

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 focus of this assignment will be a chosen critical incident that I have identified during observations undertaken at my placement school. I will endeavour to critically evaluate the critical incident whilst identifying next teaching and learning steps. My discussion will include contextual information of the school and class in which I observed, however the name of the school nor any persons shall be included. The chosen critical incident accompanied by the research methods that I employed will also be discussed to an extent. As the new curriculum for Wales is fast approaching, I have found it appropriate to link my chosen critical incident to Donaldson's (2015) Four Purposes to allow for critical analysis. Several research avenues have been prompted by this analysis; I will note two of these through analysis and examination of various perspectives that I have read throughout my studies, relating them to my critical incident. Lastly, I will evaluate all elements that have been discussed, with suggestions for next steps.

The observation took place in a school situated in Cardiff, with a population of approximately 1700 learners; it is a secondary school, accommodating ages 11 to 18. The school consists of a heavily versatile ethnic diversity with approximately 70% of the learners' enrolled belonging to a minority ethnic background. It is worth noting that for many learners English is an additional language, with up to sixty different languages spoken at the school. The percentage of learners eligible for free school meals is 32.7%, this is well above the national average of 16%; 60% of learners who attend the school live in the 20% most deprived areas of Wales. Learners that require special educational needs is 35%, this is also above the national average of 25.1%. During my observation I sat with the same class throughout the day; this was a top set Year 8 class. Some marginal movements were inevitably noted in this set throughout the day as the school sets their classes in all subjects; thus, small percentages of learners in top set for some subjects were in different sets for others. I believe that following one class over several days allowed me the opportunity to observe learners under different circumstances, thus any significant incidents or behaviours that were seen, could be re-evaluated if these same behaviours did not occur during my second and third visit to the same class. During my discussion I will refer to the school under observation

as 'School X' to adhere to 'the entitlement of both institutions and individual participants to privacy' as well as 'their rights to confidentiality and anonymity' (BERA 2018). For the same reason, any children's names will be kept anonymous.

There are various forms of methodology that are employed when observing classrooms and learners, here I will demonstrate the ones that I have used along with their advantages and disadvantages; I will also briefly identify any observation models that could have been used during my research. The main focal point of this research was to identify a critical incident within a case study. A critical incident is explained by Tripp (1993, p.8) as 'an interpretation of the significance of an event'. The term, case study is defined by Cohen, Manion and Morrison (2007, p.253) as 'a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles.' The use of a case study allows the researcher to focus on certain and often specific details within a large area, thus allowing greater opportunity for a deeper analysis. Other advantageous characteristics of this method listed by Cohen, Manion and Morrison are 'rich and vivid descriptions', and 'chronological narrative of events' (2007, p.253). For me, one of the most significant advantages of a case study is that they 'can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognising that context is a powerful determinant in both causes and effects (Cohen, Manion and Morrison 2007, p.253). In the instance of my research, context is very important as it allows for the critical incident to be considered and analysed within the context of the classroom, and the findings are not the results of a third party's analysis, but solely the researcher's. A case study however is not without its faults, whilst it is a powerful tool for the researcher to make their own interpretations and generalisations - it also leaves room for bias as they are 'impressionistic' (Shaughnessy *et al*, 2003, quoted in Cohen, Manion and Morrison, 2007, p.255).

During my observation I undertook a non-participant approach, this method allows for the observer to remain a 'passive observer, watching and listening to its activities and drawing conclusions from this' (Kumar, 2005, p.120). One of the main issues with using observation technique is the Hawthorne Effect, explained by Kumar (2005, p.120) as 'when a change in the behaviour of persons or groups is attributed to their being observed'. Consequently, this may provide a contrasting view of the class than what is typically displayed. Another downfall of the observation method discussed by Kumar (2005, p. 421) is that it is 'highly selective, just as perception is selective', and that it can be 'costly in time and effort' if what is being searched for isn't found in a timely manner. When observing I employed a narrative form of recording my findings. The only setback I found with this is demonstrated by Cohen,

Manion and Morrison (2007, p.121) 'in the process of recording, part of the interaction may be missed'. This was particularly true when observing to select a critical incident on which to focus, one may have been missed when recording the identified critical incident. One method I did not use but could have been employed is a sociogram. This is 'a visual representation of interpersonal relationships within a group' (Robin Banerjee, 2019). A sociogram may have been beneficial in displaying the various relationships between learners and teachers within the classroom.

