

**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.**

**Word count: 4,258**

It has been stated;

*'Incidents happen, but critical incidents are produced by the way we look at a situation' (Tripp. 1992; 8).*

The reason for creating and then analysing, considering and interpreting these situations is to improve and develop our professional judgement (Tripp. 1992; 124). Interpretation of an incident is important because we act according to what we think it means (Tripp. 1992; 24). Indeed, the process of reflection is an essential step on the path toward deepening and developing pedagogy (Welsh Government, 2017). This assignment will comprise a critical analysis of an incident observed in a typical Welsh primary school class. The incident focuses on an autistic pupil and the challenges he brings to and faces in the classroom. This paper will draw upon the theories, ideas and experience of education theorists and writers to analyse this real classroom experience. The analysis will focus on the benefits and drawbacks of inclusive education and the importance of motivation in the learning process and in creating learners who are ambitious, capable and ready to learn throughout their lives (Donaldson, 2015). The assignment will use the knowledge gained from the incident and the analysis of it to evaluate the situation, discuss what could have been done better and then formulate the professional developmental points that can be taken away.

My research was conducted in a large school of just under 500 pupils located in South-East Wales. Around 38% of pupils are eligible for free school meals and around 38% are identified as having additional learning needs (Estyn, 2018). These statistics are well above the local authority and national average. None of the pupils have a statement of special educational needs. The school is currently a pioneer school working alongside other schools and the Welsh Government to develop the new curriculum area of Health and Wellbeing (Estyn, 2018). Estyn has reported an outstanding feature of the school to be how all adults take responsibility for nurturing the pupils' wellbeing (Estyn, 2017).

The research took place in a year 3 classroom on a Wednesday just before lunch. The research was conducted according to BERA (2018) guidelines. In keeping with the recommendations of BERA (2018), the best interests of the children were the primary concern when selecting methods of research. The consent of the teacher was obtained before beginning the research. The teacher explained to the children that I was a student teacher, however she did not mention why I would be observing them. Four formal observations were carried out and can be found in the appendices. This paper will focus on observation one, which involved an autistic boy. The boy will be known as pupil H throughout this assignment in order to protect his anonymity.

Upon commencing this study, the first step was to decide upon the most appropriate methods of research. The definition of case study research is contentious (Pearson et.al, 2015). However it has been said to include an in-depth analysis of a case based upon multiple sources, such as interviews, observations and documents (Pearson et.al, 2015). Critical incidents in education can be based upon any key event that the teacher finds to be significant (Shapira-Lishchinsky, 2011). The critical incident is used as a jumping-off point to further consider the issue it has raised (Tripp, 1992). Many similarities can be found between case study methodology and critical incident methodology, however critical incident methodology best describes the research process used and the contents of this paper. A qualitative approach was taken in identifying the research topic for this paper in that all enquiries were open and flexible (Kumar, 2018). Quantitative research involves finding out the extent of an issue or situation (Kumar, 2018) whereas qualitative research is more exploratory (Onwuegbuzie and Leech, 2005) (Cohen et al, 2011). Qualitative research allows the researcher to investigate the nature of an occurrence in detail (Kumar, 2018). When exploring the topic of ALN, it is often useful to adopt a qualitative approach because the scale and range of ALN is so far-reaching and broad. For example, within the subcategory of autism, the scale of ability is huge (Peer and Reid, 2016). Considerations such as this have led some researchers in this area away from a scientific style quantitative research and toward a more qualitative approach (Cohen et al., 2007) (Peer and Reid, 2016). Upon identifying the subject of my research it seemed more appropriate to proceed with unstructured enquiries and to allow my enquiries to be led by the subject.

My research involved both participant and non-participant observation. On the first day I observed the classroom and the critical incident detailed in observation one (Appendix 1). It was useful to observe in this way in order to see what normally happens. I then became a

participant when I sat with the boy whilst he worked on a literacy activity. Observation is an effective form of research as it enables the observer to gather information about the setting and context which might not have been noticed or thought relevant to pass on by a third party. Non-verbal interactions, the make-up of the classroom, the resources available and the classroom environment are all useful in providing the context for an occurrence (Morrison, 1993). However, observation as a method of research is often criticised. The Hawthorne effect describes the tendency for people to modify their behaviour (wittingly and unwittingly) when they are being observed (Cohen, Manion and Morrison, 2007: 159). Furthermore, evidence obtained through observation can lack credibility due to factors such as when, where and for how long the observer looked (Cohen et.al., 2007: 396). For these reasons I felt it would be very useful to discuss what I had seen with the class teacher in order to gain a fuller picture and deeper understanding of the boy's behaviour.

