

**A CRITICAL EVALUATION AND IDENTIFICATION
OF THE NEXT TEACHING AND LEARNING
STEPS, FOCUSING ON A CASE STUDY OF AN
INDIVIDUAL LEARNER OR GROUP OF
LEARNERS, BASED ON AN OBSERVED
CRITICAL INCIDENT**

**AAYA ALDULAIMI- 1903726
PGCE SECONDARY MATHEMATICS**

Introduction

In the setting of teacher education, a useful technique for self-reflection is “critical incident analysis” (Tripp, 1993). Critical incident analysis is one of the methods of teacher professional development which play a major role in child development. A critical incident can be defined briefly as any unplanned event which takes place during the class. A critical incident can be a problem or challenge in a particular context, rather than a monotonous incident. For example, a critical incident is when a student constantly arrives late to class, or when some students make noise while teachers are teaching. A critical incident is often personal to an individual teacher. The incident can be critical because it is valuable and has some meaning. In other words, incidents happen, but critical incidents are created because of their importance.

Teachers can critically analyse any of their lessons and can make a particular event critical by reflecting on it. The teachers ask not only what happened, but also why it happened. This assignment deals with the benefits of critical incidents, including how they can be identified by observation of lessons, the role of critical reflection and the use of reflection models to structure reflections, as well as reviewing the four main purposes of the curriculum according to Professor Graham Donaldson in Wales, which all lead to successful teacher professional development.

Observation

The researcher of this assignment observed lessons in a South Wales secondary school. The school will be called X for confidentiality reasons, and it has occupied the present site for over 50 years. A total of 89 teaching staff and 1,248 pupils, as of 2019, come to the school from a wide area, many from outside the school’s designated catchment area. The percentage of pupils entitled to free school meals is 24.9%, which is significantly higher than the Welsh average of 16.3% for secondary schools. There is a high percentage of attendance during the year of 94%. Approximately 20% of the school’s pupils are from a minority ethnic or mixed-race background, with half of these coming from the well-established Asian, mainly Bangladeshi, community. Also, student who requiring special educational needs represent approximately 24.8% of the total.

According to the latest ESTYN report (2009), the school has many outstanding elements including several which are sector leading. These relate to the values upheld by the pupils, their learning experiences, the standard of teaching in the school, along with the care support and guidance it provides, and, finally, the leadership of the head teacher, deputy head and several middle managers. The school also has excellent projections for improvement.

One reason for this is the outstanding leadership of the head teacher, who is very well-supported by the deputy head and several middle managers. Another is the very good systems used for self-review, the monitoring of pupils' performance and planning for progress.

In this assignment, the researcher adopts the British Educational Research Association (BERA) ethical guidelines to ensure that the research is conducted with respect for other persons while being aware of the ways in which structural inequalities determine the most relevant ways of informing participants about the outcomes of the research, in addition to exercising responsibility in considering the balance between the benefits and minimising the risk to participants, the sponsors and the community of educational research.

Methodology

The beginning of the journey of a new teacher involves a struggle to identify situations that should be used for deeper reflection. Teaching and learning are complicated, being influenced by several factors that have a direct impact on what happens in a classroom. These factors include the teacher's personality, the learners' personalities, the physical space of the classroom, the content of the lesson, the resources that are or are not available, the content of the curriculum, the time frame and even the weather, which can result in different actions and reactions between teachers and learners. Trainee teachers often underestimate the power of reflection in relation to improving their own practice. Planning and delivering lessons are essential elements for any teacher, but eventually, improvements can only be made if critical reflections take place at every stage, during the planning and delivery phases.

