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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.

Word Count: 4295

The practices within a classroom can appear mundane and insignificant to the untrained eye. However, for somebody enthralled in pedagogical research, the most simplistic incident can be critical for the learning process (Shapira-Lishchinsky, 2011). The purpose of this assignment is to evaluate an observed critical incident by making appropriate links with educational theorists. Furthermore, I will identify the next teaching and learning steps derived from the critical incident which was witnessed in a secondary setting.

Critical incidents are an approach to learning according to Tripp (1993). Critical incidents may be misconstrued as having to be a serious or noticeable occurrence within a classroom. Rather, a critical incident is an incidence that you can make important and relevant through analysis even though it may appear trivial at the outset. This is fitting with the description offered by Tripp in that the observer *"creates"* the incident through their focus and analysis on an occurrence, and the impact it can have on educational research (Tripp, 2012:25). It causes an observer to contemplate their actions and pedagogical methods, with an idealistic outcome of progressive educational change (Pui-lan et al, 2005).

This assignment will first and foremost contextualise the scene in which the critical incident was observed. Then, reasoning behind the chosen observation model will be discussed. From this, the incident will be evaluation in relation to the four purposes set out by Donaldson, 2015 (See appendix 1). The core of the essay will examine the critical incident in detail, referring to aspects of pedagogy such as behaviour management, inclusivity and assessment for learning. Lastly, I will reflect on the findings and make suggestions to what next steps are applicable and how the issues raised are linked with professional teaching standards.

The observation was conducted in an 11-18 English-medium secondary school, situated in Cardiff. The comprehensive was founded with the intention of providing a faith-based education to all students; however, students of all backgrounds, culture and religion are welcomed. For the purpose of this assignment and to adhere to the BERA guidelines which state that anonymity is the standard within research (2018:21), the school will be referred to as 'school X'.

The school population is just short of 1300, with a pupil to teacher ratio of 17.2. School X is situated within an affluent area and this is illustrated with their 'GREEN' rating for support; along with the percentage of children on free school meals being well below the national average. School X has 8.3% of children in receipt of free school meals with the average across England and Wales being 12.4% (Department of Education, 2018). Moreover, the school received a mark of excellence in every single category following their most recent Estyn inspection (2018). The school community represents the multicultural city in which it resides, in that 23.6% of the school population identify as an ethnic minority. This is comparable with the Welsh average being 9.8%. The attainment record conveys impressive results with 82.4% of pupils achieving the level 2 threshold including English/Welsh and maths at Key Stage 4, illustrating apt literacy and numeracy skills imbedded into the teaching regime. Data has been collected from the 'My Local School' (2018) website.

The specific critical incident that will be examined for this assignment took place in a Year 10 English lesson that focused on the analysis of Macbeth Act One, Scene Five. The class were engaged and enthusiastic, with mutual respect between the teacher and students.

Research is a fundamental element of good pedagogy. It allows for more profound understanding resulting in enhanced practice (Kumar, 2014:2). For the parameters of this research, an unobtrusive participant observer method was utilised. This form of enquiry refers to an observation whereby the observer has no interaction with participants and the focus is solely on note taking (Cohen et all, 2011). Observations are forms of enquiry that are used to gather relevant information on real life data (Cohen et al, 2011., Hobart and Frankel, 2004., Sharman et al, 2007). The collated data consisted of qualitative research, which was most suitable in this line of study. Qualitative researcher is written information that focuses on the reasoning behind an occurrence through the description of an incident (Litchman, 2013). Atkinson and Hammersley (2007) exclaim that quantitative data and statistical analysis is inferior regarding ethnographic research as it limits the ability to interpreted findings in relation to the context, which is a fundamental aspect in educational research.

The researcher had permission to observe a variety of lessons, ranging from year 8 pupils who were seen throughout various areas of learning (See appendices B, C and D) to a class of year 10 learners. A distinction is made between pupils and learners in compliance with the Estyn report that defines a learner as key stage 4, whereas a pupil related to those in key stage 3. The Welsh Assembly Government (2008) conveys the positives associated with spontaneous observations in contrast to planned observations. Spontaneous observations lead to a lack of disruption to the usual schooling day. Wragg (1999) discusses the limitations with planned observations, for example they are very time consuming with a vast degree of planning required, making planned observations undesirable in this instance.

