

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

Introduction

In this assignment, I will evaluate and identify next learning steps focusing on a case study observed following a critical incident in a Secondary School.

Despite the term 'critical,' a critical incident does not need to be a dangerous activity, event or something out of the ordinary, it can be something simple (Shapira- Lishchinsky, 2011). The incident becomes 'critical' when the observer starts questioning why this situation has happened and therefore the incident is "created" by the observer (Tripp, 1993:8). Similarly, Richards and Farrell 2005:113 state that a critical incident can be something "unplanned or unanticipated" by the observer. However, the critical incident causes the observer to think about the actions of certain methods, techniques and teaching styles (in this case) within the classroom, it can therefore be used to implement changes in education, training and to promote reflection in teaching practise (Pui-lan et al, 2005).

During this assignment there will be a brief description and contextual background of the school in which the critical incident took place. This assignment will also discuss the methodology behind the critical incident focusing on the purpose of using observational methods. The main focus will be on the critical incident witnessed, this incident will be evaluated in relation to Donaldson's Four Principles and linked to the relevance within the new curriculum.

The literature review will focus on the impact of behaviour management with particular focus on the implication of conditioning through reward, punishment and peer pressure. Following the literature review reflection will focus on the ARC observation model and how the critical incident can be used to improve future teaching practice.

Observation

Part of this assignment required conducting research within a school environment. Four observations and reflections took place (*see Appendix*) in a comprehension school in Swansea. For the sake of this assignment the school will be referred to as School 'X' due to BERA 2018 guidance. The school in which the research took place had a capacity of 953 pupils and is an English medium school based just outside Swansea City in South Wales (My Local School, 2018). The school houses pupils from the age of 11 to 16, covering key stage 3, 4 and 5.

Within the school 23% of the pupils are on free school meals (My Local School, 2018). This is above average in the UK as the average percentage of students on free school meals across England and Wales is 12.4% (Department of Education, 2018). This is also higher than the national average within the local authority by almost 10% (My Local School, 2018). This would suggest the students attending this school and living within the catchment area come from poor and more disadvantaged backgrounds than other schools within the local authority and throughout Wales (Department of Education, 2018). The number of children who identify as having English as an additional or second language is 9.5% of the schools population, this, along with the number of students on free school meals, could identify why there is a large number of pupils being identified as having Special Educational Needs (SEN).

The critical incident chosen to discuss within this assignment took place in a Year 8 mixed ability Humanities class that focused on the Story of Joseph (*see Appendix 1*). The teacher was familiar with the students as she had taught them from Year 7, the students seemed very respectful throughout the lesson.

Methodology

For the purpose of this research the most appropriate research design was qualitative research. Qualitative research refers to research that is not based on numbers but rather opinions, observations and description (Litchman, 2013). Unlike quantitative research, qualitative research focuses on why and how something happened, rather than statistics or

numerical information that can easily be reviewed and compared with other researchers or at a later date (Sharman et al, 2007).

The research was undertaken in the form of an unobtrusive, non-participant observational case study of pupils with the aim of witnessing a critical incident. An unobtrusive observation refers to an observation in which the observer does not interact with participants and simply observes and makes notes of his findings (Cohen et al, 2011). Despite the possible disadvantage of the Hawthorne effect taking place, due to the timescale in which the research was conducted this was the most appropriate form of gathering data (Cohen et al, 2011). The researcher had access to four-hour long lessons within the humanities department with pupils from key stage 4 and 5. Despite

The purpose of an observation is to gather information on real life data during a particular event or time (Cohen et al, 2011., Hobart and Frankel, 2004., Sharman et al, 2007). Observations can be carried out in many different ways but for the purpose of this research a spontaneous observation was best suited as it was completely random, unbiased and could be carried out without interruption of the school routine (Welsh Assembly Government, 2008). Observations were carried out on real classes within School 'X' during a typical school day with a random convenience sample of students and teachers taking part. A convenience sample refers to a random sample of participants who are available during the time of the study, here it was most appropriate in order to not disrupt school routine, with the advantage of students and teacher participating at random creating unbiased results (Cohen et al, 2011).