The critical incident involved an autistic pupil who finds it difficult to work independently and follow instructions. During a maths lesson, the rest of the class were engaging with the lesson while pupil H sat in the corner playing with multilink blocks. During the independent maths activity, the teacher worked with pupil H. Pupil H became frustrated and angry when he was asked to work. Pupil H always had multilink blocks or Lego characters in his hands. In the critical incident, the teacher used the Lego to motivate pupil H to work. She told him he could play with the Lego if he completed his work. Pupil H then agreed to work however he did not seem happy about this. It appeared that pupil H was not motivated by the activity itself, but rather by the incentive of playing with his toys as a reward. I was later given the opportunity to work with pupil H on an independent literacy activity involving writing sentences about Japan (linked to the class topic of the Rugby World Cup). It was extremely difficult to get pupil H to engage with the activity. He did eventually verbalise the correct answers, however it took all day to get him to write them in his book. Upon speaking to the class teacher, she informed me that this behaviour was normal for pupil H. She said he finds it difficult to follow instructions and struggles with completing activities independently. He finds literacy especially difficult and writing most of all.

In his independent review of the Welsh curriculum Donaldson summarised four key purposes for Welsh education (2015) – that all learners would be ambitious and capable, enterprising and creative, healthy and confident and ethical and informed. The recommendations set out in Donaldson's report have been accepted in full by the Welsh government and will provide the foundation for the new Welsh curriculum. Donaldson has

stated that the new curriculum will be inclusive of all young learners progressing along the same route,

*'regardless of any additional learning needs they may have'*(2015: 54).

Donaldson's four key purposes are applicable to all children (Donaldson, 2015). Pupil H is autistic and so he will face barriers to learning, which other children will not. However, learners can move through the progression steps and achievement outcomes detailed in Donaldson's report at their own pace and in their own way (Donaldson, 2015). The important thing is that they are progressing and achieving.

One of Donaldson's key purposes is to develop

*'ambitious, capable learners, ready to learn throughout their lives'* (2015: 29).

In the context of literacy, Donaldson pictures an ambitious capable learner to be competent in listening, speaking, reading and writing (2015). Pupil H struggles with each area, but especially with writing. It is a struggle to help him progress in this area because he strongly dislikes it. The new curriculum strives to develop children who love to learn, who set themselves high standards and who seek out and enjoy challenge (Donaldson, 2015: 29). Another aspect of the four purposes is to develop individuals who are healthy and confident (Donaldson, 2015: 49). An aspect of this is to develop the skills and knowledge to manage everyday life as independently as possible (Donaldson, 2015: 30). Pupil H needs to be able to develop the skill of self-motivation; there will not always be someone there to motivate him with instant rewards and praise. Self-motivation and a positive mindset are both essential in order to be successful in everyday life. It is the responsibility of the school and teachers to adapt their pedagogy to meet the specific needs of all learners whilst also developing the four key purposes (Donaldson, 2015). Learners need to be given meaningful learning experiences in order for them to increasingly embody the four key purposes.

## ***Literature Review***

Inclusion has been described as creating an environment in which every pupil has access to the same opportunities in ways that are relevant to their needs (Department for Education, 2016). In the critical incident observed it was clear that pupil H regularly receives extra time and attention from the class teacher and supporting adults. The extra time taken with pupil H is inevitably time not spent with the other children. Furthermore, in a class with a number of children who have ALN and need additional support, the teacher's time would be spread even more thinly. Does this mean that other children in the classroom are disadvantaged

because they are not receiving the teacher time they need (Dyson et al., 2004: 10)? Black-Hawkins et. al (2017) have argued that inclusion and high achievement can happily coincide within the classroom; they go further by saying the combination is essential if we want to give every child the opportunity to participate fully in education. Much of the empirical evidence regarding inclusive education and the academic and social benefit to children is mixed (Peer and Reid 2016, Lindsay 2007, Ruijs and Peetsma 2009). Evidence can be found which is very negative (Audit Commission 2002), but there is also evidence that is extremely positive (Allan and Persson 2016). So why are the results so varied? It has been suggested that the absence of a control group makes comparison difficult because so many factors could affect the results, for example the definition of academic achievement adopted and the inclusion methods used (Peer and Reid 2016, Black-hawkins et. al 2008). In the past evaluation of schools according to pupils' achievement and not how pupils have been supported has been a barrier to inclusion (Ališauskas et. al 2011). However, this could be because of the definition given to achievement at the time (Black-Hawkins et. al 2017). The definitions of achievement and inclusion have been highly contested, however, going forward, we can look to the new Welsh curriculum and ALN act for guidance on both (Black-Hawkins et. al 2017, ALN transformation programme FAQ, 2019, Donaldson, 2015). When we look at Donaldson's four purposes, which will be the measure of academic success in Wales going forward, we can see that the definition of academic success has evolved beyond good grades to a definition that is more holistic (2015). When we consider the purpose of developing 'ethical, informed citizens' who are 'knowledgeable about their culture, community, society and the world', creating a classroom environment where children can gain an understanding of human diversity will be essential to this success criteria (Donaldson, 2015) (Petresu and Conona, 2013). However, if we measure success according to whether a child has reached a set point by a set timescale then the results will surely be different. The new curriculum will encourage learners to move through the progression steps and achievement outcomes at their own pace (Donaldson, 2015). Donaldson states that achievements should be recognised at every stage (2015). The second factor which may influence inclusion research is the method of inclusion used. Seeking to educate all pupils inclusively may be problematic if not all schools are prepared (Ališauskas et. Al., 2011). Donaldson accepts that bespoke training will be required to ensure that educational workers have the skills and confidence to deliver the new curriculum effectively (Donaldson, 2015). As with the current curriculum the duty is on schools and teachers to provide a curriculum that caters for all needs, but also comprises the six areas of Learning and Experience, the three cross-cutting responsibilities and wider skills (Donaldson, 2015). It is the responsibility of schools and teachers to adapt and design their pedagogy to meet the specific needs of the learner (Donaldson, 2015). The teacher in

