

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

This essay seeks to evaluate, reflect and suggest steps forwards for teaching and learning. It has sought to do so through observing several lessons in a secondary school and choosing one critical incident to focus on.

Tripp (1993) defines a 'critical incident' as something that an individual deems to be an important or significant event, and therefore is created from a personal value judgement. They are often considered "unremarkable and everyday events" that occur in the classroom but become significant due to a practitioner's reflections (Tripp, 1993). These reflections can then be used to change an aspect of a teacher's practice. This essay will discuss this strength further, suggest the other advantages of critical incidents, but also acknowledge its potential disadvantages.

The critical incident which has been chosen for this essay demonstrated the potential use of cooperative learning in the classroom, and what the teacher's role in the classroom may be. Specifically, it has the potential to be used in an argument for the benefits of cooperative learning and may support the suggestion that teachers should act as facilitators for pupils' learning, rather than through direct teaching. This essay will consider the arguments in the literature surrounding both these topics, including the arguments both for and against them. Finally, the essay will suggest how the next steps moving forward should arguably be to deploy these approaches at suitable moments in the classroom, but not excessively or when it is unnecessary.

As outlined by the British Educational Research Association (BERA), any institutions or individuals involved in any research have the right to privacy and anonymity (BERA, 2018). Therefore, the school where this critical incident took place will not be identified. However, some context about the school and class will be provided.

The school where this critical incident took place is under the Swansea local authority and is a mixed comprehensive, covering Key Stages Three and Four, with pupils aged 11-16. As of

their last Estyn inspection in March 2016, there were 780 pupils attending the school. According to that Estyn report, roughly 13% of pupils were eligible for free school meals, below the average of 17.4% of pupils in Welsh secondary schools, and approximately 29% of pupils had Additional Learning Needs, slightly above the national average of 25.4%. In the report, the school were awarded “excellent” in every aspect and key questions investigated by Estyn, the highest standard that can be attained (Estyn, 2016).

The critical incident took place in a Year 8 science lesson, where the 24 pupils were aged twelve or thirteen. At this Key Stage, the school does not separate children into sets for science, and so they remain in their mixed ability forms to attend lessons.

There are various models of observation that could have been conducted in this school, beyond critical incidents or case studies. These include systematic interviewing of participants or ‘social experiments’, where the investigator “treats” different groups of people in different ways and records their responses (Yin, 1994). The type of question being researched also influences what model of observation and how it will be recorded is used. For example, Yin (1994) suggests that a “how” or “why” question is more likely to be conducted through a case study or field experiment. Additionally, the critical incident itself could have been affected by whether the researcher was a non-participant or participant observer in the classroom (Cohen, Manion and Morrison, 2018). In the case of this critical incident, non-participant observation occurred, but the influence of an additional adult in the room must be acknowledged.

A critical incident, or a case study, provides a way to explore a topic both in-depth and holistically (Kumar, 2014). Through observing a critical incident, reporting and exploring on it, a researcher is able “to present and represent reality”, that may be considered a significant event or situation to a person or institution (Cohen, Manion and Morrison, 2018; Tripp, 1993). As Ashley (2012) argues, what may be considered a ‘case’ is wide ranging, varying from individuals to groups, pupils to teachers, or school policies to specific events, and as argued by Joshi (2018, p. 83) these can be either positive or negative.

To record these observations, certain methods were chosen to record them. Firstly, a lesson was recorded by using an Observation and Field Notes sheet, developed from Harry Fletcher-Wood’s Ticked Off. This was chosen because the framework structure allowed for various aspects to be noted whilst observing, that could be investigated in more detail afterwards, including the classroom culture and any assessment for learning present (see Appendix 1-4). After observing and writing notes on four lessons, a potential critical incident

from each was developed further in an Assisted Reflections Conclusions (ARC) Model sheet. The benefits of this process were that it led the researcher from the incident, to conducting some analysis, and finally drawing some conclusions on what should be done next (see Appendix 5-8). Like Brookfield's (1998, p. 200) suggestion of the benefits of certain observation techniques, these methods of recording the observations assisted in picking out any theories which may help 'name' the teaching practices observed.

