

The Learner: Who am I Teaching?

FC3S035

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.

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This essay will be looking at a critical incident observed in a primary school in South Wales. A critical incident could be defined as an incident in a classroom which could be an everyday occurrence which, when analysed, becomes a critical incident (Farrell and Baecher, 2017). Critical incidents are often used by teachers to reflect on a child's behaviour or to look at why an incident had occurred in the first place. Teachers often find it to be a good way to use reflective practice in their teaching. To begin, the background of the school will be disclosed and parts of it will be explored. The methodology used to conduct observations will be discussed and different types of observations will be compared. The critical incident will be discussed and the Donaldson (2015) report on "Successful Futures" will be introduced. His four purposes will be divulged. The use of planned ignoring (PI) in the classroom will be assessed and the benefits and negatives compared. Both Bandura (1977) and his Social Learning theory and Skinner (1966) and his Operant theory will be investigated and linked to PI. The use of school, and classroom, rules will be considered along with the benefits of including the opinions of the children. Both Keogh and Walker's (1985) Triangular Representation and Gibbs' (1988) Reflective cycle will be compared and used to look at the use of reflection in teaching. Finally, a conclusion will be drawn.

School X is a Primary school in the upper Swansea Valley. It has a total of two hundred and eight pupils enrolled from the ages of two to eleven. Around thirty percent of the pupils are eligible for Free School Meals (FSM) (My Local School, 2018). Approximately thirty seven percent of the children in the school have been identified as having Additional Learning Needs (ALN) (Estyn. 2015). Both the number of pupils eligible for FSM and those identified as having ALN are above the average for Wales, which is around twenty percent for FSM and an average of twenty five percent for children with ALN (Stats Wales, 2019). The school was opened in two thousand and twelve when it was decided to amalgamate the small village schools. In the school's first, and most recent, Estyn report in two thousand and fifteen they received an overall outcome of "good". This indicates that the school is in the Green category for support, meaning that the school gets up to four days a year of support from a challenge advisor. The school day runs from ten minutes to nine in the morning until quarter past three in the afternoon. All children have a break mid-morning with an hour lunch break. The Foundation Phase classes may have an afternoon break at the discretion of the teacher. The class being observed has sixteen full time pupils and one pupil who is in school for the mornings only. The children are aged between six and seven years. There are two teachers who job share, both teaching the class for two and a half days a week. There is one full time class teaching assistant. Most children in the class speak English as their first language. There is one child in the class who has English as an Additional Language (EAL). There are five children in the school who have EAL and all of whom are refugees. Their

parents have little, to no, spoken English and therefore find it difficult to communicate with the school.

This essay will be exploring a critical incident observed by the writer, and this will be examined. A critical incident may be referred to as a case study. A case study is a description of a situation which has occurred that a person analyses and explores further (Harrison et al., 2017). However, a case study is usually longer and written in more depth. A critical incident is a snapshot of a situation which has occurred, often without a background of what else has occurred prior to the incident. The British Educational Research Association (BERA) (2018) states that in order to carry out observations which are ethical then the participants of the observations must have given their consent prior to the observation being carried out.

The critical incident examined for this essay was observed through the means of a non-participant observation. This method of observation was chosen as it is believed to be the method which least affects the validity of the observations taken (Tesfamichael, 2019). This method allows the observer to be in the same room, or area, as the pupils that they are observing. The pupils will be aware that the observer is in the room and may be taking notes. Mills, Durepos and Wiebe (2010) suggest that this method of observation ensures that the observer is able to view the situation with their own eyes. They believe that this allows the observer to make their own judgments on the situation as they are not receiving second-hand information. The observer can often find this method of observation difficult when in a classroom situation. The reason for this is because they can find it difficult to withstand from participating in an environment which is natural to them (Cohen, Manion and Morrison, 2017). However, it could be argued that although the observer is not purposely causing bias, it may affect the validity of the observation as the pupils could behave differently as they are aware that there is someone in the room observing. This is known as the Hawthorn Effect (Check and Schutt, 2011). The observer could have chosen to carry out a participant observation. This method would allow the observer to be involved with the activity which the pupils are carrying out. This may allow the observer to understand any behaviour they witness as they are able to discuss with the pupils. However, much like the non-participant observation, it may cause the validity of the results to be questioned as, again, the pupils may behave differently with someone else in the room, especially if they are taking part in the activity being carried out (Arthur et al., 2012). Another form of observation is the controlled observation. Ary et al. (2018) state that observations would be carried out in a controlled environment, such as a laboratory or an empty room, where the observer is able to make decisions on different influences such as when the observation is carried out, what happens during the observation and who the participants of the

observations will be . Again, they maintain that the validity of the observations could be questioned with this method as the participants may act differently when they are aware that they are being watched. However, this form of observation is believed to be the quickest to carry out. When making the decision to carry out non-participant observations, it was decided that the controlled observations would be the most difficult to carry out due to lack of space. This method of observation would be likely to affect the validity of the observation carried out due to the pupils being in an unknown environment to them.