this year three classroom has clearly adapted her pedagogy to cater for pupil H. The Additional Learning Needs (ALN) and Educational Tribunal Act is due to come into force in 2020 (ALN Transformation Programme FAQ, 2019). This will serve as a guide on inclusion of pupils with ALN. This will look different across the spectrum of ALN. Let us now consider what inclusion looks like in terms of pupil H and his needs.

It has often been said, "if you've met one person with autism, you've met one person with autism". Autism spectrum disorders are, as the name suggests, on a spectrum and so do not represent a definitive set of needs to be addressed (Donaldson, 2009). One aspect of pupil H's character is that he finds it difficult to focus and work independently. Currently the teacher is adopting a strategy of spending more time with pupil H and scaffolding his learning process. Lev Vygotsky introduced the idea of the zone of proximal development (ZPD) and scaffolding (1978). The ZPD describes the distance between a learner's actual level of development and potential level of development (Vygotsky, 1978). Scaffolding describes the support a teacher or other individual may give to help the learner move through the ZPD (Vygotsky, 1978). With persistence this method seems to work with pupil H, however scaffolds eventually need to be removed for pupils to learn independently. Therefore, if pupil H could learn to self-motivate this would be of great benefit to him and the wider class. Motivation is said to be extrinsic or intrinsic (Campbell and Jane, 2012). Extrinsic motivation is related to external factors such as gaining a reward or avoiding punishment. Behaviourists such as Pavlov (1849-1963) and Skinner (1904-1990) have developed educational theories based upon extrinsic motivation. Skinner, for example, developed the theory of operant conditioning in which reward and punishment are used to aid learning (1938). Regarding autistic learners, Donaldson has stated that the key is to find out about the individual and what works for them (Donaldson, 2009). Autistic individuals often have a specific topic of interest. Under the new ALN act every child with recognised ALN will need an Individual Development Plan (IDP). The IDP will contain information such as their needs, likes and dislikes. This information will help teachers as they adapt their pedagogy to meet the needs of the child. Pupil H does not have an IDP, however each child in the class has a one-page profile which acts in a similar way. It is clear that pupil H loves Lego and multilink blocks. Drawing upon the research of behaviourist psychologists and the idea of extrinsic motivation, pupil H could be encouraged to focus on his work using positive reinforcement. This method was used during the observation when the teacher offered pupil H time playing with Lego in exchange for work completed. Perhaps the teacher could also get some stickers with Lego characters on them to reward him with or give him Lego construction challenges. This kind of reward

system often gives him the motivation he needs to focus, however in the incident observed this motivation did not last long.