During my time at School X I completed four official observations (see Appendices 1,2,3,4), I will focus on one of these lessons during my discussion (see Appendix 1). The critical incident that I have identified and chosen to focus on concerns the refusal to follow teacher instruction by a learner. During a Geography lesson that took place before morning break, a learner was being disruptive, and distracting fellow learners; half way through the lesson the teacher asked the learner to move seats to prevent distraction to the learners around her. The learner refused and thus began a heated exchange of words between the teacher and the learner. Eventually, the learner obeyed teacher authority and moved. However, this did not resolve the conflict; the pupil soon proceeded with her disruptive behaviour and became a distraction to a new group of learners, as seen in Appendix 1. Despite continuing her unruly behaviour, by the end of the lesson the learner had made progress and completed all set classwork to a high standard. This suggests that the learner is very able, that she was not engaged due to lack of interest rather than the lack of ability. The work assigned may not have been challenging enough for the learner hence her being so easily distracted and becoming a negative factor that may have impacted on the outcome of others.

I believe this incident relates to two of Donaldson's Four Purposes. When discussing ambitious and capable learners Donaldson (2015) points out that young people should 'set themselves high standards and seek and enjoy challenge' which applies to the learner under discussion. Whilst it can be said that the learner is not being challenged by her teacher, she is not actively seeking challenge from her teacher by completing the work when asked; or requesting higher level tasks to complete. Consequently, the learner is not setting herself high standards by lack of engagement and cooperation in the lesson. Additionally, it is stated that learners should be 'ready to learn throughout their lives' (Donaldson, 2015), this also links with the critical incident in Appendix 1; the pupil was not ready to learn as demonstrated through her lack of focus and work ethic. The second purpose that can be linked to the same critical incident is Donaldson's discussion of enterprising and creative contributors. Here it is said that young people should 'identify and grasp opportunities' which may be linked similarly to the previous purpose; the learner is not grasping the opportunity to

learn and acquire more knowledge from her teacher by participating in the lesson. Another key point for discussion is that young people are expected 'to give of their energy and skills so that other people will benefit' evidently the pupil is not using her energy and skills to benefit other learners as she is distracting her fellow classmates, as a result preventing them from learning and engaging in the lesson. Moreover, the learner clearly possesses the skills and ability to complete the work when she eventually adheres to the subject's learner objectives - however she opts not to when initially asked. It is hoped that with the introduction of the new curriculum for Wales, that there will be an ease and appeal for all learners to thrive to be the ideal learners that Donaldson discusses: ambitious and creative contributors.

Through analysis of my chosen critical incident (see Appendix 1) several key research areas have been prompted, in this section I am going to discuss two of those areas whilst acknowledging and examining different perspectives from a wide range of authors. The two areas on which I will focus is behaviour management and engaging learners in lessons. The former will include a close look at what causes challenging behaviour in the classroom and how various authors believe this behaviour may be altered or prevented. The latter will focus on different methods of engaging and challenging learners, specifically, those of high ability.

The key aspects of challenging behaviour within the classroom are listed in many literature articles that I have studied and generally consists of the same definition, that is 'calling out, talking out of turn, argumentative (and the 'last word' syndrome) students, seat-wandering, and task avoidance' (Elton 1989, Rogers 1992a, quoted in Rogers, 1997, p.17). All of these are stated by Elton and Rogers to be the major disruptions according to teachers, and that although low level disruptions by nature, it is in fact their frequency that is frustrating to many.