The critical incident observed in Appendix 1&2 occurred when the class were sitting on the carpet in-front of the white board. The teacher settled the children in readiness for her Welsh lesson on the different types of houses they lived in. The teacher began by using incidental Welsh used in the school. She used phrases such as “Sut wyt ti?” (“How are you?”), “Da iawn diolch” (“Very good thank you”) and “Pwy wyt ti?” (“Who are you?”). The teacher went around asking the children different questions. She asked Child A “Pwy wyt ti?” to which Child B shout out “Child B ydw i” (“I am Child B”). The teacher ignored Child B and continued to wait for Child A’s answer. Child A took time to think and answered, “Child A ydw i.” (“I am Child A”). The teacher praised Child A and told him to reward himself with a pom-pom from his pot. Child A gave Child B a long hard stare before getting up to get him pom-pom.

In this incident the teacher is purposefully ignoring Child B when they shout out the answer without being asked and without putting their hand up to answer the question. The teacher can be praised for doing this as it is ignoring behaviour which can be seen to be disruptive within the class. The teacher is allowing Child A to answer the question, even though Child B has already given them the answer. This gives Child A the opportunity to be heard.

In Professor Donaldson’s (2015) report “Successful Futures”, he recommends that Wales takes on his advice of having four core purposes in the curriculum which he believes should underpin all learning and teaching in Wales. The four purposes allow all children and young people to be; ambitious and capable learners, enterprising and creative contributors, ethical and informed citizens and healthy, confident individuals. Donaldson (2015) believes that by aiding children in becoming ambitious and capable learners, teachers are supporting them in their learning and their readiness and willingness to learn. Under this purpose, he suggests that children should be able to communicate effectively in both English and Welsh. The teacher is giving everyone in the class the opportunity to learn the Welsh language, enabling them to communicate competently in the language. Even though the sentences being used are basic, they are enough to be able to begin using the basics of the language.

For one child in the class, the Welsh language is a third language. This can be very difficult if the differences of the English and Welsh languages are not explained prior to the session. Some children may not know that they are even speaking another language if it is being used incidentally in the classroom.

Within the Welsh lesson, the teacher is meeting Donaldson's (2015) first purpose (ambitious and capable learners) by giving the children the opportunity to build up their knowledge of what they've learnt in Welsh lessons by reiterating previously learnt knowledge. The teacher did not tell the children the answers to the Welsh questions she was asking but was giving them the opportunity to answer the questions themselves. She was not telling them they were wrong if they got the incorrect answer. The teacher praised correct answers and allowed others to have another go if they were not quite correct in their answers. This helps children build up their confidence and challenges them to remember prior knowledge.

In Appendix 1&2, Child B is seen to be interrupting Child A and giving the teacher the answer before Child A has the chance to think about the answer. The teacher does not reprehend Child B for this. She ignores her answer and gives Child A the opportunity to answer. Child B could be seeking attention from the teacher. By shouting out an answer she is purposely going against what the teacher has asked. She may have realised that by doing this she could gain attention from the teacher. Many teachers choose to ignore some children who are misbehaving or behaving in a way that is not accepted as part of the classroom culture. This may be referred to as planned ignoring (PI).

PI is purposeful ignoring of undesired behaviours (Duchesne and McMaugh, 2018). It is believed that, previously, this type of behaviour may have unintentionally been reinforced by the teacher responding to it. If the teacher in Appendix 1&2 had told Child B off for shouting out and for not putting up her hand. This would have given Child B the attention that they had been seeking. Despite this, teachers may find it difficult to continue with the technique of PI due to it taking a while to work. Geng, Smith and Black (2016) believe that sometimes teachers find it difficult to carry out PI until it gets to the point of it working. They state that this is because it can sometimes take a long time before the desired outcome is seen. A child's behaviour may worsen before it begins to get better. At the point of worsening it is easy for a teacher to revert back to telling a child off or pointing out the flaw rather than continuing to ignore. For this technique to work Bayat (2015) explains that it is essential for the children in the class to be on board with the technique as well. He stipulates that PI would be impossible if the teacher was doing all that they could to carry out PI but the child was still getting the attention that they crave from their peers around them.

