minimum.
Y profiad newydd / Transformed experience	

Appendix 7

OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Details of learning event: The teacher is taking the register after dinner time
Learning culture (Are the pupils focused on learning?) The pupils have all entered the class silently and have sat in their allocated place on the mat.
Objectives (Is there a clear purpose to the learning event?) The teacher is taking an interest in the events of dinner time and is asking the pupils about their general wellbeing and if they all got along. She is offering solutions to arguments that may have occurred.
Direction (Are the pupils clear about what they are doing and how to do it well?) The children are answering the register in welsh and are saying 'yma' when their name is called.
Access and challenge (Are all students able to engage in the learning event?) All students engage in answering the register, however some have a better knowledge of welsh and are able to answer in longer sentences rather than only saying 'yma'.
Assessment What is the pupils' understanding before, during and after the learning event? The students understand that they should behave correctly and engage in their routine of coming in quietly, sitting on their allocated spot and waiting for the teacher. After the learning event they realise that they shouldn't copy each other's disruptive behaviour.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?

The teacher asks a certain pupil if he's here and rather than saying 'yma' he replies with 'woooof'. The teacher humours him and laughs, however this then leads to other children answering the register with animal noises and the class then gets out of hand with them becoming quite rowdy. The teacher then tries her best to calm them down.

Appendix 8

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2/10/19

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

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	At first I thought it was nice that the teacher was able to speak to her pupils in a friendly way, however I then realized that although as a teacher you want to be able to have a laugh with your students this can then lead to them becoming disruptive.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The children are doing the register after dinner time on the mat. They are all sat in a circle in their designated spots. A certain child answered the register saying 'woof' rather than saying 'yma' meaning 'here' in Welsh.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <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>	I liked that the teacher didn't punish the child and instead acted with humor and engaged in a conversation with him about his dog and how much he liked dogs. This allowed me to see the close bond she has with her students and increased her rapport and trust with them.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <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>	Through allowing this student to get away with being mischievous during the register it makes the other children think it is okay to do so, encouraging this kind of behavior. The rest of the class may then be confused if they receive a row for answering the same way. The teacher could be consistent and either allow all children to answer with an animal noise on some days or none at all. This will ensure that children know where they stand when it comes to the rules.
Y profiad newydd / Transformed experience	