One motive discussed frequently as the root cause of learners' misbehaviour during lessons is social requirements within the school environment; Rogers comments that 'a smaller percentage [of learners] still need to get their need for attention, approval and power met even if it means they are annoying and provocative in their social behaviour.' (1997, p.23). It can also be said that learners prioritise their social status among their class peers above their education and learning, hence why some choose to display disruptive behaviour during allocated learning time. It is also thought learner misbehaviour can be due to boredom, whether it be of school in general, a specific subject or lesson, or the actual teacher delivering the lesson. McManus describes this as the need 'to break the tedium of a boring lesson or to punish an incompetent or humiliating teacher' (1989, p.73). McManus explores

this point further by commenting that learners 'seek a little light relief from the inescapable tedium and tension of daily life' (1989, p.72) which for children on occasion, the tension of daily life is in fact, school.

Interestingly, McManus states that successful and academically ambitious learners may demonstrate misbehaviour of some sort from time to time, he explains that this is to establish to fellow peers an enjoyment and affinity with their irreverence for school work (p.72). In the case of the critical incident in Appendix 1 and 4 this is very plausible, as I witnessed first hand an academically gifted pupil demonstrate disruptive behaviour which was perceived by the class teacher as displaying alliance with her classmates who did not understand the task.

On a deeper level, another hypothesis of misbehaviour in the classroom relates to a learner's domestic environment; if a child experiences an unstable home life then this can reflect dramatically within the classroom. Rogers confirms this by stating 'some may be bringing significant socio-emotional baggage from home' (1997, p.23). This can be displayed through a negative attitude towards teachers, as well as a reluctance to recognise a teacher's authority. Furthermore, McManus extracts the words of (Scott, 1982) who believes 'hostility to adults is usually an extension of hostility to parents. This does not necessarily betoken parental fecklessness or cruelty. Hostility is often a reaction to a fear of being abandoned or removed' (1989, p.78). The theory outlined here is that a learner who displays hostility towards a teacher, will usually maintain and affirm this hostility towards all adults in various conditions and not just within the school environment. Additionally, McManus explores the use of the classroom as a scapegoat for a child's domestic affairs:

'Other pupils perceive the classroom as an extension of a harsh, unjust, unpredictable and unforgiving world: a world of stress, poverty, indifference or cruelty that most of us are fortunate enough never to have encountered. For such pupil's school offers a relatively safe environment for the exploration for their distrust, apprehensions, anger and insecurity.' (McManus, 1989, p.73)

This infers that the classroom is viewed by some learners as an environment in which they can explore and display their frustration and angst. This viewpoint was of significance when examining my chosen critical incident; majority of learners in School X belong to a low socioeconomic background and reside in extremely deprived areas.

When examining classroom behaviour, it is equally important to discuss how to deal with learner misbehaviour as well as preventative methods. I will briefly outline one theory of behaviour management once the challenging behaviour has occurred, and then focus on various perspectives of how to forestall misbehaviour. One interesting theory that has been published on behaviour management is, *The Ripple Effect* by Kounin and Gump, it focuses on the consequences and outcomes of a teacher's disciplinary approach. That is, how the behaviour of other learners in the class was adjusted, rather than focusing on the learner who the teacher is directing their words towards. The conclusion of this study was that:

We related the children's reactions to the teachers' control techniques (2). When the teachers made it very clear what they expected of a child, the children in the audience responded with increased conformance and decreased non-conformance. When the teachers did not make it clear what they expected of the child they were correcting, the effect on the young observers was reversed, that is, they responded with less conformance and more non-conformance. (Kounin and Gump, 1958, p.4)

This means that the way in which a teacher delivers their words is important in how it affects all learners in the class. Furthermore, Kounin and Gump found that learners made special effort to halt whatever misbehaviour they were doing and 'sat up taller, paid closer attention to the lesson, or tried in some other way to show they were not misbehaving' (1958, p.3) this further shows the positive effect directed and specific words can have. Similarly, Levin and Nolan illustrate in their hierarchy of management strategies the same concept, 'Intervention provides a student with opportunities for the self-control of the disruptive behaviours.' (Levin and Nolan in Reid, p.8).

