

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

Introduction

Teaching is one of the most important professions for our country's future, however, it is a very complex but exciting area of research. Over many years there have been vast amounts of different theories linking to how children learn and the different factors that help influence or hinder our learning. Some of the main important theorists who have changed views on how children learn are educational psychologists such as Ivan Pavlov who believes that a person is an empty vessel and learns from positive and negative reinforcement. Or on the other hand, Jean Piaget's theory of learning which suggests that children move through four different stages of development. In order to have a deeper understanding of how children learn and develop and how practitioners should implement different teaching strategies to provide holistic support in a classroom environment, researchers have been observing in different ways for many years. One way of gaining expertise of how we learn and the way we teach is to critically evaluate. For example, observing an event that you can reflect upon and analyse. These are called critical incidents and according to David Tripp (2012) a critical incident does not need to be a serious or dangerous even; rather 'critical' is to be interpreted as relevant or important. He also explains that what moves an event from the 'typical to the critical' is the detailed analysis one undertakes of it. Observing a critical incident allows teachers to reflect and build on classroom experience.

In this essay the focus will be on one critical incident observed and how it links with current literature of teaching and how it can be used within future practise linking in with the new recommendations for schools set out by Graham Donaldson (Donaldson, 2015) soon to be implemented as the new curriculum for Wales.

Observation

The critical incident that was witnessed took place in a large primary school located north of Swansea City centre. The school opened in 2015 following the amalgamation of two primary schools. According to Estyn's most recent report on the school in 2017, there are currently 580 pupils on roll including 74 part-time nursery pupils. There are 18 single year classes and two mixed- year classes. In addition, there are three specialist teaching facilities, providing education for 27 pupils with

speech, language and communication needs from across the local authority. During the last inspection the schools overall performance scored as adequate.

The critical incident that was witnessed took place in a year 1 class of 28 pupils. All ethical considerations were taken into account before any of the observations took place. The school policies and the handbook were read thoroughly as well as gaining consent from the school to take any pictures of the pupils work or displays during the visit. In order to ensure anonymity and following the guidelines from the British educational research association (BERA), throughout this essay, the name of the school, teachers and pupils will remain confidential. All the pupils who were involved were aware they were being observed and gave their consent prior to any of the observations taking place.



Figure 1: The toy used amongst year 1 pupils during check in to discuss their feelings taken at the school where observation took place.

The critical incident being focused on took place at the beginning of the school day during the pupils check in time. Each morning the pupils sit in a circle and starting with the helper heddiw (today's helper), they will get to hold their class 'check in chicken' which is a soft cuddly toy chicken. Only the child who is holding the chicken can answer the question of how they are feeling that day whilst everyone else is sat nicely listening. The aim of this learning experience is for the children to talk about how they are feeling before starting their lessons for the day, this gives children the opportunity to listen to their peers in the classroom and also be listened to if they needed to get

anything of their mind. The transcript of the pupil and teacher talk is shown in the following: (some words were spoken in Welsh)

Teacher: “Sut wyt ti? (how are you?)

Child X: Dw’in Hapus achos... (I am happy because...)

Teacher: Well done, pass it on... Sut wyt ti? (how are you?)

Child Y: Dw’in drist achos... (I am sad because...)

Teacher: Would you like to choose a friend to talk to and go for a little walk to the office?

Child Y: Yes please”

All pupils put up their hands to help Child Y, the teacher chooses someone to help and then the check in carries on.

In order to take note of this observation within the classroom, an unstructured, written observation method was used. This method was the most appropriate at the time because the pupils in the class had only been told about the observation that morning. As the focus is on one critical incident the approach used is a case study. The main characteristic of the case study approach is its focus on just one instance of the thing that is being investigated (Denscombe, 2014). The observation took place whilst sat at a table behind the pupils whilst talk between the pupils and teacher was taking place. Observations help practitioners in many ways, by observing children while they are involved in activities, practitioners will find out how the children’s skills are developing and what they are able to do. Practitioners can gather information on what the children know and understand, as well as their personal preference (Sharman et al, 2007:3). Observations are used as a way of gathering primary data as part of both qualitative and quantitative methodologies. The written observation strategy was used in order to capture exactly what was being said by the pupils but also to be able to capture this from being sat away from the pupils not to distract or make the pupils feel uncomfortable. (Hobart, C & Frankel, J, 2009) explain that if observations are undertaken frequently and as part of the children’s day then the children will become accustomed and will continue with their play/activities, however there is also research that suggests when children are being observed that their behaviour can change when being aware of being observed. This is known as the

Hawthorne effect. For this observation to be a fair and accurate these points were taking into consideration.

