

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.

The Status of Outdoor Learning and its Links with Well-Being and Academia

Word Count: 3,814

Introduction

Societal changes and more ready access to electronic forms of entertainment are having an increasing impact on childhood experience. When this is coupled with parental control and anxieties about outdoor play (Ridgers, Knowles, & Sayers 2012), many young children are not reaching the recommended target of three hours of physical movement per day. More and more children are spending less time in nature and this is a contributing factor to less success in academics as well as having a detrimental effect on physical and emotional well-being. The theory this essay aims to elaborate upon is that in the United Kingdom, outdoor learning experience is not afforded the same status as classroom learning and why that should change. Links will be made to cognitive development as well social and emotional well-being. It will also explore the concepts of pupil autonomy and constructivism as a means to meet targets set out in Successful Futures (Donaldson, 2015) and how these ideas can develop our children into life long learners who are able to apply skills gained in the classroom to their lives beyond it. The final area to be explored is that of Black and Wiliam's (1998) concept of Assessment for Learning. The purposes under particular focus are those of Healthy and confident individuals and developing learner's health and well-being. This essay goes on to provide details of a critical incident involving outdoor learning at a primary school, and a my own reflection upon it. Critical incidents allow teachers to evaluate their feelings and actions during a particular event to understand and gain greater control over their professional practice.

Observation

The school in which the observation took place was a primary school in Bridgend County Borough. It is an English medium, mixed gender school comprising of 225 pupils. Classes range from foundation phase to key stage 2 and all but one year group are made up of two classes. It is a reasonably new school (less than a decade old) with direct access for foundation phase pupils to a large area of private outdoor space. The outdoor space has trees, lawns and tarmacked play areas. The school is organised over two floors with foundation phase on the ground floor and key stage 2 on the first floor. Key Stage 2 children must come downstairs to leave the building to have access to any outdoor space.

Foundation phase children have planned outdoor time at morning playtime, 10:50 until 11:10, and then again when they finish lunch from approximately 12:45 until 13:45. They may also go outside when they are not taking part in planned classroom tasks at any point throughout the day. If it is raining, it is the duty staff members' discretion whether or not the children go outside or not during playtime and lunchtime. Some staff members don't like to be outside when it's raining, so the children could potentially spend the entire day indoors, with no opportunity for physical/ gross motor activities.

The class observed was year 2 – children aged from five to six. At the time of observation, the class comprised of 23 children – 9 girls and 14 boys.

Methodology

The critical incident is an event, which the researcher deems worthy of investigation even though it may only happen once. As Cohen (2003) puts it:

Sometimes one event can occur which reveals an extremely important insight into a person or situation" (Cohen et al, 2003)

Critical incidents may not be exceptional or striking events, but rather typical, commonplace events that only become critical once they have been studied and have been identified as being 'indicative of underlying trends, motives or structures' (Tripp, 2012)

Tripp describes the history of the term 'critical incident' as 'some event or situation, which marks a significant turning point or change...' (Tripp, 2012). Cohen et al (2003) describe a case study as a means of presenting readers with an example of an authentic situation rather than an abstract theory (Cohen). The researcher is able to make direct observations

and is able to work alone. Cohen goes on to say one of the strengths of a case study is that the real life context of the situation is observed which can enable greater understanding as the reader becomes of the cause and effect of a particular outcome or scenario.

Despite the very convincing strengths of the case study method, there are still several drawbacks. Researchers are warned against the tendency to overemphasise the most minute of details and/or drawing grandiose conclusions from them. Furthermore, while research should be impartial, case studies leave the door open for generalisations and biased or personal judgements because the researcher may make lone observations.

Within both the critical incident and case study research approaches are different levels of participation during observation. During my time at the placement school I collected data via both participant and non-participant observation. Non-participant observation was the method favoured by theorists such as Montessori as disassociation from the subject helps to maintain scientific objectivity and less bias. A further benefit of this approach is that the researcher is able to conduct their observation undistracted by other responsibilities and interactions. A drawback of this method is that it may be difficult to garner accurate results when observing from a distance. While non-participant observation is objective, participant observation is labelled as subjective (Papatheodorou, (2015). The researcher seeks to experience the very subject they are researching to find the meaning for themselves and the perspectives of the other participants. A weakness of any form of observation is that it can lead to the Hawthorne effect – an instance wherein the subjects are aware that they are being observed and do not behave authentically.