When dealing with behaviour management, preventative methods may be far easier to employ than to attempt to alter said behaviour. Many literatures examine the different strategies to thwart misbehaviour, and all conclude similar techniques, in my discussion I will purposely reference, Denise Reid's guide on behaviour management as it uses a diverse range of theorist's work. The first theory that is discussed by Reid is Rudolf Dreikurs *Goal Centred Theory*. Reid extracts from this theory for teachers to 'adopt a democratic style of teaching' (p.4) ensuring that teacher's work with their learners to make decisions on how the class operates. This, according to Reid establishes a 'harmonious classroom culture' (p.4) as learners' feel their opinions have been considered. Secondly, Reid discuss Kounin's *Preventative Measures*, where it is highlighted that the key to prevent lesson disruption is to 'maintain activity flow and momentum during lessons' (p.6). This theory is claimed by Reid to ensure smooth transitions between tasks within the lesson by minimizing 'lull time' and

consequently pupils remain engaged and well behaved. Additionally, Reid claims that establishing a warm classroom environment can prevent misbehaviour and that this can be ensured through 'praise in public and chastise in private' (p.6) along with being organised and learning student's names. The importance of explaining the relevance of topic material is also examined, which closely links with my next discussion: keeping learners engaged.

An interesting place to start when looking into challenging learners is by examining Carol Dweck's mindset theory. The theory entails two possible mindsets a person may possess: a growth mindset or a fixed mindset. Whilst a learner with a mixed mindset will avoid challenges and obstacles, view effort as fruitless and ignore useful constructive feedback; a learner with a growth mindset will do the opposite by embracing challenge and obstacles and learn from criticism (Dweck, Farnham Street). Therefore, a learner's success relies heavily on their mindset alone. Allison and Tharby state that learners who employ a growth mindset 'understand that hard work, effort and learning from failure are vital to their future successes' (2015, p.15). Similarly, another related theory when examining challenging pupils in the classroom is that 'struggle supports learning' (Allison and Tharby, 2015, p. 16); Allison and Tharby link to the learning zones illustrated by Hattie and Yates. Put simply, if a learner is in the comfort zone then he/she is not being challenged, and if a child is in the panic zone then he/she is being challenged too harshly and under high stress. Therefore, the happy medium is the struggle zone which consists of high challenge yet low stress (p.16). Allison and Tharby state that teachers should 'push students just far enough so that they are in a productive struggle, but not so far that they drown in a sea of panic' (2015, p.16). It is evident that during the lesson, as discussed in Appendix 1 and 5, the learner was in the comfort zone.

Diversified works have been published discussing strategies on how to challenge and stretch learners, here I will briefly discuss the prevailing ones. Allison and Tharby found that 'students find it very motivating to be told that they are studying something intrinsically difficult' (2015, p.21) they offer an example of alerting KS3 learners that they are completing work usually studied at GCSE level. This gives learners the opportunity to feel they are expected to work at a higher level than is usually expected and therefore embracing the challenge. Likewise, Allison and Tharby also illustrate the *anchor effect*:

'By exposing students to content at a level usually considered above (or beyond) national expectations, we anchor in challenge. Success is measured by adjusting up and down from here' (2015, p.17).