However, it must be noted that there are some disadvantages with critical incidents. As Yin (1994) suggests, they can prove very difficult to be done well. Firstly, a critical incident takes place within one single event. As Cohen, Manion and Morrison (2018) point out observations are often long and repeated so to establish reliability. This does not tend to occur in critical incidents, and consequently any potential conclusions drawn must be treated more tentatively. This is a point that Didau (2016) also presents, emphasising how the liminality of a critical incident taking place within one school, in one lesson, must be understood, due to the differences that could take place under different circumstances, such as the time of day. Didau (2016) presents another weakness of critical incidents and case studies, suggesting that observers often begin with assumptions and prejudices, therefore potentially resulting in a judgement being made based on the researcher's preferences. Cohen, Manion and Morrison (2018) similarly suggest that this "problem of respectability and legitimacy" must be overcome for critical incidents to be useful. For this to be done, then all researchers and practitioners must have an open mind and a mindset which is ready and eager to learn from the experience (Didau, 2016).

Despite these weaknesses, the varying strengths of critical incidents provide more reasons to conduct one over other methods. Both Tripp (1993) and Joshi (2018, p. 84) argue that one of the main benefits of critical incidents is that it enables teachers to reflect and may therefore influence their professional judgement and practice. This is especially beneficial to students completing their Post-Graduate Certificate of Education, as they are only just beginning to develop their teaching practice and may profit from reflections on what to implement or change. Furthermore, critical incidents are capable of being used in situations where numerical data and analysis are not suitable, as is arguably the case in this scenario (Cohen, Manion, Morrison 2018). Tripp (1993) also asserts that critical incidents are a useful means of finding an aspect to focus on for "classroom action research". This is a point that Ashley (2012) seems to agree upon, arguing that critical incidents allow for intense and in-depth investigation. Thus, a critical incident was the chosen method of observation partially due to these benefits.

In the case of this critical incident, it raised the potential to discuss cooperative learning and the role of the teacher. However, it also presents an opportunity to discuss the four purposes outlined in Donaldson's *Successful Futures* (2015), which he argued should be developed across the curriculum to effectively prepare pupils for the adult world.

As stated, this critical incident took place in a Year 8 science lesson. As the pupils carried on with an activity, the teacher walked round the classroom and stopped when Pupil B asked them a question. Before the teacher could answer, Pupil A, sat next to Pupil B, answered the question, and had their answer confirmed by the teacher. Both pupils went back to their work, and the teacher moved on to elsewhere in the classroom.

This especially relates to the purpose of preparing pupils to be “healthy, confident individuals” who will become “valued members of society” (Donaldson, 2015). When Pupil A answered Pupil B's question, they demonstrated an ability to cooperate in social settings. Kagan (2009) details this as one of the benefits of cooperative learning, as it prepares pupils to “work and interact productively” with others as adults. Similarly, Slavin (1983, p. 431) suggests that if pupils share knowledge and help each other in classroom settings, it will increase their self-esteem and improve relations within society, noting its potentially positive effects on race relations. Furthermore, when Pupil A provided the answer for Pupil B, they arguably took some responsibility for their own learning. This is another aspect which Black et al. (2003) argue is a positive of cooperative learning and of teachers allowing pupils more independence in their learning. Independence is a key aspect of what Donaldson (2015) considers “valued members of society” to be, and thus relates this critical incident further to one of the four purposes.

