

‘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’

This case study discusses in detail a specific critical incident, how it affected the learner in question's development within education and how teaching can be improved. It is important firstly to define a critical incident, why they are useful and how they can be discovered. Kehem Raj Joshi has described a critical incident as an “unplanned” or “unanticipated event” (Joshi, 2018:87). David Tripp, however, regards critical incidents as an “event or situation which marked a significant turning-point or change in the life of a person or institution”. Tripp further stated in the introduction of his first chapter that interpretation is crucial when diagnosing a critical incident as situations can be interpreted differently, so one person may see an incident as being ‘critical’ whilst someone else may not (Tripp, 2012:24).

For the purpose of this case study a critical incident is an important incident or event that has a significant turning point in a pupil's learning. Critical incidents can be both inside and outside the classroom, however for the purposes of this case study the critical incident has been obtained from within a classroom environment. Some background context of the school in which the critical incident has been obtained from will also be discussed whilst keeping complete anonymity.

Observation

Throughout this case study the school in which the critical incident was obtained shall be referred to as ‘School X’ as well as the pupil involved shall be referred to a ‘Pupil X’. This will ensure that the anonymity of the school and the pupil will be kept. This is vital when conducting research, especially within a school environment, as the British Educational Research Association Guidelines (2018) state how;

Researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity (BERA, 2018:21).

School X is a mixed gender comprehensive school with a pupil age ranging from 11 to 16 years. The number of pupils attending the school in 2018 was 953 (My Local School, 2013), however a Senior member of staff has clarified that the number of pupils attending the school in 2019 is actually 1,050 (see Appendix 9). When looking at the latest Estyn Report for School X, which took place in 2012, the school's performance was described as being unsatisfactory (Estyn, 2012). The follow up Report, which was

published the following year states that School X had made “sufficient progress” (Estyn, 2013). School X is currently situated within the Yellow support category. This means that School X will receive up to 10 days of support from a variety of support providers (Welsh Government, 2019).

Methodology

Before looking at the methods used to locate a critical incident it is important to explain exactly what a case study is, its strengths and weaknesses before progressing any further. A case study could look at multiple things; such as a specific event, an individual or a location. Nisbet and Watt (1984, quoted in Cohen et al, 2011, p.253) state how a case study is a “specific instance that is frequently designed to illustrate a more general principle”. Robson (2002, also quoted in Cohen et al, 2011, p.253) describes how case studies “opt for analytic rather than statistical generalisations, that is they develop a theory which can help researchers to understand other similar cases, phenomena or situations”.

There are many strengths and weaknesses of using a case study, for example they are useful for showing real-life situations however it can be quite difficult to define exactly what a case is. Nisbet and Watt (1984) stated how case studies are prone to having issues surrounding validity and that there can be issues with observer bias (Nisbet and Watt, 1984:256). Observer bias will be discussed in detail once the methods used during the observation are discussed.

The observation method used to identify the critical incident is that of non-participant observer with handwritten fieldnotes being completed throughout the observation period. Four lessons were observed and fieldnotes completed (see *Appendix 1,3,5 and 7*) over a two-day period (one day within a two-week period), along with accompanying Assisted Reflective Conclusions (ARC) Models (see *Appendix 2,4,6 and 8*). ARC Models were used to reflect upon the observations and aid in choosing the specific critical incident to look at in greater detail. Both documents were supplied by the University. The critical incident, which will be discussed, occurred during a Year 9 GCSE history lesson. The school has a two-year Key Stage 3 and a three-year Key Stage 4 and states how they find that the extra year dedicated to GCSE’s has many benefits, including lowering the stress of their pupils to complete all their exams within a two-year period.

Other observational methods and techniques are available to gain quantitative data for this type of case study such as histograms, sociograms and digital media. This particular method of observation and technique was chosen as it would submerge the observer directly in the classroom, without too much disruption to the lesson, and allow for accurate information to be recorded in the moment which would therefore ensure that the specific critical incident was recorded accurately. One important point that must be made before looking in depth at any critical incident is that they are merely snapshots in time, meaning that they only show a specific moment in time and there is no contextual background to it.