Consequently, learners that are being challenged instantly and thoroughly means that the concept of being challenged may not be so alien in the long term. Lemov believes teachers should employ the *no opt out* technique. This requires teachers not to accept the approach adopted by many learners, which is answering the question by stating they are unsure. Lemov refers to this as 'an unwillingness to try' and a 'lack of knowledge' (2010 P.29) and insists that teachers should instead, ask another learner for the answer, and if answered correctly to then ask the first learner again, allowing them to repeat the answer given by the second learner (p.29). Learners who do not volunteer an answer will recognise that not answering is not an option and that they will have to answer eventually, regardless of time consumption. Another technique discussed by Lemov (2010) is *right is right*, whereby he explains that by telling a learner that they are right, they are not betrayed into thinking they can do something they cannot (p.35). He further explains:

'Many teachers respond to almost-correct answers their students give in class by rounding up. That is they'll affirm the student's answer and repeat it, adding some detail of their own to make it fully correct even though the student didn't provide (and may not recognize) the differentiating factor.' (Lemov, 2010 p.35)

One can acknowledge here that a low standard is being set for the learners and they are not being stretched to construct their own extended answers. A teacher, who habitually extends a learners' explanation is not challenging his/her learners or encouraging them to their full potential. Lastly, Lemov illustrates the *stretch it* technique. He believes that in response to a correct answer, a teacher should stretch a learner even further by 'asking students to answer a different or tougher question or by using questioning to make sure that a right answer is repeatable, that is, the student knows how to get similar right answers again and again' (2010 p.41). Learners are therefore constantly extending their knowledge and being challenged. Lemov similarly states that asking learners for evidence of their answers can be employed to the same effect.

This method is re-iterated by Rosenshine who states that asking students 'to explain the process they used to answer the questions, to explain how the answer was found' (2002, p.9). All strategies mentioned can be employed to ensure that learners are consistently being challenged, which I believe is what could have been employed during the lesson in Appendix 1 (as well as Appendices 2,3,4), that is to promote an ambitious and capable learner who sets themselves high standards, and ultimately adapt smoothly to the new curriculum for Wales.

The last section of this will concentrate on evaluating the main critical incident that I observed, with mention of next steps. Moving the disruptive learner, I believe was a reasonable response, and appropriate in preventing further disruption from her. It conforms with the behaviour policy set by School X, therefore it was his duty to move the learner, rather than a personal punishment decision. This is discussed as a useful strategy by Kyriacou who states, 'you may require a particular pupil to sit at the front where you can monitor the pupil's behaviour more closely' (2014.p.140). It's important to highlight in this example that the pupil is moved to the front of the class, whereas the learner I observed at School X was moved to another table where her behaviour continued. Had she been moved to the front of the class then her disruptive behaviour may have stopped. As the learner persisted with her behaviour it appeared that the move was not viewed as a punishment, which Kyriacou says is key: 'punishment needs to be of a type that is aversive for the pupil concerned and minimises any factors that are likely to weaken its effectiveness' (2014. p.152). Thus, the punishment was not harsh enough to prompt the learner to alter her behaviour and its effectiveness was therefore fruitless. Moreover, Kyriacou also states 'it is essential that the pupil sees the punishment as being in their own interests, and certainly not as an expression of malice or hostility' (2014. p.148). Perhaps when being instructed to move as she was distracting other, the teacher could have informed her the move was being implemented so that she had the opportunity to complete her work before the end of the lesson.

A useful way in which the teacher could have handled the situation differently would be to reprimand in private. Rather than discipline the learner in front of the whole class, Kyriacou (2014) believes a private reprimand is a 'more personal contact' (p.145) and therefore decreases the likelihood of the learner reacting with hostility (p.45). As per the field notes in Appendix 1 the learner initially refused to move when asked and treated this as a public platform to argue with the teacher, thereby giving social acceptance and celebrating disruptive behaviour; had she been asked privately she may have quickly and quietly cooperated. Another interesting point is that the teacher should have consistently implemented the school's behaviour policy; post moving the learner, step two should have been put in place. In line with the school's behaviour point system, the learner should have received a behaviour point; this would have automatically initiated a lunch time detention, with an immediate message sent home to parents/guardians. While it is the teacher's discretion whether a behaviour point is given and not compulsory after being moved, I believe that a follow up punishment may have been effective. Kyriacou (2014) describes this as 'symbolic behaviour' and states its benefits are that it uses 'the formal ritual of punishment at a mild level' (p.150) this ensuring consistency of the school's behaviour

policy. Another strategy that may have helped to minimise and prevent disruptive behaviour would be to employ a well-considered seating plan. This establishes a consistent classroom climate, where learners are expected to learn and not to socialise. For disruptive learners, this eliminates triggers and the desire to chat with fellow learners. It would also be useful to ensure disruptive learners are always seated at the front of the classroom so that they can be monitored closely.