For these reasons, the observation conducted in ‘School X’ was carried out on a typical school day with a convenient sample. Here, the advantage is that the spontaneity creates unbiased results. This is supported by the concept of naturalism which poses that the social world should be studied in its natural state, undisturbed by the researcher (Atkinson and Hammersley, 2007:7). Furthermore, naturalism supports unobtrusive or non-participant observations as they strive for an authentic context.

In addition, a structured written method was selected for this research. This was the preferred choice as it establishes a clear aim; to observe a critical incident within a lesson (Sharman et al, 2007). The structured written record questions were developed from Fletcher Wood (2016) and afford the researcher with clarity and guidance during the observation (Punch and Oancea, 2014). However, Cohen et al (2011) convey that written observations may obscure the researcher’s findings, distorting the validity of the research. The structured written record will limit the scope of the observer’s investigation, leading to misdirected attention and the possibility or overlooking a vital incident (Hobart and Frankel, 2004).

Perhaps a more fitting method of research would be video observation. This would eliminate the possibility of a crucial incident being overlooked as previously mentioned. Moreover, it would ensure the observation is accurate and provides the researcher the ability to explore and reflect on the observation at a later date. Arguably, a video observation may eradicate the undesirable implications of the Hawthorne effect. The Hawthorne effect is where the presence of another, in this case the researcher, alters the situation as the participants adjust their behaviour whether consciously or unconsciously (Cohen et al, 2011:189). Although video observations exclude the presence of another, they would only avoid the Hawthorne effect and be successful when the class have become accustomed to the notion of the filming and thus, conditioned to behave as usual (Myhill et al, 2006). Recording without consent is not an option and causes several issues relating to the ethics of research.

For contextual purposes, a brief description of the lesson objectives where the critical incident was observed will be given. Learners were divided into groups of between 4 and 6. The teacher assigned each group an extract from Macbeth Act one Scene five. Learners built on their previous knowledge to analyse and evaluate the text within the time limits given. The teacher then used a visualiser for the whole class to contribute to the annotation collaboratively. There was an expectation for every learner to contribute to the class annotation and so the teacher cold called on the learners. The class would then use the agree-build- challenge strategy to delve deeper into analysis. The teacher would listen to the comments made and use these to complete the annotation under the visualiser for the whole class to have unified understanding of the text.

The specific critical incident occurred when the teacher addressed a learner to give her analysis of a phrase, for the purposes of this assignment the learner will be referred to as ‘learner A’. Learner A was hesitant to answer and after a few moments another learner (learner B) interrupted to answer the question. The teacher used a hand gesture to stop learner B and proceeded to redirect the question back to learner A with encouragement that the learner had the ability to contribute; see appendix A. Comments were eventually given by learner A and they were commended upon. No further attention was given to learner B’s interruption. This incident is complex as it is critical for both learners involved.

Graham Donaldson conducted an educational review in 2015. This review establishes four purposes of quality education in Wales. Education minister, Kirsty Williams ensures that the implementation of the new curriculum based on the Donaldson review will raise schooling standards and promote the holistic development of the Welsh citizens. The four purposes are as follows:

1. Ambitious, capable learners, ready to learn throughout their lives

2. Enterprising, creative contributors, ready to play a full part in life and work

3. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

4. Ethical, informed citizens of Wales and around the world.

Regarding the critical incident, purpose 1 and 3 are of particular significance. Carol Dweck (2006) coined the terms growth mindset and fixed mindset. Growth mindset falls into Donaldson’s first purpose; to create ambitious, capable learners ready to learn throughout their lives. One of the main principles in cultivating growth mindset is effort. The teacher encourages learner A to participate and collaborate with the task, the effort made by the learner is valued by all the class. Instilling the growth mindset principles into learners ensures their potential is not dictated by talent alone; but rather their effort, attitude and mindset is what will contribute to success. Arguably, bringing learner B’s comments to a standstill devalues growth mindset principles. However, part of learning is knowing when to refrain and giving others the opportunity to contribute. The message of the teacher to learner B is to give learner A fair opportunity to answer the question; or in other words, teaching learner B to manage impulsivity which will be discussed further on.