John Dewey (1938), among the first scholars to write about reflective practice, explains that "we do not learn from experience, but from reflecting on experience". Many scientists, theorists and professors highlight the approaches to learning through observation to achieve a well set and good practice toward healthy education and show teachers how to be reflective, which can help in the development of the education system. Kolb's (1984) reflective model is based on "experiential learning". The basis for this model is our own experience, analysed through three stages: review, analysis and evaluation. Once this process has been experienced completely, new experiences will form the starting point for another cycle. Likewise, Tripp's (1993) approach to learning is through what he considers "critical incidents" that arise from observations of what happens in classrooms. As the researcher previously mentioned, a critical incident does not need to be a serious or dangerous event; "critical" is to be understood as relevant or important. This approach starts with observation of situations, creating critical incident, planning responses, implementing responses and observing the effects of responses.

Recent studies on how observation of critical incidents in the classroom can help any teacher to be reflective have been conducted by Professor Stephen D. Brookfield, who began his teaching career in 1970, and who has written, co-written or edited 19 books on adult learning, teaching, critical thinking, discussion methods, critical theory and teaching about racism and sex. The reflective model, according to Brookfield, includes four lenses, and by investigating them, a clearer picture of what happens and why it happens will be obtained. Firstly, the autobiographical lens includes analysing our memories and thinking about the situation in relation to our own previous experiences, with regard for current reactions and feelings. For example, any personal story and past experience may have formed our view of what happened and/or may have resulted in unwanted physical and emotional reactions and responses. The senses we in teaching experience is likely to have a reflective and long-lasting influence. The result is that these experiences affect us more strongly than that we learn from textbooks or hear from supervisors.

The second lens is learners' views. It relates to seeing teachers' practice through learners' eyes, which helps one to teach more responsively. Knowing about what is happening to the learners as they deal with the difficult, threatening and terrifying process of learning creates primary information for educators. Without this information, it is difficult to teach well. The inclusion of students in reflections is necessary, and this can be achieved in several ways, such as by talking to them about what happened or by offering a system of written feedback.

The third lens is colleagues' views. This principally involves talking to colleagues about problems we have in common; gaining their viewpoints increases our chances of developing an understanding that fits what is happening in a specific situation. A colleague's experiences may suggest dynamics and causes that make much more sense than the explanations we have developed, and their observations of one's work may offer one new insight into what has happened, in addition to what one can do to improve one's work.

The final lens is the theoretical lens. To gain an understanding of experiences in order to improve one's practice, it is necessary to consider the literature. Theories can provide numerous standpoints on familiar situations. It helps teachers not to feel that they are victims about everything that happens in the classroom. Theories can also help teachers to think of new steps to take and to consider how they can apply or adapt theory to practice.

To summarise the methodology, in this assignment the researcher will use one case study to evaluate one critical incident as observed in school X, relating to an individual learner. The use of the case study will help to provide an in-depth investigation of the incident, showing real people in a real-life situation. However, it should be noted that there are some shortcomings of case studies, such as defining the case, generalising the findings and potential bias. The use of case study informed child development theory devised by Jean Piaget (1957). Basically, Piaget studied his own children and the children of his colleagues as a case study in Geneva. He underestimated the children's cognitive abilities and ignored the role of the social setting. Therefore, his case study, used to launch his theory, cannot be generalised, for example, to children living in different areas, with different cultures and social settings. This means that the critical incident approach is relevant to case studies but is more flexible than the case study concept; this is due to the fact that critical incident analysis can be carried out and generalised.

Here, the researcher is not a participant observer. This means that the researcher observes lessons, with the researcher's knowledge, but without taking an active part in the situation under scrutiny. This approach is sometimes criticised on the grounds that the very fact of their being observed may cause people to behave differently, thus invalidating the data obtained (Scott, 2015). All researchers need to consider their position in relation to the participants and the various ethical issues that can be promoted, as well as the need to consider and practise the different skills involved in carrying out an observation (Cohen, Manion and Morrison, 2018). The sociogram technique used during the observation to show the seating plan and teacher movement in class for this particular incident. The Brookfield reflective model of observation will be used by the researcher with the aid of the four elements of the model, as these elements provide the foundation for good teaching and the approach required to become an excellent teacher.