The critical evaluation that I have constructed attempted to provide a foundation and next step strategies for altering disruptive behaviour in the classroom, whilst endorsing and establishing a positive and consistent environment to actively engage all learners. With consideration of the context of School X and its learners, I have analysed a chosen critical incident through a literature review. The review consisted of the common causes of misbehaviour within the classroom, followed by possible employable strategies to alter and prevent non-acceptable misbehaviour. The second part of the review concentrated on keeping learners challenged and engaged within the classroom and the different methods utilised by experts. I have shown how next steps could have been implemented by the teacher in a similar situation; whilst identifying the cause and consequence of the initial reaction exhibited by the teacher.

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Appendix

Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: year 8, one of the top sets of the year. Foundation subject.
Classroom culture (Are the students focused on learning?) Students are relatively chatty but on task, group work implemented but expected to listen when teacher is delivering. No seating plan, pupils sat wherever they wish.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Pupils are aware they are working towards building their subject knowledge in order to write an extended piece of writing on the topic that is being introduced. - Activities include labelling rainforests, and types of trees so that they are familiar with them and able to discuss them. - Learning about different features of each woodland object etc.
Direction (Are the students clear about what they are doing and how to do it well?) Most students are on task and don't require additional help, some are confused but teacher helps with this instantly.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher displayed pictures of various rainforests and its contents and asked if anyone was familiar with any of them beforehand.

Teacher then asked again after they were given relevant information sheets and text books.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - Pupil A doesn't have her book, she is causing a fuss over this. - Pupil B is playing with her bottle and continuously chucking it in the air. - Pupil C keeps shouting out answers and initiating off task conversation with the teacher and his teaching assistant. - Pupil A continues being disruptive by talking excessively to friends sat next to her and distracting them from the lesson; she has been asked to move and refused and argued with the teacher; she finally moved; she has continued to chat after being moved, she is now disrupting a new set of pupils.

Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/2019
Lesson details: Year 8, one of the top sets. Second lesson of the day
Classroom culture (Are the students focused on learning?) - on task during this lesson and very focused on what the teacher was saying, there was some chatting taking place during tasks between pupils, but this was permitted by the teacher. - Very engaged on the task at hand, which was creative writing on the theme dystopia.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Pupils are aware they are preparing for a written assessment that is due to take place next lesson, they have been given the opportunity to draft a creative written piece. - They are reading examples of dystopian literature to help them when writing - useful that a example of what is expected of them has been shown.
Direction (Are the students clear about what they are doing and how to do it well?)

The teacher has given clear instructions of what is expected, they have been on this topic for numerous lessons it seems, so they are familiar with the theme and what they are working towards. They have been working towards a written assessment since beginning back to school and are made aware of this at the start of every lesson.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Majority of students are engaged, a few are discussing personal matters that are not relevant to the lesson. One boy is not on task at all.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher has asked pupils to peer assess their draft for the written assessment. Pupils are asked to give two things that went well and one thing that could be improved. This appears to be the department policy when marking work.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - Pupil Z was who being disruptive wasted a lot of time during tasks, and then began distracting fellow pupils by talking very loudly and messing around – it became too much of a distraction and was told to leave by the teacher, and to wait outside until the teacher came to speak to them. - Pupils X and Y discussing non relevant topics during the lesson and becoming unfocused on the task.