Barnes and Todd (1997) discovered that the teacher does not always need to be present or the person directing conversation for learning to occur. In relation to Donaldson’s third principle, the critical incident encourages all learners to value one another as resources. The teacher facilitated the learning by guiding the questioning but resisted the common strategy of direct teaching. The redirection of the question to learner A aided the development of intellectual confidence and set an example to all learners that everyone deserves to be listened to

and all opinions matter. The occurrence supports the holistic development of not only the primary participants but all those who have secondary involvement through witnessing the incident.

In order to effectively analyse the critical incident, the review will be separated into two components. The first will focus on the incident in relation to Learner A, the second will contrast this with learner B. Theories of learning play a pivotal role in influencing school culture. This critical incident was observed within a school where constructivism was heavily adopted. Piaget established the notion of constructivist learning which holds the view that human beings learn through cognitive conflict at the core of the theory (Piaget, 1972). This conflict occurs when prior knowledge is challenged by new experience. The phrase *'lone scientists'* was used to describe children in that they are able to formulate ideas and knowledge without the guidance and input of another (Fosnot, 2013). Contrasting the constructivist theory devised by Piaget, Vygotsky placed value on social interaction which led to the development of the social constructivist theory. Social constructivists imply that knowledge is absorbed through interaction and dialogue (Vygotsky, 1978). This argument is backed by Mercer (1995) who believed that social learning results in the development of higher order thinking skills. This theory is what built the learning environment in which the observation took place.

Social constructivism is better understood when looking at the methods employed to encourage learner A to deliver a response. The learners were given freedom to interact with one another in analysing the text. They were able to deconstruct concepts through dialogue and apply prior knowledge in order to gain deeper understanding of Shakespearean literacy. A fundamental principle found in social constructivism is the notion of the zone of proximal development, or ZPD. Vygotsky describes ZPD as *"… the distance between the actual development level as determined by independent problem solving under the adult guidance or in collaboration with more capable peers"* (1978:86). Essentially, ZPD outlines how cognitive development arises in children when a more knowledgeable other is present (MKO) to provide appropriate assistance. In this scenario, the MKO is the teacher whom facilitates discussions and stimulates participation. Recent research has portrayed the impact of the ZPD in that two children that score the same on a summative test do not necessarily have similar intellect. Under the guidance of an adult, one child may be able to outperform in complex tasks (Fani and Ghaemmi, 2011). Although this research implies that an MKO, whether an adult or more superior other, can advance learning, Cowie and Van der Aalsvort (2000) discovered that children of similar ability can progress learning. This finding supports ZPD but challenged the notion of an MKO. Arguably it is the social interaction that leads to pedagogical advancement.

Teachers regularly utilise the ZPD through scaffolding the learning. Bruner (1978) defines scaffolding as the cognitive support used to help learner's problem solve that would be difficult to accomplish by themselves. Scaffolding is a form of assessment for learning (AFL) as

it encompasses positive feedback, the use of quality questioning, as well as informing learners of the lesson objectives and how to succeed (Fernandez et al, 2015). The research by Dylan Wiliam into the professional development of teachers primarily focuses on the power of assessment of learning. The research he conducted found that when quality AFL techniques are implemented, it can result of an extra 8 months of teaching per year. This is more effective than reducing the class size by 30% which affords an extra 2 months of teaching. Moreover, successful implementation of AFL is more beneficial than increasing the teacher's subject knowledge from weak to strong which results in an extra 4 months (Wiliam, 2009). Consequently, the research of Wiliam suggests that consistent use of AFL techniques are more practical in improving the relationship between teaching and learning than having expertise in the area you educate. Thus, when it comes down to employability the more successful schools will seek out candidates who are experts in AFL not solely their subject. Furthermore, the AFL stand of questioning is relatable to the scenario presented. The pause between posing a question and receiving a response is vital. Smith et al (2009) found that thinking time improves understanding. Giving time to the learning to compose an answer increases the coherence of an answer. This would lead to positive feedback from the teacher and therefore, inflicts growth mindset into the learners.