It is intrinsic motivation that drives learners to complete tasks joyfully and gives them satisfaction from achieving rather than satisfaction from receiving an unrelated reward or avoiding a punishment (Campbell and Jane, 2012). In the critical incident observed it was clear that pupil H did not enjoy participating in the learning activity and without the promise of reward pupil H would not have completed it. Niemiec and Ryan have argued that for students to be intrinsically motivated they must have competence and autonomy (2009). For this to happen, the teacher must provide learning opportunities that are optimal to their ability and offer them choices in their learning (Niemiec and Ryan, 2009). One of the most well known theories on motivation is Maslow's hierarchy of needs (1943). Maslow's theories have been used to adopt a holistic approach to learning and motivation to learn (1970). The fourth tier in Maslow's hierarchy relates to self-esteem (1943). Self-esteem is key to developing intrinsic motivation; both esteem and intrinsic motivation can be developed when teachers give autonomy to their students and when activities are of an optimal level of difficulty for the student (Niemiec & Ryan, 2009, Lungu, 2019). However, Maslow argues that, starting from the bottom, each need in his hierarchy must be satisfied before an individual can hope to fulfil the next level of needs (1943). This aspect of Maslow's theory has been criticised for not accounting for different cultures or times (such as war or recession), however there is merit in considering the impact of each need on the learner before deciding if it is irrelevant (Cianci and Gambrel, 2003). Physiological needs make up the base level of Maslow's triangle of needs – children need to be well fed and rested in order learn. The second tier relates to safety. For most children, but especially for autistic children, predictability, order and routine make them feel safe and secure (Lungu, 2019) (National Autistic Society, 2019). Unpredictable times of year or periods of transition such as the start of term or Christmas may be stressful for pupil H and he may find it difficult to focus and learn. Preparing autistic children for any change to routine and providing them with their own visual timetable have been found to be effective (National Autistic Society, 2019). Providing autistic children with a space to go if they are feeling anxious has been found to be calming for the individual (National Autistic Society, 2019). In this school there is a designated area called the 'Cwtch', where children can go if they are hurt or in need of some quiet time (Estyn, 2018). Children must also feel emotionally safe and accepted in the classroom, Maslow's third tier is belongingness and love (1943). By raising awareness of autism in the classroom teachers can create a more accepting and understanding environment for autistic children (National Autistic Society, 2019). In the classroom the other children have said that it is unfair that pupil H does not have to sit on the carpet with them. The children do seem to recognise that pupil H needs extra attention, however perhaps by specifically explaining how

pupil H feels, this may help them to empathise. Self-actualisation tops Maslow's hierarchy of needs and relates to achieving one's full potential (1943). Pupil H specifically does not like writing answers down, however it is clear from the verbal answers he gives that he is listening and he is capable. By creating a classroom environment where pupil H feels safe, supported, accepted and understood his full potential can be realised.

### ***Reflection / Evaluation & Next Steps***

I will be using Gibbs Reflective Cycle to frame my reflection on this critical incident (1988). The Gibbs model encourages systematic thinking and reflection (1988). Gibbs model is divided into six stages; description of the incident, your feelings regarding the incident, evaluating the good and bad points from the incident, analysing the incident, concluding on what you have learned and what you would have done differently and finally an action plan for how you might deal with a similar situation in future (1988). As has been stated previously, the incident involved an autistic boy who finds it difficult to receive instruction and work independently. The boy also sometimes displays disruptive behaviour. My initial thought on the incident was that the boy couldn't help his behaviour because he had an ALN. I later found out that the boy was autistic. Following Gibbs model I will now discuss each area of research separately.

We have discussed whether pupil H's presence in the classroom is the best thing for him and the wider class. Pupil H can be disruptive to the class and does require extra attention from the teacher and LSA. Issues such as these have led some to decide that inclusion is not the best way (Audit commission 2002). However, I believe that pupil H's presence in the classroom is an advantage to the other children because it gives them the opportunity to appreciate human diversity (Petresu and Conona 2013). From observing the classroom I can see that although pupil H can be disruptive, the other pupils look out for him and are sensitive to his needs. This is a valuable lesson for them and helps them to be successful according to the new success criteria for Welsh education, Donaldson's four purposes (2015). According to the Professional Standards for Teaching and Leadership, it is the role of the teacher to create and sustain an environment where the four purposes can be achieved (2018). Respecting diversity is also in compliance with UN Children's Rights Convention (UNRC, 1989). And for pupil H, his learning experience is also enhanced because he is given opportunities that he would not otherwise receive. In terms of next steps, I think it would be useful to explain what autism is to the classroom. The pupils sometimes say it is unfair that pupil H gets treated differently. Perhaps if they understood

how pupil H feels and the difficulties he faces this would create a more accepting environment (National Autistic Society, 2019).

Regarding the inclusion of pupil H, I think there is a lot of good to be found in this situation. The class teacher is sensitive to pupil H's needs and adapts her pedagogy accordingly. The teacher and LSA are patient with pupil H and I think they handle him well. However, I think it is important to develop pupil H's intrinsic motivation. Pupil H can be coaxed into learning and participating by offering rewards, however this method does not teach him to love learning. A life-long love of learning is an essential skill to be developed under the new curriculum (Donaldson, 2015). In conclusion, I think that instilling an intrinsic motivation to learn is the best way to help pupil H on his way to fulfilling the four purposes (Donaldson, 2015). In terms of next steps, in order to develop intrinsic motivation, I think it would be helpful to incorporate the things pupil H likes into his learning activities rather than offering them as unrelated rewards. For mathematics it will be easy to incorporate multi-link blocks. When I helped pupil H with his literacy I asked him to imagine his Lego characters were going to Tokyo. I then asked him what he would tell them to do. This made him interested in the activity and he immediately gave me an answer. However, pupil H still did not want to write. I think I might try to encourage him to write, by giving him a pencil with Lego characters on it or putting some Lego stickers on and inside his notebook. The standard for effective pedagogy, according to the Professional Standards for Teaching and Leadership, is to consistently secure the best outcome for pupils by constantly refining your pedagogy (2018). No doubt some of the strategies suggested above may work with pupil H and some may not, however by critically reflecting upon the strategies and constantly refining them I believe the best outcome can be achieved for pupil H or any pupil.