Critical incident linked with Donaldson's four purposes

This section will focus on the current changes in the educational curriculum in Wales, with a review of Professor Graham Donaldson's four key purposes regarding the new curriculum's objectives. This section also highlights the links between Donaldson's four purposes and the critical incident. Professor Donaldson's report *Successful Futures* was published on 25 February. It follows a review of curriculum and assessment arrangements which lasted nearly one year, with more than 700 participants taking part in Wales. The report concludes that "Together, the current national curriculum and assessment arrangements no longer meet the needs of the children and young people of Wales". The four purposes of the curriculum which he recommends are focused on primary legislation and various operations involved in schools.

Dauncey (2015) reviewed Donaldson's four purposes, which state that all children and young people should be ambitious, capable learners who are ready to learn throughout their lives, as well as being enterprising, creative contributors who are ready to play a full part in life and work, in addition to ethical, informed citizens who are ready to be citizens of Wales and the world, and, finally, healthy, confident individuals who are ready to lead fulfilling lives as valued members of society. The review found substantial support between all teachers and schools to move towards organising learning around skills and themes. Children and young people should have more opportunities to learn general social competences, including life skills.

As the main aim of this assignment about evaluation of the observed critical incident, this section will focus on the link between the actual incident and Donaldson's fourth purpose, in which learner becomes a healthy, confident individual and lives as a valued member of society. The researcher observed one incident in school X. The incident relates to child Y, whom the researcher observed during tutoring time, as well as in a mathematics lesson. He came to class late, tired, pale and upset. His behaviour was unstable, and he repeatedly sought attention, which affected the concentration of all learners in the classroom. The general observation of coming to school late and pale can be an indicator of tiredness and some health issues. Likewise, the attempt to seek attention could be an indicator of low self-esteem or confidence issues. Donaldson clearly explained that the learner's health and confidence make him/her ready to lead a fulfilling life as a valued member of society. Later, the research will explore in detail child Y's observed incident, but this is a good sign that child health and wellbeing have a direct effect on a child's behavioural outcomes.

Literature review

Analysis of critical incidents is one of the methods involved in ensuring teachers' professional development. The main advantages of analysing critical incidents are to help teachers know more about how they teach, to question their own teaching practice (which enables them to develop professionally) and to identify those practices which are not working well. In 2010, Richards and Farrell analysed how critical incidents, determining that they facilitate teachers' professional development in the several ways. Firstly, they can increase the level of self-awareness of teachers as they analyse critical incidents, helping them to become more aware of what they are doing. As a result, they help teachers to gain a clear picture of the gap between what they are doing and what they are supposed to do. They also become alert to their beliefs and can potentially change them, if required. Secondly, they can help to create action research, which is a form of classroom research whereby the teacher solves some practical and real problems in his/her class.

After analysing critical incidents, teachers can focus their attention on particular problems and can carry out action research to solve these problems. Thirdly, it can help to build a community of critical practitioners: teachers can share the critical incidents they encounter with their colleagues. As a result, they develop a sense of collegiality that helps other teachers begin to see teaching in a critical way. Lastly, it can help to establish a routine in classrooms. This can be done by adapting some techniques or strategies of teaching preferred by a teacher or school which have become the established routines. This results when a teacher analyses a critical incident, where s/he can assess such routine techniques on the basis of how his/her students are responding to those techniques

There are several approaches to analysing critical incidents. One of the measures used to analyse critical incidents is to examine and understand the critical incident itself. Tripp (1993) has suggested that there are two stages to understanding a critical incident. Stage 1 involves describing the incident itself, the “what” aspect of it. It is about a detailed phenomenon that is observed and documented. Stage 2 seeks to clarify its meaning, the “why” aspect. In this phase, the issue is explained by the teacher in terms of its meaning or value. Next, the researcher will explain the critical incident in detail, focusing on learning barriers and behavioural management, with reflection on suitable child development and behavioural theories.