Scarlett (2015) believes that PI can be very effective in a classroom if used in conjunction with positive reinforcement of good behaviour. She states that in order for PI to work then there must be consistency in the classroom. As there are two teachers who work in this classroom it is essential that they plan together which behaviours they are going to choose to ignore. This would not work if one of the teachers ignored the shouting out from the children and the other teacher allowed it. As previously stated, PI has better outcomes if used alongside the use of positive reinforcement of desired behaviours. The teacher can be seen to be using this technique in Appendix 1&2 where she praises Child A for giving the correct answer. It must be stressed that although the behaviour must be ignored, it is vital that teachers remember that the child themselves is not to be ignored (Koocher and La Greca, 2010). Kazdin (1978) supports this but recommends that teachers keep in mind that some behaviour is not to be ignored. This may be if a child is putting themselves, or others, in danger. In these situations, the behaviours must be confronted.

PI can be linked to Bandura's (1977) Social Learning Theory. He believes that all behaviour that children carry out is learned behaviour. He stated that children are not born with these behaviours but have seen them somewhere and picked them up themselves. Due to his belief of behaviours being learned, he believes that children can "unlearn" undesired behaviours. He said that a child's learning could take place all at once and positive behaviour could be learned through observations and modelling. Bandura (1977) strongly believes that the use of positive reinforcement would positively influence a child's behaviour. However, he does state that this would only work if the positive reinforcement piques the interest of the child. Therefore, in a class situation where a child, who is shouting out and does not enjoy receiving stickers, is being ignored and those around him/her are receiving stickers, this would not encourage the child to stop shouting out as the positive reinforcement is not something that he/she would want to receive.

Like Bandura (1977), Skinner (1966) believed that a child's behaviour was always learned behaviour. However, Skinner (1966) implied that a child's behaviour was learned from the environment around them and that direct reinforcement was required to gain desirable behaviour. In Skinner's (1966) Operant Conditioning Theory, he used punishment on the rats in the form of being given electric shocks. He discovered that punishment was not always the best form of gaining desirable behaviour. Punishment can encourage children to act out or become afraid of the place that they are receiving the punishment. His theory leads belief that if a child was being punished in school for inadequate behaviour, they may become afraid of school and the behaviour may not be suppressed at all. It may be that a child has desirable behaviour whilst the punisher is around but as soon as they leave, the undesirable behaviour begins again (Wolman, 2012). Following this, Skinner (1966) found

that in order to extinguish undesirable behaviour at the fastest rate it would be best to use continuous reinforcement. This means that if a child is positively reinforced on every occasion that positive behaviour is shown then the undesirable behaviour will stop. His theory lead to the understanding that if Child B, in the critical incident, is praised in a positive manor every time they do not shout out in class and, instead, put their hands up to speak, then their behaviour of shouting out in class with be extinguished.

As a whole school, rules are set by the head teacher and the children are made aware of the rules at the beginning of the year. The rules may be "Showing five". This is a scheme that some schools use which entails five main rules; legs crossed; hands still; looking eyes; listening ears and quiet lips. These rules are then used across the school in assemblies and teaching time in class. Teachers can often be heard referring to the rules throughout the day and year. This method of rules being stipulated by the head teacher may be enough to encourage some children to listen to them and remember them. However, some children may not take any notice of the rules as they have been set by someone else and not been involved, themselves, in creating them (Jim, 2013).

In many schools, teachers and pupils work together at the beginning of the year to create whole class rules. The rules may include any of the rules mentioned above and more specific rules for their own classrooms. This could include; raising your hand to speak; being on time for school; ask questions; be kind to your friends and believe in yourself. According to Reid and Morgan (2012), children are likely to engage with rules and take them on board if they have been involved in creating them. Many teachers take the opportunity to create rules with the pupils and them to sign a "contract" which states that they are willing to follow the classroom rules. This gives good opportunity to be able to refer to the rules if a rule is being continuously broken. If the teacher in Appendix 1&2 had created classroom rules at the beginning of the school year she could have decided to remind Child B of the rules. The teacher could have opted to ask the class if they needed to revise the rules due to the rule of "raising your hand to speak" being broken regularly. As the children have created a "contract" to help classroom behaviour, they have a duty to upkeep the rules and ensure that they keep to the rules that they have created. This gives the children responsibility for their actions (Wilke, 2018).