In conclusion, it has been stated that the reason for creating, analysing, considering and interpreting critical incidents is to improve and develop our professional judgement (Tripp, 1992; 124). During my time in education I was never educated alongside someone with autism and so my understanding was limited in this area. I have learnt a lot from this study, which I will take forward into my teaching practice. Inclusion is not what it was once understood to be and neither is achievement. (Welsh Government, 2018). The new curriculum for Wales is a holistic one, not only concerned with what our young learners will be, but also with who they will be. I believe that inclusive education is beneficial for all learners and fits in with the new success criteria for Welsh education (Donaldson, 2015). Under the new curriculum, being adaptable and catering for all learners is now part of the job description (Donaldson, 2015). In terms of my own practice I know that having children with

ALN may take special effort, thought and time, however I believe that this will ultimately make me a better and more adaptable teacher.

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## **Appendix**

## OBSERVATION 1/ FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Date:</b> 9 October 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Details of learning event:</b><br><br>The aim of the learning event was to learn how to add using concrete objects, a diagram and a number line.                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Learning culture</b><br>(Are the pupils focused on learning?)<br><br>The teacher sat on the floor with the children in a circle whilst she was teaching them about addition. The teacher's position enabled her to be on the same level as the children. Most of the pupils focused on learning.                                                                                                                                                                                                                                          |
| <b>Objectives</b><br>(Is there a clear purpose to the learning event?)<br><br>Yes, the objectives of the lesson were clear. The pupils were learning to add using three different methods. The teacher left the three methods, along with examples, on a PowerPoint slide throughout the lesson.                                                                                                                                                                                                                                             |
| <b>Direction</b><br>(Are the pupils clear about what they are doing and how to do it well?)<br><br>The pupils immediately commenced work on the challenge, which suggests they were clear about what they needed to do. The learning objectives were left on the board for anyone who was unsure. Additionally, the teacher went from child to child during the independent task to check understanding and progress.                                                                                                                        |
| <b>Access and challenge</b><br>(Are all students able to engage in the learning event?)<br><br>The class is divided into four learning groups and two of the groups were involved in this lesson. The groups are made up of children of mixed ability. The same lesson was given to all the children, however the teacher had different expectations of what each child would achieve. For example, the aim for one lower ability child was that they would set out the problem with physical objects and then photograph this with an iPad. |
| <b>Assessment</b><br>What is the pupils' understanding before, during and after the learning event?<br><br>It seemed that this was not the first time the children had been introduced to addition, however they were being introduced to new methods of addition and more complex problems. The teacher got the children to write what they were proud of at the end of                                                                                                                                                                     |

the lesson. One boy said he was proud because he had started with the easier problems and then had moved on to the more difficult problems.

**Specifics / Critical Incidents**

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

One boy in the class seemed particularly unengaged with the lesson. During the teaching part of the learning event, he sat in the corner with his back to the group playing with Multilink blocks. I guessed that this boy must have an ALN since the teacher did not try to get him to come into the group. I was made aware later that the boy is on the autistic spectrum. During the independent learning activity the teacher tried to get him to work on the set questions, however he ignored her and continued to play with his blocks. The boy loved playing with Lego and Multilink blocks. The teacher used Lego to try and motivate him to work. She told him that if he did his work he could play with Lego. The boy reluctantly agreed, however after writing down only a few things, he soon stopped and began playing with the Multilink blocks again. It was clear from the verbal answers the boy gave that he was good at maths. However, he was not motivated to work and especially disliked writing things down. The boy needed someone to constantly push him and watch over him otherwise he would not work.