Growth mindset is a theory coined by Carol Dweck. The theory promotes the power of effort. When children are of a fixed mindset, they assume they are either intellectually capable or not. A fixed mindset is portrayed through the left-brain vs right-brain theory. This concept came to light from the research of Roger W. Sperry in the 1960s and proposes that the two hemispheres within the brain function differently. This research resulted in many learners believing they were less capable in an area of learning depending on which side of their brain was most dominant. Examples of this belief are still prominent today. Many learners will exclaim that they can only excel in either mathematics or English and accordingly, lack effort in building on their weaker subjects. Dweck (2006) contradicts this research in suggesting children excel when they believe they can achieve and so put in the effort to progress. In relation to the critical incident, the encouragement of the teacher to get learner A to respond, preventing another from impulsively interrupting and then congratulating the learner for their effort once a response was given is an apt example of how to infuse growth mindset; creating healthy and confident individuals (Donaldson, 2015)

A learning theory that would interpret the critical incident as undesirable would be the Humanistic approach. the theory suggests that learning arises from observation. John Holt (1964) argued that the fear of failure and rejection children can experience within the schooling system, can cause maladjustments and emotional instability. This is particularly poignant for both learnings discussed in the observation. The pressure for learner A to deliver an answer may have caused fear of making a mistake; the rejection of learner B's

participation may have caused emotional instability according to Holt. The fear or failure and rejection results in two scenarios; either the learner would withdraw and disengage with the environment, or they would retaliate and become disruptive. Not only does this argument undermine the importance of growth mindset, but it does not consider the culture in which the learners are acclimatised to. The learners of school X are conditioned to behave and perform in line with the school's expectations. Conditioning is a notion that belongs to the Behaviourism theory of learning that suggests learners can adapt to their environment when consistency is present. The learners have been exposed to collaboration, participation and methods such as cold calling for many years, and so they are less likely to experience the fears Holt discussed. In addition, if the use of cold calling was not implemented within the classroom, AFL principles would not have been adhered to. Class rules such as hands up to answer limit engagement and effort levels from learners as conveyed by Wiliam in the classroom experiment (2010). With a proportion of the learners refraining from putting their hands up, instilling growth mindset becomes unfeasible.

There is an argument that in relation to learner B growth mindset strategies were lacking. Although the learner was prevented from expressing themselves, this could be perceived as a behaviour management issue. Behaviour must be managed in order to create a climate where it is safe for learning to flourish. In this case, learner A had not been given fair chance to respond before learner B interrupted. The technique used to control learner B's behaviour resembles the Logical Consequence model derived from Dreikurs (1968). The undesirable behaviour was the interruption, and so a logical consequence of preventing further interruption was used. Any arbitrary punishment or any further penalty would have negatively impacted on the teacher learner relationship. The Ginott behaviour model illustrates the importance of positive teacher interaction and communication, the classroom must be a safe place to encounter mistakes.

Perhaps preventing learner B was less about behaviour management and more about improving their holistic development by tackling one of the 16 habits of mind. Habits of mind are necessary to master for effective operation within society. The 16 habits when mastered give an internal compass that can be used to problem solve and resolve conflicts. Costa and Kallick (1996) identified that managing impulsivity is a life skill that enables us to be patient and thoughtful. There are numerous reasons why learner B felt compelled to rescue learner A from responding, however, learner B was exposed to a life skill when halted in their response. Managing impulsivity is perhaps in line with Donaldson's 11th pedagogical principle; good teaching must support emotional development. A 2013 OECD report suggested *that "… practitioners need to be aware of and responsive to students' emotions and motivations".* By modelling when patience must be demonstrated over acting rashly, the critical incident with regards to learner B is not as negative as assumed. Furthermore, recognising one's traits that need improving relates to

metacognition as becoming aware of one's awareness (or lack of), results in more cognitively equipped citizens in that the learner can regulate their cognition and actions (Pritchard, 2015). Teaching learners to be informed and responsible prepares them for life as valued members of society.