It may have been interesting to conduct a planned observation with a chosen sample in order to evaluate ways in which certain individuals respond to different teaching practises and behaviour management styles. However, this would have more time consuming and much more planning would need to take place, therefore a spontaneous observation on a random convenience sample was best suited for this research (Wragg, 1999).

In order to obtain and evaluate data, a written record technique was used. This is the “most common” way of recording observations and can be carried out with “little preparation and no formal planning” (Hobart and Frankel, 2004:37) A written record refers simply to documenting any important information or situations that the observer may come across (Lichtman, 2013).

There are many different ways of recording observations, for the purpose of this research a structured written method was chosen over an unstructured method as a clear aim was established within the research; to observe a critical incident (Sharman et al, 2007). The University proposed an observation/field note document with questions adapted from Fletcher Wood (2016), see Appendix 1-4A. The University also provided ARC sheets for reflection adapted from Gibbs 2011, see Appendix part B. This allowed the researcher to have a clear objective and guidance when completing the observation (Punch and Oancea, 2014). Cohen et al 2011, suggests that although written observations are important to record real life situations, they can often be subject to bias from the researcher. This is due to the researcher observing situations and focusing on what they feel is important, this may result in the observer missing something or similarly, concentrating on something irrelevant (Hobart and Frankel, 2004). Therefore, it is important to recognise the limitations when evaluating results.

Critical Incident

According to Donaldson, the purpose for the curriculum in Wales is that children and young people should develop and leave education as,

- ambitious, capable learners, ready to learn throughout their lives,
 - enterprising, creative contributors, ready to play a full part in life and work,
 - ethical, informed citizens of Wales and the world and
 - healthy, confident individuals,
- (Donaldson, 2015: 31)

In order to achieve this, those working with young people should be encouraging and structuring education to achieve all these purposes. In order to evaluate the critical incident in relation to Donaldson, it is important to outline the incident itself first.

During an observation of a year 8 Religious Education class the teacher was discussing the Story of Joseph. The class was particularly loud during tasks and the teacher had to remind them multiple times when she was talking that others should not be talking over her. Despite the class being talkative, all tasks set were completed within ten minutes of the lesson finishing, the teacher praised the pupils and rewarded them by putting on a YouTube clip centred around the Story of Joseph. However, the teacher reminded the pupils to remain quiet and stated that, "if anyone talks or messes around during the clip, then the whole class will be completing an extended written task." Within a minute of the clip being put on, one pupil went to speak to another, multiple pupils within the class turned to him and told him to "be quiet," one pupil even asked him, "do you want to do another written task?!" The whole class then remained quiet for the remainder of the lesson until the school bell rung.

For the purpose of this assignment evaluation will solely focus on the principle that all learners should be healthy, confident individuals; as this relates best to the critical incident. However, when looking in further detail at Donaldson's four principles it could be argued that the critical incident can relate to each of Donaldson's four principles.

In order to learners to be healthy, confident individuals Donaldson stated that learners should have "secure values and empathy." This was displayed during the critical incident as the majority of the pupils remained quiet due to the threat of punishment, by remaining quiet pupils showed respect and understanding of the implications their actions could effect on the whole class. Donaldson also stated that learners should be able to form and maintain healthy relationships based on "trust and mutual respect," along with having "confidence" to speak up for something they believe in – it is clear that pupils were respectful of their peers by remaining quiet during the remainder of the lesson and did not want to upset the balance within the class by talking. In relation to having confidence, a number of pupils told

the talkative pupil to “be quiet,” this showed that pupils were not only confident enough to stand up for themselves but also confident enough to stand up for others within the classroom.

Literature Review

In order for teachers to educate pupils they must be able to control behaviour within a classroom, if they cannot do this learning will not take place (Bennet, 2017). In order to achieve a stable learning environment a teacher may have to use a variety of different techniques and approaches to engage pupil’s attention and maintain order (Stott, 2017). Within this critical incident the teacher used a variation of different behaviour management techniques to address the class and gain control. This section will focus and evaluate the way in which the teacher used the impact of conditioning and peer pressure to manage classroom behaviour.

Operant Conditioning.