Whilst observing children researchers need to be aware of young children's vulnerability. With this in mind, Coady (2010:73) suggests that children are 'heavily represented among victims of research.' For example, using a child with additional learning needs, the researcher should consider whether the child is comfortable being observed or not before carrying on any observation. Although at the time this observation method was best suited to this event, if for example, the researcher observing the lesson is the actual teacher then it may not be as easy in a busy environment where the observer is an integral part of the team, it may not always be possible or practical to release the teacher in order to undertake an uninterrupted observation.

The written observation strategy allows to capture exactly what is being said by the pupils however, the observation could have been captured by using an audio/video recording. This would have allowed for the observation to be reflected upon and shared with others if needed. While technology has opened new avenues in capturing detailed observations, there are ethical and technical issues which need to be considered before use (Papatheodorou, T. & Luff, P. (2012). The use of technology and especially mobile phones, cameras and video-recording may be obtrusive, raise issues of anonymity and confidentiality and questions about who owns the photographs or audio files. Therefore, using a camera to record this event would have been impractical in this situation so reflecting upon a different strategy, the written observation method was most suited.

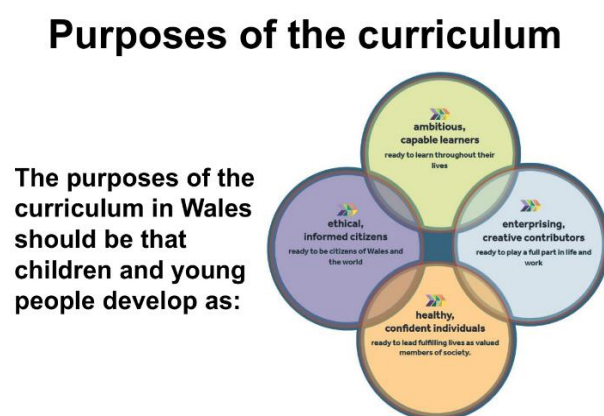


Figure 2: The four purposes of the new curriculum suggested by Graham Donaldson 2015. Taken from Donaldson (2015)

The critical incident being focused on has links to the new curriculum set out by Donaldson. The critical incident was a great example of how the four purposes will be implemented throughout schools in Wales. Through the children being able to talk about their feelings at the beginning of the school day they will be helped to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society. The children get an opportunity to speak out loud every day in front of the class about how they feel which promotes confidence and the ability to express their feelings. The early years foundation stage reminds us that children who are encouraged to feel free to express their ideas and their feelings, such as joy, sadness, frustration and fear, can develop strategies to cope with new, challenging or stressful situations (DfES, 2007). The daily check in allows children to get any emotions (happy or sad) out in the open before anything else happens throughout the rest of the day.

Practitioners should recognise how Important it is to encourage children to share and discuss their thoughts and concerns with others in the interests of their well-being and learning. Emotional issues take up a great deal of space in our working memories. If young children spend time dwelling on their worries, they are not in a frame of mind to learn effectively (Dowling, 2010). For children to be able to express how they are feeling, they should feel confident in their environment, therefore there is huge responsibility on the practitioner to create a warm, friendly and safe environment within the classroom for children to express their emotions. Children, like adults, are more likely to talk about things that affect them with people who show that they are genuinely interested, who are prepared to give time to listen and who reciprocate with some of their experiences (Dowling, 2010). The observation of this critical incident showed all these areas and therefore the children were happy to express their emotions and were confident in speaking out loud to the class.

