

**A Critical evaluation and the identification of next teaching and learning step focusing on a case study of an individual learn or a group of learners, based on an observed critical incident**

Word Count: 4,367

This case study focuses on a critical incident observed within a foundation phase class and aims to evaluate it in order to identify next teaching and learning steps for those involved. An overview of the critical incident itself will be given alongside the context of the situation and setting. This will be followed by a discussion on different models and methods of observing with a rationale provided for the chosen model of observation used within the critical incident. Where appropriate, the critical incident will be linked to some of Donaldson's four purposes (Donaldson, 2015). A review of literature will be conducted to provide context to the incident. The evaluation of the critical incident will be used to identify next steps and inform personal and professional development. An overview and assessment of the approach taken will be included at the end. Annotated lesson observation forms and four critical incident reflection forms will be included in the appendices.

A critical incident can be defined in many ways, Brookfield (1990) and Martin (1996, p. 449) describe critical incidents as unplanned occurrences that can be seen in everyday life both in and outside of the classroom and stands out and would be vividly remembered by the teacher (Farrell, 2013, p. 79). A critical incident can also be considered as something that is problematic, which is unique to an individual and can encourage a sense of reflection (Schon, 1987). Halquist and Musanti (2010, p. 449) further this by discussing that it is our reflection and interpretation of the incident which makes it critical rather than the event itself. According to Sikes, Measor and Woods (1985) a critical incident is an incident or moment which can have lasting effects or may initiate an individual's personal change and development. Tripp (1993) explains that there are two main phases involved within the reflective process of a critical incident, the description phase and an explanation phase. Within the description phase an incident is observed and registered before being explained in its full context of its meaning, value or role to a particular teacher during the explanation phase (Mohammed, 2016, p.25).

Four official observation forms were carried out, however this assignment will focus on one (see appendix 1). The observation that will be discussed took place within a mixed reception/year 1 class. Children within the class where the observation took place were between the ages of 4 to 6 years old (School X, 2012). There was one teaching assistant and the classroom teacher present. This lesson took place in the morning and all the children and the teacher seemed in a positive engaging mood beforehand. The lesson that was taking place was a Welsh lesson introducing the sentence pattern 'Sut wyt ti?'. The school has 13 classes and holds over 300 full time pupils, with a flying start setting. Within the school there is an emphasis on keeping children safe online, every class from reception to year 6 receives a minimum of two weeks e-safety lessons every term. According to My local school (2013), the school offers free school meals and in 2018 it comes under green for support category. From an Estyn report in 2014, school X identified around 16% of its pupils having additional learning needs and around 18% of children who came from ethnic minority backgrounds (Estyn, 2014). For the purpose of the assignment the PTE 1 school cannot be named and will be addressed as 'X'. This is in accordance with the BERA (2018) guidelines where it discusses in point 40 that researches should recognise the entitlement regarding the place involved and the individual participants to privacy, and therefore should take into consideration and respect their rights to confidentiality and anonymity (BERA, 2018).

Mertens (2005) discusses that a case study involves intensive and detailed study of an individual or possibly a group of people, through carrying out observations, self-reports and any other forms. You could therefore argue that a critical incident is seen as a case study as it also involves focusing on an individual or group of people and after the critical incident has taken place an observation of some description will follow. There are a variety of observation models and different methods to observe. For the observation that took place for the purpose of this case study the observer was a non-participant. A non-participant observation involves participating in the observation only and taking a step back from the classroom environment and activities or lessons involved (Kumar, 2014). This can be achieved through watching or recording but not getting personally involved (Burns, 1999). Haynes and O'Brien (2000) discuss that this method allows full concentration of what is taking place because non-participant observers are not involved with what is happening and therefore hold less responsibilities. This can then result in the formation of more complex ideas and thoughts. Becoming too involved can render the researcher as a non-observing participant rather than a non-participant observer (Miles and Huberman, 1996). Non-participant observation can also allow for more objectiveness and less bias as the observer is not directly involved in or attached to proceedings (Bonner and Tolhurst, 2002, p. 7). Despite this, Brain (2000) discusses that being a non-participant can sometimes affect what is happening within the

classroom setting as children are often aware and perhaps distracted by someone new being present and this may affect behaviour. Otherwise known as the Hawthorne Effect (Roeckelein, 1998). The non-participating observer may also lack the full comprehension of the practices or meaning behind the occurrences that they are witnessing that a participating observer can hold (Bonner and Tolhurst, 2002, p. 7; Wragg, 2012). Whilst the changing of behaviour is a possible issue to a real accurate observation, a non-participant observation was chosen for this case study to allow for objectiveness and full concentration.

An observation model could be a PMI (Plus, Minus, Interesting) which was created by De Bono (1982). PMI model is described as a creative critical strategy and tool that allows people to consider and brainstorm multiple ideas and ways of approaching different scenarios (Sharma and Priyamvada, 2017, p. 974). According to Bennett (2001) PMI is a way of being able to assist in making wise decisions whilst also being able to critically analyse and evaluate. This specific model can be seen as a logical and clear way of organising and developing ideas which could then help to develop further notes or perhaps an essay if needed. However, PMI requires thought and insight on each individual aspect and can therefore become complicated to use when attempting to apply thoughts to all three aspects simultaneously (Portman and Easterbrook, 1992, p. 18). Therefore, this model may become problematic when used to observe in a real time classroom setting. Additionally, if used when reflecting upon an incident another method of collecting data from the observation would be required to ensure no details were forgotten.

Note taking is another form of an observation model. This model was chosen for the purpose of this case study as it seemed to be the most effective and simplest way of being able to observe fully and also complete observation notes at the same time in a personal and organised way. Notetaking is an incredibly dynamic form of recording data and can be designed by the observer prior to the observation to include appropriate response categories to ensure notes are concise and collected for all aspects desired (Gall, Borg and Gall, 1996; Muswazi and Nhamo, 2013, p. 13). Another advantage of note taking during an observation is that it is immediate and the observer is able to record their feelings and thoughts organically from their initial formation (Wragg, 2012). This becomes an economic use of time and provides the observer with data that can be followed up on or used for discussion immediately after the incident has occurred (Wragg, 2012). In contrast however, decisions are needed to be made quickly by the observer which could result in rashly formed opinions and thoughts. Therefore, Wragg (2012) suggests that this could lead to the notes being unreliable or superficial. As with non-participant observations, note taking can be obvious and obtrusive to those being observed leading to distractions, the Hawthorne Effect and changes in their behaviour (Roeckelein, 1998; Wragg, 2012; Oltmann, 2016).

The incident that this case study focuses on occurred early on within the Welsh lesson (see appendix 1). The teacher asked a question using whole class questioning based around the topic they were doing in their Welsh lesson that day. After the teacher had asked the whole class the question, children started to shout out answers simultaneously. There was a child who raised her hand at the same time as shouting out and whilst the teacher was still talking. Other children were answering and began shouting and raising their voices over everybody else so that nobody could listen or understand what each other were saying. The children continued to do this as the teacher progressed through further questions.