Critical incidents and general observations are beneficial to the continuing of professional development. Brookfield (1995) highlights the impact reflective practice can have on refining pedagogy. He implies that reflective teaching is *"transformative"* in that it enables a practitioner to unearth assumptions which may impact our practice unintentionally. Overall, the intention of reflective practice is to break down the preconceived ideas we hold that are possibly restricting our progression. Harrison (2004) reiterated the point that professional learning and development is advanced through reflective practice. Humanistic psychologist Carl Rogers explains how self-awareness is pivotal when developing reflective practice, conveying how difficult of a skill it Is to master (1967). Brookfield illustrated how developing reflective skills can cause anxiety, scepticism and possible intimidation when observing or being observed. Incorporating reflective practice into working life is not about overwhelming yourself with critiques, but rather grasping a deeper level of understanding and reasoning behind the pedagogical strategies utilised. Comprehending the approaches adopted and the benefits they have is perhaps a form of metacognition; understanding our brain function and making judgements in order to adapt and grow, results in the ability to regulate cognition. Van Manen (1977) identifies a hierarchy in reflective practice. Eventually, it becomes natural to reflect on broader societal, ethical or political aspects of your work and to consider its place in education. When considering the Donaldson review, it becomes apparent that reflecting on practice encompasses the four purposes of pedagogy. The most effective teachers are able to employ a range of methods to deliver content, they are able to differentiate their teaching as well as resources, they build strong relationships with their class in order to create a safe environment for healthy and confident individuals to thrive. Ultimately, the most profound method 'in transforming education' is being an accomplished reflective practitioner (Carr and Kemmis, 1986: 156).

My participation in observing critical incidents has led me to question the next steps in my teaching practice. Fortunately, school x had embedded the Donaldson review into its function and so I was able to catch a glimpse of how the principles are being interpreted and operated in a schooling environment, in order to form a generation of citizens who excel holistically. The school environment must facilitate and enrich learning, and practitioners should hold a repertoire of techniques to ensure this (Jonassen and Land, 2012). During my teaching practice I will indulge in a variety of teaching styles and reflect on them in a journal to conclude upon what went well and what needs improvements. Even though as Myhill et al (2006) exhibits, class dialogue is often misinterpreted as social function rather than

cognitive function, it is widely accepted that social interaction advances cognitive development (Vygotsky, 2978: Brunner and Haste, 1987). I will include group learning and opportunity for talk in the classroom when suitable to support the social constructivist theory of learning.

Teaching practice with enhance my ethnography in that participant observations will be a daily occurrence and thus, the elimination of the hawthorn effect with render the research more reliable. From this my reflective practice will continue my professional development and the deliverance of lessons will be with the interests of the learners at the forefront, backed by evidenced pedagogical research.

In conclusion, critical incidents often appear insignificant and yet with some analysis they can result in deep exploration of pedagogy and how to refine teaching practice effectively. This particular incident has underlying subtle positivity. In addition, it is in coincidence with the new curriculum changes derived from a review carried out by Graham Donaldson. The way in which the incident was handled was appropriate within its context. However, in more challenging environments where possible additional learning needs are present, methods of communication and the encouragement of high expectations would need to be altered to compliment the context. There shall be no objective strategy to pedagogy. Instead, subjective methods must be employed by practitioners in order to competently differentiate and meet the needs of each individual learner. Article 28 of the UNCRC illustrates that every child and young person has a right to education. Education not only consists of academic progression, but the development of social function and life skills. Striving to support the holistic development of every child could possibly improve current issues such as mental health. A generation of children will be educated to understand metacognition, a self-awareness that may lead to the ability to regulate oneself. In addition, growth mindset principles do not limit learners in the restrictive boundaries that they once perceived as being part of their identity. A new approach to pedagogy ensures learners recognise the importance of making mistakes; it is how we learn. Mistakes shall be encouraged within the learning environment and assessment for learning principles are most effective in accelerating learning capabilities.

To align with current teaching standards, reflective practice is central to pedagogy *"the teacher constantly extends knowledge, skills and understanding and can show how reflection…informs professional learning"* (Welsh Government, 2019). The professional standards interlink to form a structure that when implemented supports quality teaching. Through the study of the importance of becoming a reflective practitioner, my understanding of planning has advanced. Each lesson must be guided to achieve the learning outcome, therefore reasoning behind techniques used within a lesson must be supported by evidence conveying a positive impact on education. The professional teaching standards will support my practice and the utilisation of reflection will enhance my practice; subsequently, leading to continuous professional development.

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Appendix A

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: 25/9/19

Lesson details: Year 10 English lesson, looking at Macbeth Act 1, Scene 5. Fourth lesson, before lunch break.

Classroom culture
(Are the students focused on learning?)
Children are focused on task and engaging well with eachother. Teacher uses humour to break tensions. A range of teaching strategies employed. Overall a positive class environment

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Learning objectives were delivered clearly. The format of lesson had been previously used. success criteria vital in setting the standards for All, most and some.