Although the method of being a non-participant observer has its benefits, such as being able to see first-hand the critical incidents taking place, there are some criticisms of this method such as the observer effect, also known as 'the Hawthorne Effect'. Paradis and Sutkin (2016) describe the Hawthorne Effect as participants within a piece of research altering their behaviour whilst under observation (Paradis and Sutkin, 2016). It could therefore be argued that data collected during these types of observations are less reliable, as the participants may not be acting naturally. There is, however, the possibility of there being some positive outcomes of the Hawthorne Effect. Mueller et al (2010 quoted in Simons et al, 2014, p.69) explains how some individuals, for example long-distance bikers and runners, can opt to be observed as it can increase motivation their responses and behaviour. This clearly shows there are both positive and negative aspects of the Hawthorne Effect, although positive outcomes would not be the case for observations within a school as it can be assumed that pupils will alter their behaviour whilst under observation and this would therefore result in invalid data due to the alteration in behaviour.

Behaviour alteration is a possibility for all observers, both participants and non-participants, and could therefore have an adverse effect on the data that has been collected, especially during this case study. However, a senior member of staff from School X has explained how the school conducts their own internal observations throughout the year as well as having an 'open door' policy whereby staff are encouraged to enter other lessons. This is known as a 'Learning Walk' which is not as formal as an observation. The school has implemented this policy due to their poor 2012 Estyn Report as they felt it would benefit both staff and pupils to become used to observations, meaning there would be less stress and pressure placed upon staff and pupils when external inspectors arrive at the school. It could therefore be argued that the Hawthorne Effect would not be an aggravating feature during the observations within School X as the pupils would be used to having visitors within the classroom.

Four Purposes

The selected critical incident from the observations is Pupil X using their own personal experience to help with the learning and understanding of key terminology being discussed within the classroom. Some context behind this incident is that the lesson was regarding the effects of the Wall Street Crash in Germany, the specific terminology in which the pupil was attempting to make sense of was "Inflation" (see *Appendix 3*). The incident can be linked to all four purposes that are outlined within Professor Donaldson's *Successful Futures* Report, which sets out the foundations and the need for a change in the curriculum within Wales which will be implemented within schools by 2022.

Before explaining how the incident is linked to the four purposes they must first be identified. The four purposes are that children and young people are "ambitious, capable learners", "enterprising, creative contributors", "healthy, confident individuals" and "ethical, informed citizens" (Donaldson, 2015:29). The way in which this incident is linked to these purposes is that firstly Pupil X was confident enough to ask the

teacher, in front of their peers, if the experience was the same as the description given for the term “Inflation”. That fact that Pupil X has been able to link this term with their own experience shows how they are able to “build up a body of knowledge and have the skills to connect and apply that knowledge in different contexts” as they linked the similarity with the change in currency within different countries with the rising prices within Germany during the aftermath of the Wall Street Crash. This incident also shows how Pupil X was able to “think creatively to reframe and solve problems (Donaldson, 2015:29).

With relation to the recommendations made within *Successful Futures*, School X has already begun implemented the new Area of Learning and Experiences (AoLE), although the school have made Welsh and ICT separate areas. The Assistant Head, whose responsibility includes curriculum management, has expressed a belief that these specific areas are important and must therefore be kept separate from other AoLE's. It is also interesting to note how the school displays throughout the main corridors the 54 Articles from the United Nations Convention on the Rights of the Child. This further shows how School X is implementing the suggestions made by Professor Donaldson as the children will now be aware of their rights, which links to one of the four purposes whereby children “understand and exercise their human and democratic responsibilities and rights” (Donaldson, 2015:30).

Literature Review

When looking at the above incident in depth it highlights interesting areas such as the Constructivism School of Learning, Piaget's work on schemata and the use of Activating Prior Knowledge (APK). These areas will be discussed, although APK will be looked at in greater detail due to being the key element within the critical incident. However, before discussing APK it is important to discuss the theory and Theorist mentioned above.