The critical incident also arguably relates to two other purposes outlined by Donaldson, though to a lesser degree. Firstly, there is the purpose of creating “ethical, informed citizens” (Donaldson, 2015). When discussing how to “apply democratic leadership principles” in classrooms, Pintrich and Schunk (1996) suggest that cooperative learning in groups would “foster collaborative relationships”. Similarly, Kagan (2009) argues that if pupils only receive direct teaching, they become used to “autocratic, teacher-dominated” structures, which do not prepare them for participating in democracy. Therefore, Pupil A's and B's use of cooperative learning, and the teacher's role in this situation of simply affirming that the answer was correct, arguably prepares them to be the ethical and informed citizens Donaldson calls for. Secondly, this critical incident may partially relate to Donaldson's (2015) purpose of being “enterprising, creative contributors” who will be ready to participate in life and work. This purpose details how the new curriculum will create pupils who can help

others through their own energy and skills. Pupil A volunteers their knowledge in this critical incident, without being directly asked or prompting from the teacher and thus relates to this purpose. This purpose also calls for teamwork, with pupils comfortable with both leading and taking orders. In this instance, Pupil A arguably took on a leadership role, with Pupil B listening to their knowledge on the topic. Therefore, both pupils were engaged contributors to the task at hand, and the critical incident partially relates to another purpose.

The two key areas of research demonstrated in this critical incident are cooperative learning and the role of the teacher. Both have had their benefits and detriments argued amongst academics. This essay will discuss the debate which has taken place in the literature on these topics.

He (2019, p. 1363) defines cooperative learning as more than groupwork, as it is often thought of, because that does not reflect the independence which can be achieved through cooperative learning, instead considering it an exchange and evaluation that occurs between pupils. This applies to this critical incident because Pupil B receives the answer to their question from Pupil A, rather than from the teacher.

Cooperative learning can be linked to several other theories on learning, including constructivism and the work of Vygotsky. Arguably, cooperative learning is part of the constructivist school of thinking on education and learning. As Krahenbuhl (2016, p. 98) suggests, constructivism is a dominant theory in debates on pedagogy, and those who support it argue that gaining knowledge is done through a process of building on prior knowledge. One part of the broader theory of constructivism, is socio-constructivism. This is where the process of knowledge being built is done with others, emphasising the “collaborative nature of meaning making” and the ability to distribute knowledge (Zembylas 2005, p. 100). Additionally, cooperative learning can be linked to Vygotsky’s theories on learning. According to Abtahi, Graven and Lerman (2017, pp. 276-277), Vygotsky built on Karl Marx’s ideology, and argued that learning was a “product of social interactions” and therefore children would learn best in the presence of others. It is arguable that this is what is seen in the critical incident, with knowledge being built by a pair of students, rather than on their own or by the teacher and being conveyed directly to them.

Various arguments have been made in the literature on cooperative learning in support of its implementation in schools and the potential benefits it would generate. Perhaps the argument presented by most writers has been its benefits for pupils’ abilities to work with others in a way that is beneficial for all involved and thus reduces competition (Black et al.

2003; He 2019, p. 1363). Kagan (2009) refutes one of the common arguments against cooperative learning, in that it does not prepare pupils for a competitive adult world, by arguing that the world is not solely competitive, and pupils must be prepared for collaboration in adult life. Using cooperative learning, children build their relationships with one another through the exchange of knowledge and assistance. Pupils can therefore clarify their thoughts with one another and learn to move forward together (Black et al. 2003).

Furthermore, through their interaction as peers, some argue that pupils are less likely to be passive during lessons or when gaining knowledge. Instead, Ghufon and Ermawati (2018, p. 669), argue that pupils become active participants when learning, which gives them more responsibility and builds their confidence. Similarly, it has been argued that this engagement provides an opportunity for higher-attaining pupils to help those with lower abilities (Kagan 2009). Therefore, through this “tutoring”-like activity, higher attaining pupils are engaged with their own learning by helping others, and lower ability pupils are given extra help.

Beyond this, interactions with others during learning has been argued to have other benefits. Pintrich and Schunk (1996) argued the benefits of social facilitation, where others being present was found to motivate good behaviour. They suggest that was first proven by Triplett in 1898, who found that when asked to wind lines on fishing reels, the children wound more when others were working next to them rather than when they were on their own. This arguably contributes to the benefits of cooperative learning, because the peer interaction would encourage and motivate the pupils in their learning.