One of the most widely used approaches to managing behaviour focuses on rewards and punishments (Bennet, 2010., Cowley ,2014., Stott, 2017., Wright, 2006). One of the first academics to study the implications of reward and punishment on behaviour was Skinner (Tuckman and Monetti, 2010). Skinner put forward that behaviour is shaped based on the implications of positive and negative reinforcement or positive and negative punishment, he argued that reinforcement shapes behaviour and therefore punishment should weaken it (Skinner, 1953).

However, this theory does not take into account internal thoughts or feelings, instead, it focuses purely on how experience shapes who we are (Smith et al, 2015). This does not explain why children act a certain way before experiencing reinforcement or punishment (Tuchman and Monetti, 2010). Following his original research after opposing comments, Skinner researched the implication of social learning and stated that learning through social interaction could explain the gap in this criticism.

Skinner, 1953 describes social learning as learning that takes place by children replicating or copying another’s behaviour, this can be by witnessing another peer or adult. Tuckman and

Monetti 2010 discuss the implications of social learning theory on children's behaviour, within their book they refer to social learning theory as a key process in children's development. In 1977, Albert Bandura developed his own concept of social learning theory linking both behavioural and cognitive learning (Tuckman and Monetti, 2010). Bandura put forward that learning was a result of both behaviour and cognitive choice and learning was due to observing models and then reflecting this behaviour (Tuckman and Monetti, 2010). Both academics agree that the use of reward and punishment along with social learning theory reinforces behaviour (Bandura 1977).

During this critical incident the teacher used positive reinforcement to reward the student's behaviour (by watching a YouTube clip) and threatened negative punishment by having the students conduct a written task. This is a key example of the use of positive reinforcement and negative punishment and is often used regularly in schools (Bennet, 2010). The use of social learning theory was also used to reinforce 'normal' behaviour amongst students.

Many academics and behaviourist argue that when using rewards and sanctions the consequence should be proportionate to the action (Cowley, 2010., Wright, 2006). Many academics also suggest that when threatening student with sanctions, punishment should always be followed through, without following through students are more likely to display this behaviour in the future (Wright, 2006). This is important in order to maintain relationships between teacher-student but also create a controlled, fair and consistent environment (Bennet, 2017). Stott 2017 agrees that's maintaining positive relationships between student-teacher can influence the way in which students respond in the classroom, by creating a positive, safe and consistent environment for students they are more likely to engage with activities resulting in learning achievements. Within this critical incident, the teacher did not follow through with the punishment of the whole class.

Decision Making.

Within this critical incident, the teacher can also be seen as using choice theory as students were given the option to decide outcome of their behaviour (Glasser, 2010). Glasser 2010, described this as reality theory as students were given the choice to respond and face the 'reality' of their actions; students were made aware that bad behaviour would result in

punishment for the whole class and therefore had a choice to behave or misbehave and get punished.

Cowley 2010 states that students should make a connection between misbehaviour and sanction, and by doing so should be held responsible for their decision, whether that be through reward or punishment. Despite given students the choice to behave, the use of this may not suit students with ALN who may not make the link between action and consequence; some students may not be able to make a controlled choice about their behaviour and therefore this theory is not ethical to use with students with certain ALN difficulties.

Although the teacher created a link between action and consequence during the clip (“if anyone talks, you’re all doing an extended written task”), she did not make the link between good behaviour and a reward during the lesson. Students were not aware that if they behaved accordingly, they would receive a reward at the end of the lesson, perhaps students may have behaved better throughout the whole lesson if they were aware that their good behaviour would result in this (Wright, 2006).

Peer Pressure.

It could be argued that another punishment for talking during the YouTube clip is the possible impact on peer status. Many academics argue that peer status is extremely important to children and young people during adolescence as children have a “need for acceptance as they are growing and maturing” (Baruah and Boruah, 2016:241). Peer pressure can be described as being influenced by one’s peer group being either positive or negative (Tarshis, 2010., Baruah and Boruah, 2016).

Within this observation, the teacher used peer pressure to reinforce positive behaviour. If students behaved, then the class could continue watching the YouTube clip. However, she used the impact of peer status, peer pressure and choice to get students to remain quiet, “if *anyone* talks, the *whole class* will be completing a written task.” Students clearly did not want to upset any other peers and therefore remained quiet. This can be linked again to

Glasser's reality theory as Glasser stated that the key approach to behaviour management and learning is to have children to realise how their choices and behaviour may affect others.