To aid children in remembering classroom rules, the teacher could put a copy on the classroom door so that they see them every morning. The teacher may choose to put them around the class in different places where children congregate, or create a display board. By creating a display board, the rules are part of the classroom. When creating the classroom rules display board, the children could be asked to help in making resources, choosing the

design and aid in putting up the display. Again, by including the children in the decision making, they feel responsible and are likely to care about consequences of their actions.

The critical incident observed was typical of an incident which could happen in any primary classroom. Many teachers may have retaliated to Child B shouting out which may have given Child B the attention they were seeking. The teacher chose to ignore the child for a specific reason which had the desired outcome for the situation. It can often be difficult to find the balance between ignoring a child's behaviour and speaking to them about it. Some children may forget to put their hands up before speaking. This may be through forgetfulness or the excitement of knowing the answer. A teacher would usually be able to tell if this was the case. A teacher knows their class and is aware of the children that are prone to shouting out. From this they can act accordingly. If a child, who does not usually shout out, shouts out then the teacher could choose to remind them to put their hand up and wait their turn before giving an answer. The teacher would have recognised that the child would not have been seeking attention and would not have implemented PI.

Using the best technique for the situation is vital to get the balance correct between being a teacher who shouts for no reason and being a teacher that children know that they can walk all over. By using the PI technique, the teacher is showing that she has the upper hand and is not going to stand for children shouting out when it is not their turn or when they have not been asked a question. This technique worked well in this class and with this age children. It would be interesting to see if the same technique would have the desired outcome in a class of children that were of a younger age such as a reception class of children aged four and five.

In order to become a reflective practitioner, it is essential that practitioners are aware of the different models of reflection. Boud, Keogh and Walker (1985) created the Triangular Representation which consisted of three process in order to become a reflective practitioner. These were; Experience; Reflection and Learning. This model is very simple and easy to use. The practitioner would be required to experience something, reflect on it and learn from it. However, this model does have limitations. As it is a simple model, it does not go into any detail on what type of reflection is required.

A more in-depth model is Gibbs' (1988) Reflective Cycle. The Reflective Cycle was made up of six parts. These were; the experience; feelings; evaluation; analysis; conclusion and action plan. This reflective cycle gives the practitioner more detail and information than the Triangular Representation and allows them to give more details on the experience. The practitioner can take in to account their feelings and put an action plan in place. It could be argued that Gibbs' (1988) reflective cycle still does not give enough detail and does not

make the practitioner question their critical thinking or make them further question what they would do next (Khaemba, 2018). The practitioner could state that they would do the same thing again and the reflective cycle does not prevent this.

As seen in Appendix 3, the Assisted Reflective Conclusions (ARC) Model has been used to reflect on the critical incident observed in Appendix 1&2. The ARC model allows the practitioner to think about their feelings at the time of the incident, to think about what they have remembered and understood from incident, to evaluate and analyse the incident and, finally, conclude the incident and to think about any actions to be taken from the incident. When using the ARC Model I found that the different boxes and questions made me think about the incident in more detail that I had previously. I particularly liked the Conclusions and Actions box. However, I did feel that I would have liked to have had more space to have written more details on the critical incident.

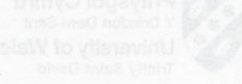
I feel that when in charge of my own class in future I would be able to take on the PI approach. I would ensure that the class teaching assistant was happy to use the same technique and would then agree on the behaviour that would be ignored and the behaviour that would need to be addressed. A discussion would need to take place on which children this technique would be used due to all children having different needs. I would like to create a set of classroom rules in future with the children and use their input to create the best rules for that particular class. I would bear in mind that different classes would need different rules. I feel that for some children, they may be able to have their own individualised rules to suit their own needs. Again, this would need to be discussed with the class teaching assistant to ensure that all members of staff are working together to gain the best outcomes from the children, both in their work and socially.

The use of non-participant observations is believed to have been the best to have used in the situation given. The observer was able to take in the whole situation without being distracted and was not speaking to the children, which prevented the validity of the observation being swayed. The observer found that this method of observation helped gain a better understanding of the classroom dynamics. The link to Donaldson's (2015) report is, of course, very important with the impending changes to the curriculum. Ensuring that all teachers (and teaching assistants) are aware of the four core purposes that have been proposed is essential to gaining the best outcome from the changes to the curriculum. It is believed that the technique of PI was used in an effective way and it was clear to the observer how it could be used in future in a whole class situation. By being more aware of Bandura's (1977) theory and Skinner's (1966) theory then it relays the importance of PI in the classroom in the correct situations. The use of school, and classroom, rules to enforce

the use of positive reinforcement and to ensure positive behaviour from the children is a great way of supporting children. It gives them boundaries and flexibility in knowing what they can and cannot do. The benefits of being a reflective practitioner are huge. Both the triangular representation and the reflective cycle could be used by children to reflect on their own practice and how they could better themselves in future. The use of reflection is essential for becoming a better practitioner.