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/2019
Lesson details: PE lesson (all male pupils) that took place before lunch break.
Classroom culture (Are the students focused on learning?) - All pupils are engaged in the lesson, and all are enthusiastic in what they are doing and what is being asked of them. - One pupil seems to not be engaged, hanging back away from others.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Pupils are taking part in a circuit's activity, they are expected to be working at 80%.
Direction (Are the students clear about what they are doing and how to do it well?) All pupils know what they are doing, examples were given of certain exercises by the teacher, and chosen pupils.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Yes all pupils are being pushed to their potential.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher is monitoring pupils ensuring they are performing exercises correctly with as much energy as possible.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? A boy moved into the corner and crouched down into a ball whilst twitching – myself and my fellow colleague alerted the teacher as there was a lot going on and they hadn't yet noticed. The teacher then escorted the child out of the gymnasium and returned two minutes later. We were then made aware that the child feels extremely anxious and overwhelmed when there's loud noises and a lot going on.

Appendix 4

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/2019
Lesson details: Year 8, top set. Last lesson of the day. Foundation subject
Classroom culture (Are the students focused on learning?) - Language lesson so a lot of verbal work/tasks taking place - noise level above average (but expected). - Most pupils are concentrating on the task and trying their best.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Pupils were shown what would be expected of them by the lesson e.g. construct a sentence expressing their feelings and opinions on certain school subjects and why in the language being studied.
Direction (Are the students clear about what they are doing and how to do it well?) - Pupils have been given a table of useful vocabulary (with both languages inc) and sentence structures, so that they are able to build a sentence. - They know what they are working towards and how many sentences/what type they need to construct.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Only half the class seem to be giving 90% or more of their effort to the task. A lot cannot be bothered to even attempt.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher is walking around the room asking pupils to read their sentences aloud, whilst also checking their books.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Pupil A (the same pupil A from previous field notes) is colouring in her hand and book instead of completing the task. She is not focused and has claimed she is not completing the work as the subject is 'pointless and boring'.

Appendix 5

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): When a pupil who was being disruptive was moved from one seat to another, they initially refused.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt shocked that the pupil didn't move when first asked. I do believe that this action was warranted as the pupil was distracting others around from doing their own work. It was uncomfortable to be in the lesson when the pupil wasn't behaving but became increasingly awkward when said pupil refused to move.

Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"</i>	The pupils who were being distracted by the pupil at the start of the lesson were then given a chance to continue with their work successfully during her absence. When the pupil eventually moved seat, their behavior was not altered, they remained distracting and talkative. The teacher wasn't very assertive when initially asking the pupil to move, it was more of an open suggestion, I believe this is the reason for the pupil not moving, and then refusing to do so when asked a second and third time.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>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?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"</i>	I believe the intention of separating the pupil from their group of friends worked well and would have been successful if they had been placed somewhere else perhaps. I found it disappointing when the pupil refused to move and ignored teacher instruction as the teacher's authority and the school/classroom behavior management were both defied.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"</i>	If this pupil is known to cause distraction in lesson's, then seating them at the front of the class away from triggering pupils would be effective. This would need to be consistent to prevent conflict and refusal to move A class seating plan could also be employed to possibly prevent any conflict.
Y profiad newydd / Transformed experience	

Appendix 6

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

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): A child who was being disruptive and wasting time was asked to leave the classroom and wait outside.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i>	It was very frustrating to observe the child who was being disruptive on several occasions, especially when he had received warnings. The teacher tried to ignore him but his chatting became too much of a distraction to other students – who were trying to focus – and he was therefore sent out.