Direction
(Are the students clear about what they are doing and how to do it well?)
Reasoning for the task was outlined, conveying how the work directly linked to GCSE's (summative) students were comfortable to ask questions when unsure
Plenty of peer communication.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
The cold calling questioning technique used by the teacher appeared to be altered in that confident, high ability students were asked complex questions with more reserved students being asked more attainable questions

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Yr Athrofa
Addysg a'r Dyniaethau
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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?

The format of the lesson built on prior knowledge and assessed the application of that knowledge, to the required task. AOL.

Techniques used such as think, pair share for analysis, along with agree, build or challenge which encourages peer assessment and collaborative learning.

Praise used verbally throughout lesson.

Specifics / Critical Incidents

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

Teacher's use of cold calling led to reserved learner being hesitant to answer. Another student tried to interupt and answer but the teacher used non verbal communication to stop the student and redirected the question to original pupil.

Pupil was encouraged to contribute and praised when they did.

The student who interupted was not punished

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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/*Date*: 25/9/19 English.

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

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	• The diverse approach to teaching kept the class engaged and had a sense of collaboration. • The incident instills the growth mindset to introverted children • Positive class culture and effective incident.
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?"*	• Use of cold calling questioning is a form of AOL, participation and engagement is vital. learners building on prior knowledge and collaboration to create good work. • The incident links to the 16 habits of mind in that it attempts to manage the impulsivity of the child who interrupted.
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?"*	• The lack of punishment for the learner who interrupted ensures no embarrassment instilling the growth mindset for both learners. • The incident supports Donaldson's 4 purposes in that it builds confident individuals eager to learn and play a valued role in society.
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?"*	• A debrief of learner B would ensure they feel valued and that they can make contributions once its their time. • To prepare learners, especially for younger years, questions could be given so they have time to prepare an answer and feel more comfortable.
Y profiad newydd / *Transformed experience*	

Appendix B

Prifysgol Cymru
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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: Year 8 Welsh/Cymraeg lesson. Learning 3rd Person welsh, 5th lesson just after lunch. Started task linked directly to lesson objectives.

Classroom culture
(Are the students focused on learning?) Children are very focused and engaging well throughout the lesson. Teacher doesn't raise her voice, uses positive reinforcement to encourage good behaviour.

Teacher was not static and encouraged children to lead their own learning through group work.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Learning objectives illustrated on screen at the front of classroom. Activities directly linked to objectives in that students were challenged to understand and pronounce 3rd person Cymraeg.

Direction
(Are the students clear about what they are doing and how to do it well?)
Students were fully aware of the task and engaged well.

Teacher broke down elements of the lesson and thoroughly explained expectations.
Group work and independent learning was included.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
All tasks and homework had various levels for the students to chose from. The teacher referred to confidence levels rather than ability which led to more students attempting more challenging work and activities.
Children were given autonomy and the opportunity to direct their own learning through decision making such as picking level of question, deciding in groups how best to ace pronounciation.

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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?

By incorporating fun into the lesson, the teacher is able to objectively assess the students level of understanding. The group work allowed for peer assessment and feedback. Written work in books was promptly marked. Praise cards given for correct translation and pronunciation which led to merits.

Specifics / Critical Incidents

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

- Students playing a role and having a choice towards their learning
- How peer assessment and competition creates healthy competitiveness, and an eagerness to improve.
- Mini merit system uses for being as well as doing. Positive reinforcement

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

Dyddiad/*Date*: 26/09/19 Cymraeg.

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

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	• The pupils were at an age where tangible reinforcement works well • It improved classroom behaviour.
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?"*	• Form of Assessment of learning, feedback and questioning used. • Children feel like valued members of the class community - Donaldson. • The use of reinforcements (Positive + negative).
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?"*	• Following the school system of merits, the teacher used this method to encourage participation and engagement. • Praising for being as well as doing ensures the holistic learner is valued and not solely their attainment.
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?"*	• The system worked well for year 8s. Its questionable whether mini merits would be sufficient reinforcement for older year groups. • The school policy should be utilised as much as possible to strive for good behaviour.
Y profiad newydd / *Transformed experience*	

Appendix C

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 26/09/19.

Lesson details: Year 8 History lesson. Class have been looking at the Tudors. For this lesson they are taking on their first piece of written work, focused on who was the most successful Tudor?.