This essay focuses on an account of a non-participant observation of a critical incident. The critical incident was favoured over a case study because it was less time restrictive and the event witnessed offered a snapshot of an underlying trend in the classroom. Also since it was a non-participant observation, it can be deemed authentic as the children did not know they were being observed.

Four Purposes

The observation took place during the morning session. At carpet time, the teacher held a dialogue with the class about the agenda for the following 3 hours. The plan was for the teacher to work with alternating groups on a directed task at a designated table inside the classroom, and the rest of the children could choose a task from a selection of 'challenges.' The teacher then questioned the group to ensure they were clear on the challenges. All of

the tasks discussed were those, which take place in the classroom. As mentioned above, the classroom had direct access to a secure outdoor space. The outdoor play was not discussed at carpet time and, therefore, no task had been outlined.

Midway through the morning, six children were outside playing football instead of the designated outdoor task. It took half an hour for any member of staff to realise that they were off task because no member of staff had been out there at any point of the morning. Somewhat ironically, the children being off task outside was noticed by a staff member who saw the children through the window rather than going outside.

The six children who had been playing football were reprimanded for not taking part in the allotted outdoor task even though the task had not been mentioned nor explained at any point during the session. Had a child been absent on the day/s on which the success criteria for the outdoor task been explained, they were now being judged on something that they had no idea about.

When linking this incident to the core purposes outlined in Successful Futures (Donaldson, 2015), The purpose that it appears to be most closely aligned with is that which suggests children should be healthy and confident individuals. Particular focus here is placed on learners reaching this outcome by taking part in physical activity, paying attention to both physical and emotional wellbeing and developing resilience. Under this heading, Donaldson also goes on to highlight the importance of children becoming independent learners, able to deal with everyday situations. School experience should reach out further than the classroom in order for it to be meaningful.

With this in mind, the incident also lends itself to the purpose of cultivating ethical, informed citizens. As the children were engaging spontaneously with the outdoor space as well as collaborating with each other verbally, they were able to understand the impact of their actions upon each other and the environment.

See appendices: critical incident taking place on 26th September 2019 (Appendix 3)

Literature Review

The topics identified in this incident are, firstly, pupil autonomy. Autonomy relates to the learner taking responsibility and making decisions regarding their own education. If implemented successfully early on, then it can have a positive impact on lifelong learning.

For this reason, children are ever more frequently being invited to be the protagonist in their learning. Schools that have actively involved pupils in the planning of how their lessons will proceed have seen myriad positive results. Among those are that the more able children who had been deemed to be 'coasting' began to show higher motivation when taking charge of their learning (Grigg, 2010). Furthermore, the quieter members of the class showed more confidence and contributed more in a group setting. The hope also is that when the children view the learning as valuable and applicable to their own lives, they will engage more fully with it. Since the children helped to set the guidelines, they then have more freedom of choice and movement throughout the learning zones, both outdoor and indoor, as they *should* be aware of the rules and parameters of that freedom and behave appropriately.

While pupil autonomy is a highly progressive, and effective, mode of education, in the initial stages of its inception, the teacher may be on hand to see that the children are following through on the agreements made during planning. Autonomy can be viewed as a form of unwritten contract regarding behaviour and work ethic and educators must nurture the children's ability to use this freedom wisely and constructively.

The premise of this decision-making and interactive outdoor play is a highly positive feature of the school day when viewed through a constructivist lens. Lev Vygotsky advocated the theory that we are social beings and learn when in groups, working collaboratively. When pupils engage with one another to set goals and are given free rein to act on their own theories and estimations, they are constructing their learning. Hypothetically speaking, this will in turn lead to deeper understanding and subject knowledge. As mentioned in the previous paragraph, having a staff member on hand for guidance is useful in the teething stages of creating autonomous students. This is even truer when setting up tasks in an unfamiliar environment – such as outdoors, if the children are to enter into the Zone of Proximal Development. This is Vygotsky's concept wherein a child requires the input of a More Knowledgeable Other, that is, a person who already possesses the knowledge that the learner requires, to provide a stepping-stone to as yet unattained knowledge.