The impact of peer pressure as a behaviour management approach has been outlined by a number of different academics and can be linked to bullying, anti-social behaviour and gang violence (Tarshis, 2010., Rosenberg, 2013). Despite peer pressure often being referred to negatively, when used appropriately the impact of peer pressure can be utilised to promote positive behaviour (Bennet, 2017., Cowley, 2014., Wright, 2006).

Research by Sandler et al 1987 evaluated the impact of peer confrontation on badly behaved students. In this study, students were expected to recognise and condemn bad behaviour displayed by another classmate. When carrying out this experiment, teachers reported that "the student sought to avoid peer confrontation by emitting the appropriate behaviour before the pressure was applied" (Sandler et al 1987:109). Despite this showing the positive impacts of peer pressure on classroom behaviour, this study was focused on one individual student during the 80's. There are a number of ethical concerns relating to this study and by targeting a single child, the child may have felt bullied, intimidated or scared of the reaction of other students. The study also did not take into consideration ALN which could result in "misbehaviour." Despite this, a similar study was conducted by Salend et al in 1992 that focused on peers condemning bad behaviours of others within the classroom. All students were expected to police bad behaviour and recommend consequences for disruption, the study found that bad behaviour decreased from all students within the classroom and teacher-student relationships were greater after the study (Salend et al, 1992).

In 2010, Dylan Williams completed a classroom experiment within a secondary school and used the impact of peer pressure and rewards to promote positive behaviour, he called this 'the secret student.' During the course of a day a student was picked at random and the behaviour of this student was monitored, if the student behaved the whole class would get a reward. This reinforced positive behaviour as students did not want to let down or

disappoint their peers, it also led to other students policing their peers in order to get the reward (Doc Zoo, 2012). This approach is much more ethical in relation to the other studies discussed as students were not aware who the 'secret student' was, this meant that the whole class behaved and had a sense of a group identity without excluding another student.

Reflection/Evaluation

After observing four critical incidents, the use of ARC sheets was used in order to reflect and evaluate the impact of the critical incidents (See Appendix 3-6). The ARC sheets were based on Gibbs reflection model and can be used as a way to analyse own teaching practice and teaching practice witnessed by others (Gibbs, 1998). Although other reflective models are available, this model allowed me to focus on important parts of the observation and discover the implications of the incident witnessed. This in turn allowed me to evaluate the incident in relation to Donaldson's four principles and conduct appropriate research for the literature review.

When used correctly, it is clear that peer pressure can have an extremely powerful impact on student behaviour (Cowley, 2010., Doc Zoo, 2012., Salend et al, 1992). By using the whole class to praise or sanction behaviour, students are encouraged to collaborate and work within a team (Wright, 2006). This creates a sense of group identity and respect between peers, this is term links with three of Donaldson's principle enabling children to be enterprising, creative contributors, ethical informed citizens and healthy, confident individuals (Donaldson, 2015).

I think it is important for children to be encouraged to work within a group and learn the importance of respecting each other. These key skills are extremely valuable in adulthood and in workplaces. If children are taught about the importance of respect, understanding and inclusivity for an early age this will reflect and be used in their later lives. These skills can also be adapted and used to encourage young people to form and maintain positive relationships.

I also think it is important for children to also realise the implications their actions can have on others and how this can lead to both positive and negative consequences. It is clear that children and young people are easily influenced by peer pressure (Tarshis, 2010) and therefore it is important that young people understand the implications of their behaviour on others. Despite the consequence in this critical incident being slightly unproportionate to the behaviour witnessed, the teacher did not follow through, the fact that the peers policed the other student highlights the implications that behaviour has on others and how this may have a negative consequence on relationships.

I believe that when used in practise the use of peer pressure to manage behaviour must only be used when a teacher is familiar with the class, a teacher would have to take into consideration peer relationships and students with ALN (Wright, 2006). Without this knowledge teachers may be setting students up to be bullied or excluded within the group and thus creating an unsafe teaching space. For this reason, I would only use group sanctions as a behaviour management tool when I am familiar with a class and the group dynamics, even then I would use it sparingly.