However, these arguments only make up some of the debate on cooperative learning. As Slavin (1983, p. 429) points out, some consider a more individualistic structure to learning is more beneficial to pupils. For example, Didau (2016) has argued that it is commonly presumed that groupwork is required to conduct a good lesson, but that this is wrong and the processes by which this judgement was made have been “deeply flawed”. The disadvantages of cooperative learning have been argued from several points of views. For instance, Cotton and Cook (1982 cited in Slavin 1983, p. 430) argued that the general statement that groupwork was beneficial for learning was too broad, and the achievements of said groupwork could be impacted by several outside factors, including the type of task and the resources available. Similarly, Didau (2016) discussed Maximilien Ringelmann’s finding that as group size increases, the productivity decreases. He argued that this occurred because people believe others will be doing the work and therefore slack off. Therefore, some academics have agreed on this potential disadvantage presented when implementing cooperative learning in lessons.

Another aspect of some criticism towards cooperative learning is the variation of resources that could be provided. If previous knowledge is imbalanced, then some members of the group are at a disadvantage (Krahenbuhl 2016, p. 102). Similarly, it raises the problems of how to hold individuals to account. In cooperative learning, it is arguably harder to assess an individual's progress and thus keep them accountable for their own learning (Ghufron and Ermawati 2018, p. 658). Arguably this also links to Ringelmann's theory, in that the potential of other members having more knowledge may cause some to slack and leave others behind.

Cooperative learning is a student-centred approach, which sees the teacher becoming a facilitator of learning and knowledge, rather than teaching directly (Udu 2018, p. 221). This presents another area of potential research for this critical incident- the role of the teacher. As Hattie (2012) suggests, teachers are one of the "most powerful influences" in a pupil's learning and have a massive impact on their learning. Consequently, what constitutes the role of a teacher has been highly contested. One main debate which has occurred revolves around whether the teacher should be a facilitator in the classroom or employ more direct methods of teaching. This relates to the critical incident because the teacher's role was only to affirm a pupil's answer rather than provide the answer themselves.

Firstly, there is the argument that teachers should be facilitators of knowledge. Akudolu (1994 cited in Udu 2018, p. 220) suggests that a teacher should set up activities designed for pupils to learn something independently. Similarly, Black et al (2003) argue that a teacher's role is to 'scaffold' a pupil's learning, meaning that they would provide support for as long as the pupil was 'unstable' in their abilities and would then withdraw the 'scaffolding' support once they could complete the task independently. In this sense, the teacher is arguably seen as a less active participant in a pupil's learning. Arguably related to this is the suggestion that pupils should "hold the initiative" when learning, not the teacher, and be engaged to ensure that they do not passively accept knowledge, but gain worthwhile knowledge and skills (He 2019, p. 1363; Aggarwal 2007 cited in Udu 2018, p. 220). It is further linked to the argument that if a teacher is a facilitator of knowledge and learning, pupils take responsibility for their own learning (Black et al 2003). This would not mean that they are without any help, but that they would be responsible for monitoring and managing their learning.

However, this view has not been agreed on by all academics. Although Vygotsky has been used in support of pupil centred teaching approaches, the "more knowledgeable others"

could arguably be used in justifying the teacher's role being a more direct one, and have been used as such (Abtahi, Graven and Lerman 2017, p. 276). This view calls for direct instruction from the teacher, who is an expert in their field and ultimately the most knowledgeable person in the room (Krahenbuhl 2016, p. 203; Didau 2016). Didau (2016) argues that the approach of a teacher delivering knowledge directly through lectures has been seen as teachers dominating the classroom, but ultimately ignoring this method is "madness" because talking is one of the most effective and efficient ways to communicate. Supporters of this method include Hattie (2016), who argues that teachers should be "activators" of pupils' knowledge and knowledge. However, arguably the most notable supporter of this role for the teacher is Biesta (2012a and 2012b). He writes on how the emergence and popularity of constructivist approaches, as well the 'learnification' of education have both been partly responsible for teachers becoming known as facilitators of learning (Biesta 2012a, p. 583; Biesta 2012b, p. 37). His issue with this is that it does not draw the difference between learning and education, namely that education is about learning something for a reason, not just learning (Biesta 2012a, p. 583). Biesta (2012b, p.40) calls for the teacher to be reinstated at the heart of education, instead of being side-lined as facilitators, and emphasises the importance of pupil-teacher interactions in the educational process.