This ties in with the second topic of literature associated with this critical incident, the concept of Assessment for Learning (AfL). Black and Wiliam's (1998) seminal report, *Inside the Black Box*, describes this concept as one that raises standards of teaching – particularly for lower attaining students. It laid the foundations for less teacher led instruction and more encouragement for pupil reflection. It was written in response to the traditional form of summative assessment in which pupils are not told what or how they can improve, but are given a mark on their performance once the task has finished. The difference in formative assessment is that constructive feedback is provided throughout the task, children are

encouraged to assess each other. As with the constructivist theory of education, AfL is designed to shift from rote, superficial learning, and encourage more effective, deeper learning.

Just as it is useful to have a staff member or other More Knowledgeable Other on hand as the task is beginning to provide guidance before the children work independently, so it is vital that the task is assessed throughout to avoid taking a wrong or inappropriate direction. The concept of AfL ascertains that feedback is most valuable when provided in a timely manner so that learners know where they are with a task, what is required of them to improve and what changes they can make to reach the success criteria. Not simply questioning but *effective* questioning is the order of the day here. Duffy (2003) describes the how the acquisition of questioning skills enable the pupil to explore physical, social and moral elements of the world with greater effectiveness and that this skill will follow them into adulthood. Educators must monitor their own questioning to ensure it is wide ranging (Vickery, 2014). Once pupils have mastered lower order questioning, teachers should model higher order questioning too, matching the ideas seen in Blooms Taxonomy. It is highly probable that the learners will be stimulated to ask their own higher order questions after the teachers model, thus acquiring the tools towards better quality independent work and peer assessment. In the case of the critical incident in this essay, it could well be that some of the children were not aware of how to complete the task. If the staff members were not able to leave the classroom to go out and offer guidance then pupils trained in effective questioning may have been able to pool ideas and find a solution.

Finally, in discussing this critical incident in the context of the four core purposes (Donaldson, 2015), there is a great deal of literature linking outdoor learning experience with the enhancement of physical and emotional wellbeing as well as the building of resilience in learners. In a study of Danish forest schools (Williams-Sieghfredsen???) , researchers observed that the children are encouraged to take calculated risks. That is, the teacher – outside with the children - supports and safeguards the children as they push outside their comfort zone both physically and mentally in a quest for personal growth. Risk and challenge are seen here as being essential for that development. These vital elements of the forest school have been viewed as a reflection of life outside of school, where we are constantly assessing risk and faced with challenges. When we provide children with the opportunity to face, and overcome, challenges, in a supportive environment, we are in fact building their self-esteem, collaboration, trust and judgment. These are skills they may take forward and develop throughout their lives.

Williams-Sieghfredsen highlights the importance of a return to this facet of education:

“To take away risk denies the child the opportunity to learn how to tackle everyday challenges and problems. Only by experiencing risk and challenge does the child learn how to take care of themselves and others.”

It is believed that through building an early relationship with nature, via both intra- and interpersonal processes, they will develop ‘funds of strength’ from which they can draw throughout their entire lives (Kahn and Kellert, 2002). Such awareness of outdoor life and the natural environment also helps children and adults alike to understand our impact upon it.

Recent years have seen a marked reduction in outdoor learning and play due to safeguarding concerns, parental control and fear and inadequate access to outdoor play areas (Ridgers, Knowles, & Sayers 2012). Children in more deprived areas are far less likely to have access to safe play areas and parks. It is also in these areas that there are higher levels of overweight and obese children. Diet, of course, is a strong determining factor in this trend, but so too is the children’s lack of exercise and general well being. The focus of this essay has been placed more firmly on outdoor exercise than simply physical exercise as the outdoor environment exposes children to sunlight and other natural elements, which promote their immune system and healthy bone development. Another factor is that there is ample space for movement and exploration. Quite often, school is the only place these children will be given the opportunity and supervision to develop this vital source good health and learning.

If the links of outdoor learning to social and emotional well being are not enough to persuade even those most ardent of classroom-based teacher, perhaps the relationship to children’s cognitive development would be. Studies have illustrated that complex, interactive and challenging play has a knock on effect with the children’s speaking and listening skills inside the classroom (Waite, 2010). Children who engage in a varied outdoor play are often more self-disciplined and motivated when they enter the classroom.

