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

Introduction

In this essay, the author intends to discuss the use of critical reflection as a way of improving best practice. The author will begin with a description of the school and classroom settings which will then lead into the choice of observation method then leading into the critical incident itself. Following on from this, a review of current literature will be given as a way of informing the proceeding reflection which will advise the next steps that need to be taken. As teachers, the use of critical reflection is of paramount importance in advising future practice and this essay will seek to demonstrate this importance for the incident chosen.

Observations

Throughout this essay, the author will be referring to the school in question as school Z in order to abide by BERA guidelines (2018, p.21.). School Z is an 11-16 school which serves the eastern side of Swansea and is a mixed English-medium comprehensive school (Estyn, 2012). As a local comprehensive school has closed recently, there has been an influx of pupils which brings the pupil count to just over 1000. Approximately 30% of pupils are eligible to receive free school meals which exceeds the national average of 17.4% considerably. Furthermore, 7% of pupils in the school have special educational needs statements which is nearly triple the national average and 9% of pupils have English as an additional language. School Z is also situated in what is seen as a deprived area of Swansea and, as a result, the pupils in this school can have reading ages lower than their chronological age causing behavioural issues.

The observation of the critical incident took place in a set two, year eleven maths class (Appendices 1 and 2). The teacher involved will be referred to as teacher X and the pupil involved will be referred to as pupil Y, as per BERA guidelines (2018). The class was generally well behaved albeit a little challenging at times and were completing GCSE

questions on cumulative frequency. The choice of methodology of the observation will now be discussed.

Prior to visiting school Z, the author had to undertake some research into the different types of observational strategies that could be used in the classroom for gathering data. Kumar (2015) states that two types of observation techniques exist, the participant and non-participant observer. The participant observer is a researcher who is actively involved in the activities that the observed group are participating in, without necessarily revealing that the group are being observed. On the other hand, the non-participant observer merely sits back and records what they are seeing and hearing. They do not get involved in the activities with the observed group and remain passive.

The benefits of using either of these observation methods is that you are physically present and, therefore, have a first-hand account of what has been seen and said. Additionally, as an observer you have the ability to move around and observe from different perspectives which would not be possible if a camera were to be used to record a classroom. Although there are benefits to being near to the observed group, there are some problems such as the Hawthorne Effect, observer bias, and the possibility of incomplete observation (Kumar, 2015). The Hawthorne Effect is a phenomenon where the group being observed change their behaviour due to the presence of the observer which would cause inaccuracies. Observer bias can occur if the observer records from a one sided perspective because they may be more inclined to look for incidents belonging to a particular category and, therefore, induce a bias. Furthermore, incomplete observation is something that occurs if the observer is too focused on one particular area of observation and so can miss recording information. After deliberation, the author decided to choose a blended approach of both observation styles enabling the author time to write notes and providing the opportunity to spot things that may not have been observed from a more stationary position, and reduced the likelihood of incomplete observation. This method was also chosen due to a personal preference and comfortability. The Hawthorne Effect was considered as a possibility to induce bias although it was deemed an inevitability due to the approach chosen.

Furthermore, critical incident methodology was investigated to gain a deeper understanding prior to carrying out this approach of observation. A critical incident is not necessarily something extreme like a pupil falling off a chair and breaking their arm, it is in fact an average everyday occurrence that a teacher has applied their critical judgment to so that they can reflect on their own practice (Tripp, 1993; Joshi 2018). Firstly, after observing a scenario there is a need to categorise it in order to perform analysis on it later. This is

important so that it can be investigated in context with the area of research chosen by the observer.

However, actually choosing a critical incident in itself can be difficult. Some incidents can go under the radar and be marked as trivial when this is far from the case. The fact that the incident has been recalled proves that it must be of more significant value as it is fresh in their memory (Tripp, 1993). To eliminate this, there is a need to ask self-reflecting questions such as why you remembered it. This is a good approach in order to come to the source of the incident because it helps create a naturally-prompted reflection which can be used as a guide for the direction of the self-evaluation proceeding. Additionally, this approach only works if the observer desires to learn and reflect on what they have seen because without reflection on an incident, the observer will be unable to successfully further their professional development as per professional standards (Welsh Government, 2019). Overall, the observer classes this approach as invaluable for a self-reflecting observer as it encourages them to continually develop themselves professionally which in turn will enhance their understanding and transfer their newfound knowledge into the classroom.