The classroom culture was shown to be very welcoming and nurturing. As shown in the dialog between the pupils and the teacher, all the children were willing and confident to talk out loud and were confident to put their hands up to help their friend who was feeling sad that day. This showed that the children in the classroom were learning how to empathise with one another and show understanding of feelings towards one another and developing the skills of listening. There is lots of emphasis in schools now on the rights of the child. Two articles taken from the UN convention on the rights of the child (UNCRC) that are of importance state that children who can form their own views have the right to express those views freely. Article 13 presents the right to freedom of expression and specifically details the range of media that should be available to children, for example, orally, in writing or in print, in the form of art or through any other media of the child's choice (Clarke & Moss, 2007). This observation focused on the view that children were able to

express their feelings orally, however there are many ways in which practitioners can help children to express and communicate feelings and these will be discussed further on.

Literature review

Many theorists over time have had their own perspectives on how children learn. Many have taken a constructivists approach to understanding how we learn and the most influential theorist to be considered for this is approach is Jean Piaget. Piaget believed that human beings learn through different stages in their life and that the young child directs their learning through an ongoing interaction with the environment around them (Halfpenny, A. & Peterson, J. 2014). Piaget believed that it is important that children are independent in the process of learning and with that resulted in labelling children as 'lone scientists' (Fosnot, 2013). With this in mind, Piaget's view of learning suggests that teachers and people around the learner are not truly relevant as his belief explained that children learn through stages throughout their life as they get older and they use the environment to develop an understanding of things.

Although the work of Piaget sets guidelines for practitioners as to when a young child should be able to talk walk etc... He failed to mention the importance of social interaction and the important role this factor has on our learning. Another theorist named Lev Vygotsky focused highly on the value of social interaction when it came to learning. His theory of social constructivism became well discussed amongst researchers and practitioners. Social constructivism gives a high priority to language in the process of intellectual development. Dialogue becomes the vehicle by which ideas are considered, shared and developed (Pritchard, 2015). This view also goes onto explain that the dialogue is often with a more knowledgeable other (therefore, the teacher) or also a peer which can be just as valuable when learning through social interaction. In order to communicate, babies, young children and adults need to have someone to communicate with.

Although Piaget encouraged us to believe that the young child was a lone scientist and responsible for their own learning – the role of the practitioner was predominantly to provide interesting and simulating resources and then observe the child as they freely interact with them. This belief led to marginalising the adults work. Further study has emphasised that all of us grow up and learn more with others (Dowling, 2010). As a result, practitioners have an important responsibility to pave the way for young children to reach out and communicate with a widening circle.

Another theorist named Jerome Bruner took the same view of Vygotsky in the sense that he understood the importance of the teacher. He saw the assistance of the teacher as being the

‘scaffolding.’ Scaffolding is a term used to describe the support a teacher may give to help learners reach full potential or complete a task they may not have been able to complete on their own. Bruner believed that when children start to learn new concepts, they need help from teachers and other adults in the form of active support.

Although Vygotsky stressed the importance of social relationships, he largely ignored the fact that emotions are part and parcel of those interactions (Vygotsky, 1978). Peoples emotional lives are increasingly seen as critical to their success in life. Young children’s emotional development is emphasised in national frameworks and is closely tied to other areas of development (Dowling, 2010). Children and adults both need to experience and express their feelings in a way in which is best suited to them. They need to be able to communicate positive but also negative emotions especially during time of stress.

Teachers are pushed to set literacy and numeracy targets which can mean a focus on outcomes rather than on process of learning. It is a worrying fact that some practitioners are pushed to focus on meeting these targets instead of valuing how children may feel during their learning experience. Common sense and own experience tell us that we cannot function properly if we are unhappy or feeling angry. A lot of children show emotions through their behaviour and if a child is not feeling great then their learning will be hindered.

Many ways in which schools have developed and have been influenced can be suggested to have been adopted by pre-schools in Reggio Emilia, Northern Italy. Their educators’ commitment to clear values and principles and a willingness to share with and learn from others have led professionals in the early years to reflect on their own practice. The Reggio approach is described as being a long-term research project where children and adults learn along side each other with no predetermined curriculum. Children’s’ learning is developed through their involvement in short and long-term projects which develop out of first-hand experiences and their theories about the world (Thornton, L. & Brunten, P, 2010). The young children within the Reggio Emilia schools are offered daily opportunities to encounter many types of materials, working actively with hands in order to express emotions and creativity. Roberts (2011) links the notion of creative listening to young children to the hundred languages of children – a term used in Regio Emilia to denote the many ways that children ‘speak’ to us about their experiences using music, talk, sculpture and painting for example.