Constructivism

The incident in question, as mentioned above, looks at a pupil using their own personal experience to aid with their learning. The Constructivist School of Learning would argue that this is a clear example of the learner constructing their own learning with the use of APK. Catherine Twomey Fosnot (1996) explains how the Constructivism theory is about learning and is not a “description of teaching” and that learning is not a result of development, it is development. (Fosnot, 1996:29). Ernst von Glasersfeld (1995, quoted in Fosnot, 1996, p.7) has stated how “the task of the educator is not to dispense knowledge but to provide students with opportunities and incentives to build it up”. This clearly shows how the Constructivist School of Learning believe that learners must take responsibility for their own learning.

There are other theories within the Schools of Learning other than Constructivism, such as Behaviourism as well as a Humanistic approach to learning. Fosnot has explained how Behaviourism approaches to learning focus on behaviour and responses to physical stimuli (Fosnot, 1996:8). Behaviourist theorists

focus on learnt behaviours within humans, as well as animals. One of the main theorists for this School of Learning is Ivan Pavlov whose work in 1890 laid the foundations for Behaviourism. The Humanistic School of Learning is different in many ways to the two theories mentioned above. John Holt is considered to be one of the main theorists for the Humanistic School of Learning (Tom Cox, 2019).

Jean Piaget

Jean Piaget is considered to be one of the major child development theorists as well as one of the leading Theorists within the Constructivist School of Learning. Geoffrey Brown and Charles Desforges (1979) explain how Piaget became interested in child psychology in order to look at the nature of knowledge (Brown and Desforges, 1979:18). Saul McLeod has further developed the reasoning behind Piaget's interest in children by explaining how Piaget was "intrigued" with the reasons that children gave for their wrong answers. McLeod further states how Piaget believed that the incorrect answers revealed an "important difference" between how adults and children think (McLeod, 2018).

Piaget is well known for his work on the Notions of Schema which has been summarised by John L Phillips Jr as a framework in which incoming data can fit, although this framework is continuously changing shape to assimilate the data (Phillips, 1969:9). A more modern explanation for Piaget's schema comes from McLeod who has taken Piaget's definition and come up with a simpler explanation which is that schemata (the plural for schema) can be compared to building blocks which enable us to "form a mental representation of the world" (McLeod, 2018).

Although Piaget is regarded as a leading theorist for Constructivism there are criticisms of his work. For example, one criticism of Piaget's work is the fact that he used his own children and also the children of his colleagues in Geneva. McLeod explains how this is not only a very small sample size but also that the study was purely based on European children who were from families with high socio-economic status. This means that the results would not be generalisable. (McLeod, 2018). Interestingly, one theorist who criticises Piaget is also from the Constructivist School of Learning. Lev Vygotsky disagrees with aspects of Piaget's theories and practices, although does agree with some, such as the fact that learning is an internal process (Cox, 2019). McLeod has explained how both Vygotsky and Jerome Bruner see development as a continuous progress rather than there being developmental stages (McLeod, 2018).

APK

With relation to the pupil's use of APK within the critical incident it is clear to see that this method allowed Pupil X to grasp the terminology being used within the classroom. APK is widely used within School X and is regularly used as starter tasks in most lessons (see *Appendix 5*). Stephanie Wessels explains how background knowledge has a significant role in pupils understanding new information, the explanation she uses is a third-grade teacher explaining a word which has two meanings to a young pupil. The pupil already has an emotional connection with one of the meanings, as they were able to remember specific thoughts and feelings, and the teacher's clarification of the other meaning therefore helps with the knowledge and

understanding of the word itself (Wessels, 2012: 33). This shows how the use of APK can assist teachers by attempting to alter any misconceptions a pupil may have, whether it is regarding terminology or other pieces of information they may have come across. Other uses of APK have been highlighted by Linda and Bruce Campbell (2008) who state how using students' prior knowledge allows a teacher to 'informally diagnose' a baseline for the students (Campbell and Campbell, 2008:12). This means that teachers can evaluate where the pupil's knowledge and understanding of the topic is, allowing them to select an appropriate starting point for lessons.