Within the Donaldson report one of the four purposes is ethical, informed citizens. Under this heading it states that children are able to respect the needs and rights of others around them as a member of diverse society and also children should understand the impact that their choices have when making certain choices and displaying actions (Donaldson, 2015). This part of the critical incident where the child raised her hand and started shouting over the other children, displays that the child was unable at that time to follow this particular purpose and did not consider the choice she was making or see how it could impact the other children around her and affecting their learning. Furthermore, another of the four purposes states that children lead and play different roles in teams effectively and responsibly which comes under enterprising, creative contributors. Within the critical incident children did not display effective teamwork as they were not taking turns to answer the question.

Within the critical incident discussed there is also a link to another one of the four purposes which ambitious capable learners who can communicate effectively in different forms and settings, using both Welsh and English. Linking this to the critical incident all children within the class communicated well in using the correct Welsh phrases and were confident and competent, however they did not communicate effectively as the shouting and lack of listening resulted in little communication (Donaldson, 2015).

The critical incident discussed also links in within another of the four purposes which comes under healthy, confident individuals. This particular purpose specifies that children should have the confidence to participate in performance, which in aspects of this critical incident the children were all confident to share their answers, all having something to say to the teacher and were able to participate within the whole class questioning, however perhaps not in the most respectful approach (Donaldson, 2015).

Lastly, within the four purposes it states that children give off their energy and skills so that other people will benefit. In the critical incident discussed children had great energy, which was displayed in their answering of the question, along with good skills with correct Welsh. However, nobody benefited from this as everyone shouting meant that nobody could hear.

Classroom management plays an integral role in effective learning provision. Classroom management is the act of managing a classroom to ensure positive behaviour and effective learning through engagement (Postholm, 2013, p. 389; Kratochwill, DeRoos and Blair, 2019). According to research by Marzano, Marzano and Pickering (2003) and Mitchell, Hirn and Lewis (2017, p. 140), within a classroom setting effective learning from the children and effective teaching cannot take place if there is no classroom management. Marzano, Marzano and Pickering (2003) continues to discuss that this is not something that can be put into place instantly and instead takes time to implement. Brophy (2006) outlines three different principles for effective classroom management. These are informing children of expectations around their behaviour and learning, the promotion of allowing children to be actively engaged and being involved and lastly, establishing important behaviours that will lead to successful behaviour (Kratochwill, DeRoos and Blair, 2019).

There is a vast body of research to suggest that outlining clear rules and expectations within the classroom setting plays a vital role in classroom management. Bicard (2000, p.37), Walker et al, (2004), Greenburg, Putman and Walsh (2014) and Bayat (2017) suggest that teachers should be clear on expectations, classroom rules and the consequences of breaching them. This clarity allows the students to understand the construct of the classroom society and their place within it (Maag, 2004; Alter and Hayden, 2017, p.2). Welsh Government (2012) furthers this by recommending as well as providing children with an understanding of what is acceptable behaviour, expectations and rules should be emphasised and reinforced to the children on a regular basis. This can be done through providing visual aids and reminders within the classroom. Including the children in setting these rules will give them a responsibility for their own learning which will perhaps make them more likely to follow and comply with these rules (Welsh Government, 2012). Bayat (2017) discusses that If there are no clear rules or expectations visual or verbalised from the teacher, then this is where disruptive and chaotic behaviour will start to form and, in some cases, will become the norm. In relation to the critical incident, there were no visible reminders of classroom rules or expectations on the walls of the classroom and the children were not reminded of any prior to lesson. As the lesson began the behaviour developed into being progressively chaotic. Perhaps had the expectations been emphasised and reinforced this chaotic behaviour would not have developed.

Consistency is also important regarding class expectations. Bayat (2017) and Logan (2018) discuss that once you have set your classroom expectations it is important that these are consistent both as an expectation and as to how they are enforced to show the children that the teacher stays to their word. Something that motivates children regarding set rules and expectations is positive reinforcement, however when rules are put into place there needs to

be consequences clear to the children if the rules have been broken and not followed (Alter and Hayden, 2017; Logan, 2018). This is something that requires significant thought and planning because the consequences need to be followed through, but they also need to be enforceable. Bayat (2017) notes that consistency is key when enforcing rules with consequences to avoid children disregarding the rules.

Despite a significant body of literature on classroom management focusing upon the importance of rules and consequences some research discusses that this can lead to a focus on control and compliance in students in aim of making the teacher's work easier (Emmer and Stough, 2001, p. 104; Evertson and Weinstein; 2006). This in turn can diminish the opportunities for students to become self-regulated learners as they can clash with the teacher's authority (Emmer and Stough, 2001, p. 104). Research conducted by Brophy and Good (1986) and Berliner (1988) found that regular reprimands within the classroom linked to reduced academic engagement. However, Wiseman and Hunt (2008) suggest that it is possible to manage a classroom successfully without enforcing negative consequences, noting that punishment and discipline are not synonymous. This is because enforcing discipline allows options for students to take some ownership to have positive outcomes and doesn't remove any dignity from them (Sieberer-Nagler, 2016, p.164). This angle is somewhat mirrored by McLeod, Fisher and Hoover (2003) who focus on positive aspects as their three characteristics of successful classroom management. They look at good use of space within the classroom and efficient use of time, strategies in place that will have a positive impact on the children encouraging them to make good choices, rather than making choices which will have a negative impact on behaviour and lastly, implementing instructional strategies.

There is evidence to suggest that the class questioning observed in the critical incident is an effective tool in education. Some research argues that through questioning children will become curious and actively involved with their learning environment as it can allow them to feel more confident in being able to demonstrate their thinking skills (Fusco, 2012). Pope (2013) discusses that questions review previous knowledge and assess the current understanding of the class before moving onto the lesson or the topic (Frost, 2017). Teachers can use both closed and open questions to also find out what children already know. Different responses from children will allow the teacher to identify whether they understand the question or not. Furthermore, questioning can be used to challenge children's knowledge and extend and monitor their thinking (Wragg and Brown, 2001; Fusco, 2012). In relation to the critical incident this was the reasoning behind the questioning at the start of the Welsh lesson so that the teacher could see how much Welsh the children had remembered from previous lessons. This helped the teacher in then being able to extend the

children who displayed a further understanding of the questioning. However, Walsh and Sattes (2005) and Fusco (2012) note that Before any questioning from the teacher takes place, planning is required to decide the reasoning of the question. It is important that the question has a clear focus behind it and specifically relates to the content of the lesson.