Appendices

Appendix 1

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	
OBSERVATION / FIELD NOTES			
(Questions adapted from Fletcher Wood (2016))			
Date: 26/09/19			
Lesson details: Welsh lesson - Ble rwyd ti'n byw?			
Classroom culture (Are the students focused on learning?) The children are sat on the carpet. The Class teacher tells them they're going to be looking at different types of houses.			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The children are told what they're learning about.			
Direction (Are the students clear about what they are doing and how to do it well?) The children are told verbally. There are no lesson objectives on the board but the children are all aware of what they're working towards.			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Children are all able to engage in the lesson and all being challenged. Welsh is the second language for most, a third for one child.			

Appendix 2



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

- The teacher asks the children what type of house they live in. If they're unsure she tells them to ask a friend for help.
- Lots of questioning is used.

Specifics / Critical Incidents

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

- Child A is asked "Pwy wyt ti?" (Who are you?) Child B shouts out "Child B ydwi". (I am child B). The teacher ignores this and continues to wait for Child A to answer. Child A thinks about it and says "Child A ydwi". The teacher praises him.
- A child tells the teacher that she knows a Colour song in Welsh. The teacher asks her to go to the front and sing it. The child says no but gets up and does it anyway.

Appendix 3



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/9/19.

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

Child A is asked a question and child B jumps in and answers instead. The Teacher ignores child B's response.

Profiad / Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	To begin I wondered why the teacher had ignored child B.
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 teacher used planned Ignoring on child B to avoid giving her any attention. Child B did not retaliate to being ignored.
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?"	I thought that the teacher made a good decision in using planned ignoring. She implemented it well by praising child A after giving his answer.
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?"	It's essential that all teachers follow the same procedure when using planned ignoring. Ensuring the children are treated fairly.
Y profiad newydd / Transformed experience	

Appendix 4

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES		
(Questions adapted from Fletcher Wood (2016))		
Date: 2/10/19		
Lesson details: Read, write, Ink. There are 6 pupils in the class.		
Classroom culture (Are the students focused on learning?) The children are working around a table with the teacher. Each child is looking and listening. If a child goes off task the teacher talks to them to get them engaged again.		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The children are asked to write a short report on the Airy Fairy based around the word "despair". The learning objective is at the top of the newspaper. The children have a check list of things to include.		
Direction (Are the students clear about what they are doing and how to do it well?) The teacher discusses the report with the children. The children are asked to talk to their partners about ideas they could use for their report and what might happen.		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The children are asked to share their ideas with the class. Helping those around them. All of the children are engaged in the lesson. The children are being challenged in different ways, either by the spellings or by the style of writing.		

Appendix 5



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

The children are reminded of sound they've been practicing and working on. They went through them together. Each child is asked to break down words with "ir" sounds.

The children are constantly reminded to think about the sounds they've been learning.

"Which sound is it?"

"Look at the sound wall".

Specifics / Critical Incidents

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

- Looking at the sound "ir".

The children are asked to read the words in order. "bird, girl, swirl, dirt". The teacher missed swirl and went straight to dirt. The child began to sound out "swirl" instead of "dirt". The teacher didn't realise this and corrected him on "dirt". The child accepted this but was confused.

- A child went to write straight into his book but looked at his friend and noticed he was writing straight on to the sheet. The child copied his friend and wrote on the sheet. He had looked for reassurance.

Appendix 6



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 2/10/19.

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

A child went to write in his book but when he looked at his friend he noticed that he was writing on the worksheet. The then copied his friend and wrote straight on the worksheet.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Initially I thought *the child had coped well with the situation without having to ask a teacher. However, it made me wonder if the child was looking for support or reassurance.
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?"	Was the child coping with school and work by copying others?
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?"	I think the child had learnt to copy from those around him when in ~~the~~ situations where he found himself unsure. The child may have found this to be a coping strategy when unsure and may be a poor pointer to show that he's not coping.
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 may want to split the children up in future to prevent work being copied.
Y profiad newydd / Transformed experience	

Appendix 7



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19
Lesson details:	writing - How to write a list. The great fire of London. Writing a list to build a house. What do they need?
Classroom culture (Are the students focused on learning?)	"go noodle" after assembly to get them moving before starting the session. • Most are on task. • One table without CT/LSA. Not as on task.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	"WALT" We are learning to... "WILF" What I'm looking for... - ch work with CT to think of things that are needed for a list. Success criteria - list made with the ch of things that must be included.
Direction (Are the students clear about what they are doing and how to do it well?)	• The children know the success criteria. They write it with the CT. • ch are shown pictures of houses to make them think about how they're going to • ch are gathered back on to the carpet to discuss their houses and shown how to draw houses and to label them.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	• Some ch are given sheets with prompts to support • Some ch are writing straight into books. ↳ these are with the CT at the table. • All children were challenged in some way. ↓ with LSA across two tables.

Appendix 8



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

- Asks ch to think about what they know about lists. What do they need?
- When at the tables the ch are asked to remember what they'd talked about on the carpet.
- Ch are encouraged to sound out the words.
- Questions asked to assess if they're listening.
- Peer marking used. Green wiggly line for think about it. Pink face for liked it.
- ch were asked to mark against success criteria.
- CT or LSA ask the peer markers what they liked about.
- CT + LSA carried out 2★ + a wish with ch.

Specifics / Critical Incidents

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

- Little girl said she ~~was~~ had moved up in her dance class but when the class did "gnoodle" dancing she moved from the front to the back and did not take part.
- ch put their hands up on the carpet to answer questions.
- ch practiced formation of "g" on a whiteboard. I told him that it was a "super g". Child then drew a cape on the g. When he rubbed it out and did it again he automatically did it correctly and drew a cape on it.

- Tell the person next to you what lists you might have. ^{taking part in} CT whodasaround.

Appendix 9



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/9/19

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

A young girl said she was good at dancing and went to a dance class. When "go noodle" dancing was put on the girl moved to the back of the class and

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I think the child felt embarrassed. This incident lead me to wonder why she'd changed from being quite confident to being shy. Was the child looking for attention?
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 taking part in a warm up session on the carpet. The idea of the session was to wake them up after having been sat for wet play and then assembly. To get their bodies moving and to refocus their minds.
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?"	As soon as the teacher mentioned dancing the child shot up and announced to the class that she was ~~great~~ good at dancing. When the other children stood up to dance to "go noodle" she looked around and took herself to the back of the class. The class teacher ignored the child's actions and continued to dance with the other children.
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?"	I feel that as the class T.A. was not in the class at the time, the teacher made the best decision in choosing to ignore the child's actions. Had the TA been in the class they could have gone over to speak to the child to find out why she didn't want to take part and/or encourage her to dance with the other children.
Y profiad newydd / Transformed experience	

Appendix 10



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19.
Lesson details:	Carosell. Craft, Welsh + playdo/maths challenge.
Classroom culture (Are the students focused on learning?)	3 groups - Craft (with TA) - Welsh (with CT) - Playdo/maths challenge (independent).
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Each group has been given their ^{own} LO. The Maths area has a laminated paper to which gives them new challenges, the areas of learning and learning outcomes.
Direction (Are the students clear about what they are doing and how to do it well?)	The children are constantly reminded what the task is and what is being asked of them.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Children are all able to access the tasks given. Children are challenged by having to use skills which require them to think outside of the box.

Appendix 11



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Yr Athrofa
Addysg a'r Dyniaethau
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Assessment

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

Children are asked if they know the ~~ans~~ answer to the question in Welsh at the start. At the end, the CT asks the same question after completing the challenge to see if they've learnt from the challenge.

Specifics / Critical Incidents

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

* I asked a young boy to go over to the CT to do Welsh and he said "I Can't do Welsh".

Appendix 12



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/9/19

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

A child is asked to go and work with the class teacher to do Welsh. The child replies "I can't do Welsh".

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	This made me feel upset that he felt he wasn't able to do something. It made me wonder why this was his initial response to Welsh 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 child was asked to carry out Welsh work with the class teacher. He was carrying out a maths challenge but on completion was asked to move on to his Welsh work.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei godw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	This experience made me wonder why he didn't feel he could do it. Had he had a bad experience with Welsh work previously? Had the child been trying to find a way out of doing the work so he could go on the computer?
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?"	I think that it may have been a good idea to ask the child why he thought he was not able to "do Welsh". A discussion on this with the class teacher or LSA may have found out if he had any worries or problems with the language.
Y profiad newydd / Transformed experience	

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