## OBSERVATION 2 / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: 2 October 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Details of learning event:<br>The learning activity involved baking muffins and was led by an LSA.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Learning culture</b><br>(Are the pupils focused on learning?)<br><br>Yes, all pupils were excited about the activity and engaged.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Objectives</b><br>(Is there a clear purpose to the learning event?)<br><br>Yes, the children were told at the start of the lesson that they would be baking muffins.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Direction</b><br>(Are the pupils clear about what they are doing and how to do it well?)<br><br>Yes, the LSA showed them what to do step by step. The LSA would also circulate around the children to make sure they were progressing okay.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Access and challenge</b><br>(Are all students able to engage in the learning event?)<br><br>Yes, all students were able to take part fully.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Assessment</b><br>What is the pupils' understanding before, during and after the learning event?<br><br>Before the lesson the pupils did not know how to bake muffins, however they did have some understanding of how to bake. I know this because when the LSA asked what baking powder did they were able to answer that it made things rise. The students had made doughnuts and scotch eggs in previous weeks.                                                                                                                                                                                                                                                |
| <b>Specifics / Critical Incidents</b><br>Are there particular telling moments and examples which it would be helpful to discuss?<br><br>The cooking class was made up of year 2 pupils. One girl in the class was significantly shorter than the other children. I noticed that the other pupils would treat the girl differently, seemingly, because she was smaller. They treated her as though she was younger than them and needed special care and attention. One example involved her cooking partner. He had been stirring the mixing bowl for a while when I suggested that he give his partner a go. When she started mixing he said, "Look she's doing it". |

Later in the lesson when they were washing their hands he went and got a chair for her to stand on, as she wasn't tall enough to reach the sink. The LSA dealt with this by asking him why he got the chair. She pointed out that although it was very kind to get the chair, the girl was capable of getting her own chair. The other interesting point was that the girl seemed to quite enjoy the special treatment she was receiving. On another occasion when they were washing their hands she pushed her chair right up to the sink ignoring the queue that the other children were waiting in. The LSA asked her to wait in the queue again. Also, when she wanted a turn at a baking activity she would ask an adult rather than asking her partner. It seems that she is quite comfortable having other people do things for her and that she makes the most of how others perceive her.

## OBSERVATION 3 / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

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| Date: 10 October 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Details of learning event:<br/>The aim of the learning event was to learn how to add using concrete objects, a diagram and a number line.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Learning culture</b><br/>(Are the pupils focused on learning?)</p> <p>Almost all pupils were focussed on the learning. The teacher sat on the floor with the children semi-circled around her. The teacher's position enabled her to be on the same level as the children. Her lesson was engaging and pitched at an appropriate level. She regularly engaged the learners by getting them to repeat her or answer questions. Almost all pupils were quick to respond to her when requested which suggests that they were engaged and focused on learning. Their focus on learning was reduced when they were left to do work independently, however it was still generally good.</p> |
| <p><b>Objectives</b><br/>(Is there a clear purpose to the learning event?)</p> <p>The teacher set out the learning objectives in a PowerPoint slide. She left the objectives up on the board during the lesson so that pupils could refer back to the objectives.</p>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Direction</b><br/>(Are the pupils clear about what they are doing and how to do it well?)</p> <p>The pupils immediately commenced work on the challenge, which suggests they were clear about what they needed to do. The learning objectives were left on the board for anyone who was unsure. Additionally, the teacher went from child to child during the independent task to check understanding and make sure everyone was on track.</p>                                                                                                                                                                                                                                        |
| <p><b>Access and challenge</b><br/>(Are all students able to engage in the learning event?)</p> <p>The class is divided into four learning groups and two of the groups were involved in this lesson. The groups are made up of children of mixed ability. The same lesson was given to all the children, however the teacher had different expectations of what each child would be achieve in the lesson. For example, the aim for one lower ability child was that they would set out the problem with physical objects and then photograph this with an iPad.</p>                                                                                                                       |
| <p><b>Assessment</b><br/>What is the pupils' understanding before, during and after the learning event?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

It seemed that this was not the first time the children had been introduced to addition, however they were being introduced to new methods of addition and more complex problems. The teacher got the children to write what they were proud of at the end of the lesson. One boy said he was proud because he had started with the easier problems and then had moved on to the more difficult problems.

**Specifics / Critical Incidents**

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

A girl had been using the multilink blocks. She left the blocks whilst she went to ask the teacher a question and another child picked them up to use them. When the girl returned she began to cry and throw a tantrum because the blocks had been taken. This was her first response to the situation. The teacher responded firmly that she would not be able to get the blocks through the behaviour she was displaying. The girl continued to cry and demand the blocks back. After a while she asked for the blocks back and said please whilst still being visibly upset. The girl was then given the blocks back. The teacher waited until she had completely calmed down and then announced to the class "Aren't we all so proud of T, what a change in behaviour".