Clark (2003 quoted in Henderson, 2007, p. 9) explains that when a student possesses 'relevant prior knowledge' it will make the process of learning new material easier. Kelsey Henderson herself states how a specific event or stimuli must activate pupil's prior knowledge, which is the case within the critical incident. (Henderson, 2007:11). Wessels has elaborated this point by stating that when prior knowledge is activated within a student, information is brought to the surface so that it is readily available for the student to use throughout a lesson. (Wessels, 2012:33). Henderson continued her explanation by stating how advanced pupils may be able to make relationships with prior knowledge and new information and that less advanced pupils may not be able to draw the same conclusions and require additional support (Henderson, 2007:11). This is an interesting point when looking at the critical incident as the teacher mentioned how this class was more than capable of completing any tasks set, however they lacked confidence and needed constant support and encouragement. It could therefore be argued that Pupil X is more advanced than their peers as a connection was made with their own prior knowledge and the information that was being given. However, it is important to note that this is an assumption, due to the critical incident being a snapshot within the lesson, as no wider context has been provided which means that Pupil X's ability has not been disclosed by the teacher.

It can therefore be seen quite clearly that the use of APK within a classroom environment is crucial for pupils when new topics are being introduced. The use of APK allows the new knowledge to attach itself to the prior knowledge and is more likely to be stored in long-term memory, which further supports the point Constructivists which is that learning is a physical process. However, it must be pointed out that not all pupils will have the same previous knowledge. Although Wessels has spoken highly of the use of APK, she does acknowledge that students have different prior experiences, values and knowledge which are unique to their personal backgrounds (Wessels, 2012:34). Not every child within the lesson observed will have the same experience as Pupil X and therefore be able to link it with terminology. Although the teacher did repeat the pupil's question to the whole class and it could therefore be argued that by sharing this experience with the rest of the class, it could aid other pupils who might have been struggling with grasping the new terminology.

Reflection/Evaluation

Taking into account what has been discussed within the literature review, the critical incident that has been discussed and the ARC Models that have been completed, it has identified methods and thinking points when it comes to teaching which could be quite useful during placement as well as throughout my teaching career.

One thinking point that is the most important and relevant to highlight is the fact that not every pupil will have the same life experiences and therefore be able to link this to the material being taught in the classroom. Wessels has noted how pupils not only have different prior knowledge but that they can also have different values due to their ethnic and personal backgrounds (Wessels, 2012: 34). This clearly shows not every pupil in a classroom will have the same experience which could link to a specific topic or event being taught. Henderson has highlighted two different methods of APK research which are strategies and challenges. The research regarding strategies showed how studies used specific APK methods with a group of participants and compared their learning with a different group who had not received the same treatment. Research regarding challenges showed that researchers were interested in testing the influence of prior knowledge and would compare said prior knowledge with other variables (Henderson, 2007:12).

The use of APK has worked well in School X and the research surrounding this method agrees. Henderson has further stated how APK is an important part of the learning process and that efforts should be made to activate learner's prior knowledge when they are exposed to new material (Henderson, 2007:56). Campbell and Campbell have further explored different methods of APK and have listed seventeen research and teacher tested strategies for the use of APK as well as building pupil's prior knowledge (Campbell and Campbell, 2008:12).

Another thinking point that came to light when completing the ARC Model is the fact that the pupils within this specific class lacked in confidence. As mentioned previously, the teacher explained how this specific class lacked confidence when it came to answering questions (see Appendix 3). When reflecting upon the critical incident it became apparent that the teacher's constant encouragement and support was crucial throughout the lesson. This is something I will personally take onboard whilst teaching as pupils need to have confidence with their work and when completing tasks or assignments. What was also interesting is the fact that the teacher repeated Pupil X's comment to the rest of the class, as well as ensuring that all pupils were able to hear the information it is also an example of a concrete example. Yana Weinstein and Megan Smith have discussed the uses of concrete examples within their webpage *Learn to Study using Concrete Examples* and have discussed the benefits of concrete examples, stating that abstract examples can be vague and hard to understand. They state that to "nail down" an abstract idea it must be solidified in the pupil's brain and therefore the use of concrete examples will assist with this. They further state how it is important that the examples used must be correct (Weinstein and Smith). If an example was used in the wrong context it is possible that it could affect a pupil's confidence, as well as their learning. This is something that I will bear in mind whilst teaching, as using incorrect examples will have a detrimental effect to both the pupils and my own teaching career.