Although there is a huge importance of social learning and expressing emotions through learning it is suggested by Carol Dweck that children need to have a particular mindset when learning. Dweck (2006) suggests that the view that children adopt for themselves significantly affects the way that they lead their lives. This is demonstrated when children show either helpless or mastery patterns of

behaviour when confronted with obstacles in learning. Self esteem is not fixed; it can change according to the people we are with and the situations we find ourselves in (Dowling, 2010). One of the most important gifts we can offer young children is a positive view of themselves. Children who are not offered a positive view of themselves could find themselves constantly seeking reassurance. Therefore, praise and reassurance is essential within a classroom setting in order for a full potential of learning to be achieved.

Based on what was observed it would be good practice to surround a classroom with opportunities for social interaction, different ways to express feelings and emotions and also reflect upon teaching strategies and positive reinforcement in order for children to reach their full potential.

Reflection/Evaluation & Next steps

Critical reflection allows us to synthesise different perspectives (whether from other people or literature) to help explain, justify or challenge what we have encountered in our own or other peoples practice (Johns, C, 2004). Reflection allows practitioners to discover what they have learned and how they have learned it in order to develop further. Becoming an experienced practitioner takes years of experimenting different approaches/strategies and using different ideas learned from others or from research with constant critical reflection.

In order for practitioners to understand how they can develop reflective practice, there have been several different models of reflection created to structure learning from situations. Most of the models represent the idea that reflection eventually leads to learning. The most basic model is known as Bouds triangular representation.

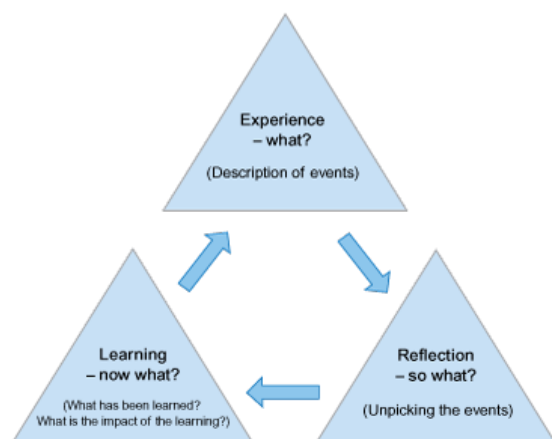


Figure 3. Bouds triangular representation of reflection taken from google images. Available at https://armandospagnolo.files.wordpress.com/2018/07/072218_0916_reflectivep3.png?w=234&h=194 [accessed on 20th October 2019]

After reflecting upon the critical incident, some next teaching steps have been considered. As talked about previously, the health and well-being of children should be at the heart of teaching and should be considered before any learning can take place. This particular observation portrays the importance of pupil voice, pupil confidence and the ability to express feelings. These can be seen to be critical, therefore the strategy used in this observation could be a vital tool within a classroom setting and therefore should be implemented throughout the different age ranges. For example, in a reception aged classroom they could follow the same strategy of sitting in a circle and using a prop such a soft toy or puppet to express their feelings. However, as the children get older and may not find it as comfortable speaking out loud about their feelings, the use of check in charts or boards could be used.



Figure 3: Some examples of different check in strategies for classrooms depending on age group taken from Pinterest. Available at <https://www.pinterest.co.uk/pin/816277501192987445/> [accessed on 20th October 2019]

The use of these check in strategies can help the teacher to monitor how the pupil is feeling throughout the day and can be easily changed if feelings do change. Depending on the age group of children and the needs of the children for example in a classroom with pupils who mainly have additional learning needs (ALN) the check in strategy could be more of a basic form with bright colours and easily accessible to the pupils. For a key stage 2 class the teacher could create a more detailed check in board and have the pupils to write their name on a sticky note and place it where they feel they are most appropriate that day. The name of the pupil could also remain anonymous

by writing the name on the back of the sticky note if they wished. Here is a really good example of a check in board that could be used within a key stage 2 classroom:



Figure 4: An example of a check in board that could be used within a Key stage 2 classroom taken from Pinterest. Available at <https://www.pinterest.co.uk/pin/596445544385067011/> [accessed on 20th October 2019]

Moving on from the strategy of a check in, the practitioner could also provide an opportunity for children to 'check-out' this can provide not only the practitioner on some critical reflection but also the pupils themselves can reflect on what went well that day, what they learned and how they could do better next time if needed.