The researcher’s observation is based upon the behaviours of a 14-year-old boy during a mathematics lesson at school X. The researcher refers to the child in this assignment as child Y and refers to the school as school X for confidentiality reasons. The researcher already observed child Y’s behaviours but decided not to advise child Y that he would be focusing on him, as this would have had a direct impact, influencing his behaviours. Child Y had already been observed to be hyperactive, bored and late, and was observed to be the last student who had settled in his/her seat.

Regarding the classroom environment, the teacher was very welcoming, and gave the details of what she expected from the learners. Later, the teacher tried to promote social justice in the classroom to create a community of conscience. She asked the students to engage in a seating plan procedure. She asked the pupils to choose a peer with whom they felt comfortable and happy, rather than telling them who to choose. Child Y picked his peer as all of the others did. This environment ensured that the students’ voices and opinions were respected.

The sociogram technique is used in this assignment to show the observed seating plan used for this particular class. The sociogram is one method used in the science of sociometry, one which seeks to “investigate and evaluate networks of existing and preferred relationships” (Treadwell, Kumar, Stein and Prosnick, 1997). It is used to show the seating plan, tracking the teacher’s position and movement whilst allocating child Y’s position. The sociogram that shows the seated plan on the day of the incident occurred will be in the appendix.

The observed environment of the classroom was stable with the learners’ engagement observed until misbehaviour occurred between child Y and his next peer. The misbehaviour began with bad language, then child Y stood up and gave his peer a punch with anger. The teacher immediately went to them and firmly asked child Y to change his seating place; she gave him time to settle down, and he did. She quickly asked both children about what happened. Child Y replied that his peer repeatedly hit him with his elbow. Child Y did sit in his new seat quietly, but with less attention on the lesson topic. The teacher carried out the lesson smoothly, and she praised him, as he did what she asked him to do. At this point, it was observed that the teacher adopted the use of the Assertive Discipline Model. This model has grown since the mid-1970s, developed by Marlene and Lee Canter, changing from a rather authoritarian approach to one that is now more democratic and cooperative. (Canter and Canter, 1976). Basically, it is a systematic design to assist teachers with organising and running the classroom; the teacher is in charge of the classroom environment. One of the main advantages of this model, and one which was adopted in the aforementioned critical incident involving child Y, deals with primary behaviour and temporary ignorance in order to give the student time to settle in and not to accelerate secondary behaviour that might affect or influence the lesson process and other learners’ focus.

At the end of the observed lesson, a productive conversation occurred between child Y and the teacher, to explain and discuss what had happened earlier. This type of conversation can create an environment involving discussion between the teacher and the students to share their ideas and disagreement, while valuing the student’s perspective. This illustrates ways by which to engage in caring conversation rather than making students feel embarrassed in front of their classmates. Child Y explained that he had an argument with his father, as he broke up with his mother. He did not get enough sleep or food on the day before. At this point, the teacher realised that the child was facing a difficult experience at home. This shows how student health, wellbeing and home/family stability have a direct impact on the child’s behaviour in the classroom.

The Children's Society (2018) defines wellbeing as the quality of life, how we perceive ourselves to be coping with situations and how well our lives are going. However, in reality, wellbeing is much more than the quality of life; it also recognises how an individual recognises his/her own ability to deal with a situation and then progress with his/her day after it. Maslow (1954) states that people are motivated to achieve certain needs and that some needs take precedence over others. Maslow modelled these needs into a five-stage hierarchy and stated that these stages are not rigid. Maslow (1987) noted that the order of needs might be flexible, based on external circumstances or individual differences. He recognised that physiological needs are most important, as all of the other needs become secondary until these needs are met. Safety needs, in terms of feeling secure, living a stable life, with freedom and without fear, is a second important needs in Maslow's model. The need for interpersonal relationships such as those with family and friends is the main driving behaviour. By achieving the first three stages, the other two are possible to achieve. Figure 2, below, shows the five stages of Maslow's model.