When reflecting on the critical incident the use of the ARC Models provided by the university have been extremely useful as it has allowed me to not only dissect the critical incident, but also focus my thinking and help me when looking forward in my PTE. The four sections have given me the opportunity to organise my thinking as well as evaluate and decide on whether this incident is important enough to research further (see *Appendix 4*).

Conclusion

This case study has looked at the uses of APK and how it impacts learners, this has been achieved both with the use of the critical incident and also the research discussed within the literature review. The methods used to locate a critical incident for this case study was effective as it allowed the observer to be submerged within the classroom, make notes in the moment as the incident was taking place and be as accurate as possible. However, as mentioned earlier, critical incidents are snapshots as there is no wider context provided to the researcher. As well as defining what a critical incident is, the definition of a case study has been discussed which shows why it is the most appropriate method to use for this piece of research.

This particular piece of research has given me the opportunity to look further into an area of interest and develop my knowledge and understanding of said area. This will benefit my teaching career as professional learning is an important value for teachers, as well as being a part of the five professional standards for teaching and learning. Pedagogical knowledge is no longer enough for a teacher to be successful, they also need leadership skills, collaboration, innovation as well as professional learning. (Welsh Government, 2019). This case study has highlighted this fact as knowledge of a specialised subject is merely the starting point to become a successful teacher.

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Appendices 1-9:

Appendix 1



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26 / 09 / 2019
Lesson details:	Lesson 1 Class 7.4 Humanities - Grid references (Numeracy)
Classroom culture (Are the students focused on learning?)	- All students are facing the board & listening quietly. - Completing tasks well and in good time. - All students engage and are willing to give answers.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	- Clear explanation of lesson at the start (Being able to read maps correctly) - Task slowly increased in difficulty.
Direction (Are the students clear about what they are doing and how to do it well?)	- Detailed explanation of hand out sheets with the teacher completing first question as an example. - Asked two pupils that completed work quickly to hand out next task sheet. - Teacher praises correct answers but also reassures that giving a wrong answer is not a bad thing.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	- All pupils offer answers to tasks, majority are correct. - pupils complete tasks quietly and quickly. - Increase in difficulty of tasks (which is gradual) no big jumps so pupils continue to cam. - Lower ability begin to disengage as task difficulty increases.



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Yr Athrofa
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Assessment

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

- Teacher goes around to clarify pupils have completed the task, whilst they are working.
- Teacher asks pupils to mark their own work (gives a sense of ownership to their work).
- Pupils shout out answers (oral AfL)
- Teacher explains how last task is difficult (resource issue) although majority of pupils get the answers right

No plenary

Specifics / Critical Incidents

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

- pupil comes to the board to clarify task expectation (asks teacher why drawing coordinations in a 'L' shape) *
- pupils mark their own work.
- pupils hand out next resource if they complete work quickly & correct (mainly higher ability pupils).
- resources are not clear.
- Teacher chooses pupils that haven't answered to give their answers - variation.

* Teacher helps same pupil on a 1-to-1 basis - goes down to his level (crouching, not standing over him). As difficulty increases the pupil begins to disengage with task and wants teachers constant attention.

Appendix 2

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

Dyddiad/Date: 26/09/2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Learners were successful in this lesson as they were able to complete the tasks successfully and encouraged to mark their own work. The fact that tasks increased in difficulty slowly help pupils confidence and encouraged them to try harder tasks. Positive & successful lesson.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	A pupil had to get a closer look at the board which was showing the task. Also wanted attention / assistance from the teacher. When the pupil was not getting one to one attention, they would disengage from the task and start to misbehave. (Issue with resources caused disengagement with the final task).
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	The way in which the tasks gradually increased in difficulty worked well and ensured that all pupils were able to mark their work gave them a sense of ownership towards their work. Support from the teacher (giving correct answers) enabled this to work successfully.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Possibly change the resources used if they were not clear for all to see & understand. (The pupil was able to complete the previous tasks so their ability is not the issue). * Possibly alter seating plan so the specific pupil can have a clearer view of the work presented on the board.
Y profiad newydd / Transformed experience	

* No need for TA/LSA if the pupil is able to complete the work.