<i>"What are your feelings regarding the experience?"</i>	
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The class were on task during this lesson and very focused on what the teacher was saying, there was some chatting taking place during tasks between pupils but this was permitted by the teacher. The pupil who was being disruptive wasted a lot of time during tasks, and then began distracting fellow pupils by talking very loud and messing around – it became too much of a distraction and was told to leave by the teacher, and to wait outside until the teacher came to speak to them. The class was not in their usual class room which I believe may have had an effect on their concentration levels and productivity.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	When the child was asked to leave it gave the rest of the class a chance to continue with their work and fully focus. The teacher gave the pupil warnings as a chance for them to alter their behavior and begin the task. When the pupil ignored this offer then I believe it was practical for the teacher to tell him to leave in terms of raising productivity and concentration levels for the pupils who wanted to work. It also set an example to others that disruptive behavior will not be tolerated.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Although I believe the pupil leaving the classroom raised productivity for others, it also hindered their learning. When a task was set the teacher left the classroom temporarily to speak with the child, this meant that any questions or queries that pupils had in order to complete the task were unable to be answered as the teacher wasn't present. Also, if any other incidents were to happen the teacher wasn't present (even though they were right outside the door). The pupil who was being disruptive (who was known for being disruptive as they already had a lunch time detention with the class teacher) could be sat right at the front of the class by the teacher and next to someone who isn't susceptible to disruptive behavior.
Y profiad newydd / Transformed experience	

Appendix 7

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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): A child who was extremely nervous during a PE lesson was escorted out by the teacher.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i>	I felt extremely sympathetic for the child as well as helpless. Seeing a child struggle and act the way they did and not being able to support nor speak to them was very difficult.

<i>"What are your feelings regarding the experience?"</i>	
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	During a PE lesson a child who appeared very shy moved into the corner and crouched down into a ball whilst twitching – myself and my fellow colleague alerted the teacher as there was a lot going on and they hadn't yet noticed. The teacher then escorted the child out of the gymnasium and returned two minutes later. We were then made aware that the child feels extremely anxious and overwhelmed when there's loud noises and a lot going on – understandably, this was a PE lesson with approximately 50 pupils running around and the child therefore became extremely overwhelmed.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The teacher immediately went over to the child and escorted them out without causing a scene or a fuss as not to draw attention to the already anxious child, so I would have reacted the same in that situation.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	It is difficult to alter a PE lesson for one pupil who suffers from anxiety caused by loud noises as most PE lessons follow the same structure and require loud communication with a lot of movement. Perhaps – if the resources are available – then the said pupil along with a small group of other pupils could take part in an alternative PE lesson (supervised) as to allow the pupil to participate in PE but as not to become overwhelmed.
Y profiad newydd / Transformed experience	

Appendix 8

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

Dyddiad/Date: 2/10/199

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil A has refused to complete any work as she finds the subject 'pointless and boring'.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i>	I found it very frustrating that the pupil expressed her dislike for the subject to the subject teacher, it showed little respect towards the teacher. I felt bad for the teacher as it would not be a nice experience, especially as the pupil's words led to other pupils laughing and making remarks.

<i>"What are your feelings regarding the experience?"</i>	
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"</i>	The teacher was unphased by the pupil's comment – suggesting she has said it before – and continued with her teaching, it was good that the momentum of the lesson wasn't jeopardized by pupil A. Pupil A did not complete any work, but the teacher ignored this and as previously stated, this could be a common occurrence for this pupil. Perhaps a reprimand needs to be said to the pupil, or a punishment of some kind in order to alter this behavior that she finds acceptable. That is of course to the discretion of the teacher.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>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?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"</i>	The teacher's ignorance towards the situation was good as it meant the pupil received no attention nor confrontation (which I believe she was looking for). I would have employed the same reaction so that nothing more came of the situation. The pupil obviously felt that she was able to express such a negative opinion, and that she can pick and choose in what lessons she works. The pupil may need to be disciplined to alter this behavior.
Casgliadau a chmau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"</i>	That the pupil is spoken to (sensitively) that she must complete work in all subjects and employ the same enthusiasm and effort across all subjects/lessons. That even if she does not like a certain subject, it is school policy and the curriculum and therefore she has to take place in the lesson. Sitting next to her friends may have been a motive behind her rude behavior, a seating plan could be employed to stop her being encouraged by friends and/or distracting them also.
Y profiad newydd / Transformed experience	