Classroom culture
(Are the students focused on learning?) Lesson three following break has led to excited students. There is a seating plan in place as a strategy to reduce disruptive behaviour. Students take a while to settle down, but regain focus when on task.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The starter task is used to reflect on previous lessons. The purpose of the lesson is to build on previous knowledge and compose a piece of written work discussion what they know.

Direction
(Are the students clear about what they are doing and how to do it well?)
The teacher explains and sets out the objectives for the day clearly. The success criteria is displayed and consistently referred back to. The task is broken down and simplified to ensure clear understanding. An opportunity for questions is given before start of task, as well as teacher moving around the classroom to help students throughout the task.

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

- Sentence starters for the written work are displayed as a guide, aiding those who may struggle with written work.
- Students are told to use previous work in books to build their essay, however as a challenge, textbooks are offered for those students who want to challenge themselves and have a deeper understanding.

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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?

- Recap at start of lesson to ensure students understood previous information in order to move on.
- Questions are welcomed as a class or individually with hands up rule.
- Teacher moves around classroom and reads students work and questions them on why they have written a specific sentence or how they think it could be improved.

Specifics / Critical Incidents

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

1 - Student asks teacher how to spell a word. She offers two techniques to encourage independent learning. Either he could use a dictionary or he could attempt to spell it himself with teacher confirming right or wrong. Autonomy, independent learning, communication and praise.

2 - Upon arrival, student doesn't know where he should sit, approaches teacher who shouts infront of whole class as student is still chewing food from break. Refuses to answer until he has finished. Communication, class culture, behaviour management.

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

Dyddiad/*Date:* 26/9/19 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?"*	• The approach used had a positive impact on the learner and class. • Independent enquiry encouraged.
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?"*	• Strategy employed mirrors the '3 before me' technique used in education to encourage learners to make use of all resources. • Supports the 4 purposes of Donaldson. • William and Black promote peer and self assessment, this incident coincides with this.
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?"*	• The freedom for children to interact with all resources e.g. other pupils, dictionary, internet. This ensures confident capable learners who are comfortable with making mistakes • Perhaps the method of '3 before me' would be beneficial, to prevent time wasting.
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?"*	• If '3 before me' was adopted as a class rule, the learners would seek information more effectively with less time wasting in asking the teacher. • This strategy would be difficult for those with ALN, its important for the teacher to know the students.
Y profiad newydd / *Transformed experience*	

Appendix D

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 26/09/19

Lesson details: Year 8 Technology lesson. Students are continuing to redraft their pillow designs which they will create once designs are completed. Fourth lesson prior to lunch.

Classroom culture
(Are the students focused on learning?)
Class is a relaxed creative environment which instantly leads to a warmer more engaging lesson. Children are struggling to completely focus, but show interest and excitment towards the class.
Children and teacher are mobile and sharing ideas.
Teacher sits amongst students - less authoritive.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Students are faced with a project to design and create a pillow. They are at the design phase in this lesson, previously they have studied materials, loops and colour. In completing the project students will create the design.

Direction
(Are the students clear about what they are doing and how to do it well?)
Students displayed a little confusion on the task of the day despite it being displayed on the board. Teacher stopped class and clearly explained what to do and checked for understanding by asking a student her design as a example. Teacher actively attended every table to assist students throughout lesson.

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

- LSA present to help particular student.
- The task affords personal creativity and talent to be explored.
- Access for all ability.

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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?

- Students progress is continually checked
- feedback is given to improve designs
- Uses high achieving students work as an example for others.
- Teacher was constantly engaged and tracking each tables progress.

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

- Student talking, complaining and being generally disruptive. Teacher dealt with primary behaviour through non verbal communication. Secondary behaviour was ignored and student was approached and worked with once settled.

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

Dyddiad/*Date*: 26/09/19 Technology.

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

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	• The disruptive behaviour is highly influenced by the flow of the lesson along with it being close to lunch. • The behaviour was dealt with without significant disruption to the rest of the lesson.
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?"*	• The use of non verbal communication was positive in that it didn't draw a lot of attention to the situation. • Ignoring the 'strippy' secondary behaviour and praising the learner once they settle was positive meaning the pupil was a logical consequence.
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?"*	• Non verbal communication is effective so long as the gestures are well understood. • Praising desired behaviour models good pedagogy.
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?"*	• The strategies employed can be transferred to any age group.
Y profiad newydd / *Transformed experience*	