The critical incident itself will now be described and will be used as the crux of this essay (Appendices 1 and 2). The behaviour of the class was generally good, with some minor incidents of which no note was made. Of these minor incidents, a common theme was pupil Y periodically shouting out answers when they were not supposed to which caused them to become of interest to the observer. Later in the lesson when teacher X asked for silence whilst they were performing an explanation, pupil Y appeared to ignore this and shouted out the answer. Instead of the expected punishment for breaking a rule, teacher X instead met this behaviour with a smile, a thumbs up and an exclamation of ‘well done’. This came as a total shock due to the author’s expectation of what would happen and so became the critical incident. This incident was of even greater importance when links were made to 2 of Donaldson’s purposes (2015), that is being “*ambitious, capable learners*” and “*healthy, confident individuals*”, both of which will now be discussed respectively.

It can be seen from this observation that pupil Y clearly enjoys what they are learning because if they did not, they would likely not shout out answers. Additionally, it was observed that pupil Y was academically able, particularly numerically literate. This is one of the fundamental threads in this purpose and, consequently, it is apparent that teacher X is performing their responsibilities correctly. The topic that was being learned was a more difficult area in maths for an intermediate pupil. This means to fully understand the topic, pupil Y must have a solid foundational knowledge who also possesses the ability to access and utilise it to solve more advanced problems.

Furthermore, Pupil Y was evidently confident as they would regularly shout out answers. Although this behaviour is not the kind that is desired by teachers, this confidence is paramount for our pupils to possess as it will benefit them throughout their lives. Confidence is the foundation of this principle and it was wonderful to not only see pupil Y displaying this, but also most of the class. Although this purpose was secondary to pupil Y being a capable learner, it was still noteworthy to discuss.

Literature Review

The primary area in which research was undertaken was that of behaviour management, specifically the use of praise within the classroom environment. This category was chosen because the observed critical incident falls within it. To begin this section, the author will start with the following statement from Lewis and Ramon (2009, p.100.), "*a pupil is six times more likely to have irresponsible behaviour criticised than to have positive behaviour recognised.*" This is quite a shocking statement. Why are teachers so insistent on such a negative approach to behaviour management when there is evidence to suggest otherwise? This can be partially down to teachers being deep-rooted in their beliefs that punishment is more effective and, therefore, are resistant to opposing viewpoints (Ellis, Tod, 2015). They may have been taught in this fashion and, as a result, apply this approach themselves. On the contrary, Hattie (1993) found that teacher praise was the most effective method for improving results and Robertson (1996) found that the use of praise has less unwanted side effects than if punishments and discipline are used. In the following paragraphs, the findings of the aforementioned research will be presented so that an informed critical evaluation can be carried out thereafter.

Firstly, the question, 'what makes effective praise?' was posed. One article suggests that effective praise should be defined as "*teacher-initiated statements that convey to children the specific academic or social behaviours in which teachers would like to see students continue to engage*" (Conroy et al. 2009, p.19.). This definition addresses the belief that praise should not be exclusive to academics, but also be extended to encompass behaviour (DES, 1989; DfES, 2005; DfES 2009). Additionally, it suggests that not only what is said is of importance, but how it is said (Conroy et al. 2009; Jones, Tanner, 2000, p.39; Robertson, 1996, p.176; Lewis, Ramon, 2009). Furthermore, it states that praise is utilised so that the desired behaviour is repeated in the future (Ellis and Todd, 2015, p.108). There are positive elements behind this description, although it is quite one-dimensional to condense the meaning of effective praise into one sentence. In the proceeding paragraphs this question

will be explored resulting in a more accurate definition of what effective praise should look like and what is missing from the definition presented.