On reflection, both the advantages and disadvantages of cooperative learning and the role of the teacher must be considered. Firstly, although it has been shown that there are various arguments against the effectiveness of cooperative learning, there have been many studies which have supported the assertion that cooperative learning is effective (Pintrich and Schunk 1996; Slavin 1983, p. 430; Kagan 2009). For instance, Kagan (2009) conducted a "meta-analysis of 65 objective studies" looking at the outcomes of cooperative learning and concluded that 87% of the studies found pupils involved in cooperative learning outperformed those in controlled classes without it.

Thus, there appears to be some merit to cooperative learning and should therefore be implemented more in schools. This seems to be something on which most academics agree upon. Kagan (2009) exemplifies this, by arguing that it would be "unhealthy" for a school to solely use cooperative methods for teaching, and therefore for it to be effective, it must be part of a variety of approaches used in the classroom. Even Didau (2016), who criticised aspects of cooperative learning, agrees with Kagan, saying that cooperative learning has its place in the classroom, but should not be the only approach implemented. There is some similar agreement in the debate on the role of the teacher. In this case, most academics seem to agree that the role of the teacher should varies from situation to situation. On this,

Didau (2016) suggests that facilitation of learning should be carried out after “careful explanation and modelling” from the teacher, so to not waste an opportunity that could be spent directly teaching them.

Therefore, it is arguable that moving forward cooperative learning, and the various roles of the teacher should potentially be implemented as a part of a pupil’s learning in moderation, with plenty of other methods also deployed, which most academics tend to agree with. For example, Udu (2018, p. 220) calls for various instructional methods to be used so to encourage the development of pupils’ critical thinking and problem-solving. Furthermore, he cautions that a teaching method should only be used and would only be worthwhile if the situation or lesson calls for it, otherwise an inappropriate method may hinder a pupil’s progress rather than help or support them.

The process of conducting a critical incident has also proved beneficial. Critical incidents have been useful because they have the potential to demonstrate a range of teaching approaches and allow for concentration on any number of them. From this, it was valuable in planning how to discuss ideas and fully explore the themes within the critical incident. Perhaps most significant however was the influence that the method would have on personal and professional development. As Joshi (2018, p. 83) suggests, the importance of a critical incident comes from its impact on a teacher’s practice. Through researching aspects presented in an incident and conducting these reflections, teachers may decide to alter their own teaching practice. This has therefore fulfilled part of the new Professional Standards for Teaching and Leadership. Specifically, it adheres to the standard for professional learning, which calls for teachers to extend their knowledge, skills and understanding when presented with the opportunity to do so, through reflections and openness to development and change (Welsh Government, 2018).

This has occurred during this critical incident and has therefore had an impact on the researcher’s professional and personal development within the teaching profession. These two areas of research have proven to be part of the growing transformation of the teaching profession. It is arguable that Kagan’s (2009) point that this would prepare pupils for the future, where the world will be very different and thus require a different set of skills, could also be applied to teachers themselves. Regarding the personal development from this, the critical incident has been informative because it provides an example of how cooperative learning and a teacher as a facilitator may work in a classroom. Furthermore, it has inspired ideas of how both techniques could be used in the classroom. For example, the use of cooperative learning could be utilised when synthesising a vast quantity of information.

Instead of being directly taught by the teacher, the pupils could work in groups and each synthesise a section of the information, and then report back to the others, and the teacher could facilitate their learning. On the other hand, the opportunity to research the role of the teacher has also been informative of when it would be appropriate to use direct teaching. For instance, when introducing a particularly difficult concept or piece of information, it may be useful to directly teach it first, so to have more control over their initial understandings of the topic.