Reflection/Evaluation

Educational theorist John Dewey highlighted experience and reflection as an essential tool in human development and this rings true in progressive teaching practice today. If we are able to have a meaningful reflection then we are able to both develop and refine our teaching

practice (Vickery, 2014). Just as we strive to mould our pupils into continuous learners, so the same theory should be applied to ourselves. We can achieve this by incorporating a reflective model into our daily professional practice. There are several such models, including the ARC (Assisted Reflective Model) and Ghaye's Model. Both encourage those reflecting to not only to think about what they would do differently – or what worked - in the event under scrutiny, but also to take note of their feelings. This could be because teaching is often intuitive or perhaps it is a reminder that feelings can obstruct clarity of thought and impartiality. Either way, it is an invaluable method by which to delve into one's own psyche and further refine teaching practice.

On reflecting on this critical incident, I felt that with a few tweaks, this school will be right on track. On the face of it, it wouldn't require a big change in schedule or teaching to have a big impact on the children's outdoor learning. I felt disappointed that such a wonderful opportunity to tap into the children's sense of excitement and desire was being overlooked. Several of the children were reasoning over who got to go outside that morning and it was clear that that was where approximately a third of the group wanted to be – so why weren't we making the most of that learning opportunity? When I looked at the tasks on offer in the classroom it seemed to me that with some slight modifications, they could easily have functioned outside too.

I also thought that the children would be more likely to remain on task, without adult supervision, if leaning in the outdoor environment was given the same status as indoor learning, which I didn't feel that it was. The designated task should have been discussed at carpet time just as the indoor tasks were. We could also ask the children what they think the success criteria of the outdoor task should be, I think there would be some quite ambitious answers.

If it is not feasible for a staff member to be outdoors with the children for the entire session, then I would recommend that they spend at least a few minutes outside with the children to make sure they are aware of their target. To aid the children in their own peer assessment, or just to harbour ideas, perhaps some classroom posters could be placed facing out of the window to the play area. These posters could feature, for example, the learning objective and success criteria. They could also feature inspirational images of famous or interesting landmarks.

I think it is also important to hold a dialogue with staff to encourage them to plan outdoor challenges and to see them as equal in status. After all, the children are following our model. I feel that a lot of pedagogues see outdoor exploration as a waste of time and are perhaps unaware of its links to cognitive development.

I was aware of some really positive initiatives at the school where teachers volunteered to offer classes in sport or dance at lunchtimes or after school. The uptake numbers were a little disappointing. The area in which the school is located is not very affluent and as mentioned earlier in this essay, it tends to be these areas where children have less access to adequate outdoor play. Perhaps if the parents were made more aware not only that these clubs exist but also that they are free and can have a positive impact on their child's education, they may be more interested to encourage extracurricular activities too.

By implementing some of these measures, the school could well reach the target of children spending three hours engaging in constructive outdoor learning or being engaged in some other form of physical activity (since I think it will take a little more persuading to get some staff to go outside when it's raining.)

Conclusion

In conclusion, by evaluating the critical incident, valuable areas of research such as Autonomy, Assessment for Learning and the importance of outdoor learning. These have made me determined to incorporate physical literacy and natural learning environments into my teaching strategies. In reflecting on my emotions and actions during the incident and immediately afterwards, I believe I will have greater command of them in future. I will strive to go a step further in my professional practice in order to incorporate more, if not all, of the core purposes into outdoor learning.

When reflecting on how the incident came about, I believe that educators are still not convinced of, or recognising, the link between outdoor play and educational achievement with chances later in life. It is difficult to find literature that decries outdoor learning as detrimental to academic success. For this reason, I find it difficult to comprehend why it is not integrated more heavily, particularly during foundation phase education.