The author is now going to pose a scenario. Consider you are observing a lesson and the teacher asks a question to the class. A pupil, named Jonny, gets the answer right and the teacher responds, ‘great job Jonny, well done!’ as they enthusiastically smile and give a thumbs up. Based on the definition above, this would be deemed as effective praise. But is it? In the case of younger pupils, this might well prove an effective method as the other pupils might desire the same level of recognition because they have a larger desire for praise (Burnett, 2001). However, consider that this has been said in a year 11 class. This would likely have the opposite effect as the pupil would now likely feel embarrassed (Robertson,1996; Conroy et al. 2009; Burnett, 2001). It might even cause the pupil to stop displaying the desired behaviour which would render the use of praise obsolete (Ellis and Tod, 2015). The pupil in this case would likely feel embarrassed due to the praise being delivered in public because when pupils get older, it is no longer ‘cool’ to be given praise in front of your peers which reduces its effectiveness in use. Older students still desire to be praised but their preference changes to receiving it privately over publicly. This presents a conflict in itself, when is a pupil too old to be praised publicly and how are teachers meant to know? Ultimately, this boils down to the pupil being praised. A teacher must know their pupils so that this can inform their decisions on how to best support and encourage them. What is of interest is that the definition given above is now rendered ineffective; it has lost its strength because a situation has been presented that breaks the mould. An interesting conflict to what was just presented was the response to the critical incident. A similar response to the prior example was given by teacher X yet there was a positive reaction from pupil Y (Appendices 1 and 2). Nevertheless, the student has an IEP which could explain this response. It can be noted from this scenario that there is no one-size-fits-all approach when it comes to delivering effective praise. It should be tailored to the individual in order to minimise, preferably negating, any detrimental side effects.

It was previously noted that the way in which praise is conveyed is vital to whether it is effective or not. To be more specific, this refers to the use of body language and tone when delivering praise (Lewis, Ramon, 2009; Jones, Tanner 2000; Conroy et al. 2009; Robertson, 1996). When giving praise, it must be done sincerely and with body language to match, otherwise there will be a miscommunication of signals. The author will now pose 3 scenarios to highlight the importance of consistency: a teacher responds with praise enthusiastically but has their arms crossed; a teacher responds with praise in monotone with their thumbs up; a teacher responds with praise enthusiastically, smiling and making eye contact with the pupil. It is obvious that the latter would be the most effective form of praise as it is a genuine

reaction; the teacher cares and is providing a nurturing environment to promote encouragement. In both other scenarios, the teacher would likely come across as sarcastic, almost appearing to mock and belittle the pupil which, in turn, would likely damage their confidence. With this in consideration, our duty as teachers is to try our utmost to give praise which will not result in a misconception from the pupil. Teacher X delivered praise very similarly to that in the third scenario presented and it is, without doubt, a reason that it was so effective in dealing with pupil Y (Appendices 1 and 2).

Contrary to what has been previously discussed, the negatives of praise will be brought to light. We must consider, 'what is worthy of praise?'. If a particular pupil who had a track record of forgetting equipment arrived to a lesson with all of their equipment, would this be worthy of praise? The author imagines that most would not deem this worthy, although some might say, 'well done' to the pupil unwittingly, resulting In the pupil being rewarded for doing the bare minimum whilst the rest of the class have received nothing. It is obvious that this is an inappropriate use of praise (Akin-Little et al. 2004). A response like the aforementioned may also provoke a similar sense of belittlement to the pupil as mentioned in the prior paragraph so should be avoided. What may be a surprise for some is that praising a pupil's academic achievement might actually be destructive to them. A pupil who is praised for their intelligence such as, 'you got 90%, well done, you're so smart' may develop a dependency on achieving high scores. On a first glance, it could seem counterintuitive that this would negatively impact them. However, pupils who are driven by performance are likely to choose easier tasks over those which are beneficial to their learning if they result in fewer errors so that they maintain the façade of being intelligent (Mueller and Dweck, 1998; Dweck, 1999). It creates a situation where it means more to the pupil to look intelligent rather than actually being intelligent. Furthermore, a student who is praised consistently for their academic performance might create the idea that "*intelligence is a stable trait*" which is then seen by their performance on a test. As a result, they may perceive that they are unintelligent if they receive a poor test score (Mueller and Dweck, 1998), likely causing cognitive conflict for the student which, dependent on their own self-opinion, could prove disastrous in the long term and create a serious barrier to their learning ability. This produces a dichotomy between what The Elton Report (DES, 1989) says and what has just been previously discussed. Teachers are told to praise achievement when it can cause adverse effects to their pupils.