In conclusion, this essay has discussed a critical incident which took place in a Year 8 science lesson. This essay has discussed the characteristics of a critical incident, and why it was chosen as an observation model for this assignment. However, the weaknesses of a critical incident have been acknowledged. This approach involved observing the pupils as a non-participant and recording any observation notes, and then focusing further on a critical incident in the ARC model sheet.

One of the main advantages of conducting a critical incident is the opportunity it presents to observe the current presence of Donaldson's (2015) four purposes within schools. From this observation, Donaldson's purpose of creating "healthy confident individuals" who would become valued members of society was arguably the clearest and most noticeable present. Furthermore, critical incidents are beneficial in presenting various research topics that can be investigated. This critical incident presents the topics of how cooperative learning and the role of the teacher may play out in the classroom. From this, this essay considered what has been said in the prominent literature on these topics, covering the various arguments both in favour and against them. This has ranged from the collaboration that cooperative learning could inspire, to the waste of unheard knowledge should the teacher not directly teach their pupils.

Ultimately, this critical incident has been beneficial in the reflections which can be achieved around it. Thus, it provides an opportunity to exercise being a reflective practitioner in Wales and conforms to the standard for professional learning in the new Professional Standards of Teaching and Leadership set out by the Welsh Government. Going forwards, this critical incident has been valuable in my own developing personal and professional development and has prompted reflections on the opportunities cooperative learning presents, as well as what role a teacher should proceed with in various situations.

Word Count: 4367

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Appendix.
Appendix 1-

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES #1	
(Questions adapted from Fletcher Wood (2016))	
Date: 26/09/19	
Lesson details: Science lesson - Year 8 24 pupils	
Classroom culture (Are the students focused on learning?) Majority students silent for entire task → engagement Teacher leaves room for a minute, pupils remained silent entire time → engagement? Pupil C puts hand up for nearly every question in class To one pupil (P) - Miss E. "You should be getting your planner out in answer to a question - all pupils get their planners out"	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Finish writing tasks following experiment from last lesson Watch demo of new experiment and complete written tasks Demo carried out - meets objective.	
Direction (Are the students clear about what they are doing and how to do it well?) Objectives verbally explained Time allocated to complete task - 15 minutes ↳ time for attention span? Repeated instructions of what to do next after being checked with a pupil Reminders of time remaining	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Silence and engagement → all suitably challenged? ↳ calls for focus and silence for last 5 minutes to answer question - mostly follow ↳ only some talking whilst working	
* louder talking amongst children in last 10 minutes of lesson ↳ attention span time theory ↳ no task within lesson longer than 15/20 minutes	



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?

Questioning - recap of last experiment → recall - 'long term memory'
- picking from hands up
↳ table at the back - 4 pupils -
all answered within 5 minutes -
repeatedly raised hands

Miss E:
"I see not a lot of people listened to me about the pencil and ruler" For "hedding ram" "you have to use a pencil and ruler"
↳ teacher trying to pick different pupils
↳ walking round - up central aisle of room

Specifics / Critical Incidents

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

Amount of times answering a question - Pupil A - 1111
→ AFL

Pupil B checked with Pupil B that she was doing something correctly
↳ pupil interaction - peers

Pupil B asks teacher a question - Pupil A answers - answer affirmed by teacher
↳ teacher not completely the fountain of knowledge
↳ peer interaction - sharing knowledge

Pupil B puts hand up for nearly every question in class
↳ AFL
↳ engagement

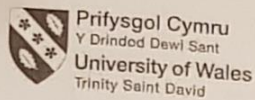
"Pupil F, you've been working really well today, keep going"
↳ not exactly catching them being good, but a reminder
↳ praise → teaching theory? (Tom Cox session?)
↳ assess + challenge? ↳ culture of engagement

Miss E: "Can you all stand behind your chairs quietly ready to leave?" - routine.

↳ not so much autonomy

↳ order directions of small details in classroom.

Appendix 2-



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016) #2

Date: 26/09/19

Lesson details:

Humanities - Year 8 5th lesson - after lunch - last of the day
23 pupils - Miss L.
Have finished one module of work - 1st lesson of new topic

Classroom culture

(Are the students focused on learning?)