## OBSERVATION 4 / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

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| <b>Date:</b> 3 October 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Details of learning event:</b><br>The learning activity stemmed from the Rugby World Cup. The children were using the Just 2 Easy application to find the names and flags of countries taking part in the Rugby World Cup.                                                                                                                                                                                                                                                 |
| <b>Learning culture</b><br>(Are the pupils focused on learning?)<br><br>The activity took place on the class computers. Some pupils were engaged in the learning activity and some were not.                                                                                                                                                                                                                                                                                  |
| <b>Objectives</b><br>(Is there a clear purpose to the learning event?)<br><br>The purpose of the lesson was to help the children to improve their PowerPoint skills. This objective was clear as the teacher gave the children two new things to try on PowerPoint and incorporate in their presentation.                                                                                                                                                                     |
| <b>Direction</b><br>(Are the pupils clear about what they are doing and how to do it well?)<br><br>The teacher explained the task to the children and provided an example for them to look at before they began their own project. The children were clear on what they needed to do and how to do it well. However, there was some confusion to do with not knowing how to use the technology.                                                                               |
| <b>Access and challenge</b><br>(Are all students able to engage in the learning event?)<br><br>Yes, the task was accessible for all students. The children had to find as many flags and countries as possible, however there was no set number that they needed to find. This meant that the task could be as easy or difficult as they wanted it to be. The negative of this was that some of the more capable students did not push themselves as much as they could have. |
| <b>Assessment</b><br>What is the pupils' understanding before, during and after the learning event?<br><br>The children had already used PowerPoint and knew how to use many of its features. However, most of the children were able to use and learn the two new PowerPoint skills and some of the children were introduced flags and countries they did not know about before.                                                                                             |

**Specifics / Critical Incidents**

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

One boy kept logging children off. When the teacher found out, she addressed the issue by removing him from the situation. The teacher told the boy that she had to remove him because he could not be trusted to sit with the other children. He was asked to continue his work with an iPad in another area. This solution protected the boy's right to learn as well as the other children's right to learn. The solution also provided logical consequences to what the boy had done.

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

**Dyddiad/Date: 9 October 2019**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): ARC number 1 - ALN**

| Profiad/ Experience                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/ Feelings</b><br><i>Beth yw eich teimladau ynghylch y profiad?</i><br><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                    | <p>Initially I felt understanding of the fact that pupil H was not getting involved in the activity. I felt sure he had some kind of ALN because the teacher was not making him get involved. However, when I observed him further I could see that he was capable of concentrating and giving answers so long as he was given the correct motivation.</p> |
| <b>Cofio a Deall/ Remember and Understand</b><br><i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i><br><br><i>"Can you list the aspects of the incident in the context of learning?"</i>                                                                         | <p>The boy is bright, but finds it hard to follow instructions and work independently. He is very capable, but it will be hard for him to progress if he is not able to learn some strategies for self-motivating himself.</p>                                                                                                                             |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br><br><i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i><br><br><i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>                        | <p>The teacher takes extra time with pupil H in order to insure he is making some progress each day. The teacher is also understanding of what pupil H needs, such as a quiet place to sit if things get too much. By making pupil H feel safe and accepted he will be more motivated to learn and follow instructions.</p>                                |
| <b>Casgliadau a chamau gweithredu/ Conclusions and actions</b><br><i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i><br><i>"Beth y gellid ei wneud nesaf?"</i><br><br><i>"What are your possible solutions to the issue identified?"</i><br><i>"What could be done next?"</i> | <p>I think that it is important to instill a love and motivation for learning in pupil H. He faces barriers to learning that other children do not, however he can still progress along the same path at his own pace.</p>                                                                                                                                 |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                            |

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

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**Dyddiad/Date: 2 October 2019**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): ARC 2 - Self-esteem**

| Profiad/ Experience                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>Teimladau/ Feelings</b><br/>Beth yw eich teimladau ynghylch y profiad?<br/>“What are your feelings regarding the experience?”</p>                                                                                                                        | <p>I feel that, because this girl is short for her age, she is often treated differently to other children her age. I feel that less is expected of her and this has affected her perception of herself.</p>                                                                                                                                                                                            |
| <p><b>Cofio a Deall/ Remember and Understand</b><br/>“Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?”<br/>“Can you list the aspects of the incident in the context of learning?”</p>                                                             | <p>I think the fact that she is happy for others to do things for her will affect her chance to learn how to do those things herself. Additionally, if she herself believes that she is less capable than other children her age then this may also affect her drive to achieve and match the progress of her peers.</p>                                                                                |
| <p><b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br/>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”<br/>“What could be kept the same to ensure effective teaching and learning in the future?”</p>                | <p>I feel that the LSA dealt with the situation correctly by pointing out that the girl could get the chair herself and did not need someone to get it for her and by also pointing out that the girl needed to wait in the queue for the sink like the other children. The LSA was trying to make the point that she could do whatever the other children could do and that she was equal to them.</p> |
| <p><b>Casgliadau a chamau gweithredu/ Conclusions and actions</b><br/>“Beth yw eich atebion posibl i'r mater a nodwyd?”<br/>“Beth y gellid ei wneud nesaf?”<br/>“What are your possible solutions to the issue identified?”<br/>“What could be done next?”</p> | <p>The attitude the girl displayed seemed like learned behaviour. I think that a possible solution is to continue to reinforce to her that she can do whatever the other children can do and to give her a sense of pride from achievement. It would be interesting to look into intrinsic and extrinsic motivation factors and how they affect an individual's motivation to learn.</p>                |