As well as the reason behind questioning and the techniques used, Block, Rodgers and Johnson (2004) categorises three different types of questions. These are literal, inferential, and metacognitive. Literal questions are designed for getting a direct response and specific answer. This is often referred to as 'closed questions' meaning they have only one right answer. In contrast, when teachers use inferential questions this is based around them getting a response which isn't obvious from the question and allows children to go beyond the text and put together a response. This is referred to as an 'open-ended question' (Fusco, 2012). It is important to know that there are certain times when these questions are most appropriate to use. A teacher is more likely to use a literal question where children can establish the facts and can almost be used as a warmup before going onto use inferential questions. Lastly, metacognitive questions are used to encourage more deeper thinking through reflection (Fusco, 2012). Within the observation the teacher was using literal questioning as she was expecting a direct response and a specific feeling from the child in response to the welsh question.

Along with types of questions, there are a variety of ways in which teachers can present their questioning to children. One such questioning technique is pose, pause, pounce, bounce (Lim, 2019; Harrison and Howard, 2009; Baker, Evers and Brock, 2017). This method of questioning particularly provides essential 'thinking time' and allows the teacher to observe the class during this process and plan for any intervention needed in order to help push the children's learning further (Harrison and Howard, 2009; Nicholls, 2017). This is a simple technique, yet it is great to use for assessment for learning and also helps the teacher in looking out for differentiation (McGill, 2013). This technique involves the teacher giving the question and informing the children of hands down before the question is asked. The teacher will then ask the children to pause and think about their response, Quigley (2014) emphasises how important the thinking time of the pause point is. You then move onto the bounce where the teacher specifically asks for the answer to come from a certain child in particular. Once that child is able to answer this is where the pounce part is introduced (Lim, 2019; McGill, 2013). The teacher asks another child specifically in the class for their answer making sure that everyone is involved and at some point will be asked for their answer by the teacher. The bounce part also allows the teacher to bounce a child's response to someone else to create a discussion. It is important that all children are aware and understand the concept before it is put into practice (Lim, 2019; Sharrock, 2019). This

method would have worked well within the critical incident (see appendix 1) as the teacher would have had the control of the class by emphasising that no one was to answer unless they were called on, meaning only one child would have been more likely to speak at one time.

The evaluation and reflection discussed will be in accordance with appendix 2. According to Gardner (2014) critical reflection provides help in understanding challenges as well as looking into issues that arise within professional practice. Critical reflection allows people to identify any assumptions they may have around a certain issue and consider how this can be acted upon. There are different types of models of reflection that can be used to help give guidance and be used as a framework for reflecting. One of these models of reflection for example is Kolb's experiential learning cycle (Kolb, 1984). The idea behind this model of reflection is going through the cycle process and progressing through the stages in order to complete the cycle of reflection (Sussex and Scourfield, 2004). The stages within Kolb's reflective cycle are concrete experience, reflective observation, abstract conceptualisation and active experimentation (Kolb, 1984). For the purpose of reflecting initially after the incident had happened an Assisted Reflective conclusions (ARC) sheet was used. However, for my reflection during this case study, I will be using Kolb's cycle.

As previously outlined this critical incident involved a mixed reception/year 1 class sat on the carpet for a Welsh introduction. This particular incident was involving children shouting out their answers and raising their voices over the teacher. Focusing on one child in particular who continued to shout out her answer whilst still raising her hand. During the critical incident I had questions in my head that I had based around what I was seeing as a non-participant observer. I sat back whilst this was happening and considered what the teacher would do to solve the disruption. I felt surprised that the teacher did not deal with this immediately or at all. The shouting out and disruptive behaviour only stopped when visual representation was introduced rather than it being verbally addressed. At the time I was not aware if the visual representation mentioned within appendix 2 was introduced as the teacher's specific way of dealing with the incident or whether the teacher was aware this would re-focus the children.

During my initial reflection after observing the critical incident, I felt intrigued by the child's decision to continue shouting out whilst holding up her hand. This made me question whether she felt that she was complying with class rules so made the initial reaction to put her hand up but continued to shout out because everyone else was. I also thought that maybe that she was looking for attention so by continuing to raise her voice, she would gain the teacher's attention.

I did feel concerned that the classroom environment was chaotic and that there was no structure or control from the class teacher. Reflecting on this I feel it changed the environment and dynamic from what is was initially to generate a less positive atmosphere. Despite this, I did appreciate that there was enthusiasm from the child to share her answer with the rest of the class displaying that she did have underlying knowledge of the subject or at least confidence. This was great to see as it showed that the child had shown engagement from previous lessons. Something that inspired me and something I would follow through with as a teacher would be to use visual representation. It was interesting to see the teacher using Welsh puppets Fflac and Fflac to re-focus the children and get everyone back on track. Reflecting back as a whole it was encouraging to see how positive the relationship was with the teacher and the children throughout. Despite the distractions all the children seemed happy and all interested to be putting their hands up. I also felt a sense of discouragement when the child holding up her hand was not asked by the teacher why she was behaving in this way.

Moving forward with my own professional and personal development, the next steps I would take from observing and reflecting on the critical incident within appendix 1 would be to keep the approach of whole class questioning that the teacher used as this was a great way of assessing prior knowledge. However, I will try and implement my own questioning technique using the use of the lolly pop stick method with children's names attached to specifically ask a child a question to which I would hope will reduce any shouting out and disruptions to the discussion. Furthermore, I would have an emphasis on classroom expectations and rules in which I will include the children in the process of developing them. At appropriate times during lessons such as carpet time I would ensure I remind children within the class of the expectations and re-visit them when necessary.

## Conclusion

This case study looked at a selected critical incident from various different perspectives. The observation approach that was taken for the purpose of observing the critical incident was a note taking method from a non-participant perspective. A wide range of reading was undertaken for the purpose of the literature review to collect information with particular focus on classroom management and questioning due to these being picked up from the critical incident. This information from the literature review was then used alongside a personal reflection regarding the whole process to allow personal and professional development. Following on from the reflection process, one of the elements within the new standards document discusses the importance of reflection. This element discusses the importance of extending knowledge, skills and understanding and being able to display how personal

reflection and an openness to challenges and support will further improve professional learning to then progress onto develop pedagogy (Welsh Government, 2019). To conclude, this case study has helped to develop my own pedagogy through experience, research and reflection.