Fortunately, Mueller and Dweck (1998) can provide some more insight on this. If we instead praise children for their achievement and their effort, without making a link to intelligence, this can instead introduce a resilience for learning in children. They are not dismayed when they get something wrong, can learn from their mistakes and use them as motivation to succeed in the future, forming a beautiful cycle of learning. Furthermore, if there is a lapse in

performance in the future, this can be attributed to a lack of effort rather than a lack of intelligence, creating lifelong "*ambitious, capable learners*" in conjunction with the four principles (Donaldson, 2015). When teacher X gave praise they made no relation to intelligence, instead complimenting pupil Y on giving the correct answer with, 'well done', which, as above, has been deemed appropriate (Appendices 1 and 2). From this, we can note that praise needs to focus on the effort the pupil has put in, put emphasis on what the student has achieved, and exclude mentioning intelligence.

From this review, it is apparent that the use of praise is a multifaceted and complex area. There appears to be no approach that will work for every individual, and there is a vital importance in knowing your pupils when trying to deliver effective praise. From this review, the author will now present a definition of effective praise to conclude the research. Effective praise is defined as 'sincere and honest statements directed at a pupil with the aim of encouraging attitudes to learning, promoting positive behaviour and celebrating achievement whilst maintaining an approach suited to the individual'. This definition is not perfect but the author suggests that it touches on some areas not covered formerly in this section, and will be using it in the forthcoming section as a focal point.

Reflection

Following from the research undertaken, the author would like to reflect on the critical incident as a method of advising their future practice. When the author saw how teacher X responded initially, they were shocked as it was contradictory to the approach that they would have taken in that scenario. After asking for silence, it seemed intuitive to punish a pupil for breaking this rule, even if giving the correct answer. However, teacher X praised pupil Y, a year 11 pupil, enthusiastically and publicly which in turn caused pupil Y to settle down (Appendices 1 and 2). Following from the definition established, this is now deemed as effective praise, but at the time the author was sceptical whether this approach would work for them. The reason behind this is that pupil Y broke a rule set out by teacher X. If the author was the teacher in question, they would not dare attempt this approach, although they cannot deny the effectiveness of it, due to their lack of classroom experience and pupil knowledge. After the evaluation and analysis of this incident, the author will now propose their opinion on the use of this type of response.

The author suggests that this approach may not work in all cases as not all pupils would respond as positively as pupil Y to this approach. It is evident from the research that not all pupils respond well to public praise which instils a need to know your pupils, thus, ensuring

that you can best reach them. Additionally, this method may work solely for this pupil due to the existence of an IEP. In pupil Y's IEP, there could be information which states that they should be rewarded for their answer not punished for interrupting, possibly meaning that their participation is valued over their behaviour. On the other hand, pupil Y might not realise they are misbehaving so it has been deemed best practice to withhold punishment as this may result in more issues. Furthermore, this approach may not work consistently for pupil Y. The shock to the response given by teacher X may have caused this positive behaviour change in pupil Y.

Consequently, the author has gathered that even more research needs to be done. Although the response from teacher X has been established as positive, a follow up should be undertaken in order to fully understand the reasoning behind the decision made, and to remove some speculation relating to the effectiveness of the technique. However, the author does suggest that in future, if this approach is used, the teacher should follow up with the pupil after the lesson to address the misbehaviour.

In this essay, the author used the arc model as a form of structure for this reflection. Reflection models are advantageous and invaluable for teachers because they help to structure and guide their thoughts which are used as the basis to promote a growth in their professional development. The author will consistently reflect on their teaching practice which ensures they will continually improve their practice and will result in the better education of their pupils. It is crucial for teachers to adopt and embrace this mindset with the new curriculum arriving in the near future because if the teacher is not modelling this behaviour then why should the pupils aim to be "*ambitious, capable learners who are ready to learn throughout their lives*" (Donaldson, 2015)?