Although using these strategies to help promote confidence and support health and well-being can be used at the beginning and end of the learning day, practitioners should also provide pupils with opportunities throughout their learning to develop in these areas and be able to express their feelings using a variety of language as well as help the more introverted pupils. The use of opportunities for role play or 'hot seating' can play an important part in helping children to become 'creative contributors' and 'confident individuals' as stated in the four purposes of the curriculum. Role play can be a very helpful tool for practitioners to assess what a child understands and what interests the child. Role play promotes the use of varied language and can also help children with additional learning needs (ALN) or children with English as a second language (EAL) construct meaningful interactions as they make sense of their world and represents their learning through spoken language. This can also be applied to 'hot seating' where children can take the role of someone else maybe from a book or a famous person and answer questions from the other students

taking on the role of the person they are supposed to be, using expressive and emotive language.

Conclusion

To conclude, the critical incident witnessed showed how expressing emotions and feelings at the beginning of learning can help children to focus better throughout the day and providing children with a warm, welcoming classroom environment allows children to feel comfortable in expressing how they feel. The pupils that were observed were confident in speaking about feelings and were also able to listen to others which helped maintain a nurturing environment. The learning that occurred throughout this observation reflects the work of people like Vygotsky who wrote at length about cultural learning and social interaction. He said that children learn from those around them: what to laugh at, what to be afraid of, what to have a go at, what to avoid, and so on. He emphasised that children pick up mental, as well as physical habits from their elders and warned us that the way we react to things is arguably more influential on young minds than the knowledge we share with children (Nottingham, J, 2013). Therefore, the social and cultural aspect of this observation could be suggested to be vital to a child's learning.

With the new curriculum coming into place, the Welsh assembly government have placed together a new approach for teachers as part of a guide to raise professional teaching standards across Wales. These standards are split into five dimensions which are: pedagogy, leadership, professional learning, innovation and collaboration. In order to follow the professional standards for teaching and leadership each lesson or area of learning should be reflected upon in order to maintain a good standard of teaching. The standards state that the teacher should demonstrate an awareness of the importance of encouraging learners' reflection and making it a natural of the learning experience.

Following on from this, the health and well-being of children should always come at the heart of teaching and many different strategies and theories have been discussed to support this. These strategies along with following the guides set out in the new curriculum should encourage teachers to help influence children to become ambitious, creative, ethical and healthy confident individuals.

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Observation 3

Date: 3/10/19

Lesson details: year 1 class.
check in time. children sitting in a circle holding the 'check in chicken' talking about how they felt today.

Classroom culture

(Are the students focused on learning?)

most of the children are listening carefully to one another. children are explaining (some in Welsh) how they feel e.g. Dw yn hapus achos...

Objectives

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

- children are given their class 'check in chicken' cuddly toy.
- it is clear that children are used to do this everyday within their routine.

Direction

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

- children know that they can only speak about how they feel when they are holding the chicken.
- when they don't have the chicken they should be listening to their peers. class teacher reinforces this.

Access and challenge

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

- all students are involved in this particular part of the lesson.
- children are encouraged to speak out loud to the class which can encourage confidence and the ability to talk about their feelings to others.

(Promoting health and well-being)



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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?

- Teacher is listening to what the children have to say and answering back appropriately to each child.
- If any child is sad or wants to talk about something the teacher gives them an opportunity to do so either there and then or once everyone has gone to activities.

Specifics / Critical Incidents

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

- During the check in one little boy explains that he is sad today. ('dw i'n drist'). The teacher asks if he wanted to tell everyone why and he replies 'I have a bad leg'.
- The teacher then asks if he would like to choose someone to go with him to the office to get it checked out. All of the children put up their hands to go help.

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

Dyddiad/Date: 3/10/19.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Culture of the classroom.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Encouraging children to be able to talk about their feelings is I feel very important within a foundation phase classroom.
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?"	• children were learning to take it in turns • To talk about feelings • To show empathy towards each other. • To be confident expressing themselves.
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?"	• Children should be able to have sometime everyday to talk to their friends or teacher everyday. • Routines are helpful in a foundation phase class. • Praise the fact that children are willing to help their peers.
Gasgliadau a chamau weithredu/ Conclusions and actions Beth yw eich atebion posibl i'r mater a nodwyd? Beth y gellid ei wneud nesaf?" What are your possible solutions the issue identified?" What could be done next?"	• monitor any children who seem to be repeatedly saying they are sad. • Encourage the children who never speak to say a few words to build
Y profiad newydd / Transformed experience	
• reward children who offer to help others. • could introduce a buddy system?	



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016) *Observation 2*)

Date: 26.9.19

Lesson details: 9:15am read write ink with two groups from each year 2 class. Higher ability children. Going over the 'oa' sound. e.g. 'coal'

Classroom culture

(Are the students focused on learning?) All students are focused and joining in with the lesson. Teacher puts the word 'coal' on board. Children answering questions about coal. Teacher plays a game - Spot the odd word out. All children shouting out answers. Constant praise from teacher.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - very clear purpose of learning sounds. Carrying out games and strategies used previously. It is clear that children know what is going to happen next. 3 step instructions. - using spider diagram on board.

Direction

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

Children are using '3 finger sounds' using their fingers to help them. The teacher tells them to use gadilok writing 'not too big, not too small'. Children are writing spelling words using the 'oa' sound.

Access and challenge

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

All students are engaged in lesson. Spelling words got harder and harder. Children were using their partner for support if needed.



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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 teacher assessed the children's understanding of the words by playing games as a whole group before going to do their own work. Children were shouting out the correct words to the 'oa' sound. The children were asked to work in talk partners to bounce back words to one another. Once children had written their words in book they were asked to mark their own work with purple pen.

Specifics / Critical Incidents

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

Children at the end of the lesson were asked to write a sentence using an 'oa' sound word. Although ^{it was easy} writing the single spelling words, one boy struggled to write a sentence. The boy was asked to work with a friend to get some ideas. The sentence ended up being quite similar to his friends but they worked together to get the work done and have the best possible sentence.

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

Dyddiad/Date: 26.9.19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The boy in the observation was really struggling to think of a sentence independently. When told to work with a partner, he gained confidence and combined both ideas to complete his own work.
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 children were working together, sharing ideas and helping each other. The partner of the boy who was struggling at first, gave him a boost of confidence in order for him to complete his work.
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?"	- Talking partners - marking own work - think pair share with purple pen. - giving children time to finish work - using fingers to spell or sound out 'three finger sounds'.
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?"	• Although working together can be a positive experience, it should be monitored that the child who was struggling also puts in his own ideas. The child could get too reliant on a friend to help him everytime.
Y profiad newydd / Transformed experience	

• monitor children who repeatedly struggle working alone.
 • Before children are given their work independently, share ideas with partner of what they could write.



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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?

- asking children to stand up to the correct answer whilst working as a whole class.
- children were asked to show a hands up or hands down if they understand what they were supposed to do.
- children took a long time completing task so the teacher decided they needed more work on this specific topic.

Specifics / Critical Incidents

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

- One little girl (very shy) was really struggling with the concept of splitting the beads into tens and units (see sheet).
- it was found that by giving her some physical prompts, (beads) then she was able to grasp the concept much easier.
- once the girl had understood she was able to complete the sheet independently.



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Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/9/19.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Use of physical resources.

Profiad / Experience	
Teimladau / Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Children could have been given a physical example of the task they needed to complete.
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?"	- Children were learning how to group numbers into 10's and units. (see sheet).
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?"	• playing games and singing songs to begin the learning worked really well for most of the children. • explaining to the children exactly what they needed to do for the activity.
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?"	• Children could have been ^{given} more examples. e.g. using the sheet they were working on to show the first example. • Using physical resources to explain e.g. using a real abacus.
Y profiad newydd / Transformed experience	