Therefore, more needs to be done to take the pressure off the teacher to be tied to the classroom for the entire day, and more encouragement to make learning an adventure for the children, to inspire them. Of course, there is no 'quick fix,' change will take time. I do feel confident that with the changes outline in Successful Futures (Donaldson, 2015) we are taking steps in, what I perceive to be, the right direction. If we truly intend to offer Welsh children a well rounded and fulfilling education and the opportunity to compete with countries such as our Nordic neighbours, for example, physical literacy and outdoor experience need to be a more integral part of the school day. I do feel hopeful that, should the new curriculum

be truly embraced, in several years time we will be able to demonstrate to the world all we have to offer as a small yet hugely talented nation.

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Appendices

Appendix 1

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25th September 2019
Lesson details: Reception class of 18 children. Different activities including 'readers' w/ teacher Also 3 with beebot + teacher
Classroom culture (Are the students focused on learning?) The pupils all seemed focussed on their activities. The pupils stayed with their activities an average of 5 mins
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The objectives for individual readers and beebot learners were given guidance and feedback
Direction (Are the students clear about what they are doing and how to do it well?) All children not on teacher led task seemed to just choose free will so there was no apparent direction
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Some students were more challenged than others it seemed.

Assessment

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

For individual readers, the teacher asked if they had practised reading and then read with them. She gave them feedback afterwards.

Specifics / Critical Incidents

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

When children lined up, the teacher said "let me see the best children" - ethnically questionable phrasing.

For clean up time a song was played (song played twice as they hadn't finished tidying on first rotation). All the girls started tidying but the boys started dancing on the carpet. The boys were not challenged and at the end of the second play, when tidying still wasn't complete, the teacher and TA (both women) finished the tidying up.

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

Dyddiad/Date: 25th September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): GENDERED CLEAN UP TIME

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was disappointed that gender stereotyping seemed to be the norm and was not being challenged. I think this is very restrictive for girls
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?"	It was good that the children displayed a conditioned response by reacting to the music. It was disappointed that only certain children were expected to carry out tasks for the benefit of all.
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 bwysicaf? "What was the cause of the most important disappointing element?"	Using familiar music as a signal It was a shame that only girls were expected to clean up everyone's mess.
Casgliadau a chymau 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'w wneud nesaf? "What will you do next?"	I would make sure that everyone was engaged in helping and would not differentiate by gender.
Y profiad newydd / Transformed experience	

Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26th Sept 2019 - Morning Session

Lesson details: 9am - 'Draw the steps to make a cress head' ①
9.15 - Jobs given and Dojo board

The morning's task was 'sequencing' - recap of yesterday's task - cress heads. ②

Classroom culture

(Are the students focused on learning?)

- ① All the children sit on carpet and draw on whiteboards
↳ 'illustrations' and explanation of word + usage
- ② Exercise ① prepared them for session ②. Writing and phonics
groups split into abilities. - 1st Group of 8, 2nd 8, 3rd 7.
- * Children are allowed to move between classrooms (sister class)

Objectives

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

Teacher makes sure that kids are on task w/ plenary
kids are asked to cut out images and write down their step. Clear explanation and link to previous day.

Direction

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

AFL - plenary - asks group to repeat the steps of the cress head activity the previous day.

Dojo time split into 15mins as displayed on the board.
Pupil autonomy promoted.

Access and challenge

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

All students seemed engaged and were reminded to raise their hands to respond to questions.

Since the children were split see above, so task difficulty was gauged. -

Help given to Higher abilities (8) on more advanced word choices.

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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 to repeat what they did the day before, checks/gives advice during the cutting process.
When kids ask question, she often asks them a question back or sees if another child can answer
↳ 3 before me, self reliance.

Language (HLT) - illustrate, persevere,

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

- When register called, the twillinge can bara ett barn
Alla barn gjorde teckningar men lärare kollade inte. och håller upp ett hand
Lärare säger "när jag säger ett två... alla barn ska lysa" Classic card.
Situation diffused - broken block model - say sorry, help to fix.
Pupil autonomy - choose tasks (except focus task)
- "Don't like the word, naughty - sometimes we get cross or forget the rules"

* one child ALN (SB) - sits on floor to join game with another child.

→ one of the children went outside when it wasn't his turn - 3 times. Throughout mejo time it went unmentioned but the teacher had noticed and it was brought up - reprimanded - at circle time. Displayed to other children that this behaviour is unfair.