Figure 1: Maslow's five-stage model

The observed situation occurred with child Y, is an example of how wellbeing and home stability are related. Children's parents are their main educators, and therefore, children copy their habits and daily experiences. In this case, parent broke up and parents' emotions are likely to reflect in their behaviour, which could mean that children will pick up on their behaviour and replicate this, in addition to the effect on the child's behaviour in the classroom.

The student's family background and wellbeing have an effect on student achievement and can be considered as barrier to learning. For example, a student with family and emotional stability finds it easier to succeed in school compared with students from families with a lower level of stability and wellbeing.

Student health and wellbeing is one of the concerns on which Donaldson focuses, and he wants to include it in the new curriculum of Wales, as the government has recognised that promoting wellbeing is important during the early years of a child's life, since this can have an impact on the mental health of a person when he or she grows older.

Reflection

After the critical incident analysis carried out, I understand various ranges of viewpoints, expectations and needs of students who undertake teacher education programmes without any basic knowledge, in addition to how this prohibits their learning in terms of embracing the culture of teacher education. Reflection and the development of reflective thinking are the goals of many teacher education programmes. Reflection can identify and question the teacher's values and beliefs, identifying possible inadequacies or areas for improvement, diagnosing areas of potential discrimination, and it can lead to greater self-awareness in both personal and professional contexts. Loughran (1996) defines reflection as "the purposeful, deliberate act of inquiry into one's thought and actions through which a perceived problem is examined in order that a thoughtful, reasoned response might be tested out". For each of four observed lessons, an observation sheet and Assisted Reflective Conclusion Model (ARC) sheet are provided in the appendix.

A critical incident can be viewed as an everyday event encountered by a teacher in his or her practice that makes the teacher question the decisions that were made and provides a meaning to improve teaching (Hole and McEntee, 1999). In this assignment, critical incident analysis is used as an approach to reflection and the development of reflective thinking for any teacher starting his/her career. A particular focus for reflection was suggested by Lerman (1994), who discussed the use of critical incidents as a means of adopting reflection in teaching, and who found that comments and feedback from mentors and colleagues are important in helping to "stimulate the consciousness of reflection". Overall, this incident has had a positive impact on both my studies and the development of the skills needed in my future career.

As mentioned earlier, the four main purposes of the curriculum in Wales are set by Donaldson. This assignment is focused on the point that children and young people should develop as healthy, confident individuals in a stable home/school environment. This means that the new curriculum will help new learners to know how to find the information and support required to keep them safe and well, building their mental and emotional wellbeing by developing confidence, resilience and understanding, facing and overcoming challenges, as well as the knowledge needed to manage everyday life as independently as they can (Successful Future, 2015).

By carrying out the critical incident approach, my reflection in relation to any research area, whether the collection of data or literature, the critical reflection and critical thinking are necessary. I discovered that there are many thinking strategies and approaches behind any incident. The “why?” challenge is one of the approaches that I would adopt throughout my career, as well as encouraging all teachers to consider it. The “why?” challenge explains another form of analysis of the critical incident. It forces one to question one’s response to the incident and allows understanding of what causes the action. As regards the incident mentioned in this assignment, the “why” approach concerns why the child misbehaved in class, why he is not focused on the lesson and why he explained later with teacher rather than with peers.

In relation to the behavioural management models, there are many models that can be adapted by the teacher, such as the Logical Consequences Model (1968), the Reality Model (1965), the Ginott Model (1971) and the Kounin Model (1970), which can all be relied on in modern teaching days now. (Huitt, 1996). I also discovered that the Assertive Discipline Model helps the teacher to have a productive class with less interruptions and more structure, which results in a better learning environment with set rules in place; it is also easy to learn and easy to implement in the classroom. I found that this model is valuable and well-adapted by the teacher in dealing with incidents such as the one mentioned in this assignment.