Y profiad newydd / *Transformed experience*

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

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**Dyddiad/Date:** 10 October 2019

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** ARC 3 – Tantrums in class

| Profiad/ Experience                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Teimladau/ Feelings</b><br/>Beth yw eich teimladau ynghylch y profiad?<br/>“What are your feelings regarding the experience?”</p>                                                                                                         | <p>It was interesting that having a tantrum was the girl’s first reaction to the situation. This made me wonder if this is how she acts at home and what kind of response she receives. If the girl’s parents give in to her demands when she throws a tantrum then this would explain why she has reacted in this way.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Cofio a Deall/ Remember and Understand</b><br/>“Allwch chi restru elfennau’r achos yng nghyd-destun y dysgu?”<br/>“Can you list the aspects of the incident in the context of learning?”</p>                                              | <p>It was very disruptive to the class when the girl threw a tantrum. All the children stopped their own learning activities and turned their attention to her. The teacher also had to stop teaching in order to speak to the girl.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br/>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”<br/>“What could be kept the same to ensure effective teaching and learning in the future?”</p> | <p>The teacher firmly explained to the girl that she would not be given the blocks by throwing a tantrum. It is important to keep reinforcing to her and the rest of the class that throwing a tantrum is not acceptable and it will not result in any positive results.</p> <p>The teacher waited until the girl’s behaviour was acceptable again and then praised her for this. The teacher drew attention to her good behaviour and not just her bad behaviour. However, I wonder if ‘proud’ was an appropriate word to use in this situation. Although the teacher was trying to draw attention to the girl’s positive behaviour the reality is that she would not be doing this had the girl not initially thrown a tantrum. It could be argued that this is a bad example to set and that not throwing a tantrum is expected behaviour rather than behaviour to be proud of.</p> |

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| <p>Casgliadau a chymau<br/>gweithredu/<br/><i>Conclusions and actions</i><br/>“Beth yw eich atebion posibl i’r<br/>mater a nodwyd?”<br/>“Beth y gellid ei wneud nesaf?”<br/><br/>“What are your possible solutions<br/>to the issue identified?”<br/>“What could be done next?”</p> | <p>I think it would be useful to explore the theory and evidence behind different strategies of discipline in order to decide the best way to approach this type of situation. I think that bad behaviour should not be rewarded and should be given as little attention as possible.</p> |
| Y profiad newydd / <i>Transformed experience</i>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                           |

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

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**Dyddiad/Date: 3 October 2019**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): ARC 4 - Pupil logging other pupils off HWB**

| Profiad/ Experience                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/<br/>Feelings</b><br><i>Beth yw eich teimladau ynghylch y profiad?</i><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                        | <p>The boy could be logging children off for a number of reasons. Perhaps he is trying to distract from doing his own work or perhaps it makes him feel powerful.</p>                                                                                                                                                                                                                                                                                                                                                         |
| <b>Cofio a Deall/<br/>Remember and Understand</b><br><i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i><br><i>"Can you list the aspects of the incident in the context of learning?"</i>                                                                             | <p>It is very disruptive when the boy logs people off because it often takes them a long time to log back into Hwb. The teacher deals with this by removing him from the learning environment and asking him to complete the work elsewhere.</p>                                                                                                                                                                                                                                                                              |
| <b>Gwerthuso a dadansoddi/<br/>Evaluate and analyse</b><br><i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i><br><i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>                                | <p>I think that the solution is a good one. The boy receives logical consequences for his actions, however he is not stopped from learning.</p>                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Casgliadau a chymau<br/>gweithredu/<br/>Conclusions and actions</b><br><i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i><br><i>"Beth y gellid ei wneud nesaf?"</i><br><i>"What are your possible solutions to the issue identified?"</i><br><i>"What could be done next?"</i> | <p>I think it would be useful to explore why he is doing this in the first place. Is he finding the work too difficult or does he enjoy having this power over the other children. From discussing this boy with the teacher I know that he plays a lot of Videogames at home, which are inappropriate for his age. This has caused a number of problems, such as the boy using inappropriate language he has heard in the games. It would be interesting to explore the effect that this type of game has upon children.</p> |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