Conclusion

In conclusion, despite the limitations of being both a participant and non-participant observer, the author has deemed it the most appropriate method of observation because it enables the observer to experience the full extent of classroom behaviour. Additionally, critical incidents provide a good starting point for research because they are of significant interest to the observer. Furthermore, the author encourages the use of praise in the classroom and promotes knowing your pupils in order to deliver this as effectively as possible. However, the teacher must also abide by the guidelines set out in this essay to maximise the effectiveness of praise and limit any negative repercussions. Moreover, the author acknowledges the importance of reflection models and advises that they be used by

teachers to provide a structure which promotes self-reflection to further their professional development. Henceforth, the author will continue to use reflection models as a basis for growth and will undertake more research to maintain high standards of pedagogy, thus, ensuring that professional standards are reached (Welsh Government, 2019).

Appendices

Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 26/09/19

Lesson details: Yr 11 Set 2

Classroom culture
(Are the students focused on learning?)

Students focused although a rowdy class

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Starter task & LO made clearly known

Direction
(Are the students clear about what they are doing and how to do it well?)

Clear of how to go about work
Use of handouts & board to get the work done

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)

All students able to engage

Assessment

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

Use of APh to begin

Specifics / Critical Incidents

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

* When explaining girl interrupted & shouted out answer immediately met with praise & ter quietened down *

Appendix 2

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

Dyddiad/*Date*: ~~02/10/19~~ 26/09/19

Digwyddiad critigol (Ffocws)/*Critical incident (focus)*: Response to answer given as an interruption

Profiad/ *Experience*	
mladau/ *lings* *yw eich teimladau ynghylch y ad?* *at are your feelings regarding xperience?"*	I was met with shock when I observed this particular incident. It was the complete opposite reaction to that which I expected. This observation ~~m~~ really peaked my interest and has made me want to look into this more as it appears to go against what I've been taught.
io a Deall/ *nember and lerstand* *ch chi restru elfennau'r achos ghyd-destun y dysgu?"* *you list the aspects of the ent in the context of learning?"*	The teacher in question was performing an explanation on the board and had asked for silence whilst said explanation was being delivered. The pupil in question had previously called out answers and this was the only behaviour issue, During the explanation the pupil called out the correct answer ~~and~~ instead of meeting it with a dismissal or telling off, it was instead met instantly with praise and the lesson moved on. The pupil also appeared to lack some confidence. ~~so the~~
erthuso a dadansoddi/ *luate and analyse* *h y gellid ei gadw yr un fath i au addysgu a dysgu effeithiol dyfodol?"* *at could be kept the same to re effective teaching and ning in the future?"*	I'm unsure if this approach would work in all circumstances. Maybe ~~doing~~ applying this strategy only works occasionally and I imagine this would only work with this particular ~~child~~ pupil. I would continue with the praise but limit it to good behaviour, and good work when behaviour standards are met.
sgliadau a chamau eithredu/ *nclusions and actions* *th yw eich atebion posibl i'r ter a nodwyd?"* *th y gellid ei wneud nesaf?"* *hat are your possible solutions the issue identified?"* *hat could be done next?"*	~~My solution to this incident would be to have a word with the child at the end of the lesson to address the misbehaviour.~~ I would want to follow up with the teacher pupil involved to find out more about the pupils behaviour and if the shouting out stops. I believe the pupil just needs a quiet word at the end of a lesson to address the misbehaviour.

Y profiad newydd / *Transformed experience*

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 26/09/19

Lesson details: Yr 10 Top Set

Classroom culture
(Are the students focused on learning?)

Quiet when completing the starter
When ~~talking~~ doing task allowed to work together & talk

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Building on prior knowledge to tackle the upper end questions of a GCSE paper

Direction
(Are the students clear about what they are doing and how to do it well?)