Conclusion

The use of critical incident analysis has been a supportive process. It has been useful for negotiating the challenges that educators encounter in the context of teaching. Having reflected critically on the incident within the context of teacher education, the researcher has been able to rethink her professional decision making and practice. Carrying out a critical incident analysis and developing the approach of reflective thinking and practices has been effective in terms of coping with and learning from the different challenges that can change the views held by teacher educators. This is comparable to the findings of Carter’s (2000) study in New South Wales, which highlighted that educators’ values concerning teaching change over the course of their first year as teachers, in order to accommodate a broader social agenda. It was also evident that the values which teacher educators hold can actually change and be extended in day-to day-practice.

Reflective practices allow educators to consider their past experiences and current practices, and it enables people to challenge themselves and the professional values that lead to professional judgement. According to Day (1993), reflective practice is considered essential in the professional development of teachers for three basic reasons: the nature of teaching, personal development and the growth of teachers as action researchers. Considering the nature of teaching, teachers are not only supposed to teach, but also to learn during the process of teaching.

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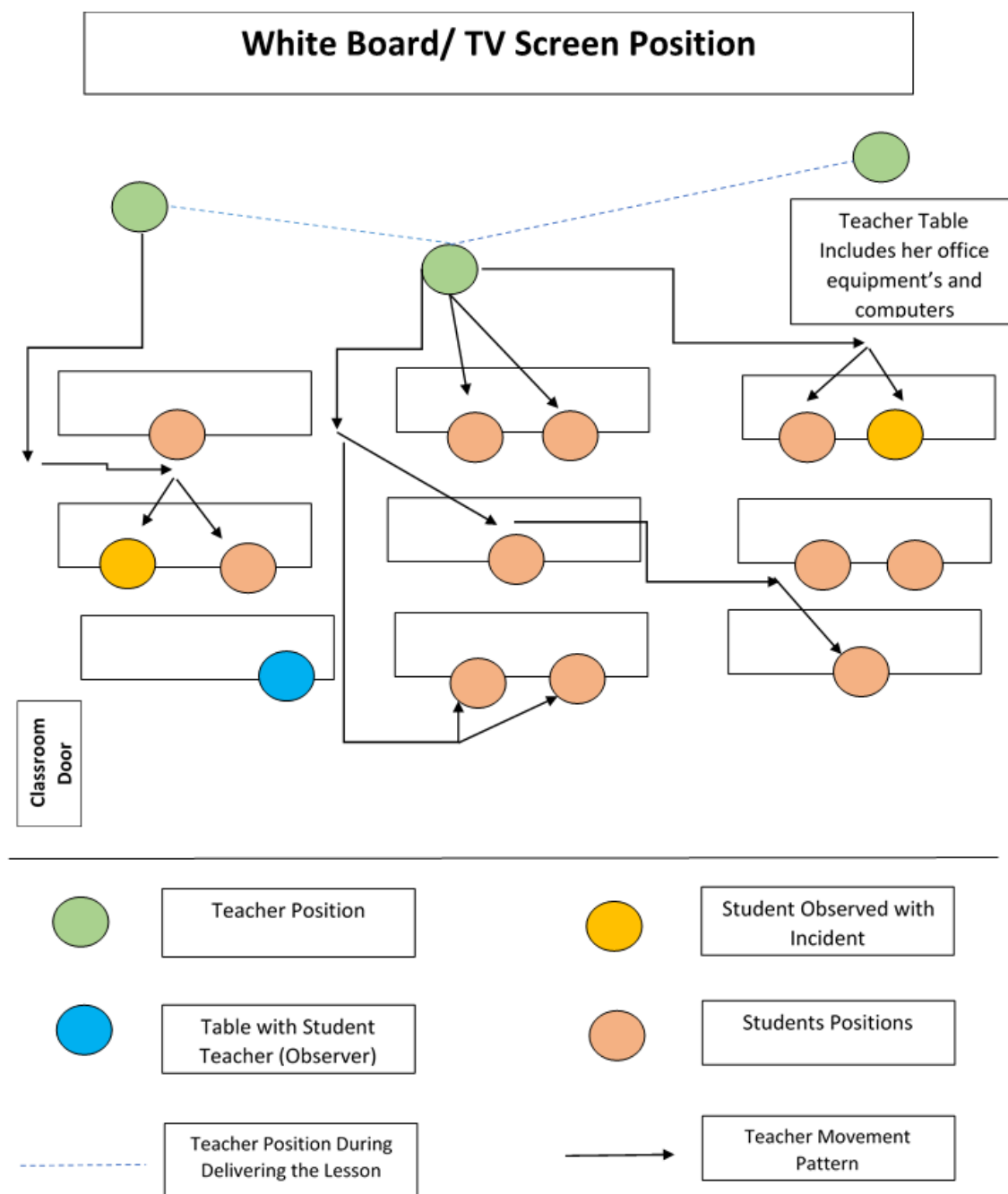
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Appendix