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## Appendix 1

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Date: 25.09.19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Lesson details:</b> Welsh lesson, introducing sentence pattern 'Sut wyt ti?'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Classroom culture</b><br>(Are the students focused on learning?)<br><p>The relationship between the teacher and the children and the Teaching Assistant and the children was positive and respectful. During carpet time the teacher gave personal interaction with children making them feel important, the teachers listened to every child the same. There didn't seem to be a specific routine in place for carpet time, lots of disruption, distraction and calling out from children. During the lesson the teacher had good body language, moving around the classroom at appropriate times showing displays for the purpose of the lesson. Facial expressions were also used by the teacher for the activity that was taking place. The body language and facial expressions engaged the children immediately. Throughout the session there was lots of eye contact which again engaged the children. When using puppets which linked to the lesson the teacher changed her body language and went onto the carpet down to the children's level to interact with them. When completing the tasks at the table again the teacher had appropriate body language and knelt down next to the children to assist them rather than leaning over them on the table.</p> |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)<br><p>When the lesson began there was no visual clear lesson objectives on display for the children to see, however later on this then became a verbal objective rather than visual. This was appropriate and effective for the age group within this specific class. This method was effective as the children had a clear understanding about what the task ahead was going to involve. At the beginning of the lesson the teacher used Fflic and Fflac puppets and got into character using different voices for each puppet to ask 'sut wyt ti?'. The teacher carried out a discussion between the puppets and then asked the children the question using Fflic and Fflac. The activities set out for this lesson promoted the lesson objective as the children had differentiated work sheets which both linked to the question 'sut wyt ti?'. The children had to draw their face with their</p>                                                                                                                                                                                                                                                    |

facial expression and then in welsh they wrote their response remembering what the teacher had previously covered on the carpet.

**Direction**

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

All children were able to go into their differentiated groups and complete the set task straight away. There was at times verbal help and questioning from both the teaching assistant and teacher to question and prompt the children making sure they were kept on task. There were also sentence patterns and vocabulary displayed on tables to help children if they needed extra help. All children seemed happy and confident with what they were asked to do. Most children completed this task independently with no extra support, however towards the end of the session some children did require extra help.

**Access and challenge**

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

Before the lesson began the children were given direct questions to challenge them to see what response they already knew to today's question before they had their input. Lots of children were engaged and confidently able to give a response. All children were focused and involved with the input throughout the lesson and thoroughly enjoyed using the interactive whiteboard. After the written task children were then able to colour in their faces after they had drawn themselves and written their word or sentence, this helped when children had finished their written task and kept them engaged whilst other children were still writing. Children were given differentiated worksheets and this was dependent on their ability. Towards the end of the lesson the sentence patterns had been rearranged on the interactive whiteboard and had been put in the incorrect order. The children seemed excited and fully engaged in being independent and confident to change this back to the correct order. This had been used to see if they had remembered and understood the lesson.

At the end of the lesson the teacher gave the children an interactive challenge by using the puppets 'Fflic and Fflac' and getting the children to use what they had learnt in the lesson and question each other. This was great to see as all the children were able to interact with the role play and confidently give their own responses.

**Assessment**

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

Before the lesson the teacher used direct questioning to ask prior knowledge questions of the topic to see how many children may have known responses to the welsh question they were learning about. Then the teacher challenged the children to assess each other's knowledge and in pairs they asked each other the question and gave excellent responses. The teacher then re grouped and directly chose children to come up the front to act out themselves with 'Fflic and Fflac' and use the visual representation to question and again assess each other's knowledge and understanding. This was a great engaging way of assessing the children by re capping the pattern they had used at the start of the lesson.

**Specifics / Critical Incidents**

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

within the beginning of the lesson there as a child sat on the teachers lap which stood out as this was something that no other children within the class were doing during carpet time. Some children were also quite distracted during register and carpet time. These involved children talking, turning around and crawling on the carpet. Perhaps there are not set rules for the register or carpet time. However, they could just not be displayed within the classroom for children to see to so then maybe they need to be reminded of expectations. Within carpet and discussion time the teacher had asked the children a question and lots of children were shouting out at the teacher, however one child had raised her hand to answer the question but still continued shouting out at the same time that her hand was raised. Also, before the lesson began the teacher held up in both hands the differentiated worksheets for the two groups and verbally said to the teaching assistant "these are our sheets for our two different work groups, this is lower, and this is higher". This didn't seem the appropriate time in front of the class to hand these to the teaching assistant. During tidy up time there were also children running to a certain area within the classroom to play and they played for the duration of tidy up time. This questioned whether they were aware of the expectations within the classroom for tidy up time.

## Appendix 2

**Dyddiad/Date: 25.09.19**

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** During the lesson the teacher asked a question to the whole class and the children started to shout out answers simultaneously. There was a child who raised her hand at the same time as shouting out and whilst the teacher was still talking. Other children were answering at the same time and began shouting and raising their voices over everybody else so that nobody could listen or understand what each other were saying.

| Profiad/ Experience                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Teimladau/<br/><i>Feelings</i></p> <p><i>Beth yw eich teimladau ynghylch y profiad?</i></p> <p><i>"What are your feelings regarding the experience?"</i></p>                                                                                                                         | <p>During the critical incident I observed, the teacher had asked the children sat on the carpet a question and the children weren't all taking it in turns to answer the question. Some children were asked directly by the teacher to answer the question. I didn't feel this was a relaxed or controlled environment. There was one child in particular who caught my attention. This particular child had her hand up to answer the question but whilst other children were giving their answer she continued to shout out and raise her voice over the other children whilst still raising her hand. I felt quite intrigued as to what the thinking was behind the child's reaction by raising her hand whilst continuing to shout out at the teacher. I also felt quite sad when this took place because this child amongst the others had no respect for her class teacher or each other as they continued to talk over one other. It was also quite a worrying experience I felt as the teacher wasn't stopping the children from raising their voice and shouting over each other and the class teacher herself. I felt concerned that there were no boundaries or clear expectations for carpet time, or for when somebody else is talking.</p> |
| <p>Cofio a Deall/<br/><i>Remember and Understand</i></p> <p><i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i></p> <p><i>"Can you list the aspects of the learning experience that went well?"</i></p> <p><i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i></p> | <p>Despite shouting over others and not waiting for her turn the child did hold her hand in the air suggesting that she does possess an underlying knowledge of how to appropriately gain attention from the teacher. Later on, the introduction of the Fflic and Fflac puppets were a great visual representation that re-focused some children who were distracted and who were previously shouting out, including the child who had shouted with her hand up. The relationship between the children and the teacher was positive throughout the incident and despite the distractions and unorganized nature the children were happy and interested in the topic at hand.</p> <p>It was mostly disappointing that the class teacher didn't address this issue immediately on the carpet and continued to let this child have her hand raised and continue to shout out and raise her voice over other children within the class. It was disappointing to see no classroom expectations on display for the children to see, even just pictures for the younger ones so that they have some understanding of how to behave whilst on the carpet. It was discouraging to see that this child</p>                                                          |