Starter activity made clear, & stating can use prevous content (books)
Prompts used to point students in the right direction
Giving students sheet, used TA to give out & clearly explained they're going to use it

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)

In Starter activity, distinction of difficulty of task
Extension task provided

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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?

Starter activity to APK

Calling on different students when asking questions

Scans & walks around the room & addresses pupils individually

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

- Coming over & quietly telling a child to ~~right~~ write their workings
- When scanning room quietly talks to students to explain & smiles
- Eye contact ~~&~~ referring to pupils if talking (telling off)

Appendix 4

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

Dyddiad/*Date*: 26/09/19

Digwyddiad critigol (Ffocws)/*Critical incident (focus)*: The use of volume & tone when applying discipline

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I enjoyed this experience. It was pleasant to see a firm discipline used in such a personal manner. I was unsure the effect quietly talking to a pupil would have and I am glad to see that it worked so well.
Cofio a Deall/ *Remember and Understand* *"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"* *"Can you list the aspects of the incident in the context of learning?"*	In this lesson I was observing a top set year 10 class who were well behaved. The only real challenges were pupils occasionally talking off topic or working too slowly. When the pupils committed one of the above mentioned they were swiftly descended upon by the teacher and delivered a telling off.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"* *"What could be kept the same to ensure effective teaching and learning in the future?"*	I would try to keep this technique & apply it in all lessons, if able. It is exceedingly effective and clamps down on the 'ripple effect'. By addressing the misbehaviour immediately it prevented any further behaviour issues.
Casgliadau a chamau gweithredu/ *Conclusions and actions* *"Beth yw eich atebion posibl i'r mater a nodwyd?"* *"Beth y gellid ei wneud nesaf?"* *"What are your possible solutions to the issue identified?"* *"What could be done next?"*	What I plan on doing next is researching the effects of varying tone when teaching. It will hopefully give me even more ideas to apply in the classroom.

Y profiad newydd / *Transformed experience*

Appendix 5

2/10/19

~~Classroom Culture~~ L1: Yr 10 Set 3

APK: started off with questions getting pupils to engage in questions to come up with definitions

LO made clear & starter on board. Pupils ~~[illegible]~~ allowed to work with no silence

Girls came in late 'not good enough' - all went to toilet. Girls trying to distract lesson, engaged in it to pacify them.

Silenced 'sit down' to ~~[illegible]~~ dismiss ~~[illegible]~~ pupil. Use of names to get attention. When students ~~[illegible]~~ aren't making ~~[illegible]~~: progress entries silence. 'Quiet' ~~[illegible]~~. Use of facial expressions to show disappointment & made the starter homework. Invading personal space to grab take sheet from pupil. ~~[illegible]~~

'Tri, dan, un.' Asking open questions 'How would you do this?'. Names at end of sentence to keep attention.

Calling on names to answer questions. 'X & Y... quiet please' Pause for effect. Dismissal of girl coming in really late but docked the time. Sent girl out for repeated talking, class calmed down a bit. Calling on naughtier ~~[illegible]~~ pupils to answer questions & bring back open questioning. Description of when to use bus stop method. Brought pupil back in with no word. Pointing at board to bring attention. 'Shouted' - But brought quiet. Really interesting. Quiet approval. ~~[illegible]~~. ~~[illegible]~~ Raised voice at pupil for ~~wrong~~ right answer because shouted out. Getting another pupil to help student who didn't want to answer. Sent boy out for not listening after he was given a warning. Teacher stare, threat of movement. ~~[illegible]~~ Bringing attention back. 'Pens down, eyes at me' ~~[illegible]~~ 'I know some of you are doing the work, but I'm talking'. Tried to ask everyone a question at some point. Pointed out misconceptions well. Trick of doing 18 times table ~~[illegible]~~ -2 'add 20, take off 2'. Eyes scanning room. Catch boy good on girl being sent out earlier! ~~[illegible]~~ Fun activity, questions on outside, answers on inside. One add one out. 10 minutes left - Plenary. Doing a GCSE question. Use of open ended questions to point out the catch in the question.