Sociogram present the seats plan, students' position, teacher position and movement pattern, and observer position

Lessons Observation and Assisted Refelctive Conclusions



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/09/19
Lesson details:	Mathematics Year 10 - Venn diagram
Classroom culture (Are the students focused on learning?)	consisted of class of 8. challenging student with low ability of mathematic skills.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	GCSE Venn diagram question with the aid of multiplication table as a support.
Direction (Are the students clear about what they are doing and how to do it well?)	clear instruction given however students struggled so she went around and helped individually and then go over it on the board.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	They challenged the understanding of the questions due to lack of focus in class.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	• They challenged the teacher by not listening and disturbing each other in the case of getting attention. • Seating plan was changed midway during lesson due to the misbehave students elbowing each other resulting in physical fight.



Yr Athrofa
Adysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: Mathematics year 10

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	difficult to deliver a lesson with challenging student however teacher was very patient with her students.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	◦ patient with students ◦ repeated instruction for better understanding and went around to help individually. ◦ lack of focus in class such as whistling, elbowing, punching and pen clicking. ◦ Verbal abuse between each other.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cwde'r un ffer i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysig? "What was the cause of the most important disappointing element?"	◦ patient toward challenging student and the ability to understand their background and what there key focus. ◦ lack of mathematic skills ◦ lose of interest. ◦ lack of understanding ◦ boredom + hyperactivity + chatty
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'r wneud nesaf? "What will you do next?"	◦ use more of an interesting approach rather than just copy of board. ◦ different behavioural management approaches
Y profiad newydd / Transformed experience	



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Yr Athrofa
Addysg a'r Dyniaethau
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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02/10/19
Lesson details:	year 7 - History class Scale time assessment (year, century, decade)
Classroom culture (Are the students focused on learning?)	Students had to greet teacher as they walked in and sat in their seats when instruction was given. They left in rows. Classroom filled with history poster
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	5 minute revision for the test as refresher. Made sure she explained the layout of question and how to answer.
Direction (Are the students clear about what they are doing and how to do it well?)	Instructions were clear for the test. Timer was on board so students had an idea of how much they had left.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	After peer assessing, students focused on what they did wrong so they can improve on it.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)	Students had grading 'passport' with the mark and feedback.
Specifics / Critical Incidents (Are there particular telling moments and examples which it would be helpful to discuss?)	• whole brain clapping technique used to get student attention in which they responded quickly. • different colour pen for peer/self assessment