Child asks about using pens - teacher addresses the class
"Do we use pens in geography?" "No!" "What do we use?"
"Pencils!" ← whole class answers

Objectives

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

Aims on whiteboard - All, Most, Some
All - complete choropleth map - Most - infer why areas in Wales differ in population density - Some - extension task

Direction

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

Aims on whiteboard

Miss L: "Can I finish explaining before any question?" ...
"Now, it's question time"

Miss L asks for everyone to put pencils down to listen to the next task → repeated later on in lesson

Access and challenge

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

Aims repeated into All, Most, Some set ups
↳ differentiation in outcome



Prifysgol Cymru
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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?

Lesson of population density in Wales - ^{Miss L asks} ~~question~~ does
some know what population density is
↳ questioning ~~some~~ prior knowledge
↳ Pupil B puts hand up

Recalling work from beginning of Year 7
↳ less repetition in light of new curriculum
↳ assessing their memory ahead of new topic.

Specifics / Critical Incidents

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

Think, Pair, Share - discussing what "population density" and
"population distribution" could mean

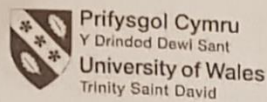
↳ One girl sat on her own (Pupil 2)

↳ why?
↳ didn't discuss with anyone (despite being told to join
with someone)

Pupil B answers 4 lines during lesson

↳ drops their hand when Pupil A answers a question -
wanted to answer herself.

Appendix 3-



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016) #3

Date: 02/10/19

Lesson details:

Year 8 - 12-13 year olds Lesson 4 - 12:15 - 1:15
English lesson

Classroom culture

(Are the students focused on learning?)

Teacher chooses pupils who haven't "read before"
↳ several pupils want to → engagement
Pupil who acts as the Monster puts on a voice
↳ told he doesn't have to for a big paragraph, but wants to continue.

Objectives

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

To progress further into 'Frankenstein'

Direction

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

Clear instructions for task of the rest of the lesson
↳ Event, Text, Me - explains what each aspect is when pupils show signs of confusion
Gives them specific time to complete the task.

Access and challenge

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

Chooses someone "who hasn't read before"
↳ access for all

"If it doesn't get finished, it becomes homework" - Pupil: "That's good motivation, Miss"
↳ challenge to finish → engages pupils



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Assessment

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

Asks for volunteers to read out their "PEE" paragraphs from last lesson
 ↳ Pupil B asked specifically by teacher to read her out
 ↳ why? - good example
 ↳ recapping a lesson where the teacher was about
 "Thumbs up, thumbs down if you know what you're doing"
 ↳ AFL

Asks for those who have finished (in detail) to volunteer their answers - those who haven't finished told to keep going

Specifics / Critical Incidents

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

Get to pick 3 events themselves from the latter part of Act 2
 ↳ level of control to pupils within restrictions
 ↳ increases engagement through autonomy?

"Pupil H, you're had your turn, be quiet"
 ↳ over-eagerness
 ↳ evidence of engagement

Appendix 4-



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Yr Athrofa
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Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016) #4

Date: 02/10/19

Lesson details:

Year 8 Humanities
Lesson 3 - after morning break - had had a
12-13 year olds Humanities lesson 1 the same day

Classroom culture

(Are the students focused on learning?)

* "Whoever finishes their graph first, let me know because I have a secret mission for you" - pupils focus

Objectives

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

All - complete spider diagrams
Most - detailed spider diagrams
Some - suggest what farmers must think about for their type of farm

Direction

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

Allocates time left to complete task

Instructions for subtitles need to be written "not as a spider diagram"
↳ lack of autonomy?

Frameworks for diagrams - questions which need to be answered - using knowledge just gained

Access and challenge

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

* "Whoever finishes their graph first, let me know because I have a secret mission for you"
↳ sense of competition - challenge

Access - provides framework to describe the graph they've drawn

"All, Most, Some" - challenge

Second spider diagram - no framework - have to work out what to write from the last diagram.