Going forward, if the majority of the class worked well in a lesson I would use praise and group rewards, similar to how the teacher did in the critical incident, this would form a group identity and let the whole class know that I am proud of how they worked. I think this behavioural approach would work well in a classroom setting, especially with KS3 pupils, not only should it boost inclusion but also promote positive behaviour.

On reflection of the reward system that the teacher used, I would inform students at the start of the class that if they behaved well/completed tasks set then they would receive a reward at the end of the lesson, this may allow students to stay focused and on task and encourage the class to work together to succeed. Students could also be reminded during the lesson that if they continue to misbehave, they would not be getting the reward and be used as a way of prompting continuous good behaviour. I would not tell students the reward they would receive, and I would manage rewards to best fit the attributes and personality of each class. Along with group reward, I would also praise students individually.

For example, I could reward the whole class by allowing them to listen to music, however I could ask the particularly well-behaved student to pick a song. When used continuously students should remember and associate good behaviour with rewards and may be more likely to behave well in the future. However, when using this approach I think it would be important to work collaboratively with colleges within the school as students may only behave well for staff members due to them knowing they will get a reward, a whole school approach to rewards would be used best (Bennet, 2017).

Conclusion

This assignment has used a critical incident observed using a case study within Secondary School X to identify and evaluate behaviour management techniques focusing on operant conditioning and peer pressure.

The assignment played close attention on the purpose of using a qualitative research design in order to conduct an unobtrusive, non-participant observational case study approach. The purpose of using this approach was most fitting for this research due the timeframe in which the research was taking place in order to collect real life valuable data (Cohen et al, 2011).

Following the observation and methodology, focus was on the critical incident in relation to Donaldson's four principles of learning. Despite the incident being able to reflect on all areas of learning this assignment focused on the impact the incident had on creating healthy, confident individuals as learners were able to form empathy and respect for their peers (Donaldson, 2015).

The literature review outlined the importance of behaviour management within the classroom and showed the ways in which behaviour can be obtained through conditioning. The literature review also discussed how peer pressure can be used to promote positive behaviour as young people value peer and group status during their youth. All this was linked with Glasser's decision making model and reflected that good or bad behaviour was a choice made by learners.

The last section focused on reflective practice. Reflective practice is extremely important in order to assist with teaching standards. (Welsh Government, 2019). Each standard links together to form reflective practice and therefore to enable the improvement of pedagogy. This section allowed me to conduct evaluation on the critical incident and allowed me to take forward behaviour management techniques to develop my own teaching practice. This section was the most valuable as it allowed reflection to take place on teaching methods and behaviour management techniques, methods that I will take forward in order to increase my continuous professional development.

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Appendix 1A



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: year 8 mixed ability class, humanities lesson with the main focus on RE. Lesson focus was on the story of Joseph.
Classroom culture (Are the students focused on learning?) • APK to start of lesson - got learners attention - most raised hands to answer questions. • Learners are quite chatty but interested
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • Students knew the lesson was on story • Teacher told learners that activities were for creating future knowledge for GCSE. • Structure of task were outlined in the way a GCSE question would be outlined.
Direction (Are the students clear about what they are doing and how to do it well?) • Teacher was constantly asking questions & recapping on previous lesson. • During written task - teacher walked around the classroom to check understanding - praised & those encouraged. • Teacher asked a number of questions & asked other learners how to improve answers. • Learners were told during the written task if she was impressed they could put on a video clip.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Teacher encouraged the whole class to engage in recap activity. Every student either answers a question or is allowed to bounce answers from another. • Students are asking questions • One task focused on APK - asked to apply things in real life. • Teacher allowed pupils to watch clip about the topic because all tasks were complete.

Appendix 1A (continued)



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

- Starter-recall activity-what they learnt in previous lesson. Verbal recall activity.
- Starter- key terms were on board to jog student memory- all students were questioned
- During lesson teacher checked in with students & went over things they were confused about.
- Constant questioning- directed harder questions to MA learners.
- Comprehension task after directed teaching.
- Teacher walked around to check understanding.