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

Dyddiad/Date: 02/10/19 - History

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Not too much to observe as ~~they~~ there was an assessment going on.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau o'r profiad dygus a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pe effennau o'r profiad dygus oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	◦ hand raising ◦ clear instruction given ◦ timer used to not raise time management issue ◦ walk around classroom during test. However the students who finished early tried to distract other student by clicking pens or getting their peers attention.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dygus ac eddyngu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd/ ochos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	◦ Make sure the aim of today's lesson is well explained. ◦ The clear instruction for the assessment and the behaviour required from each student. - peer distraction or attention seeking for completing early.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth pwydch yn mynd i'w wneud nesaf? "What will you do next?"	◦ give eye contact for primary warning and then take action such as asking them to stay back.
Y profiad newydd / Transformed experience	



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02/10/2019
Lesson details:	Mathematics - year 8 Lesson topic: Fractions (whole/mix number and multiplication)
Classroom culture (Are the students focused on learning?)	Well behaved and engaged well with teacher by raising hand. Teacher praised them on good progression except one chatty child. Teacher well scanned the room.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Began the class with a recap of basic fraction skills. Progressed into more complicated questions, 6 starter questions. After the completion they peer marked each other work.
Direction (Are the students clear about what they are doing and how to do it well?)	With a constant recap of basic skills and the addition of new ones using bubble technique.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Questions given started at different difficulties in which she went around helping students who need help.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)	She assessed them by asking feedback on understanding of concept then the completion of an example working together.
Specifics / Critical Incidents (Are there particular telling moments and examples which it would be helpful to discuss?)	One chatty kid which was kept near her in seating plan so she has an eye on him. • Attendance was taken while starter on the board. • Grading depended on colour so its easier to notice who needs help (green, amber, red)

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

Dyddiad/Date: 02/10/2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Students were familiar with the teacher's technique as they had her for two years. She made sure all students engaged in activities and scanned around the classroom. She was patient and gave feedback.
Cofio a Deall/ Remember and Understand Ailwch chi restru'r agweddau ar y profiad dysgu a oeth yn ddo? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	• authorization of class policy was clear. • encouraged peer discussion. • exam question solved visually + verbally. • made sure all students included in discussion. • showed different approach to same question. child chewing in classroom causing teacher to take action and stopping him from disturbing the classroom / other peer.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath / storau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	• continuous scanning • making sure all students are engaged • praising on good progression. • Walk around classroom to ensure work is done
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych chi mynd i'r wneud nesaf? "What will you do next?"	• don't escalate the primary behaviour • Make sure a warning is given.
Y profiad newydd / Transformed experience	



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02/10/19
Lesson details:	year 9 geography - Tsunami in thailand
Classroom culture (Are the students focused on learning?)	- geography poster - map of the world - geographical terms * students were excited to watch youtube clip - worldwide flags
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	* Tsunami in Thailand * The wall structure barrier, pros cons of this idea * Aid of video clip
Direction (Are the students clear about what they are doing and how to do it well?)	* clear instruction was given however some student took advantage of the freedom given in class
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	* according to group seating plan there was an average engagement with the teacher.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	self assessment on advantage and disadvantage of wall barrier followed by peer assessment.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	* seating plan was not well planned so some students did not have a clear view of the board so they lost focus. * some students required to sit at an angle to have a clear view. * at each table there was one disruptive student.

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

Dyddiad/Date: 02/10/19 - year 9 geography

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	o The aid of video so student can gain visual understanding of real life problem in Thailand.
Cofio a Deall/ Remember and Understand Allwch chi restru'r apweddau ar y profiad dysgu a deth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	o required students to think of different solutions. # working in pairs so they can swap ideas. o challenged students sitting together making it more difficult to keep them on topic.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysig? "What was the cause of the most important disappointing element?"	o using visual aids to keep children interested at all time. o allowing students to interact with each other and share ideas with each other. o late student disturbed classroom causing teacher to place them in seating plan.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth pŵch yn mynd i'w wneud nesaf? "What will you do next?"	o sitting in rows rather than groups and making sure seating plan is adopted.
Y profiad newydd / Transformed experience	