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| <p><i>"What were the elements of the learning experience that were disappointing?"</i></p>                                                                                                                                                                                                                                                                                                                        | <p>was left with her hand in the air and wasn't being asked what she would like to say despite shouting out.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Gwerthuso a dadansoddi/<br/>Evaluate and analyse</b></p> <p><i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i></p> <p><i>"What will you keep the same to ensure effective teaching and learning in the future?"</i></p> <p><i>Beth oedd achos yr elfen siomedig bwysicaf?</i></p> <p><i>"What was the cause of the most important disappointing element?"</i></p> | <p>I would continue question the whole class in the same as this is an effective strategy and also a good way of assessing children's learning to see what their prior knowledge is of the topic before the teacher explains what they are learning about. The positive and encouraging environment of the classroom ensured that the children were interested and excited to answer the question so I would want to continue that encouraging enthusiasm and body language from the teacher.</p> <p>The cause of the most disappointing element I feel was the teacher not having in place a particular strategy or routine for answering questions whilst on the carpet. If there was a routine which all children were comfortable with and understood, for example everyone raising their hand to answer a question and not answering until the teacher came to you then this would have resolved the children shouting out and raising her voice over everybody else. It was dispiriting to see that nothing was said from the teacher at the time of the incident and it was as though it was just being ignored and put to one side without being addressed.</p>                                                                                                      |
| <p><b>Casgliadau a chymau<br/>gweithredu/<br/>Conclusions and actions</b></p> <p><i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i></p> <p><i>"What are your possible solutions to the disappointing issues identified?"</i></p> <p><i>Beth ydych yn mynd i'w wneud nesaf?</i></p> <p><i>"What will you do next?"</i></p>                                                                        | <p>Solutions to the disappointing issues I feel would be to address this straight away on the carpet and go back over the routine and expectations whilst on the carpet. Also, for the teacher to explain to or remind the children that it is rude to talk over somebody else when they are answering and also that you must wait to be asked by the teacher before answering the question. If the lesson was to be taught again, I would address the carpet rules and classroom rules straight away before the questioning begins so that everyone understands how to behave and follow the rules. Another possible solution would be to change the way the teacher asks questions at the beginning of the session.</p> <p>Next time I would change the strategy of the response to whole class questioning. Instead of children putting up their hand where you could have the possibility of talking over others and shouting out, I would introduce the lolly pop stick method. This is where the children's names are all written on the top of a lolly pop stick and when the teacher has asked a whole class question, the teacher will then pick a random lolly pop stick out of a pot and ask the child whose name is on the lolly pop stick for their answer.</p> |
| <p><b>Y profiad newydd / Transformed experience</b></p>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Appendix 3

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

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| <b>Date:</b> 26.09.19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Lesson details:</b> Maths lesson - counting on one more<br>Circle time activity with teacher demonstrating and joining in with the children, these clearly laid out the lesson objectives before they were given.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Classroom culture</b><br>(Are the students focused on learning?)<br>During the carpet time and circle time activity all children were enthusiastic and engaged, following what the teacher had demonstrated. All children were sitting well on the carpet and the teacher had moved onto the carpet herself to take part in the activity and join the children. However, the teaching assistant took a step back and was sat on a chair away from the activity.<br>The aim of the circle time activity was to introduce the topic for that lesson in a fun and engaging way using a dice, pictures and picture of a tiger. This was also linked to a previous literacy lesson and something that the children could relate too. |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)<br>After the activity took place on the carpet the teacher then gave a verbal lesson objective to the children. Once the teacher had given the children the verbal lesson objectives, she then wrote them on the board with the children's help. Children were able to connect the activity on the carpet with what they were doing in that lesson, so the activities were able to link well with and promote the purpose of the lesson. By writing the lesson objectives on the board with the children they were then able to visually see them.                                                               |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)<br>Before the beginning of the activity with the teacher, she started off by asking them what they were going to be focusing on in their maths written work. Some younger children needing prompting and help with what the lesson objectives were. The children were able to understand what they were doing as the teacher has visual objects from the circle time activity on the table to help the children understand the activity and concept behind it.                                                                                                                                                                       |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)<br>All children were able to engage and join in with the circle activity and introduction to the lesson input. Within the written task with the teacher all children seemed to be fully engaged and challenged in different ways. With regards to the maths task with                                                                                                                                                                                                                                                                                                                                                 |

the teacher, children were challenged with something called a 'tiny task' which is an extension for the children.

**Assessment**

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

Before the lesson began whilst on the carpet for the activity the teacher questioned the children's prior knowledge on of counting one more and used visual aids to see how much they knew. During the lesson the teacher also assess the children by using 'tiny task' as an extension and also if they need to practice and correct their number formation. At the end of the lesson the teacher asked all of the children to tell their partner what they had learnt in today's lesson and what they could remember. The teacher then asked some children to share with the whole class. This allowed the teacher to see if the children had remembered and understood what they had done within the maths activities.

**Specifics / Critical Incidents**

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

Once the lesson objectives had been explained to the children off they went to choose a maths activity that was set out within the classroom. Children who weren't choosing an activity were working in their books with the teacher. One little girl decided she wasn't going to join in with the maths activities that had been placed around the classroom and she said to the teacher 'can I play with the dolls instead?'. The teacher said 'Well, we are in maths so we should be doing maths activities and if you choose not to then you won't be able to get a smiley face'. The smiley faces are given to children who have done something well and children can give other children in the class smiley faces as well as getting one off the teacher. The child then decided not to listen to the teacher and join in with maths and play with the dolls instead. I thought that the teacher's approach was quite interesting and something to think about. Something lovely to see was a child who often requires extra help was singing a tidy up song that the children had already finished singing. It was lovely to see as the children in the rest of the class decided to join in with the little boy so that he wasn't signing by himself.

## Appendix 4

## Model Beirniad Wedi Adfyfyrio (BWA)

### *Assisted Reflective Conclusions (ARC) Model*

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**Dyddiad/Date: 26.09.19**

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** Once the lesson objectives had been given to the class and children were told when they weren't working with the teacher, they had different maths activities on the tables. This particular child went up to the teacher 'can I play with the dolls instead?'. The teacher replied to the girl and said 'well, we are in maths so we should be doing maths activities and if you choose not to then you won't be able to get a smiley face'. The child didn't listen to what the teacher said and chose not to join in with the maths lesson and play with the dolls instead.