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Assessment

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

Walks around and prompts any changes
↳ observation

Pup Asking pupils who haven't answered yet

Specifics / Critical Incidents

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

▷ "Whoever finishes their graph first, let me know because I have a secret mission for you"

↳ sense of competition

↳ engagement - encourages work and speed

Corrected those who had not finished, that they could not be given the secret mission

(Mission - get protein from elsewhere in the school)

↳ responsibility

Picking out students who haven't answered yet

↳ Pupil K - doesn't have an answer so will ask them further along

↳ Teacher goes back to them later on and they answer the question this time.

Appendix 5-

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Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA)
Assisted Reflective Conclusions (ARC) Model #1

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil asks a question, which is answered by another pupil

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Interested in the class ~~and~~ culture, and pupil dynamic Curious to explore what this suggests about group working
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?"	Pupil B had a question on the work and checked with the teacher Pupil A, sat next to Pupil B, answered their question The teacher nods and affirms that was the correct answer Both pupils go back to their work and the teacher ~~walks~~ walks away to another part of the classroom
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?"	Asking the teacher for help in some situations The teacher affirming a correct answer first, rather than immediately providing one themselves Pupil A offering their knowledge to another pupil.
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?"	More group or pair activity Increase in peers teaching and sharing their knowledge with one another, under teacher supervision
Y profiad newydd / Transformed experience	

There should be more peer interaction in the classroom, with the teacher's role being an assistant to acquiring knowledge, not always as the direct provider of it.

Appendix 6-

Prifysgol Cymru Y Ddinas Dewi Sant University of Wales Trinity Saint David		Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model #2			
Dyddiad/Date: 26/09/19			
Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil 2 is sat on her own during a Think, Pair, Share task, and does not join others.			
Profiad/ Experience			
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Confusion of why the pupil is sat on her own Some understanding of why the pupil may not want to join others		
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 instructs students to engage in a think, pair, share task on what "population distribution" and "population density" could mean Pupil 2 is sat on their own (why?) Teacher did suggest for all not in places to be in a pair, to join up into a 3 Pupil 2 does not move and so does not get to discuss with others		
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?"	Think, Pair, Share task should be kept Some sort of seating plan should be kept to enable the best potential peer interaction.		
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?"	Re-arrange class seating so all children have a partner Provision of what to do if someone is absent If a behaviour issue for being sat on her own, consider other solutions so they aren't left out in pair activities		
Y profiad newydd / Transformed experience			
Encourage peer interaction and discussion			

Appendix 7-

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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfrio (BWA) Assisted Reflective Conclusions (ARC) Model #3

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupils being able to choose events for their worksheet

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Intrigue at the independence of task Curious about how far this choice could extend.
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?"	Year 8 - English For written task - "Event, Task, Me" for Frankenstein Act 2 Get to pick which event within Act 2 to write about on their worksheet
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid 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?"	Level of control for pupils within restraints set by teacher Potentially engages pupil through a level of autonomy and choice
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	More choice and options for pupils within a task. Increase variety of methods implemented in class to best engage pupils
Y profiad newydd / Transformed experience	

Pupils should be given more autonomy within a lesson and how to engage themselves in learning.

Appendix 8-

Model Beirniad Wedi Adfyfyrrio (BWA) Assisted Reflective Conclusions (ARC) Model #4

Dyddiad/Date: 02/10/19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Interested at Assessment for- learning techniques. Curious about method used.
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 calls for- pupils who hadn't answered yet to answer questions. Pupil K is picked- doesn't have an answer so will ask them further along. Returns to Pupil K later and they answer this time.
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?"	Assessment for- learning for- all pupils. Allowing pupils another opportunity when they are more confident and comfortable.
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?"	Potentially include other methods of assessment for- learning so to include pupils who may not like putting their- hand up to answer a question.
Y profiad newydd / Transformed experience	

Continue to use assessment for- learning methods across all pupils, and ensure variety of methods are deployed.