Factors, multiples etc

Appendix 6

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

yddiad/Date: 02/10/19

gwyddiad critigol (Ffocws)/Critical incident (focus): The effect of using a pause on the behaviour of a class

	Profiad/ *Experience*
ıdau/ *gs* *eich teimladau ynghylch y* *e your feelings regarding ience?"*	I found this incident very comforting. It's something I've personally tried and it was good to see that is indeed effective in a classroom setting. The teacher executed this technique well and the pupil response to it made me very happy.
Deall/ *ıber and tand* *ıi restru elfennau'r achos l-destun y dysgu?"* *ist the aspects of the the context of learning?"*	~~This was~~ From the beginning it was obvious that this was a challenging class. From the beginning the teacher had pupils coming in late with madeup excuses. These pupils would then cause distractions. The teacher applied a few different techniques such as; use of facial expressions, the use of names at the end of a sentence and 'catching them being good'. Although the technique that brought the most attention to myself was the use of a pause mid sentence to discipline them. 'Pupil A, Pupil B... quiet please'.
uso a dadansoddi/ *e and analyse* *lid ei gadw yr un fath i dysgu a dysgu effeithiol ol?"* *ld be kept the same to ctive teaching and the future?"*	I firmly believe that the use of this technique is effective. I believe that irrelevant to the class or pupil that this technique would be effective. I would keep the frequency of use the same, once per lesson, as I think it would lose its effect if overdone.
au a chamau edu/ *ons and actions* *ch atebion posibl i'r lwyd?"* *d ei wneud nesaf?"* *our possible solutions identified?"* *l be done next?"*	~~After~~ I will research into what exactly this behaviour technique is and read more about this topic to further understand the effect.

Y profiad newydd / *Transformed experience*

Appendix 7

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 25/09/19

Lesson details: Health & Well being Yr 11

Classroom culture
(Are the students focused on learning?)

Students are focused on work & engaged
Know no hands up, pupils aware
Makes things relateable!
Silence when working

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Gets children to write out lesson objective
Planning at start

Direction
(Are the students clear about what they are doing and how to do it well?)

Clear direction & expectation for what they want them to do
Good at keeping on track & reeling them back in
Model answer shown before completing task

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)

All students able to engage, open ended questions
Most students are called on, if not all
How do MAT students get challenged in this sort of lesson?

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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?

~~Remainder~~ Recap at start of lesson

Open ended questions promoted good answers

Specifics / Critical Incidents

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

Speaking to children in certain way

~~Requiring~~ Requiring pupils to have & use highlighters * if not borrow them

Calling on same pupil

Allows some pupils to talk out, overbearing student

Students talk when she walks

~~Spelling~~ Spelling mistake

Talks to one side of the class

Appendix 8

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

Dyddiad/*Date*: 25/09/19

Digwyddiad critigol (Ffocws)/*Critical incident (focus)*: The benefits of knowing your class

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I was surprised ~~th at the~~ that knowing your class could have such a dramatic effect in the classroom, it was far greater than I expected.
Cofio a Deall/ *Remember and Understand* *"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"* *"Can you list the aspects of the incident in the context of learning?"*	This was a year 11 health and well-being lesson. From the beginning the pupils knew what was to be done and what was expected of them. During the starter and exposition there was regular discussion. However, when the main task began there was a complete change. The class who had previously been chatty were now silent.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"* *"What could be kept the same to ensure effective teaching and learning in the future?"*	After the lesson I spoke to the teacher and found out that they had been with this class for 2 years previously. Originally they had been strict with the class but slowly let it go as ~~the~~ their professional authority turned into personal authority. This is something I look to develop when I start teaching.
Casgliadau a chamau gweithredu/ *Conclusions and actions* *Beth yw eich atebion posibl i'r mater a nodwyd?"* *Beth y gellid ei wneud nesaf?"* *What are your possible solutions to the issue identified?"* *What could be done next?"*	What I took away from this lesson was how important it is to know your class. I know to not attempt what this teacher did until I have established a connection with a class and to start off firm and release that over time.

Y profiad newydd / *Transformed experience*

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