| Profiad/ Experience                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Teimladau/ Feelings</b><br/> <i>Beth yw eich teimladau ynghylch y profiad?</i><br/> <i>"What are your feelings regarding the experience?"</i></p>                                                                                                                                                                                                                  | <p>During my observation within this classroom I did feel quite taken back by this critical incident. I was quite shocked when the little girl was told that if she chose not to join in with the maths activity then she wouldn't have chance to receive her smiley face. This made me quite surprised that this was the only reaction by the teacher and the child wasn't told 'no' to going and playing with the dolls instead of completing maths activities like the other children in the class. Also, I feel intrigued by this experience as it made me wonder why the teacher chose this approach with the child and let her go off and do what she wanted taking charge of her own learning and choosing to be different to all the other children. It was interesting that even though the child was told she wouldn't be able to receive one of her smiley faces for doing something good like the other children would in the class it didn't faze her and off she went to continue playing with what she wanted. It was quite surprising to see other children's reactions to this as well and some children then copied this child and decided to go off and play themselves and not join in with the maths activities. After this I felt frustrated that nothing was being done and the teacher wasn't taking control and let children go off task and not refocus them into doing the maths activities for that particular lesson.</p> |
| <p><b>Cofio a Deall/ Remember and Understand</b><br/> <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i><br/> <i>"Can you list the aspects of the learning experience that went well?"</i></p> <p><i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i><br/> <i>"What were the elements of the learning experience that were disappointing?"</i></p> | <p>Within the learning experience I think that the input and time on the carpet at the beginning of the lesson went well and had the children engaged and interested about their learning. This was successful by having the class teacher sat in the circle with the children and being involved in their learning giving them a hands-on experience. Overall, I felt this was the most successful part of the learning experience. I also felt that the maths activities around the room were creative and stimulating for the children. All of these activities linked well to the lesson objective.</p> <p>A particular element of the learning experience that I felt wasn't working well was the teacher allowing one particular child to choose to go off task and not participate in the maths lesson and bring in an award as part of the discussion with the child. It was thought-provoking with how this was handled and felt that the teacher perhaps could have said to the child 'we are in our maths lesson now so</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>let's go off and choose a maths activity and if we have time at the end then we can play with the dolls'. This then would have encouraged the child to go off and participate in a maths activity but also not directly saying no to playing at the end of the lesson if there was time.</p> <p>It was discouraging to see this child not encouraged and expected to be participating in the lesson like all other children in the rest of the class.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Gwerthuso a dadansoddi/<br/>Evaluate and analyse</b></p> <p><i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i></p> <p><i>"What will you keep the same to ensure effective teaching and learning in the future?"</i></p> <p><i>Beth oedd achos yr elfen siomedig bwysicaf?</i></p> <p><i>"What was the cause of the most important disappointing element?"</i></p> | <p>Next time in order to keep the same effective teaching I would still have different maths activities around the classroom at different stations for children who aren't working directly with the teacher. This allows the children to see maths in a variety of ways and have different activities to choose from for their own learning.</p> <p>The cause of the most disappointing element I felt was that the child wasn't given any boundaries and was allowed to take control and make her own decision to not participate in the maths lesson like all the other children and instead go off and continue playing for the whole lesson. The cause of this element was also down to perhaps lack of structure for that particular lesson, there were not set groups at different activities which didn't have all children fully engaged. Also. the teaching assistant was at one station with maths activities leaving the rest of the children to be independent, which is some aspects was great however if the teaching assistant could have also checked on children around the classroom then they could have been re focused.</p>                                                                                                                                                                                      |
| <p><b>Casgliadau a chymau<br/>gweithredu/<br/>Conclusions and actions</b></p> <p><i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i></p> <p><i>"What are your possible solutions to the disappointing issues identified?"</i></p> <p><i>Beth ydych yn mynd i'w wneud nesaf?</i></p> <p><i>"What will you do next?"</i></p>                                                                        | <p>In future solutions that could be used could be to explain to the child like the teacher did that we are in a maths lesson so all our activities need to be linked with our topic for the session and explain to the child that there are lots of maths activities to choose from. Another possible solution would be to say to the child 'we can play with the dolls another time, let's go and have an explore around the classroom and see what maths activity you would like to choose'. This would allow the child to understand and associate the dolls with choosing when they are allowed to play and also being given some direction to go and engage with the other children in the maths activities.</p> <p>Next time I would have the children in groups and put each group at a certain activity and then rotate them around the room so that each child is at an activity at all times. This will also guarantee engagement and keep children on track. Lastly I think it would be a good idea to explain to the children that the home corner and any other areas in the classroom that haven't been set up with maths activities aren't in use for that lesson and also just remind children and have a mini plenary to re assess that children understand which areas they can use for that particular lesson.</p> |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Appendix 5

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

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| <b>Date:</b> 26.09.19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Lesson details:</b> Literacy lesson writing a list about what the tiger ate for tea at Sophie's house.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Classroom culture</b><br>(Are the students focused on learning?)<br>Straight away the children were engaged at the beginning of the lesson as there was a video clip on the board called 'dough disco fine motor development' where children were all given a piece of dough and were exercising their hands and fingers ready for their writing activity. All the children were engaged especially as the teacher and teacher assistants were joining in. The teacher always had great body language making sure she was positioned for different parts of the input and always making sure children were able to see her at all times. Children were mostly all aware of the carpet routine and knew where their carpet spots were. Some children didn't seem focused all the way through the input and towards the end of the song they were playing with the play dough.                                                                                                                               |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)<br>After the video on the carpet the teacher gave the children a verbal explanation of the lesson objectives and the teacher was practicing some vocabulary and practiced spelling some words on the board with the children's help. The teacher then moved to another white board where they had a laminate with WALT which the teacher wrote on for the lesson objectives with the children's help of spelling. This was displayed for the children to see and the teacher read it out again for them to be reminded of the lesson objectives.<br>The teacher explained to the children in some detail that they would be carrying out an emergent written task and went over with the children somethings to help them remember what they would need to include in their writing. This activity had a clear purpose to then help the children when it came to the written piece of work. |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)<br>Most children seemed confident and aware of what activities were available for them around the classroom to choose from when they weren't doing their written task with the teacher. Most children seemed quite independent with the activities around the classroom, however at times a few children needed re reminding about what activities they should be doing. When children were then called by the class teacher to complete their written task the teacher did need to prompt some of them who had forgotten what they were going to be doing.                                                                                                                                                                                                                                                                                                                                                     |

**Access and challenge**

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

All children seemed able to engage in the input and also were engaged during their set activities around the classroom. Some children were distracted and not engaged when doing their written task with the class teacher as they were watching children in the classroom choosing what they wanted to do, and some were playing. Children were challenged when completing their emergent writing as they all had a personal target written down in their books to achieve. The teacher did remind them of this before they started their task. Children weren't given an extension challenge as such for this piece of writing as their challenge was to achieve their personal targets. Children weren't challenged with regards to classroom activities as some children stayed on the same activity for the whole session.

**Assessment**

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

At the start of the lesson the teacher assessed the children by questioning their understanding of what they needed in a good piece of writing. During the middle of the lesson the teacher stopped the children and referred back to their literacy board where they had different objects representing what needs to go in their writing. For example, they had a hammer which is used to represent including full stops in their writing. The teacher asked all the children what these objects represented and assessed them this way before they began their writing activity. Also, whilst completing their writing task the teacher also assesses their learning and how they felt the task went by using a traffic light strategy. So, in their books they have a sheet at the top with what the task is and a few pictures to help them linked to their activity. So, for this writing activity they had a picture of the hammer for example to remind them they needed full stops. At the bottom of this sheet of paper are three faces, one with a smile, one with a middle line and one with a sad face. The children then at the end of the task colour in the face they feel appropriate to how the activity went for them. Also, the objective of the task was emergent writing which was an independent writing task so this itself was an assessment by the teacher to see what level of writing the children within the class have. Lastly, at the end of the lesson the children had some children come up to the front of the class to show the other children their work and asked the children to explain to the class what they had done. This was another form of assessment to check the children had remembered and understood what they had done.

