

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.

A critical incident is the assessment of a significant climacteric within the education process (Tripp, 2011, Pg. 9). Usually these incidents translate as 'typical' other than 'critical' initially, their exploration and analysis defines them as critical incidents (Tripp, 2011, Pg. 25). By focusing on the individual instance, we, as self-identified practitioners, proffer the information and its importance. Based on our own experiences, we pass judgements and create ideals in order to offer a step towards growth, as best as we can. Not only do we help others to develop, we are able to utilise the incident witnessed as a barrier in order to learn something new about our method of teaching. Joining the intentions of a lesson with what is actually going on in our classrooms (Joshi, 2018, P84).

Through exploring my critical incident, I intend to look further at feedback and its effects within a classroom, along with a child's confidence and the impact these things have based on external circumstances. Taking a particular look at the ineffectiveness of praise related feedback, 'it contains such little learning related information' this is linked to low levels of self-esteem, exploring how 'low-threat conditions allow attention to be paid to the feedback.' (Hattie & Timperley, 2007, pg. 86). Also delving into the need for creativity and meeting a child's basic needs. In order to pick apart such incident, and from that analysis, take a new understanding and expression for developing change.

My observations took place in a bilingual comprehensive school in Wales. The school educates in excess of 1400 pupils who are all of mixed ability, aged 11-18. Pupils are from a large range of religion, ethnicity, and economic background. Their level of Free School Meals (FSM) is 16%, compared to the national average of FSM of 17.7%. 8% of the students have Special Educational Needs (SEN) Statements and 23% have SEN. These figures are both higher than the average nationally at 8% and 19.2% respectively. 2% speak English as an additional language (EAL), (Report for School X).

The critical incident took place in a Year 9 Health and Wellbeing class of approximately 25 mixed ability students. Although this school is not a pioneering school for the new curriculum based on Donaldson's report 'Successful Futures'(2015), coming into Wales 2020, It is starting to teach years 7 to 9 a mix of the Areas of Learning and Experiences (AoLE). Based on British Educational Research Association's (BERA) Ethical Guidelines report (2018, Pg. 21), I shall be anonymising the information for the safety of the participants in this case study. To maintain the safety of both the school and its pupils, I shall refer to both as 'X' in attempt to keep this report professional.

It is important to remain aware that the author was the sole observer of the critical incident; therefore, the author's understanding and following analysis is limited, due to the nature of involvement.

The data collected is just as important as the method in which it was done. There are many different approaches to this which I will explain with pros and cons, and continue to state my choice with a rationale.

Shadowing a pupil trail around school allows for the observer to see a snippet of the day through the eyes of a student; following from lesson to lesson provides ample opportunity to see how a subject interacts socially with others, both peers and teaching staff. This provides a context for how they interact, a baseline, and the identification of incidents which are critical, especially when so many can occur in such a short space of time. A pupil trail is just one method of Participant Observation: an advantage being the possibility to get closer to the action and ability to gain deeper knowledge and understanding of what is being

observed. Bailey explains that this method gives opportunities to assess non-verbal behaviour that methods such as questionnaires and other data collecting techniques cannot provide (Cohen et al., 2011, pg. 490).

The downfall of this method, however, is the potential to form own bias (Kumar, 2019, pg. 158). Something practitioners ought to avoid, but with the ever-growing empathetic mind, sometimes this cannot be helped. It is expressed as The Halo Effect (Thorndike, 1920), a psychological tendency that explores the positive, but can also be a negative, view we have upon people, based on one singular attribute (Grcic, 2008, pg. 2).

Sitting in the background of an observed class is part of a non-participant approach (Kumar, 2019, pg. 174). When practicing this method, it is important to consider that people may act differently when they know they are being watched, commonly referred to as the Hawthorne effect (Oswald et al., 2014, pg. 53). Potentially, both teaching and learning engagement could be affected, as the typical conditions of the environment have been altered by the presence of an unfamiliar person. Along with a strong disadvantage to this approach being the potential of what can be missed or moulded due to the observer's presence (Kumar, 2019, pg. 158).

After the choice of method, and the narrowing into a critical incident, it is of extreme importance to remember to separate the incident from the rest and explore as if it were a singular instance (Tripp & Kumar). With focus on 'exploring and understanding, not confirming and quantifying' (Kumar, 2019, pg. 155). A Sociogram is a method to track interpersonal relationships and how the subjects interact with each other (Leung & Silberling, 2006, pg. 58). The decision to disregard Sociogram as a method of observation for this task was a simple one, I wanted the critical incident to happen organically, with as little disruption as possible. Asking pupil's questions will be detrimental to the aesthetic of my critical incident. A similar conclusion was made in regards to questioning, interviewing, focus groups and the facilitated conversation. Although helpful techniques, in this instance would be too disruptive.

Whilst following a pupil trail and taking a step back into non-participant observing, I completed unstructured notes, which upon reflection, were later translated into field notes. A form based on Fletcher-Wood's tick list for observations. This was created with the focus being on a teacher's improvement of their practice (Fletcher-Wood, 2016, pg. 126). These notes were then further developed with a sole focus on the critical incident, whilst using the ARC model created by Cox, Notes made were used as a reflective model, available in appendix, in order to articulate observed practices in a way that would allow the author to see clearly the critical incident, and pick it apart.

During the lesson, after the teacher had completed her starter and set the task for the students, she began circulating the room. Student 'X' got out of her seat and walked towards the teacher holding out her work book. She did not say anything. The teacher glanced down at her work and said 'Oh, that's lovely' and the student, who seemed to be satisfied, returned to her seat (Concerning appendices 3 & 4).

In 'Successful Futures' (2015), Donaldson discusses four purposes which are forming the basis of the new curriculum in Wales, the Areas of Learning and Experiences (AoLE) allow pupils to access subject matter and skills cross-curricularly and in turn, ensure success in meeting the four purposes.

'Enterprising, creative contributors – who are ready to play a full part in life and work' (Donaldson, 2015).

The importance of creativity is presented strongly throughout the new curriculum, Csikszentmihalyi explains that if a child gets complimentary comments about their work in a particular lesson, more so than their peers, they are more likely going to develop an interest in that subject (1996, pg. 159). This goes hand in hand with Bandura who expresses that seeing others succeed, makes us want to do well ourselves (1977, pg. 117). Highlighting the importance of complimentary praise, especially in a lesson covering a topic such as Health and Wellbeing, one of Donaldson's AoLEs. Taking students a step further in developing

themselves as human beings but also becoming 'informed citizens' and 'healthy' in direct link with two more of the four purposes (Donaldson, 2015). Csikszentmihalyi develops these ideas further, and explains how doing well in a subject alone is not enough, but is completely necessary in the foundations for developing a career later in life (Csikszentmihalyi, 1996, pg. 178). This highlights the importance of blended subjects and praise, and allows students to reach their full potential.

Student 'X' showing her work, provides evidence that she is making a contribution, by sharing her creative ideas and interpretation of the work set. The teacher's comment could have been in reference to how the work was presented. This being the case, the student was not praised on her capability to engage with the task, more so on the way she presented it.

'Ambitious, capable learners – who are ready to learn throughout their lives'
(Donaldson, 2015)

This purpose requires showing a level of efficiency as well as willingness to learn. Student 'X' is clearly ready to learn, but within this incident, not having seen the work she presented does not indicate her capability but more of a willingness and readiness to want to do well. Confidence knocks ambition and your drive to want to do things (Judge & Kammeyer-Mueller, 2012, pg. 762). Was student 'X' simply not confident in her work, and needed to show it in order to build her self-esteem? The teacher's comment does not move the student on in her task, nor does it provide strategies for improvement; the comment is fit for the purpose of confidence building, explaining how great the work produced is. Black and Wiliam, being a huge influence in the world of Assessment For Learning (AFL) would disagree with this practice as they believe positive feedback should allow a student to think (2003, pg. 9).

Adler (1956) heavily researched the importance of social context for individuals, highlighting key features of this, such as the need for belonging and feeling inferior (Rogers, 2017, pg. 3). This was later reinforced, and expanded upon by Dreikurs (1968, pg. 84) researching how children identify and process 'Logical consequences.' Dreikurs' model proposed four main basic needs of a child: the need to display power; be revengeful; show insufficiency, sometimes referred to as 'avoiding failure'; and the need for attention. Dreikurs goes on to explain that the sole motivation behind behavioural issues are these needs not being met. Once one of the basic needs are addressed, the other needs do not manifest. This approach has a strong focus on allowing the pupils to see the consequences for their own behaviour, and take ownership of such behaviour (Dreikurs, 1968, pg. 83). This further relates to Donaldson's purposes, proposed in 'Successful Futures' (2015) – *'Creating ethical and informed citizens'*. It is possible that when the student 'X' approached the teacher in my identified critical incident, she did not seek approval of her work specifically, but instead general attention from the teacher. Therefore, she was satisfied with a short comment in response. If the teacher did not meet student 'X's' crave for attention, then according to Dreikurs, another basic need could have manifested. This has potential to lead into behavioural issues, or disruption within the class.

Contrastingly, the pupil may have been genuinely seeking the approval of her work, rather than general attention. Therefore, it is important to ask how much value did the teacher's comment have? Whilst positive, it is very superficial and offers no constructive use. Although this complimentary response according to Dreikurs, settles the students need for attention, it provides no feedback or opportunity for self-improvement. Black and Wiliam support this, exploring how praise should be given to the child for their effort, not their work or them as a whole. Instead, learning-centred feedback should be provided, allowing the student to progress (2001, pg. 6). *'Around half of teaching does not take sufficient account of individual learning needs'* (Report for school X), although this could describe the incident, it also might just be a case of a student flying under the radar. As a standalone instance, there would be no way of the author knowing.

According to Matheson and Shriver (2005), praise is useful in classrooms and can be used to help student achievement in work, grow and create powerful, positive relationships between student and teacher (Al-Ghamdi, 2017, pg. 40). In behaviourist approaches, students require reward and reinforcement for learning (Kosinski & Zaczek-Chrzanowska, 2007, pg. 137), the reward, for example, could be a complimentary comment. Although praise clearly has a place where it belongs, *'do not confuse praise with the process of providing feedback'* (Hattie & Yates, 2014, pg. 70). *'A minority of comments are generally supportive rather than giving clear guidance to pupils on how to improve their work'* (School X Report). This being a criticism from the latest school report. If we look at this from an AFL approach, Wiliam explains that ego-involving feedback, feedback in reference to the child and how well they are doing, is rarely effective. However he goes on to say that feedback provided with strategy on how to improve is extremely helpful; when a child receives a piece of feedback, they should think and not emotionally react (Wiliam, 2016, Link Provided). From this we could provide the student an opportunity of expression in regards to their work, whilst allowing them to develop this further. Bridging the gap between teaching and learning. Black and Wiliam agree with Hattie and Yates, stressing the idea of praise being a deterrent from the task in hand and more onto a student's individual self-worth and esteem (1998, pg. 49).

Being able to see evidence of success is so rewarding to the individual, however most people suffer due to telling themselves something is not possible. Success is the overcoming of an obstacle; sometimes this can be mentally, a switch from negative thinking into positive (Holt & Fromme, 1964, pg. 40). Dweck (2013, pg. 114) also describes this as 'Contingent Self-Worth'; feeling good about one's self upon success and worthless upon failure. Success and confidence go hand in hand; 'confidence is a panacea' (Csikszentmihalyi, 1996, pg. 51). In order to succeed, the pupil requires a level of confidence in their own ability to learn, not confidence in how smart they are (Csikszentmihalyi, 1996, pg. 51). Therefore, comments of praise that do not make direct reference to the child's development in a subject but more so on how 'lovely' something is, does not feed into the student's personal self-worth. Carl Rodgers explores Contingent Self-Worth further and concludes that parents sometimes make children feel unworthy of respect and love if they fail to meet expectations of how to behave (Dweck, 2013, pg. 115). Furthermore, if lower expectations are placed onto children by teachers, or peers, then the child's performance deteriorates. If, for example, the child is constantly told that they are not good enough, according to the Golem effect, this could have a detrimental effect on their interaction with others and academic performance. (Rowe & O'Brien, 2002, pg. 615). This negative impact has potential to come from not just peers but teachers as well, 'Children in school are at least as afraid of the mockery and contempt of their peer group as they are of the teacher' (Holt, 1964, pg. 35). Although this is not always the case, it is important to bare this in mind, as it has the potential to effect the child's interaction.

In addition, do the external circumstances have an effect on the child's involvement in school? Vygotsky expresses the need to analyse a pupils social situation in order to visualise the effects this has on their interaction and involvement (Rubtsova & Daniels, 2016, pg. 195). There is a 6% chance that she could be an ALN/EAL/SEN student, or from a heavily deprived social background – these could all be factors in the student's school life, and have a positive or negative effect on her ability. If we take a look at Vygotsky's Zone Of Proximal Development, discussing social development exceeding what is to be expected from just one person, with the help of peers and adult guidance (Fani & Ghaemi, 2011, pg. 1150). This practice highlights the importance of a teacher within a classroom, expressing that through the use of linguistics, a child can take what they know already and due to the more knowledgeable other, develop these ideas further. Bridging the gap between what a child knows already into what they do not know yet, with this assistance of others. Mercer agrees that what a child can gain through language, doesn't compare to other methods of learning (2002, pg. 4). If an outside factor is holding a child back in their interaction, this could potentially mean that the child stays within the zone of knowledge they already know, without the ability to move forward.

Csikszentmihalyi (1996, pg. 308), when looking at releasing our full potential, explores not seeing our own achievements; because that specific success was not set as our goal, we fail to see it. This highlights the importance of goal setting within a classroom, sharing success criteria, and having learning objectives visible. If student 'X' has not set personal high achievement goals, the work being displayed to her teacher non verbally potentially means that she could not feel like her work was adequate enough. If the student does not feel she has mastered the material in question, she could begin to doubt her ability and in turn, this could knock her confidence. Thus providing opportunity for the student to feel failure, potentially manifesting Dreikurs' Model of Attention.

The lesson in which my critical incident occurred, as a whole was productive and as an observer, I feel that general topic understanding went well. Importantly, the learners were involved and interested in the lesson and its set tasks within a comfortable learning environment, speaking openly to one another. Mercer explains the importance of dialogue within a classroom, and the importance of students conversing in order to expand their knowledge (2002, Pg. 2). I feel like working upon this and giving pupils opportunities to use language to express themselves and explore new ideas is positive. There are many AFL techniques that could be implemented within this classroom that would allow for expression but also opportunities to give and receive feedback.

I think the teacher's comment is great for short term, it settles the need for attention and fills the child with pride in her work and ability. However, this could be followed up with a well-rounded comment in the direction of improvement. I do not believe that everything said to a child should be helping them to move forward, otherwise set goals would never feel within reach. But empty praise when a child is asking for feedback is not beneficial for either student or teacher. We do not want to run the risk of judging students based on Thorndike's Halo Effect, 'The fallacy is in thinking that by measuring someone's present skills, you've measured their potential' (Dweck, 2000, pg. 59). What is the point of taking exams if we have predicted grades? This critical incident to me, boils down to a student asking, non-verbally, for feedback that she just is not getting. The school's last report explained that there is an inconsistency in regards to assessment of its pupils, both in impact and quality. Although as an observer I am not in a position to comment on this practice, I feel that steps towards improvement of this criticism is AFL techniques. High expectations and setting goals are of huge importance along with knowing what the aim is for each lesson and steps towards getting there successfully. These AFL strategies could be useful in allowing the student to receive feedback on their work, in conjunction with a healthy amount of praise to move them forward and keep spirits high. Three stars and a wish is a valuable way of formative feedback, providing the opportunity for recognition, alongside criteria for success. Hattie (2012, pg. 108). This technique supports the use of formative feedback during a lesson, explaining how students get bored and do not want to find out if they were working in the right direction from feedback once the lesson has ended.

I feel that it is safe to say that we want to steer away from a demoralising culture, where students get things wrong and do not receive praise and in turn, feel useless. Competition in learning should not be the focus as all. In my opinion, others should work together and not against, there is a need for peer assessment in the classroom, so learning is not happening just from the teacher, obviously a model of feedback would have to be scaffolded by the teacher in order for the pupils to be able to see how it is done. Sometimes hearing from our peers provides new ways to view our own work.

In this environment, a learning journal has potential to benefit the students. If the student feels like they have a place to document their progress in lessons, learning objectives, and targets, it promotes ownership of learning; the students realise that their learning is for them and therefore they take responsibility. Not completing tasks because their teachers have asked them to but because they want to learn and see their own progress in that. This technique teaches students to self-evaluate which is an important skill not just in the classroom but also in life, promoting Donaldson's purposes.

The use of a Traffic light system can work as a plenary activity or during the lesson to let the students share their understanding, from green being good, amber being ok and red not understanding and needing some work. With this technique, we do run the risk of students not being completely honest during the lesson as they do not want to have the interaction with the teacher. However, if for example student 'X' in the critical incident had been presented with an opportunity to express how she is getting on in the task, during her progress, the incident might not have taken place at all.

Whilst picking apart this experience, for my own practice going forward I will attempt to implement formative assessment within the classroom. I think it's extremely important to understand the basic needs of a child, and to be aware of the many factors impacting a child day to day. Also remembering that the answer for what is right changes by definition with the times. What was once best practice has potential to be outdated.

The role of a teacher is much greater than just what goes on in the classroom, teaching, learning, management of behaviour, it expands deeper into the safeguarding of a child, being a role model, and it concerns the entire wellbeing and cognitive processes of a child. This is an incredible responsibility and one that is completely unacceptable to assume those responsible for this can get it right 100% of the time. With the help from the likes of Wiliam and Black, AFL techniques can help spot issues before they arise in our classrooms, and allow students to work together with peers and teachers alike and take ownership and responsibility in the solution but more importantly the prevention.

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Appendix

1)

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

Dyddiad/Date:26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): students leaving classroom for medical.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	- It was interesting to see how a class behaves for a supply teacher; Seeing this same class behave for their usual teachers and supply shows a completely different side to their behavior. - I do not think that the students sat in their seating plan, nor do I think they worked to their usual standard in this lesson, is this due to lack of structure in the classroom? - They weren't badly behaved at all, I think they were just bored, and trying to get out of doing the work by any means necessary.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- Half of the class had complete independence over their own learning which was lovely to see. They heard the task their teacher had left for them and got on with it. - I don't think the class had covered the topic that the work was set on, so all the learning took place from a book. Most of the class didn't take in all of the info needed for the questions. So how much learning has really taken place? – This feeds into the incident as the pupils felt they needed to leave the classroom. Potentially trying to see how much they could get away with?
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	- Students taking responsibility for their own learning and progress through the questions set by their teacher. - The noise levels in the classroom were quite high, those students who are trying to complete their work struggled due to the noise.- one of the students who went to medical complained of a headache. - 3 students leaving the lesson due to various illnesses. (for context they all returned for the next lesson of the day) - The students turned their conversation to their grades within subjects, there seemed to be a massive focus on this. They care a lot about their grades and comparing these with their peers. – this conversation sparked upset in one of the pupils who left for medical. - Most of the class needed the same question explained as the wording in the book wasn't too clear. The teacher went up to each child individually.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd? <i>"What are your possible solutions to the disappointing issues identified?"</i> Beth ydych yn mynd i'w wneud nesaf? <i>"What will you do next?"</i>	- Instead of going to the student individually, once it is clear that a question doesn't make sense in the book, I think it's important to stop the class and explain it to everyone. - It's important to not assume that a child is lying, especially if discussing their own health. If a peer has already been able to leave the class due to an illness, sometimes this could be fake in attempt to see how much they can get away with, because of supply teacher. Lack of consistency. Probably don't know them as well as classroom teacher perhaps would. - Lesson objectives and success criteria is an important step within a classroom, how can the students see and track progression within a class? - Although presenting from the front of the class as a teacher is important sometimes, the teacher remained sat behind the desk when explaining the task was in the book. Teacher seemed redundant. - Setting cover work I think should be more engaging than copying questions from a book, there should be a mode of AFL left for the classroom teacher to understand the level of understanding that has took place during their absence. Otherwise they might have a gap in knowledge.
Y profiad newydd / Transformed experience	

2)**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Year 8, Approx 25 Students, Welsh Form/ Bilingual Lesson. Mixed Ability. Second Lesson of the day. Observed Entire lesson of 1 Hour. Subject of lesson: Geography. Supply Teacher.
Classroom culture There seems to be a lot of off subject discussions, the room is noisy and a minimal amount of this is to do with the work set.
Objectives The objective of this lesson is to read and complete the questions from a page in a text book covering waterfalls. This seems to be a new subject matter in their Geography class. This is the only task set for all students throughout the lesson. - I also believe they would usually be taught through the medium of welsh, so having a English speaking supply teacher for this subject might be quite confusing.
Direction The students are aware of what is expected of them work wise within this lesson. Some of them didn't find this task engaging at all, this meant that discussions lead to things related to the playground or what happened at lunchtime.
Access and challenge The work as a whole wasn't a challenge for the student at all, it was the copying over of information read into their books. The challenge here seemed to be lack of engagement, not the difficulty of the work set. For students who did want to engage in the work, they struggled to concentrate due to the lack of noise within the classroom. Classroom noise and lack of concentration.
Assessment Little to no engagement in this process. Only interaction with the work the teacher had was explaining the same question. No plenary/ intro.
Specifics / Critical Incidents - Teacher started the lesson from behind the desk and remained there most of the time. - There was no date/ title or learning objective set out for this lesson. But the teacher did explain that the students 'know what is expected of them' upon entering the room. Referring to: bags away, equipment out and relevant things written in books to begin the lesson. Is this embedded classroom culture? Expectations of the students. Or students not behaving as expected due to having a supply teacher for this lesson. Are the students just simply deciding not to do it? How much learning is actually taking place? - Noise levels within this lesson were quite high, students who wanted to complete their work struggled to do so. Also, some of the students who were quite loud throughout this lesson were also completing the task, how detrimental is the outside talk? - A student left the classroom to go to medical with a migraine. - Another student felt sick and asked to go to medical. - Where these two linked? Making this decision is difficult, but if student aren't engaged sometimes they will make excuses to leave the class. But also if the teacher were to say no, he runs the risk of being incorrect and keeping a child in the classroom who is unwell. - Focus on independent learning; students taking responsibility for their own education. - Many students needed the same question explained to them because the wording in the book wasn't quite clear. The teacher went up to them individually. - Discipline/ Dylan William techniques? Behaviourist school example. Do the students have control over the lessons? How much learning is actually taking place? - Students turned the conversation onto their sets within school, how well they have done on tests in order to get placed in their classes. There seemed to be a focus on this and students really seem to care what grades they get, a real focus and pressure on this seems to be put on the students.

3)

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

Dyddiad/Date: 26/09/2019**Digwyddiad critigol (Ffocws)/Critical incident (focus): Student showing teacher her work.**

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I feel comforted that the teacher took time for this student to give her the recognition that she felt she needed. This could have been because the student was unsure if she was on the right track and wanted to make sure she was doing the task right. Does she do this every lesson? If the teacher has realized pretty early on in the year that the student needs recognition in order to complete the task.
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?" "What were the elements of the learning experience that were disappointing?"	The teacher noticed the student and recognized what she was needing very quickly. Maybe this is because the student is in need of this moment most lessons. The lesson as a whole was quite engaging, because the student's thoughts and feelings were taken into account, they were interested and really willing to take part in the session. The fact that they were listened to, and there was time taken for their care and wellbeing (this also linked quite well into the lesson) they were involved. This was a very good power shift on behalf of the teacher, she gave the students 'free reign' of the session to begin with and allowed opinions to be expressed. Drekurs Logical Consequences model: if you satisfy the need for attention the rest of the unconscious needs won't manifest. This was done straight away to the entire class but also for the student who felt she needed a bit more in regards to the set task.- not done however before the incident took place. Internal emotional behavior – crave attention. AFL.
Gwerthuso a dadansoddi/ Evaluate and analyse "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	Listening to the students, I think taking the time to make sure the students are alright is very important. Allowing the students to listen and value each other and therefore be valued in return. 'Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.' One of Donaldson's AOLE underlining the new curriculum. Is this a confidence issue for the student? Potentially she had a confidence knock by an authoritative figure in her life (be this either her school or home life) which has meant she seeks approval but also never feels like the work she is completing is satisfactory.
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?"	Taking away from this lesson I have realized just how important it is for students to be able to say how they feel and to share their thoughts. Feeling like a member of society who can make a difference is important. Because they were gifted this opportunity, their behavior was brilliant during this lesson which meant that the learning could take place. They really worked as a team, discussing not only the Subject Health and Wellbeing but also their individual needs and requirements to achieve both in their lives but also within their school. If the mind map task in question was a group activity would this incident have happened? The student would have been working with her peers instead of in her own book and maybe would have got the satisfaction required within the group, recognizing her answers. On the other hand, she might not feel comfortable enough to share her answers with others. Because the class were told they could help each other, was the student showing the teacher so she could prove she was better than her peers? / had more branches on her mind map? When the student approached the teacher: - The teacher could have not given the student the efficient amount of attention, leaving the student unsatisfied and deflated in regards to the work. - The teacher could have not seen the child, who didn't make a sound. - The teacher could have responded to the student being out of her seat in a negative way because it wasn't following school rules. - The student might not think her work is correct and is showing the teacher to provoke a response. There are many different ways you can perceive a critical incident. And tripp said what renders an incident critical is: I feel it is dependent on two main aspects: 1) your ideals, beliefs and the way you have been brought up as an individual reflects how you see the world. 2) The environment in which the critical incident takes place. Ultimately, the incident I have decided is critical could have absolutely no meaning behind it whatsoever, a meaningless action that just so happened to take place and I managed to witness.
Y profiad newydd / Transformed experience	

4)**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Year 8, Approx 25 Students, Middle set ability. Fourth Lesson of the day. Observed Entire lesson of 1 Hour. Subject of lesson: Health and Wellbeing.
Classroom culture The students were respected and in turn showed the teacher great respect during this lesson. they do seem to be involved and engaged in work set, wanting to complete it and show their progress to one another. Competitive culture?
Objectives The purpose of this lesson was to understand the premise of health and wellbeing, what it means and ways to work towards this. The students, after a classroom discussion on their thoughts and feelings they watched a video (government incentive) and were to create a mind map to note down everything they knew about this. task also had plenary elements to it.
Direction Clear verbal recap of last lesson, involving the class to help explain what had happened/ the learning that took place. LO on board entire lesson along with success criteria explained at the beginning of lesson.
Access and challenge All engaged but potentially not a challenge, more of a task to check their level of understanding. However their understanding is important for this subject so they are aware what encapsulates health and wellbeing and how to implement that within their own lives.
Assessment - Recap of previous session - Plenary to end session - Checking work as going around, Circulation of class - Questioning students as checking work.
Specifics / Critical Incidents - Before this lesson, whilst lining up outside the students were very loud and started pushing each other, they were reminded of the respect they should show each other during this class, the atmosphere shifted completely after this conversation. - Counting down for attention. This is something used by most of the teachers within this school. How effective is it? The teachers have to shout over the volume of the entire class. Sometimes the students are completely silence but also others they are reminded that the teacher would like to speak. - would hands up RAP work more efficiently? - Before lesson recap the students took it in turns putting their hand up and speaking aloud about issues they have had throughout their day i.e. one student had been sent out of his drama lesson in the morning. Some might look at this as being completely off task and not useful, but having the teacher and the rest of the class listen to the students issues and give feedback on how they can cope/ should have dealt with it better fits very purposefully under the health and wellbeing curriculum Donaldson is trying to implement. The students appreciated feeling listened to, and in turn were well-behaved. - Shoe for pen borrow scheme. A boy walked to the front of the class holding one of his shoes, the teacher took the shoe and gave the student a pen. The rest of the class laughed at the student who forgot a pen. Implemented because the students would usually leave the classroom with the borrowed equipment, this puts a stop to that. How moral is it? Drawing attention to the lack of equipment of a student. What if they cannot afford equipment? What if it has been lost or stolen in school? It did seem to be light hearted, but what if the students live in fear of forgetting equipment in this lesson? This also stopped the boy shouting out that he didn't have a pen. They seem to have a very good student/ teacher relationship in this class. With mutual respect. - Group discussion, the students shared their thoughts and feelings in a respectful manner in complete silence, listening to each other politely. - During the students written task, a girl got out of her seat, quietly found the teacher and with no words, turned her book around to show the teacher her work with a smile on her face. The teacher responded 'oh that looks lovely' the student wanted praise and to show her progress/ how well she is getting on with the task. Was it also because she was unsure if on track? Similar to lesson taught by Tom Cox: once attention is met, the other student needs don't manifest. Appreciation for her health and wellbeing mind map. The need for instructions and ability to follow them correctly. Acknowledgment. - Health and wellbeing, Donaldson link. - A student had her hand up for a while as the teacher was finishing answering the question beforehand. Instead of going to the student with her hand up, the teacher took the next question from another student who shouted out. The student with her hand up, put it down and didn't try again to ask her question. What is the incentive to follow school rules if others who don't get things done quicker? - The teacher seemed to accept every answer given to her, similar to Lemov's fill in the blanks techniques.

5)

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

Dyddiad/Date: 02/10/2019**Digwyddiad critigol (Ffocws)/Critical incident (focus): Use of phone to bully within classroom.**

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	- Observing the class as a whole was quite strange, there was a lot of pupils and it felt that way within the room, with noise levels rising etc. the behavior as a whole was not particularly bad at all, I think this may come down to the fact that this class is a top set math. - Viewing this critical incident was only possible as an observer, it was a quiet incident that happened quickly, drawing little attention to it. it was interesting, not just the incident itself but the boy's peers around him and their reaction to his comment.
Cofio a Deall/ <i>Remember and Understand</i> "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	- The pupils were involved and wanted to complete each task - The teacher was on top of formative feedback throughout the lesson and even after it with the traffic lights for the books. - The teacher told the pupils to put their hand up if they want to answer a question, but then took the answers from students shouting out. Where is the incentive to follow rules? – is this why students felt they could use mobile phones in class? Because could get away with it? - Loudest pupils were furthest along in work, difficult to combat because they are doing the most work. - 'You're my nicest class' potentially said to make them behave, show a rapport with them and build relationships. – Trust in regards to critical incident?
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	- There was a seating plan which worked quite effectively, a group of boys who seemed to be friends and getting along were sat together, however. When it came to the work they began peer assessing without being asked, making sure they were all understanding the work. - Brilliant use of names from the teacher, addressing pupils constantly. This makes them feel special and like they are part of the class. - The teacher having names for detentions from a previous class she had taught that day was a distraction for some of the pupils. They were discussing the names and trying to figure out who it was. This was a disruption for the rest of the class.
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> "What are your possible solutions to the disappointing issues identified?" "What will you do next?"	- I think it is impossible to suggest that mobile phones could be banned, social media plays a massive part in the students' lives. – being away from a device for an hour is a travesty for some. - Monitor the use of phones within the classroom./ could hand them in at the start of lesson? Not sure how well that practice would go down! - Having the names of the pupils in detention so openly on the board was cause for conversation. - Have more challenging work for those who are disruptive with noise. - If asking for hands up, stick to that. If going against own classroom rules it gives the pupils zero incentive to follow them in the first place.
Y profiad newydd / Transformed experience	

6)**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Lesson details: maths, top set year 8. Approx. 35 students.
Classroom culture Being a top set they are quite focused on learning as a whole. There is a couple of moments where students become unfocused and chat, but quickly return back to the work. The students who were chatting the most in parts were furthest along in their work.
Objectives - LO and success criteria on display/ asked to be written in the pupils books - Also extension questions within the starter activity that allowed the pupils to really delve into the subject straight away./ move on MAT learners.
Direction - Class is very bright as a whole being top set, so the engagement with the work is different because for the most part they wasn't to understand it. - Each step was introduced at the front of the class. Each pupil paid attention and seemed to understand and follow this demo clearly.
Access and challenge - Because it was a new topic I believe most of the students were challenged, the group at the back were quite disruptive and loud mid-way through the lesson because they were the furthest along in the work. This could suggest lack of challenge? Was extension questions for MAT learners
Assessment - The teacher started with a recap on the subject and went through everything the class has previously learnt in order to piece together with the learning about to take place. - The teacher would circulate during the class to check student's progress and help those who require. - After the lesson the teacher used traffic lights AFL technique, there was green, amber and red cards laid out upon the tables and students put their books on which one reflected their level of understanding and learning throughout the lesson today.
Specifics / Critical Incidents - A list of names were on the board at the front of the class, these indicated detentions from a previous lesson. The students began asking questions about the names and discussing amongst themselves if they knew those awaiting a detention or not. Talking openly about those detentions. - 'you're my nicest class' - behaviour technique? The teacher explained to me that she doesn't think the class is naughty, just loud. - 'don't shout out' - the teacher expects hands up if going to answer a question. - That being said the teacher accepts every answer even if it comes from a student without their hand up... where's the incentive to follow the rules? - When called upon a quiet student to explain the answer, the teacher then repeated louder the students response 'doug lemov' - Whilst student is explaining to the entire class how to use protractor he begins to ramble on and it is clear he is struggling to make a point but is trying. The teacher cuts him off and rounds off his point. Could the student struggle with words normally? Was this a one off? Would being cut off have a detrimental effect on the student? - Student on a spinning chair, not harming anyone and not many people have noticed. Her friend think that it is brilliant that she has got away with this behaviour. The student feels special and cannot believe her luck at not getting caught. - She is still continuing with her learning. - Discussion about snap chat in class. A boy using his phone began laughing and showing his friends a picture of someone who isn't in the class, they all started joking about this photo. how do we combat social media in the classroom? - A student started singing throughout the class (think it was an advert) although this is brilliant advertising, clear that music is something that sticks in this particular students brain. Why not utilise this and bring into lessons? I.e. could make revision songs so the topics stick with him. Help him to remember the answers to questions. - Loud group of students in the corner of the classroom- interesting because they are the furthest along with the work. Does this suggest that they need to be challenged more? - Members of this group were asking one boy if their work was ok, it was almost like they needed his acceptance. When the teacher was giving boy A feedback he was explain 'oh look at how perfect my answers are' to boy B. jealousy? Showing off? - Extreme importance of nonverbal communication within the classroom. - The teacher throughout this lesson utilised the use of name... each student's interaction started with the teacher saying their name. this made it personal and was nice - They end the session by putting their books on a traffic light system. Green being they understood the lesson, amber being they understood but could do with a little bit more time and red being they completely didn't understand whatsoever and would like extra help next time. This is extremely important for the teacher to gauge how the pupils felt they got on after the lesson. In order to pick it up next time.

7)

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

Dyddiad/Date: 25/09/2019**Digwyddiad critigol (Ffocws)/Critical incident (focus): 'I need a pen'**

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- I enjoyed observing this class, seeing how the students adapted from lesson to lesson was interesting, how they interact with different teachers. The students seemed to want to participate which was nice to see and the behavior, although individual moments of setback was overall good level of engagement. - Clear that the pupils were in the same classes with each other, over familiar with one another and for pupils that get bored in class, they begin to bring outside conversations into the class and start to aggravate others. The positive to this point is that for the most part they are comfortable around each other and this feeds into the trusting and safe classroom environment.
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?" "What were the elements of the learning experience that were disappointing?"	- Behavioral management was effective, use of hands up was responded to by all. - Children are wanting to complete task, even if didn't have all required equipment. - Links to critical incident. At least student was asking for equipment even if was a harsh tone to voice. - Placement of lesson in day effected how students came into the room. - Management of classroom at times was difficult due to the amount of students in the room, the volume of noise raised considerably. - Little to no prep was done by pupils entering the classroom, bags and coats not put away as expected within the school rules. – is this because they are new to the school? - There is a lot of facilities i.e. taps and work benches etc. surrounding pupils within the science lab. Because it is a different environment to a usual classroom these become distracting.
Gwerthuso a dadansoddi/ Evaluate and analyse "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	- Praise was used a lot in this classroom and effectively, the teacher thanking students for their participation. - The teacher seemed to have a brilliant rapport with the pupils and they genuinely wanted to listen to her. She made a few jokes for them to relate the tasks to. – she made a joke after student asked for a pen in critical incident, this seemed to go down well. - The most disappointing element for me was the lack of engagement a couple of individuals had, in particular a student I focused on throughout the lesson who was disengaged and made quite a few attempts to involve his peers in that. The classroom teacher did not seem as aware of the level of this, not through lack of attempts but through the child hiding it quite well. With a big class, this sometimes is a possibility. - Once student was caught being disruptive, the behavior continued.
Casgliadau a chamau gweithredu/ Conclusions and actions "What are your possible solutions to the disappointing issues identified?" "What will you do next?"	- A seating plan could be beneficial for this class, monitoring how peers interact with each other if this is beneficial engagement or not. For example the pupil that I spent my time observing today was a distraction for his peers next to him. Once he left the table, the rest of the students got on with the work. - Allowing the pupils to work in groups worked really effectively and although this discussion raised volume levels in the room it was productive. Could add AFL techniques such as peer assessment during the tasks in order for pupils to take responsibility for their own work.
Y profiad newydd / Transformed experience	

8)**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019
Lesson details: Year 7, Approx. 35 students, mixed ability. Within first couple of weeks starting school. Penultimate lesson of the day. Only observed for 30 mins. Science lesson.
Classroom culture Waiting outside classroom, door was locked. Teacher was a couple of minutes late as she was on duty. The students lined up out of practice. Knew what was expected of them. They do this for most classes. When teacher arrives, she put her hand up in the air, the students followed this action and quietened down. This is the tool the school use to gain attention of students instead of shouting. They were all individually welcomed into the classroom, asked questions about their day whilst they settle into their seats. As relatively new to the school the students are still playing the hierarchy game, seeing how far they can push the teacher behavior wise. Excitable nature due to placement of lesson in the day.
Objectives Task = write name on sheet and highlight what they understand in a table of curriculum topics. Learning objectives explained at the beginning of lesson, also displayed on the board. Discussion- 'what does classified mean?' In groups. Opened up to classroom discussion.
Direction Task was explained verbally but also directions on the interactive whiteboard. Success criteria not relevant. Students asking questions such as: 'how many colours can I use?', 'can I colour half the box in?' Seemed to have minds on other things, is this because they have just come from lunchtime?
Access and challenge (N/A for main LO as wasn't present. However for the starter activity most students seemed to complete the task. Not staying engaged 100%. They seemed to enjoy expressing their knowledge so far with the covered subjects.
Assessment The teacher handed out starter activity, a booklet that the students had to write their name on and then highlight the parts of the covered curriculum that they understand already. Using one colour (important for critical incident) helpful so she could gauge understanding and know what subject knowledge the students have grasped and what needs to be covered again.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - Praise seemed to be key in this classroom. Teacher thanked the class a lot for their contributions. - Hands put up to request silence. Students are to finish the sentence they are on and then focus their attention on teacher. Freedom of expression, not cut their sentences off as this could be detrimental to their expression. But was used when class already silent and focusing on teacher except for one pupil. Could just speak to that pupil? Seems ineffective and contains no purpose other than following suit and embedding a routine for focus and behavioural management. - No prep to lesson, bags went under desk without getting equipment out. Are the students not used to this routine? Too much to get to grips with at once? - As entering the classroom a boy put his hand on the seat of a girl trying to sit behind him. They had a nonverbal struggle of power, physically. - Focus on this child as seems to be agitated: looking out of the window, not tracking speaker and fiddling. Talking to peer off task and bringing others on the table into the conversation with anecdotes from previous class to make them laugh. Only got on with task when teacher stood next to him monitoring his progress/ questioning to keep the focus on the task. He went to the toilet, was walking around the classroom. Playing with the tap in the centre of the table, been told off for it but continued hitting it. - told not considerate of others if water goes on their work. Wellbeing and empathy towards others seems to be a main focus in this school. What is the reason for his disruptive behaviour? Sometimes is difficult to keep a child in a classroom for an hour, this would be achievement enough. - My interest was on the child next to the focused student. He was told off for not listening as his work wasn't complete. When the other boy went to the toilet, he completed the task quickly. Would he benefit from being moved? - Not entirely innocent as did buy into distractions quite easily. He could have asked to move? This would be him taking responsibility for his own actions? Instead became a salesmen of his pen. - 'I need a pen' abrupt manner, standing up. Could be perceived as confrontational. Or was this comment due to previous experiences? Meant to start a new but later stood up and told to sit' in

a monosyllabic and firmly. Teacher corrected how she should have asked for the pen (Doug Lemov) and then swiftly turned into a joke about needing a holiday. Exterior circumstances, can she not afford pen? Deprived school. This is pure assumption and might not play a part in this. Autonomy driven? Culture getting ready for the lesson not quite learnt yet. She could have just sat doing nothing.

- A student handing out booklets for the teacher. Student at front explained she didn't have a booklet and got out of her seat and they started to argue. Bringing it to the teacher's attention. Teacher put a top to the squabbling and ignored the follow up argument.
- 'Enough' shouted to stop an argument forming on a table when teacher asked a question. Did this stop a child from expressing himself? As an observer I saw that before the other student on the table stopped the child from speaking. So being shouted at whilst trying to express himself might have a knock on effect on how he communicates in the future.