- Children off task outside went unnoticed for half an hour

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Addysg a'r Dyniaeth
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Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26th September 2019 - Morning Session

Digwyddiad critigol (Ffocws)/Critical incident (focus): Off task outdoor play

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	At first I felt confused as I couldn't see why the children were being reprimanded
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?"	Questions pertaining to autonomy and constructionism. The children were working collaboratively despite being off task.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei godw 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?"	Free rein to go outside as well as respecting peers by taking turns outside/ with equipment
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?"	Talk about the outdoor task at carpet time to remind the kids/ ask for their ideas on outdoor tasks. A staff member could also go out to check on them/ begin the activity. Visible reminders should also be displayed
Y profiad newydd / Transformed experience	

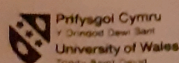
Appendix 3

Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26th Sept 2019 - Afternoon Session
Lesson details: 1400 - Carpet time to explain afternoon task. - Painting the 'eggs' that they'd made the day before. Other children who had not yet made an egg had the chance today.
Classroom culture (Are the students focused on learning?) Children sat and listened to instruction only interrupting to ask what certain words meant eg. patterns. The children were all very keen to take part
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) As an onlooker with no prior knowledge, the purpose of the task was unclear, just that the eggs should be painted.
Direction (Are the students clear about what they are doing and how to do it well?) * Success criteria - 5 different colours, 2 patterns
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The tasks did provide a challenge but there was always a staff member on hand to help if too tricky. The average task completion time for ~~both~~ each task was approx 10 mins



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26th September - Afternoon Session

Digwyddiad critigol (Ffocws)/Critical incident (focus): Twins being treated as one child

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt very uneasy about this as it detracts from their individuality. Self reliance also not being developed
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?"	Well-being - the girls could become over-dependant on each other self autonomy and confidence, over time they may feel unable to make decisions/complete tasks independently
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei godw 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?"	I think keeping the girls in the same class is a positive as they are a support for one and other
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?"	Perhaps put them in separate work groups. Certainly call their names separately on the register
Y profiad newydd / Transformed experience	

Appendix 4

Prifysgol Cymru
Y Drindod Dewi Sant
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Self
Partner
Other
Teacher

3 Before me

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2nd October 2019

Lesson details: Morning Session "Morning Challenge"
White boards - carpet - Create a poster for a banquet

Mojo time + tasks Maths themed - Poster on paper 10 more/ten less/number bonds to 10

Classroom culture
(Are the students focused on learning?)
All focussed - some working in pairs, quiet chatting allowed.
During task time some of the children needed to be 'refocussed'

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There is a banquet on Friday so the posters are for that.

Direction
(Are the students clear about what they are doing and how to do it well?)
Verbal instruction given and written instructions on the board. During mojo/task time, teacher told them again what to do, the kids knew where to collect resources

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
The task allows the children make the poster as complicated/simple as they are able to.

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

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

Lollypop sticks chosen at random to share their ideas with class

A child from reception brought in to sit as he'd been running and shouting/throwing in his class - Behaviour management responsibilities

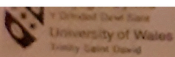
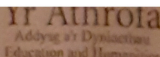
One of the children said 'I'm not doing it, I'm going to just put the pencil in my mouth and smoke it like a cigarette'

One little girl, when talking about her fairytale stories, did so in an American accent. In fact, she 'slipped into character' for almost the entire task

9-10:30

Basically a hundred

When the teacher came back 30 mins later, the kids still couldn't go back because he wasn't sitting still

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

Dyddiad/Date: 2nd October 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child on time out

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt shocked that this kind of punishment was issued to a 3 year old
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?"	I don't really feel that the child learned very much from being ~~publicly~~ publicly shamed. However, he did listen and sit quietly for 45 minutes.
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 bwysicaf? "What was the cause of the most important disappointing element?"	I think it is important to show the child that there can be negative consequences particularly when their actions are disrespectful to others. However, expecting a 3 year old to sit still for 45 mins goes against their nature.
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 ydych yn mynd i'w wneud nesaf? "What will you do next?"	I would always aim to display cause and effect (consequences) but would possibly show that failure to choose (if he can) to control his body, then he may not be able to take part in another activity.
Y profiad newydd / Transformed experience	