**Specifics / Critical Incidents**

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

Within the lesson introduction and input on the carpet there were two children sat next to each other who got themselves quite distracted as the teachers' body language and movement within the classroom changed. The two children were messing around and making silly noises with each other. This was unnoticed by the teacher and when it came to the lesson the children did not know what they were supposed to be doing and chose to play in any area they liked and were not engaged like the other children. Again, this went unnoticed by the teacher and the teaching assistant. Whilst choosing activities linked to the literacy focus there was a little girl who was always playing by herself and when other children were in the same area as her or doing the same activity as her she would say some unkind words such as 'oh no I had that first you aren't actually allowed to play with me in this corner'. Sometimes when other children were around, she would make herself in charge and order them around. She seemed very aware of what she was doing. Lastly, during an activity with a teaching assistant a

child got distracted and disengaged in the activity when the teaching assistant was focusing on another child. This child then decided to draw on himself, the teaching assistant said, 'Oh dear, we don't draw on our clothes mummy and daddy won't be very happy'. The child stopped and then continued to carry on drawing on himself whilst the teaching assistant was looking elsewhere. After continuing to draw on himself this was then just ignored, and the teaching assistant carried on working with the child despite what he was doing which she had previously asked him not to do.

## Appendix 6

## Model Beirniad Wedi Adfyfyrio (BWA)

### *Assisted Reflective Conclusions (ARC) Model*

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**Dyddiad/Date: 26.09.19**

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** One child decided to draw on himself, and was told not to do so by the teaching assistant. The child stopped and then continued to carry on drawing on himself whilst the teaching assistant was looking elsewhere. After continuing to draw on himself this was then just ignored, and the teaching assistant carried on working with the child despite what he was doing which she had previously asked him not to do.

| Profiad/ Experience                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Teimladau/ Feelings</b><br><i>Beth yw eich teimladau ynghylch y profiad?</i><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                                                                                                | <p>I felt mixed emotions when picking up on this particular incident. When I first noticed the child drawing on himself, I thought that it can be a fairly common thing for children to do and it won't be repeated. I also thought that perhaps he was doing this because the teaching assistant who was working with him on his particular activity turned to talk to another child and perhaps felt like he wanted the attention back on him. Then the teaching assistant responded to the child saying, 'oh dear, we don't draw on our clothes mummy and daddy won't be very happy', The child then decided to draw on himself again despite what the teacher assistant said to him. It was disappointing that after the comment the teaching assistant had first made the child then proceeded to draw on himself again and no comment was made. I did wonder if there was a reason behind this on the teaching assistant's behalf, perhaps they didn't feel the need to re visit this and just ignore the child's behaviour. This made me feel frustrated as this was portraying to the child that it was ok to draw on himself again despite being told no the first time.</p> |
| <b>Cofio a Deall/ Remember and Understand</b><br><i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i><br><i>"Can you list the aspects of the learning experience that went well?"</i><br><br><i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i><br><i>"What were the elements of the learning experience that were disappointing?"</i> | <p>When initially reprimanded the child did stop drawing on himself and initially respect the teaching assistant's authority. Also, within this lesson I think that the visual representation and objects the teacher was showing the children to help them with remembering what went in their writing was a great way to engage the children and give them a hands on experience and be able to link what they saw and include it within their writing.</p> <p>Disappointing elements linked to this learning experience I felt was that the child was either disengaged in the activity given to him or possibly needing a challenge so the teaching assistant could have looked into this further and not just spoken to the child once, especially that after the first time he continued to draw on himself. It was interesting to see that the child was not spoken to for the second time especially after being told no in the first place. It felt like this was just being brushed to one side and that it was fine to carrying on doing something because he hadn't listened the first time.</p>                                                                          |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b>                                                                                                                                                                                                                                                                                                         | <p>For this particular lesson and learning environment I would keep the same layout of the lesson, so I would keep the different set activities out on the tables in the classroom that all link to the lesson objective. I would also keep the same style of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p><i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i><br/> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i></p> <p><i>Beth oedd achos yr elfen siomedig bwysicaf?</i><br/> <i>"What was the cause of the most important disappointing element?"</i></p> | <p>teaching so having whole class questions at the beginning of the lesson and the use of visual aids throughout to keep the children engaged.</p> <p>I feel that the cause for the most disappointing element was that the child had been told no and that the teaching assistant then lost focus with this child and the child continued carrying on with drawing on himself. If the child had the pen taken off him or was spoken to firmly for not following teachers' instructions, then this could have been avoided.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Casgliadau a chamau gweithredu/</b><br/> <b>Conclusions and actions</b></p> <p><i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i><br/> <i>"What are your possible solutions to the disappointing issues identified?"</i></p> <p><i>Beth ydych yn mynd i'w wneud nesaf?</i><br/> <i>"What will you do next?"</i></p>     | <p>Possible solutions to avoid this particular child perhaps losing interest and turning to drawing on himself I believe could be having a group of children on the table with the teaching assistant so that the child could see that the teaching assistant isn't just perhaps working alongside him but also other children as well. I also wonder if another possible solution could be perhaps having an extension task after that particular activity that the child was participating in. there is a range of possibilities for his behavior and one of them could have been disengaged in the activity. So, if this could have been developed to challenge the child, he might have been more focused.</p> <p>Next time I would make sure that the child fully understands the task that he is participating in and also make him aware of what challenge/extension task he could move onto once he has finished the one he is doing. Also. I would make sure that the situation is fully addressed regarding the pen and just alliterate to the little child that we only use pens on our paper and it does not go on our clothes. If this was to then happen again, I would say to the child that he could only use pencils and crayons if he can't use the pen properly. Just so that the child understands the rules and expectations and hopefully wouldn't do it again.</p> |
| <p><b>Y profiad newydd / Transformed experience</b></p>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Appendix 7

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

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| <b>Date:</b> 26.09.19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Lesson details:</b> Welsh lesson - learning sentence pattern 'ga i.. osgwelwch yn dda'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Classroom culture</b><br>(Are the students focused on learning?)<br>Before introducing the children to the sentence pattern, the teacher sat down on the floor with the children and joined them in their circle activity. This allowed all the children to be able to see the teacher. The children engaged with the teacher straight away they had a respectful two-way relationship. The teaching assistant also joined in with this activity and sat alongside the children within the circle activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)<br>The teacher had a trolley covered with a fabric sheet and used the puppets Fflic and Fflac to introduce the lesson objective to the children. The teacher got into character when using the puppets and introduced the sentence patterns in different ways by using objects to demonstrate the sentence pattern. The class teacher also verbally explained to the children the different activities that would be set out on different tables. Then lastly the teacher explained to the children what they would be doing with each adult. The lesson objectives were not displayed on the board for the children to visually see, it was only what the teacher had said to them at the start of the lesson. The activity that took place at the start of the lesson was a purposeful activity and it was well thought out to link directly to the lesson objectives. |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)<br>Children within the class were able to follow the clear instructions from the teacher well and knew straight away which activity they needed to go to and how to carry that activity out independently. The children seemed confident to explore different areas within the classroom.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)<br>All children were engaged within the lesson and were able to answer the question and give a response independently. Once the children had answered the question the children challenged by seeing if they could extend their answers. Lots of children within the class were confidently able to extend their answers and use the iPad with the activity independently. not all the children within this lesson were challenged, some children were going around the classroom participating in activities but were not challenged in their learning in any other way.                                                                                                                                                                                                                                                                                                     |