Appendix 3



Prifysgol Cymru
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/09/2019
Lesson details:	Lesson 3 Class 9.C GCSE History.
Classroom culture (Are the students focused on learning?)	- All pupils engaging and listening to commands. - pupils asked for their input when writing a definition for 'Inflation'. - pupils ask educational questions = showing interest in the topic.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	- Lesson objectives clearly given and written on the board. - pupils will attempt to complete Q1 from a GCSE exam paper, which is timed.
Direction (Are the students clear about what they are doing and how to do it well?)	- pupils directed back to their books, not answering any questions (prepping for exams). - pupils had quiet reading time. - pupils praised for educational questions & input - success criteria clearly given & exam marking discussed in depth → pupils told how to start a question (guidance)
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	- pupils presented with a picture source and asked to describe it. They are encouraged to 'struggle'. - pupils asked to describe terminology & then their ideas are used to create a class definition. - video played with info & teacher talks during to further develop knowledge. After the video & explanation the first picture made sense to the pupils. - Explaining exam mark criteria to pupils so they understand how their work is going to be marked / how to answer questions.

pupils were unsure of the picture



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Assessment

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

- Pupils encouraged by teacher APlC of topic to help with new task. Asking pupils are they 'happy' with the progress.
- Teacher went into great detail due to all pupils having concern about the first task (picture).
- Teacher goes around the class to ensure that pupils have grasped the new topic.
- Teacher uses other pupils that understand questions to explain to pupils who don't understand.
- Pupils are constantly reassured - teacher explained that their confidence needs to be built up.

Specifics / Critical Incidents

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

- pupil left book at home.
- pupils answers used as 'definition' for terminology (Inflation).
- pupil~~s~~ makes cross-curricular reference (climate change related to fires set).
- pupil~~s~~ uses personal experience to help with their learning (inflation - went to Turkey and compared their learning to what they experienced).
- pupils ask questions about 'Hyperinflation' - showing interest in topic & wanting to find out more about it.
- pupils lack in confidence when answering questions and constantly look for guidance from the teacher.

Appendix 4



Yr Athrofa
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Education and Humanities

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): using personal experience to further knowledge & understanding

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	A successful lesson where different pedagogical principles were met (numeracy, literacy, cross-curricular links). Learners enjoyed the lesson; showed enthusiasm, interest & a desire to carry on learning by asking educated questions about the topic.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The learner was able to conceptualise the point the teacher was making by comparing it to a personal experience i.e. holiday. By linking the two, the learner was able to process the work set and it was therefore likely to move from surface learning to deeper understanding.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysigaf? "What was the cause of the most important disappointing element?"	By pupils being able to connect what they are learning to aspects / events in their lives will help to further the understanding of the topic & further education. This method could help lower ability pupils improve their knowledge & understanding of certain topics.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Teacher can encourage pupils to reflect on their own experiences to aid their learning. This may not always be successful as pupils may not have the same experiences and may not be able to relate to the topics taught in school. The teacher's encouragement could also help improve their confidence.
Y profiad newydd / Transformed experience	

Appendix 5



Prifysgol Cymru
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: Lesson 1 Class 8-2 Humanities (Jack the Ripper)
Classroom culture (Are the students focused on learning?) Pupil moved seats at start of lesson. When teacher leaves pupils start talking/mucuing about. When video is played pupils used this to talk = disengagement
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Pupils are eager to engage in the topic Clear explanation of task (interesting task)
Direction (Are the students clear about what they are doing and how to do it well?) Clear APK on the board 'Question matrix' = columns with different questions. Starters (4 colours/difficulties = pupils must choose one from each)
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Pupils asked to write down what they already know (APK) Question matrix has 4 difficulties = accessible for all abilities



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Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

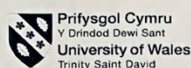
- Pupils asked to explain terminology
- Teacher walks around the classroom whilst pupils complete the tasks to check that they understand and are engaging.
- Hot Seat: encourages pupils to think outside the box and engage in the task

Specifics / Critical Incidents

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

- Pupils book taken for observation & not returned.
- Pupils allowed to set work out as they wished: bulletpoints, mind map etc.
- Question matrix = useful to engage all pupils.
- mostly girls asking questions for 'hot seat'
Girls ask interesting / educated questions

Appendix 6



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Girls are more engaged than Boys

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	All learners were engaged in the tasks set however when it came to participating in the class task 'hot seat' only girls would volunteer and boys were very reluctant to ask questions.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The interesting tasks ensured that all pupils completed tasks set by the teacher. Boys seemed to be less confident to discuss their ideas / questions, although the boys in the class would normally interact throughout the lesson.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	Pupils were given the option as to whether they asked questions. This meant that because girls were more willing to participate it took pressure off for boys to become involved as girls were answering teacher's questions & suggest ideas.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Instead of pupils having free reign over whether they participate, there could possibly be a system implemented where pupils are chosen at random to participate. Or pupils could be chosen in a girl / boy system to avoid either gender answering more than the other.
Y profiad newydd / Transformed experience	

Appendix 7



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: Lesson 2 Class 8.2 - Health & Well-being.
Classroom culture (Are the students focused on learning?) - Lesson took place in sports hall - only 10 pupils engaging. - Voices echoed and teacher had to shout/raise their voice)
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - pupils had to complete 'Illinos test' and record times in their book.
Direction (Are the students clear about what they are doing and how to do it well?) - A lot of pupils were not sure of the route they had to take which resulted in them needing to re-do the course.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - not all pupils were engaged in the lesson (due to medical reasons). - Some pupils expressed that they did not want to take part.



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Yr Athrofa
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Assessment

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

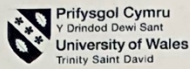
- Teacher timed pupils. Pupils completed route twice, recorded both times in their exercise books & teacher made a note of pupils quickest time.
- Teacher checked orally if pupils understood. They said yes but clearly did not as they did not all complete the course properly.

Specifics / Critical Incidents

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

- Some pupils didn't have kit, turns out they had the PE kit but did not change (even though their next lesson was double P.E.).
- A lot of pupils did not complete task correctly first/second time - needed a lot of prompting.
- Resources were not set out = time consuming to get route ready for task.
- girls out performed boys (by understanding task) but boys had better times.
- Teaching environment (pupils could not hear teacher clearly which led to lack of understanding regarding the task)

Appendix 8



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 02/10/2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Pupils Struggled to hear instructions clearly due to being in the large Sports hall. Teacher's voice echoed a lot to instructions had to be repeated.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	Because pupils could not hear the instructions clearly they were either not able to complete the task or would become disengaged and misbehave. Teacher then became frustrated that the course was not being completed to a high standard.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	When pupils did not complete the course correctly they would be asked to do course again. This proved to be very time consuming and the lesson was rushed - the teacher had planned for the pupils to complete a different course but they were not able to as they ran out of time.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	One method that could overcome this issue is for any instructions to be explained outside of the sports hall, if possible any demonstrations too. Demonstrations can then be repeated with resources to ensure pupils completely understand what is expected of them.
Y profiad newydd / Transformed experience	

Appendix 9

 Re: Information Query

**K Gipson** (redacted) <GipsonK@hwbmail.net>
Thursday, 10 October 2019 at 19:01
Lucy Mayers (1900111)
[Show Details](#)

Hi Lucy

1050 students on roll.

Jo Bamsey- assistant head (teaching and learning)

Lisa Carroll- assistant head (curriculum)

Thanks
Kelly

Sent from my iPhone

On 10 Oct 2019, at 16:56, Lucy Mayers (1900111) <1900111@student.uwtsd.ac.uk> wrote:

Good afternoon Kelly,

Hope you are well, I just wanted to clarify some details about redacted School with you, as I would like to mention it within my current assignment (we have been advised to give some contextual details about the school, whilst obviously keeping the school's anonymity).

I just wanted to check how many pupils are currently at redacted. I remember you saying to us in the first few visits that there were over 1,000 pupils in the school, however I just want to clarify this so that my information is accurate.

Could you also clarify the roles of both Jo Bamsey and Lisa Carroll, I know they are Assistant Heads, however I can't remember what areas they are specifically responsible for within the school.

I hope you don't mind me emailing you!

Kind regards,

Lucy Mayers