Specifics / Critical Incidents

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

- Class were chatty but completed all tasks- teacher said that she was happy all tasks were completed & as a result would put on a video clip, teacher said, "if anyone talks you all will be doing an extended written task." During the clip one student talked- a number of pupils 'shh'd' this student- peer pressure, group sanction, operant conditioning.
- Whole class lined up outside before lesson - class were invited in.
- Teacher walked around during tasks- asked questions to check understanding.

Appendix 1B

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): collective punishment & peer pressure

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Good way to get pupils focus & to be quiet. Teacher told pupils that class would have to do written extension task if whole class wasn't quiet. Worked well & class were quiet however if one pupil disturbed - whole class would have been punished.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	During written task most of the class were chatty. Teacher called for attention a number of times & class took a while to be quiet & focused on her. Teacher was pleased with work & rewarded class with a clip but reminded them about chatter. Think it worked well because any pupil could be a result of collective punishment due to all talking then.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Peer pressure worked very well as whole class did not want writing task. All seemed to enjoy clip which was educational (can't think pupils realised this) would be interesting if teacher pulled through with threat if pupils talked.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	To punish single pupil for talking - however whole class would be punishing if had to do written task - bullying? Positive group reward rather than punishment?
Y profiad newydd / Transformed experience	

• Would use in my teaching practice but think it's essential to use sparingly in case it resulted in bullying of particular pupil.

• use group reward rather than group punishment - positive use of peer pressure rather than negative

Appendix 2A



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Year 11, set 1 GCSE class. Class teacher was students form teacher.
Classroom culture (Are the students focused on learning?) • Focused throughout - all answered questions & completed tasks in books. • Students engaged well with teacher.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • GCSE topic - students were made aware of this • GCSE style question - followed by marking guide - self assessed by students.
Direction (Are the students clear about what they are doing and how to do it well?) • Teacher was constantly asking questions & praising correct answers. • Teacher gave starter sentences & key vocab to include in GCSE question. • Students were given a marking guide to self assess their own work - students were able to see how to improve answers
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Teacher used hands up & random questioning technique - some chatty students were asked questions to get them back on task. • GCSE style question & exact timeframe in which they had to answer during exam - they were allowed to think, pair share if stuck. • Sentence starters & vocab given to less able students

Appendix 2A continued



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

- Starter task was based on student experience / own opinion on heaven/hell - asked at end of lesson if opinion had changed & why.
- Teacher questioned learners understanding during tasks by walking around the classroom.
- Teacher gave starter sentences for those struggling & key terms (not on board in order to challenge).
- Self assessment with marking criteria.

Specifics / Critical Incidents

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

- Teacher used "3, 2, 1" to get attention & silence from class.
- Teacher noticed student doodling in book - she gave student a scrap piece of paper to do this on - boy completed all tasks & answered questions.
- Teachers used humour clip to get engagement of learners.
- Teacher sat on desk in corner of the room during video clip - could see whole class.
- Student raised hand to ask for pen when teacher was talking.

Appendix 2B

Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): student raised hand asking for pen when teacher talked

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Shows learner had respect for teacher whilst she was talking. Good relationship between learner & teacher.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Teacher was using direct teaching approach. Whilst she was talking students were asked to write 'gwaith dasbarth' & date. Instead of getting up or shouting out learner raised hand to ask permission for a pen.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	- Teacher had a good relationship with the class & class had respect for her. - Learners were clear on rules - Learners knew not to try to talk over others.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	- Establish classroom rules in this case - show respect, don't talk when someone else is talking. - Establish good relationships with pupils in order to gain respect. - Ask students to write date etc
Y profiad newydd / Transformed experience	

before talking in order to get focus from all

Appendix 3A



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: year 10 GCSE class. Set 3/4. RE lesson based on synagogue.
Classroom culture (Are the students focused on learning?) • When speaking to whole class learners were focused. • Learners had to be reminded to keep on task due to chatter. • All tasks were completed.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • Learners were told lesson focus was on GCSE TOPIC • GCSE question. • APKS/recall. • marking guide - key words & vocab needed for full GCSE marks.
Direction (Are the students clear about what they are doing and how to do it well?) • Teacher gave student GCSE style question - also gave sentence starters, key vocab to use. • Learners were given marking guidance - showed how to get full marks. • Teacher checked answers by walking around - gave feedback on how to secure marks. • Teacher gave praise & encouragement - "I know you can do it!"
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Starter task based on recall & APK • Students were encouraged to answer & ask relevant questions. • Teacher explained key terminology of words/vocab that students may not have been familiar with. • Task was challenging for all pupils - as weren't familiar with question style needed reassurance their answers were correct

Appendix 3A continued



University of Wales
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Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

- Tested prior knowledge with recall activity using a quiz.
- Teacher constantly asked questions about topic & how they could apply it to real life.
- During tasks teacher walked around & gave constant praise - offered ways to improve answers to get marks.
- Plenary at the end - got students to recall answers (without books) before they could leave.