**Assessment**

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

At the beginning of the lesson the teacher used the Fflic and Fflac puppets for whole class questioning to see if the children were able to respond to the question themselves without needing help or support. This allowed the teacher to see what level of Welsh they had and how confident they were with their speaking. During the lesson the children were assessed by the teacher by trying to get them to extend their sentences to see if they understood the question and could use their own knowledge of Welsh to add to it. This was successful and lots of children could comfortably speak Welsh and also use what they already knew to come up with their own sentence. At the end of the lesson the teacher used the iPad and showed some of the children's work and asked the children if they knew what the sentence pattern in Welsh was in English to see if they had understood what they were saying. Lastly, the teacher had three pots on the table with a facial expression on them. One had a sad face; one had a straight line and one had a smiley face. The teacher asked the children to put a gem into the pot which they felt described how confident they were about using and understanding the sentence pattern they had learnt in the lesson. This was a successful way of the teacher knowing how each child felt after the lesson, and also it was a good way for her to see who possibly struggled and needs more help with this sentence pattern.

**Specifics / Critical Incidents**

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

During the beginning of the lesson the teacher took the afternoon register for children in her classroom who had come from another teacher for the purpose of the Welsh lesson. As it was the afternoon the teacher explained to the children that she would like them to all answer the register with 'prynhawn da', 'good afternoon' in Welsh. This was going well and all children were responding. However, the teacher got to one little boy and he decided to answer the register with 'I love you miss' and all the children on the carpet were giggling and laughing to this response and the teacher responded with 'I love you too'. The teacher then called out the next child's name and they responded with 'yma' which is 'here' in Welsh. Some children on the carpet then began giggling again. The teacher didn't look very impressed and her body language changed. However, this was not corrected or spoken about with the teacher and took away from some children's concentration on the carpet.

## Appendix 8

## Model Beirniad Wedi Adfyfyrio (BWA)

### *Assisted Reflective Conclusions (ARC) Model*

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**Dyddiad/Date: 26.09.19**

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** During the beginning of the lesson the teacher took the afternoon register for children in her classroom who had come from another teacher for the purpose of the Welsh lesson. the teacher had asked the children if they could all answer the register how they normally do in a Welsh lesson with 'prynhawn da' for good afternoon. One child decided to answer the register by saying 'I love you' which got some children giggling and being silly. After this the next child then copied this behaviour and responded to the register with 'yma' which is here in Welsh. The teacher's body language changed and she didn't look impressed but the children carried on giggling and this wasn't corrected or discussed further.

| Profiad/ Experience                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Teimladau/ Feelings</b><br><i>Beth yw eich teimladau ynghylch y profiad?</i><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                                                                                                | <p>During this experience I felt confused that the teacher had set out at the beginning of the lesson how she wanted the children to answer the register, but also, she allowed certain children to answer in a different way and then didn't look pleased when children were giggling due to some of the responses.</p> <p>I felt confused and unsure why the teacher responded to this behavior and then also didn't seem happy or impressed when children were giggly to the other responses. It was interesting to see that the body language and facial expression of the teacher reprimanded the children who were laughing when the children who had responded differently weren't spoken to about their behavior and this made me think was there a reason behind this.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Cofio a Deall/ Remember and Understand</b><br><i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i><br><i>"Can you list the aspects of the learning experience that went well?"</i><br><br><i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i><br><i>"What were the elements of the learning experience that were disappointing?"</i> | <p>Despite using the wrong answer to the register from the pre-stated 'prynhawn da', it was a positive to see that some of the children still had an understanding of the Welsh language to respond with 'yma'. The majority of the children understood and successfully answered the register with 'prynhawn da'. Apart from the snippets of laughter the majority of the children were calm and on task.</p> <p>The elements that were disappointing within this learning experience I felt was the teacher not displaying to the children the behavior she was expecting back from them. This encouraged children to be silly and then this made the teacher unhappy to see children losing engagement and concentration. However, the teacher would not have lost the children's engagement if the issue was addressed straight away. It was disappointing to watch the teacher allow another child to answer the register in a different way and not address this at all during or after the register had been taken. This gave children the impression that because one child had responded in a certain way and the teacher then responded back that it was the right thing to do. This then meant the teacher was not impressed by the children's reactions but did nothing to change their views or expectations on it.</p> |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b>                                                                                                                                                                                                                                                                                                         | <p>I would keep the Welsh response to the register the same as this is encouraging children to answer with the correct terminology. I would also keep the Welsh</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <p><i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i><br/> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i></p> <p><i>Beth oedd achos yr elfen siomedig bwysicaf?</i><br/> <i>"What was the cause of the most important disappointing element?"</i></p> | <p>introductory circle time the same as this was a good way to introduce the children to the welsh topic and get them all involved and engaged.</p> <p>The laughter and loss of concentration arose from the teacher responded back to the child with the initial incorrect response and then wasn't happy or impressed with other children in her class for giggling at the two children not responding to the register correctly as the teacher had asked for at the beginning of the lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Casgliadau a chamau gweithredu/</b><br/> <b>Conclusions and actions</b><br/> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i><br/> <i>"What are your possible solutions to the disappointing issues identified?"</i></p> <p><i>Beth ydych yn mynd i'w wneud nesaf?</i><br/> <i>"What will you do next?"</i></p>       | <p>I feel that possible solutions to this critical incident would be for the teacher to have corrected the first child with 'prynhawn da' rather than responding with 'I love you too' as this would have displayed modelled behavior from the teacher and shows what she expects from the children.</p> <p>This solution would then have meant that the next child after wouldn't have copied this behavior and would have answered correctly. If the teacher had re capped with the children how they are answering the register then all children would have fully understood the teachers' expectations.</p> <p>Also, another strategy to use next time could be asking another child within the class to remind the child how to answer the register so that it comes from a different perspective. However it is important to note that the 'I love you' from the child may have had a specific reason behind it and the teacher's response may have been tailored to this.</p> <p>Next time I would make sure that this behavior wasn't allowed to carry on at that the two children were asked to answer again with 'prynhawn da' and for the teacher to model this for them so that they are aware of what needs to be said. I think that addressing this straight away would avoid silly behavior and keep everyone engaged whilst on the carpet.</p> |
| <p><b>Y profiad newydd / Transformed experience</b></p>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |