

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.

Introduction

Critical incidents are the way we analyse and interpret an event that has occurred. An incident can be judged in many ways for it to become a critical incident (Tripp, 1993). The assignment title refers to identification of next teaching and learning steps and Tripp (1993) mentions critical incidents are an excellent way to develop an increasing understanding of and control over professional judgement, and thereby over practice.

I aim to look at the analysis of a typical, day-to day routine event which is noteworthy and evaluate the result of habits which have been simply adopted at an early stage and then left to embed, unchallenged. The actual criticality of incidents in professional teaching gives the teachers the ability to be aware and cautious of student issues and behaviours. Importantly, it provides teachers the ability to reflect on new findings.

This case study will be based on observations undertaken in classrooms. Observations are seen as a wholesome view of an incident which can later be analysed and evaluated. If things do not seem to be how they normally operate, then this should be questioned and seen as a critical incident. (Tripp 1993)

Furthermore, this case study will look at relevant literature linked to the incident to determine any potential gaps in theory, which may need to be investigated further. Thereafter the study will reflect on the findings and link these to the Professional Standards for Teaching and Leadership in Wales.

Observation

The school observations were completed in an 11 to 18 mixed, community school maintained by a local council in the South Wales region. It is an English medium school with significant Welsh provision. The school enables pupils from Welsh language primary schools, to continue to study around half their subjects through the medium of Welsh at key stage 3. There are 1,600 pupils on roll with 330 in sixth form in the current academic year. Pupils come from the local town and surrounding area.

Around 24.9% of pupils are eligible for free school meals. This is above the average of 17.4% for Wales. The percentage of pupils eligible for free school meals has been around this figure for the last three years. Around 41% pupils live in the 20% most deprived areas in Wales.

Twenty-four per cent of pupils are on the school's additional needs register, which is close to the national average of 25.4%. Less than 1% of pupils have a statement of special educational needs, which is below the national average.

Ninety-eight per cent of pupils are from a white British background. Ten per cent of pupils are fluent in Welsh and 39% can speak Welsh, but not fluently. Around 8% of pupils speak Welsh at home. Less than 1% of pupils have a language other than English as their first language.

The headteacher has been in post since 2011. The senior management team consists of the headteacher, three deputy headteachers and three assistant headteachers.

The school budget per pupil in 2019-2020 is £4,007. The maximum per pupil in secondary schools around the area is £4,982 and the minimum is £3,886. The school is 13th out of the 16 secondary schools in terms of the school budget per pupil (Estyn, 2016) (Up to date figures provided from School X).

Methodology

This assignment has been undertaken using a case study methodology. Gilbert (2008, quoted in Kumar, 2014, p155) mentions the case study is an approach where a particular instance or carefully selected cases are studied intensively. Arthur et al. (2012) complements this further by saying that case studies are often related in some ways. Overlapping, therefore, can often occur in these types of situations. The advantage of this chosen method is that it can be much more detailed in the area of study. "Case studies can penetrate situations in ways that are not always susceptible to numerical analysis" (Cohen,

Manion, Morrison, 2007) and in this circumstance is exactly what is required, as the key type of data needed is qualitative rather than quantitative. In contrast, Kumar (2014) expresses that it's much more difficult to generalise the findings. As well as this, general research indicates that case studies are difficult to cross-check and define. Nonetheless, the assignment is looking for teaching and learning steps focusing on a specific learner or group, meaning that the conclusion need not be generic, but rather focused.

Multiple methods and sources can be used to achieve an in-depth understanding, however going into a school to conduct research meant not disturbing the classroom environment and therefore an observation approach has been utilised. The task was to observe naturally in the school setting and this type of research is known as naturalistic observation. Arthur et al. (2012) states that naturalistic observation can be grouped into three categories, firstly *non-reactive* observation where researchers avoid intervening whilst observing. This is also known as non-participant observation. Encyclopedia.com (2019) mentions that this method is sometimes criticised due to the fact the people being observed may act differently, which would invalidate the data. The famous example of this is the Hawthorne Effect, where Merrett (2007), states it

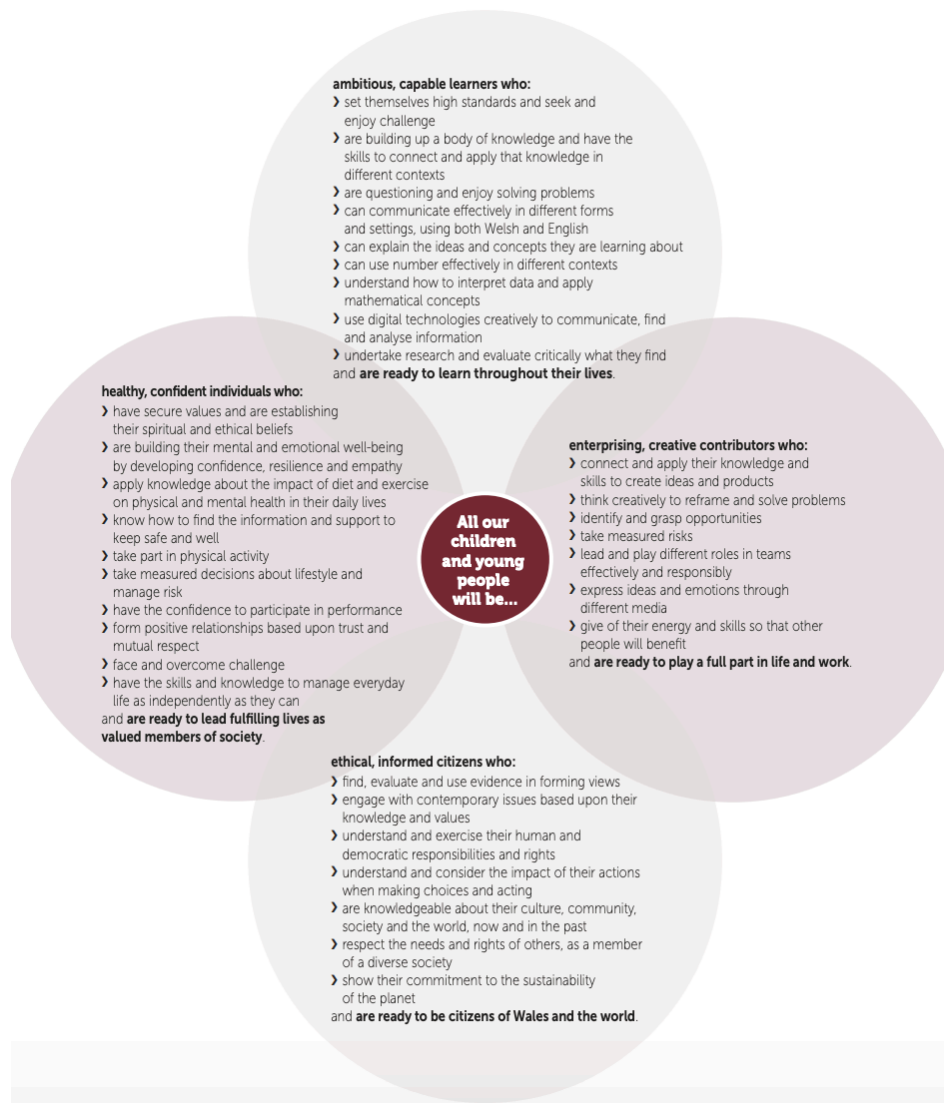
is frequently referred to by researchers to account for unexpected outcomes which are believed to depend on the fact that the subjects in a study have been aware that they are part of an experiment and are receiving extra attention as a result.

The second observation is *reactive*. Arthur et al. (2012) says that researchers identify themselves and explain their intentions to those observed. Lastly is *participant observation*. DeWalt and DeWalt (2002, quoted in Kawulich, 2005, 6, 2, 43) express that this observation enables researchers to learn about the activities of the people and participate in the study, and Kumar (2014) states that the advantage of this is that you gain a much deeper, richer and more accurate information, however if not careful, the researcher can introduce their own bias.

For the purpose of this case study, non-participant observation was selected, as the critical incident that needed to be found would need to come from a normal day-to-day task or activity. This ensured smooth uninterrupted classrooms, where the incident could be viewed under near-perfect conditions with only the observer sitting in the corner making notes. There was no need to become an active participant as if participation took place, the incident may become biased due aforementioned researchers influence.

Four Purposes

The aim of Successful Futures is to enable all children and young people to be:



(Donaldson, 2015)

During the case study, 5 observations took place using the aforementioned non-participant observation method. The critical incident chosen is the 'hands-up approach'. School X has introduced a system this academic year across the whole school, where the teacher would put his or her hand up in the air and wait for the students to replicate and be quiet. The teacher would not talk, answer any questions or respond to the students in any way. The objective is to save the teacher from shouting and also to re-engage the class when they may have been collaborating on a task or completing some directed learning. This allowed the teacher to return to the lesson objective and get back on topic if the class had wandered off from it. Assessment for Learning was also used here, where the class were brought to a standstill and asked questions as to where they were on the directed task and if any

individual required additional help or assistance. Furthermore, the hands-up approach would control the class if the students were talking too much or too loudly, as well as if they were being disruptive in any other manner.

The class observation was Year 7 Computer Science. The students in Year 7 are still relatively new as they have just graduated from Primary school. The observation was completed on 26th September and therefore the students had only been in school for a short period of time. The reason for mentioning this is because the 5 times the teacher put her hand up in the 55 minute lesson, 2 out of the 5 times some boys put their hand up in acknowledgement, however continued to keep talking to each other. Without reflection it was uncertain as to why. Potential observations were that the boys were showing off to their peers to try and impress them. Another suggestion was that they were more aggressive and didn't want to conform to the teacher and the school rules.

Whilst the observation was seen in the Year 7 class, due to the whole school implementation, it was seen throughout the other 4 observations in different year groups. It was also viewed in assemblies as well as if there were other teachers in the room – a whole student-teacher approach where everyone is involved.

The connection with Donaldson's Four Purposes is mainly made in the ethically, informed citizens purpose. This principle outlines the student needing to be knowledgeable about their culture, community, society and the world, now and in the past and respecting the needs and rights of others as well as understanding the impact of their actions when making choices and acting (Donaldson, 2015). The hands-up approach fits perfectly in here as it teaches the student to be respectful of the rules of the school as well as the teacher. With this understanding the idea is that the student learns to adopt this method to all other aspects of life. The approach also links to the healthy confident individuals, as part of this purpose is to form positive relationships based upon trust and mutual respect. The hands-up approach requires both mutual respect of the teacher-student relationship, as well as trust from the student acknowledging the teacher as a trustworthy individual whom is teaching the student to better their lives.

Literature Review

Going on from this, there are a few theories which need to be looked at. Due to the nature of the critical incident where the student needs to abide by the teachers rule, the first theory to be considered is behaviourism, also known as operant conditioning.

Behaviourism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. The learner starts off as a clean slate and behaviour is shaped through positive or negative reinforcement (Watson, 2013). In essence learning has occurred when there is a change in behaviour. This is broken up into 2 types of conditioning – classical conditioning and operant conditioning.

Classical conditioning was used by Pavlov, a behavioural psychologist and researcher who looked at salivary reflex conditioning in dogs. From 1897 to 1936, Pavlov and his researchers investigated animals' brain functions (Windholz, 1997, p941-946). In the 1890's he hypothesised that the examined dogs responded to specific foods such as meats and moist foods and differently to dry foods such as breads. When used with a bell the dogs created links with both the bell and the food and started salivating. Once conditioning was complete, the food was removed, and the bell rung once again. What resulted was the dogs salivating even when there was no sign of food. This showed that the dogs had learnt the link between the bell and the food, and as such classical conditioning focuses on an involuntary reflex or automatic behaviour.

The other conditioning is *operant conditioning*. B.F. Skinner was regarded as the father of operant conditioning, but his work was underpinned on Thorndike's Law of Effect (McLeod, 2015). His view was classic conditioning was far too simplistic. For his experiment, he used a rat inside a box he called the 'Skinner Box'. Every time the rat pressed the lever a pellet of food would drop into the food cup. As such when the rat was hungry, it would push the lever for more food. He coined the term operant conditioning meaning 'changing of behaviour by the use of reinforcement which is given *after* the desired response' (Skinner, 1938). This, in turn shows the application of positive reinforcement. As seen, the behaviour of not just the rat, but technically any subject, can be changed as long as it is rewarding to them.

Skinner demonstrated negative reinforcement in the same experiment, however this time there was an electric current ongoing in the box. Accidentally the rat hit the lever and the current stopped but turned back on when the lever was de-pressed. The experiment displayed the rat quickly learning to go straight to the lever after a few times of being put in the box which ensured the electric current being switched off (McLeod, 2015). Both positive and negative reinforcement increase the probability that the behaviour will happen again.

Chomsky has been a vocal opposer to Skinner and states "...I know of no theoretical body of Skinnerian work... To my knowledge, what remains of Skinner's work is a collection of very useful experimental techniques" (Anal, cited in Virues-Ortega 2006 pp. 243-251). He claimed that at the time, it was being read and taught in many fields and therefore became to be known as theory; all that needed to be done was to add more details about reinforcement, stimulus-response and so forth. Chomsky (Anal, 2006) however thought it looked crazy and extremely damaging to the field. He states that it was undermining the possibilities of a scientific work and as such wrote a review disbelieving Skinner's work.

The theory of operant conditioning in regard to education, Hively (1971, as cited in Axelrod, 1977) points out that individuals employing operant conditioning procedures be required to make public the techniques, the behaviours they wish to alter, and the long-term benefits for the students. He says this because the cases where the benefit to the student is unconvincing, the community can decide whether or not it's desirable to maintain, alter or eliminate the technique (Axelrod, 1977).

The whole argument over behaviourism can be contextualised with the critical incident where, the teacher puts their hand up and the student is conditioned by replicating and being silent in an almost autonomic discipline. The question remains to be answered as to why the student does this. Why would they just conform to the rule? Why do they do as they're told? Have they been operantly conditioned? We will discuss this at a later point.

Another theory about the hands-up approach critical incident leads to classroom management techniques. Cangelosi (1998, p4) states

Whether your teaching experiences are satisfying or marked by constant, frustrating struggles trying to get students to cooperate with you depends largely on how well you apply proven classroom management strategies.

Kounin & Sherman (1979) agree by saying it's important for teachers to manage the classroom well, so they can deal with synchronised events at the same time. If the teachers don't do this then overtime this could result in an alarming statistic of "one in three teachers leaving the profession within 5 years of starting (and half of them citing bad behaviour as the main reason)" (Bennett, 2010). In almost all classrooms it is inevitable that there will be some low-level disruption, but to keep the learning constant and flowing, there has to be some management to counter the disruption. Kounin coined the term "withitness", an unorthodox way of saying teachers have "eyes in the back of their heads". He also highlights that to increase the likelihood of the students being 'on-task', the teachers need to demonstrate this by detecting classroom events (Cangelosi, 1998). On-task is known as the

student obeying the lesson objectives (LO) and getting on with the task. Off-task is quite the opposite, where the student is not following the LO and is disruptive in various ways. Getting students on-task however can be very difficult. One student's misbehaviour can have a huge effect on other students and even the whole class. Adding the variable of student age also makes a big difference. Younger children can be more responsive to teachers responses to misbehaviour, whereas teens and adolescents could be more troublesome, especially in boys.

The hands-up approach is one of many classroom management techniques. Other techniques include modelling ideal behaviour, documenting rules with the students, non-verbal communication and peer teaching just to name a few.

Kounin found the teachers response to a misbehaviour of a student can lead the other students clearly understanding what makes unacceptable behaviour and therefore the class as a whole would be less likely to exhibit the same misbehaviour in the future (Cangelosi, 1998). In a way this is excellent, as in theory the teacher should only have to do this once because the other students would have learnt the mistake of the misbehaving student, however in the real world this does not happen. Low-level disruption happens again and again due to many external influences, which means teachers have to cater for this in their lesson planning and ensure their repertoire of management techniques is plentiful.

An opposing view comes from Rudolf Dreikurs (1968, as cited in Cangelosi, 1998) where he mentions teachers should not be autocratic nor permissive if they expect students to cooperate in the class. But as noted previously, in a perfect world the teacher would expect all students to cooperate, however this is just not the case on a day-to-day basis. The hands-up approach *is* an autocratic management technique where all students must oblige, however Dreikurs (1968) says resentment and power struggles are among the unpleasant consequences of autocratic teachers' use of coercion to control students' behaviours. We will look at this further at the reflection stage. As well as this, one of Dreikurs advantages of "democratic classrooms" was the students suffer the logical consequences of their own behaviour rather than submit to the teachers' punishment (Cangelosi, 1998). In essence this is where the student has to realise the negative impact on their behaviour. But this leads to time constraints – will the student realise in time? Will they understand what they have done to their learning? If they do realise, will they have enough time to catch up on any missed work before assessments and exams start? Theory may present itself in unflawed settings, but in reality it seems unlikely and therefore some sort of management technique is required to be visible in the classroom.

The hands-up approach is effectively a form of non-verbal communication. Zeki (2009, pp1443-1449) notes there are two aspects of this communication, which are the use of the

eyes and facial expressions. Using the hands-up approach, the eyes of the teacher are scanning whether the students are obliging by them replicating, while the facial expressions of the teacher will change in a negative way when directed to a student who is not obliging. There is a definite power relationship here where the teacher dominates their authority over the class and the student acknowledges this power by replicating and being quiet. This links nicely to behaviourism, as we can see a link of 'power' used in the context of classroom management and the autonomous reaction of 'hands-up' created by operant conditioning.

Reflection

It is important to create a positive learning experience for students (Herrington, 2006) and to ensure this happens the teacher should be in control of their class to be able to facilitate such learning. The critical incident is hugely significant as it allows the teacher to be able to manage the class effectively. Black and Wiliam (1998) say "Raising the standards of learning that are achieved through schooling is an important national priority." This is even more so in this school which has a local reputation of being slightly truant and difficult. Importantly, the beauty of the hands-up approach is that it has been implemented school wide from the start of the year, initiated from Year 7 through to Year 13. Most importantly is buy-in from the teachers and students. Without their co-operation a system like this is difficult to maintain.

The main incident was seen with a Year 7 computer science class. Observation and ARC 3 (see appendix) shows that the hands-up approach was used 5 times in the lesson and it came across very well. The students responded promptly. It could be said that they did this as they are new to the school and as such they adapt quicker to their new surroundings (and therefore new rules), than those who have been in the school slightly longer. Also the power and respect element between student and teacher can be seen to be more impactful over the same element with older students. One such incident was seen in observation 4 (see appendix) which happened to be a Year 12 BTEC Business Studies class. When the teacher put her hand up to quiet the class down and regain control, one of the students' response was "Miss! Why do you do this?", said in a mildly frustrated way. What followed was the student in slight protest, putting her hand half way up, slouched over the table. This showed me that as the system was still new, it hadn't been adopted by everyone. Maybe this was due to the fact it was still September and the system needed more time. Maybe it showed that the system needed more training, potentially in an assembly where all students are together and would conform better as a unit. Or maybe the teacher should have re-iterated

the need for the approach there and then, to embed the new process into learning and show the approach was not going away anytime soon. Only time will tell and another observation potentially at a later date could see improvements in the approach and reveal new findings. One thing for certain is that the hands-up approach was used in all observations, some more than others, which showed a decent level of implementation. It means it's working and the overall response has been positive.

The role of critical reflection here is vital as it allows me to learn more about the incident after the fact. When observing, so many external factors can be influenced in the observation without the human brain even realising. Therefore using reflection after the fact ensures enough time can be taken to break the incident down into fragments and look at them closer. Assisted Reflective Conclusions (ARC) allowed me to realise the fact that further explanation and severity of the 'hands-up approach' rule needed to be reinforced to some students, not just in one observation, but multiple.

From a personal standpoint I would absolutely use the hands-up approach in my own teaching as I feel it has a great effect to control the classroom, but in a civilised and non-threatening way. I feel it brings respect into the classroom, unfortunately something many say has been lost in the profession. It will allow me to monitor my class and check Assessment for Learning (AfL), to ensure those students who require more help are attended to. Additionally it will allow me to identify those students who are exceeding and potentially more able and talented (MAT). This will allow for adjustments in my teaching to ensure the whole class as a collective are out of their 'comfort zone' and into their 'struggle zone', but vitally ensuring not to push them into their 'panic zone' (Dweck, 2006).

Conclusion

To conclude, the critical incident that was witnessed, showed a 'hands-up' method, an approach where the teacher raises their hand and waits patiently for all the students to copy the action and to be quiet. By not engaging with the class until all students have obliged, ensures the teacher regains control of the class and also has an opportunity for AfL. Black and Wiliam (1998) say "pupils who come to see themselves as unable to learn usually cease to take school seriously. Many become disruptive; others resort to truancy." The hands-up approach precisely targets this behaviour and aims to bring order back to the classroom.

The non-participant observation method was believed to be the best approach in this case study so no researcher bias would materialise. I did not want to influence any findings. All that was to be done was to sit in the corner of the room and take notes on observation.

The new Professional Standards for Teaching and Leadership show 5 essential elements of every teacher's work. The 'hands-up' approach links itself with all 5 elements nicely with the main element being Pedagogy. The Welsh Government (2017) express teachers should constantly secure the best outcome for learners by influencing, refining teaching and advancing learning. Working backwards, the heart of this would mean having the students engaged and for that to happen means students actively listening and remaining quiet, ready for the teacher to induce learning.

I personally would incorporate the hands-up approach into my teaching as I see it a vital element to the art of pedagogy. After seeing it in real life situations across a varying number of age groups it's clear to say that it works and will make me an all-round better teacher.

Starting with, and ending this case study with Tripp (1993, p109), he states

The analysis of critical incidents is not a once-off and final affair, but an on-going one in which new links can constantly be made, not only to current practice, but to how we see ourselves in relation to current and past selves and practices.

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Appendices



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

①

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	25/09/19.
Lesson details:	Year 9 Maths 30 mins Observation (1:35 pm - 2:05 pm) recently moved from intermediate to higher paper. Set 3. After lunch
Classroom culture (Are the students focused on learning?)	Quiet and composed. Starter was ready on the board. When all students were in the room → 7 mins to complete starter Teacher emphasised on not wasting time.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Yes → factorising. Introduction into factorising and the example given.
Direction (Are the students clear about what they are doing and how to do it well?)	Students sat down promptly and completed the starter. Teacher constantly moving around the class checking understanding. → AFL
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All engaged - They notice 2 mistakes made by teacher on the starter! First student was noticed and teacher directly asked a question to engage the student. Higher ability students given more work if they finished before everyone else.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Constant checking on answers. If the answers are wrong then teacher explains the answer backwards to get to the question.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Teacher walking around room checking student answers. - AFL constantly engaging with the class. - MAT students given on extra questions whilst the others caught up. - Hands-up to re-engage class was used. - Teacher positioning was excellent as he was all around the room.

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

Dyddiad/Date: 25/09/19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	A positive experience with a very compliant class. Teacher was very knowledgeable in his subject and this was evident in his teaching. Confidence was high and this resonated with the students.
Cofio a Deall/ Remember and Understand 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?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	AFL - teacher was constantly checking answers and explaining when they were wrong. Teacher had a strong presence in the classroom and the students knew exactly what they were doing. Teacher said 'if you're not at this point, I'd be worried!' This could indicate that the students were behind. It may make them feel inadequate as all other students have finished.
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 bwysigaf? "What was the cause of the most important disappointing element?"	Starter ready to go was excellent. As students walked in they knew exactly what they were doing. In Maths I suppose this is pretty straightforward. Questions are an easy starter to gain AFL and for student learning continuity. Teacher language on one occasion -> As above. If I were the struggling student, I would feel embarrassed to ask for help or more time. Hands-up approach was used once - A school initiative to save teacher voices and for students to be quiet.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych chi mynd i'w wneud nesaf? "What will you do next?"	Direct teaching caused the learning to be effective. In maths, direct learning can be very effective. Keeping an eye on the type of language used was ~~needed~~ needed. I would be more supportive of the learners who needed help. I would potentially slow the tempo of the class as well, as it seemed very rapidly paced.
Y profiad newydd / Transformed experience	

②



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Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	25/09/19
Lesson details:	Yr 9 English - Room 953 - 30 min Observation (11AM-11:30AM) Reading lesson. Set 1 class. → Not teachers used class, only had them once every 2 weeks.
Classroom culture (Are the students focused on learning?)	Hands - up culture. for answering questions from the teacher - ping pong method hands-up behaviour management strategy: Teacher put hands up & everyone had to follow, and be quiet. back & forth.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Reading lesson - To Kill a Mockingbird p17 It promoted the purpose however the teacher read the book, which doesn't promote pupil engagement. Preparing for A-level.
Direction (Are the students clear about what they are doing and how to do it well?)	Sit and read following text, some students were pretending to read.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Questions / Answer with the class at start → recap of the book last read 2 weeks ago.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Asks questions about intro of the book. Teacher reads then asks questions about the book.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	- One girl at the back of the room threw a book to another table where it was needed (1 book between 2). - The girl then had no interest to read with her friend. She became frustrated and sat back loudly. - She then talks with her friend while teacher is talking.

A-level book. Not all students engaged as book was too hard for some students.

→ Both girls are aware that there are 4 observers at the back of the room. Everytime I look over one of the girls is always staring at me wondering what I'm doing.
• Girl 1 seems to look mature than the others in the class 'maybe eldest in class?'

(2)

Teacher has not moved from her desk chair. → Dictating the classroom from her desk
 She has constantly read from the start of the class.
 No students were reading → they were only following along.

- Another girl on the same table as the one mentioned before → got bored rests her head on the table behind, not interested in the book and completely disengaged.

→ teacher has not noticed this. Teacher is not in line of sight of the girls table as she is sat down.

- Teacher asks a question and there is silence.

→ she then asks her 'go-to' MAT student.

→ possibly for continuity of the lesson.

- After half an hour the teacher asks the students if they want a chance to read.

Incidents:

Power → Reading

Pupil Autonomy - collective reading

- vocabulary meaning - teacher asks and explains some words.

Resources - 1 between 2-

Teacher positioning

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

Dyddiad/Date: 23/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher Positioning.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt that the class was disengaged. Only some children were reading along, while others were just staring at the book not noticing when to turn the page. It didn't feel like a positive experience. The girls at the back of the room could not be seen by the teachers eye-line therefore they didn't participate.
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 students understood they would be sitting and reading, however it was boring and the children were bored. The teacher sat at her desk throughout the observation and did not move. There was some questioning to the children and this was the only APL method used. Questions usually went toward the MAT student. This meant other learners were not involved in the class.
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?"	Questioning is good to ensure APL. Considering this is a year 9 class reading an A-level book it was a good attempt however no emphasis was given to the students to read out loud. Some students did not understand the book and looked dazed.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The teacher definitely needed to be more involved in the classroom. Sitting at her desk in the corner of the room showed no presence in the room as a teacher. As such she was oblivious to the girls at the back of the class. If I were to re-teach the class, I would have sat up and then moved around the room. I would also have the students read themselves and therefore they would be more engaged and involved in the class.
Y profiad newydd / Transformed experience	



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/09/19
Lesson details:	Yr 7 Computer Science Lesson 1 - 8.55 - 9.50 AM Create a person profile.
Classroom culture (Are the students focused on learning?)	Yes. They are engaged in the lesson objective.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Using computers to create the Personal Profile.
Direction (Are the students clear about what they are doing and how to do it well?)	Create a Personal Profile using as many advanced tools as you can.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Yes, mostly. Those who are ahead of others are distracted for a little while, then they're back to their work.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	During - After walking around the room and checking work / helping those who are struggling.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	- Technical resources - some students had to share a computer. 31 pupils and 26 computers. ↳ causes a strain on the 2nd student who has to catch up and rush their work. - They could also forget vital information taught as they are not sat in front of the computer there and then.

Before -
missed em
in 6th form
assembly.

• After Hands-up approach used 5 times in this lesson.

(3)

→ * Could use this for assessment *

Hands Up approach - When the teacher puts her hand up - the students respond by putting their hands-up to acknowledge and they stop talking.

↳ good to re-engage the class ✓

↳ Get back on topic.

↳ re-affirm classroom objectives.

↳ Aft. - could expand on theory

* Some boys put hand up but continue talking... why? impressing fellow students? showing off? more aggressive?

Started

in September 19

↳ broad new concept

↳ Got the whole school to adopt it.

↳ power of the teacher.

↳ respect from the pupil

↳ order & culture of the school.

Computer sharing → lack of resources - sharing 1 computer between 2.

→ not every child gets the same opportunity.

→ Potentially forget information that has been told previously.

31 pupils, 26 computers

↳ Given the teachers do it

↳ assemblies etc.

↳ seems to work once implemented.

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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Hands-Up approach

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	A good experience with a year 7 class. The learning was driven with enthusiasm. All students enjoyed using PowerPoint, to create their One Page Profiles.
Cofio a Deall/ Remember and Understand 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?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	Once directed - the students got on with the class exercise and collaborated with each other without even realising it. The biggest disappointment was lack of computers and technical issues. There were 'login' errors and network issues. Teachers computer and projector freeze. Not a smooth related experience considering it's computer science. The hands up approach used however some boys still talking.
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?"	The use of the 'hands-up' approach was extremely effective in this lesson. The new role seemed to resonate with the new year group. Some of the boys were still talking even after they had raised their hands. The issue was the teacher let this happen a few times without reprimanding them in any way.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Explanation and severity of the 'hands-up' rule needed to be reinforced to the misbehaving boys. If I had to teach the class again I would like a bigger room so all children could have their own PC. Also I would explain the meaning of the 'hands up' approach to
Y profiad newydd / Transformed experience	

reiterate it so it becomes second nature to them.
 Constant explanation would induce learning.



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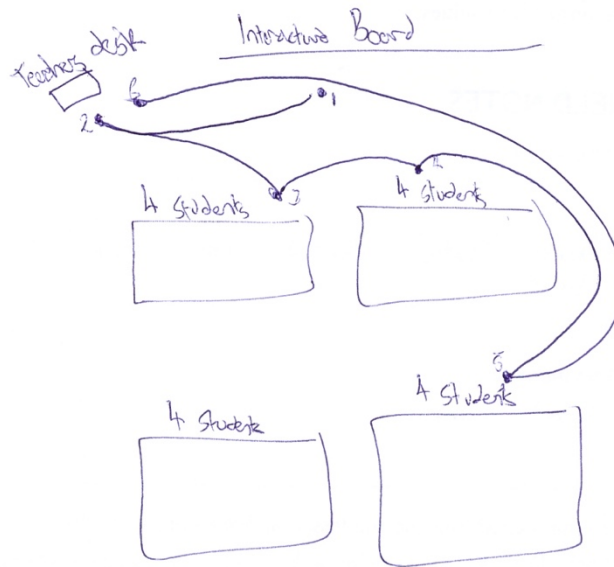
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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/09/19
Lesson details:	Yr 12 Business Studies Lesson 3 - 11AM - 11:55 AM BTEC Mrs Williams
Classroom culture (Are the students focused on learning?)	All quiet and focused towards teacher
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Produce a report for their coursework. Physical Resources of Teaching ↳ Maintenance of a school. Comprehensive School
Direction (Are the students clear about what they are doing and how to do it well?)	Yes - first engaged in a group activity. Use of notepaper from previous 2 weeks activity
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	One boy with 3 girls - boy is not engaged. seems to be letting the girls write the work.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Before AFL - Q&A session basketball approach. → Bouncing ideas from each other
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	2x Prefects sat at the front. Teacher comes down to the students level when they help a table. Talk to the students on their own level. AFL - students answer teacher in regards to waterfloor reservoir ↳ congratulates them for their correct answer.

(4)



Hands up - one girl asked 'Miss, why do you do this?' in a mildly frustrated way.

Teacher's response was 'so I don't lose my voice!'

Girl was tired of putting her hand up. all the time.

She responded very slowly by putting her hand half way up. (In slight protest)

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

Dyddiad/Date: 26/09/19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	A fairly competent class. Being in year 12 they seem slightly more mature in their behaviours. The learners responded well to the teachers, laid back approach to the lesson after the directed task was given.
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?"	The students were quiet and focused in the class. During the directed task they were a little bit fidgety when they were unsure of how to proceed. The ability to control the class when it got too noisy. The teacher used the 'hands-up' approach but received some backlash from it.
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 suspect the backlash comes from the fact the students are now in 6th form and believe they are too old for this. The teacher came down to the students level when explaining 1-1 which made the students feel better as it was more of a conversation rather than a 'them and us' situation.
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?"	The year 12 class being mature were pretty good overall. More emphasis has to be put onto the 'hands-up' approach. More direction and severity needs to be used when the approach is used. If I were to teach the class again I would be more specific on the directed task and use the hands up approach before using it.
Y profiad newydd / Transformed experience	



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/09/19.
Lesson details:	Yr 11 BPEC Business STUDIES (1:35 - 2:25) after lunch 16 ~~00~~ students - 4 girls 12 boys
Classroom culture (Are the students focused on learning?)	Disruptive entrance. = class came in drabs & drabs.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	What is known by 'ethics'? 1st Act = define important words 2nd Act = go onto computers and type out answers.
Direction (Are the students clear about what they are doing and how to do it well?)	Disruptive - hard to explain the direction & objective of the class as they are not engaged due to bad behaviour.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	At start of lesson - no! Technology issues mean the students have free reign to start talking as they have nothing to do.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	* Last lesson recap → Students took too long last lesson and this was reiterated as an AEL.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	• Due to technology issues: → Youtube Video was not shown. • 3 boys at the front having heads on the table. / disruptive. → (Potential ALN) ↳ making fun of each other about one of the boys living in a council house. • Some boys drinking drinks even when told not to.

- * Teacher has to talk in a raised voice as the boys are making noise.
- * Teacher directed a task to the entire class → then took 1 of the disruptive boys outside. She told him off and then asked him to do the directed task outside.

(5)

- Teacher uses the word 'please' after most sentences to get students to do the work.

- Potential need to split the class to avoid disruption.
 - ↳ maybe a seating plan.

- Teacher mentions that the behaviour was 'better than usual'

- Hands-up approach was only used once.

- ↳ have to use it to your advantage

- ↳ yes it's a bit tough and they could just say no.

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

Dyddiad/Date: 26/09/19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	An extremely disruptive class. I felt this is one of the worst classes I've observed. They did not respond well to the directed task and this was partly down to technical reasons.
Cofio a Deall/ Remember and Understand 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?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	Technology issues meant the YouTube starter was not used. Time taken to try and get this to work was wasted with no other task given to the students. As it was just after lunch many of the boys had just drunk large bottles of Lucozade. This sugar rush had made them very disruptive. The lack of direction and directed task in the same class was disappointing.
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 bwysigaf? "What was the cause of the most important disappointing element?"	Once the directed task had been given, the teacher took the most disruptive boy outside and made him walk outside. I liked the fact she set the task before dealing with the disruption first. It ensured that the class had something to do before dealing with the issue. Most disappointing element was the 'hands-up' approach was only used once and this was quite late into the lesson.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau 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?"	Solution is of course to implement the hands-up approach throughout the lesson and the whole school. Further elaboration and explanation of the approach needs to be implemented. I would set a specific seating plan for this class. This would enable further learning rather than disruption. Also all drinks other than water would be forbidden from the room.
Y profiad newydd / Transformed experience	