Specifics / Critical Incidents

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

- Teacher used a whistle to get silence / attention.
- Used names of students when asking questions & when giving praise.
- Teacher used peer & self assessment for marking.
- When waiting to complete direct teaching, teacher stood in front of class with folded arms to wait for quiet.
- Praise used throughout lesson - even to disrupted learners.

Appendix 3B



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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): self assessment of GCSE mark Q.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Students were given marking guide to ~~answer~~ mark own answer. Students aware of what examiners are looking for. Think students more harsh marking themselves.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Students are preping for GCSE. Task was a writing task & S mark question from previous exam. Learners given time to answer in full sentences & asked to mark own work based on guide. Preping ~~to~~ students for exam q's & how they are marked.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Using exam based q's allows students to understand & familiarise themselves with exam style q's. Self assessment good because students harsher on themselves.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Students are taught that they need to learn this & need to get it right because it's in a formal exam - not really used in real life circumstances / relevant to student interest. Told what's expected of them during exam - this is how you get marks.
Y profiad newydd / Transformed experience	

- Good / quick way of marking & assessing understanding during the lesson.
- Students are more critical when marking own work - nicer for students to recognise mistakes or room for improvement rather than pointed out by teacher.
- Would use in practice, followed by peer assessment as may boost confidence as peers maybe less harsh → good idea of where students are.

Appendix 4A



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: year 7 mixed ability humanities history lesson on the Blitz - lesson before lunch
Classroom culture (Are the students focused on learning?) • Students were interested on topic as focused on own area & how it was affected. • Students finished task from previous lesson.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • Lesson was based on the Blitz - preparing for their first assessment. • Comprehension task - they shall that they would need in the future. • Asked to express their own feelings
Direction (Are the students clear about what they are doing and how to do it well?) • Teacher walked around classroom & gave individual feedback - written / verbal answers - positive feedback to all but offered ways to improve. • Questions were asked to groups & individuals • One question focused on how learners think, feel, see, hear during Blitz - stressed all answers would be different • 'Wait, check my 8' for MAT Learner.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Learners were encouraged to share answers with other students • Questions to teacher were encouraged but teacher encouraged other learners to answer. • Comprehension / writing task, video clip, verbal recall. • MAT learner had extra task given to him.

Appendix 4A continued



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

- Recall activity as starter - questioning.
- Learners asked to finish task from last lesson - teacher checked in with all for their progress.
- 2 Task for ready for learners who had finished.
- Questions throughout lesson - raised hands & random
- Learners could pick task they wanted to complete.

Specifics / Critical Incidents

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

- 'opens down, eyes this way': Teacher didn't start until learners did this.
- Teacher gave learners option to pick a task - both tasks required same info.
- Register was answered in Welsh by all learners.
- Teacher stood at back of class during youtube clip
- Learners packed up & stood behind chairs & wanted to be dismissed.

Appendix 4B



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/09/2019.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Learned packed up & stood behind chairs & waited to be dismissed for lunch.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Learners clearly followed directions given by the teacher. Learners respected teacher. However, seems very old fashioned approach to dismiss a class. Very military.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Respect for teacher/classroom. Whole classroom was clean before lunch - all work was completed by students.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Clear that students respected teachers rules. However, it seems very old fashioned. Dismissing students when they are quiet & packed away - clear that they didn't want to stay behind.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Before packing up all tasks were expected to be completed. Teacher told students to pack up & stand behind chairs before the bell. As a trainee teacher I would probably wait until the bell rang & then dismiss students. Or dismiss well behaved students first.
Y profiad newydd / Transformed experience	