

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.

“We are in the middle of the biggest set of education reforms anywhere in the UK for over half a century” (Williams, 2019). Following a review undertaken by professor Graham Donaldson in 2015, Wales is currently implementing a new curriculum designed to put literacy, numeracy, and digital competence at the heart of the education system (Begum, 2018). There has never been a more exciting time to become a teacher in Wales. In the new draft curriculum for Wales 2022 under the performance management process, it provides teachers with the opportunity to reflect on and assess their practice against the backdrop of the relevant professional standards. Reflective practice is an integral step to improving teaching (Begum, 2018). Through reflection, teachers are able to look clearly at their successes as well as their struggles and consider the next steps that will greatly impact student learning (Welsh Government, 2016). This assignment will evaluate an observed critical incident in school X (school name has been removed for anonymity). This incident occurred during a literacy lesson and will become critical through the writer’s analysis and identification of next steps.

The researcher used a non-participant observation to gather evidence for the critical incident. Marshall and Rossman (1989) define observation as “the systematic description of events, behaviours, and artefacts in the social setting chosen for study”. The distinctive feature of observation is that it offers the researcher the chance to gather real life data from naturally occurring social situations (Cohen et al, 2013). This means that the researcher can look directly at what is taking place rather than relying on second hand accounts. There are many strengths of using observation as a research method. Robson (2002) states that what people do may differ from what they say they do, and observation can provide a reality check. Observation also enables the researcher to look at everyday behaviour that otherwise may go unnoticed. Using an observation method in a school allows you to focus on events as they occur in the classroom. Cooper and Schindler (2001) argue that observations avoid the problems caused when there is a time gap between the

act of something happening and the recording of the event. This is due to the fact that the researcher is recording the information during the observation. Participants, especially children may also prefer the presence of an observer to an intrusive time-consuming interview or questionnaire (Robson 2002).

The researcher decided to use the observation method to gather information as it was the most effective way to focus on events as they happen in the classroom. Observation is also the most common and simplest method of data collection (Cohen et al, 2013). While conducting the observations the researcher was looking for a critical incident to reflect on. A critical incident is “a particular event or occurrence that typify or illuminate very starkly a particular feature” (Cohen et al, 2013, p551). These incidents tend to be typical at first sight but then become critical through analysis (Tripp, 2012, p25). These events have more interest to the researcher than the others. In order to reflect and analyse the observed critical incidents, the researcher completed the ARC model of reflection (see appendix 5-8). The researcher conducted four ARC reflections.

Although there are many advantages to using observation as a research method there are also disadvantages. Shaughnessy et al (2003) argue that reactivity is a problem in observations. If the child knows they are being observed they may therefore change their behaviour. For example, they may try harder in class or if they feel anxious they may behave better or worse than normal. They also state that selective data entry is also a problem with observations. What we record is affected by our own personal judgement rather than the phenomenon itself. While conducting the observations the researcher was mindful of these issues. Choudhury (2019) implies that there is an issue with the reliability of observation due to the fact that some behaviours may only occur once. However, Cohen (2013) argues that there will be times when reliability as consistency in observations is not always necessary. For example, a student may only demonstrate a behaviour once, but it is important to not rule out that behaviour just because it only happened once. One critical incident can be enough to reveal an extremely important insight into a learner.

The researcher also had to choose whether to use a participant or non-participant observation method. Non-participant observation is a research technique whereby

the researcher observes the subjects of the study without taking part in the situation. Participant observation is where the researcher is an active part of the observation (Cohen et al, 2013). For the purpose of the assignment the researcher chose to use non-participant observation as this research method allowed for a more objective view of what was occurring during the lesson. There is a danger when using a non-participant observation that this may lead students to behave differently, thus invalidating the obtained data. This is what is known as the Hawthorne effect (Jex, 2002). To overcome this, researchers tend to observe a number of similar situations over a period of time. For this assignment four observation lessons were undertaken by the researcher to maximise validity (See appendix 1-4).

A case study is a specific instance that is frequently designed to illustrate a more general principle (Nisbet and Watt 1984, p72). For example, a case study could be of a child, class, school, or a community. It provides a unique example of real people in real situations. This then enables us to understand ideas more clearly than simply presenting an abstract theory or principle. A case study can enable readers to understand how ideas and abstract principles fit together. A strength of a case study is that they can establish both cause and effect. Cohen (2013) argue that case studies observe effects in real contexts, recognising that context is a powerful determinant of both cause and effect. There are also many weaknesses of a case study such as they are prone to observer bias and are not easily open to cross-checking. Nisbet and Watt (1984) states that by not being open to cross-checking, case studies may be selective, personal, and subjective.

The four observations for this assignment were undertaken in accordance with the BERA (British Educational Research Association) guidelines for anonymity. BERA's Ethical Guidelines for Educational Research is designed to support educational researchers in conducting research to the highest ethical standards. In the BERA guidelines it states that "Researchers should recognise the entitlement of both institutions and individual participants to privacy and should accord them their rights to confidentiality and anonymity" (BERA, 2018). For the purpose of this assignment the school that was observed in will be referred to as school X and the children will be referred to as child X and Child Y. School X is a large primary school based in a city centre. Around 90% of the pupils in the school are from an ethnic

minority background. Estyn (2016) rated school X 'good' for their current performance and 'excellent' for their prospects of improvement. 25% of pupils in the school are eligible for free school meals, which is slightly above the national average of 20% (Estyn, 2016).

The critical incident that will be discussed in this assignment occurred during the first lesson of the day in school X's year 2 class. The children were settled on the carpet at the start of the lesson to begin their topic of the water cycle. The teacher used questioning to assess the children's prior knowledge of the topic. Child X had been disruptive from the beginning of the lesson and was trying to talk to other children while the teacher was speaking. When the teacher asked a question about the water cycle, child X shouted out the answer without raising his hand. Raising their hand was one of the class rules. The teacher praised the child for giving the right answer by bringing him out in front of the class to explain what he had said to the other children. Once child X was finished the teacher gave him a sticker and he then sat back down. Another child (child Y) who was following the rules on the carpet became upset that they had not had a sticker too. Child Y was told to concentrate on the lesson. Child X did not disrupt the lesson again and was engaged throughout. When asked after the lesson why he was misbehaving, child X told the teacher he was hungry. After analysis the researcher felt this was an effective behaviour management technique for child X as it encouraged the child to become engaged during the lesson by bringing them out to the front, and allowing them to share their idea with the class. However, by successfully engaging a disruptive child, did this unfairly ignore the children who were already following the class rules? This assignment will research into the behaviourism theory and Maslow's hierarchy of needs in order to critically evaluate this incident.

In 2014 the Welsh Government asked professor Graham Donaldson to review the school curriculum in Wales. Donaldson presented his findings in his successful futures report. These findings helped to draft the new curriculum for Wales which will be implemented from 2022. The Donaldson review recommends four purposes to the curriculum for Wales. If these four purposes are supported Donaldson believes they should "guide all future decisions about national and local educational priorities and underpin all teaching and learning in Wales" (Donaldson, 2015). The four

purposes are that all children and young people will be are: ambitious capable learners, enterprising creative contributors, ethical informed citizens, and healthy confident individuals (Donaldson, 2015). When asked about the critical incident after the lesson the teacher stated that getting the children to come up to the front of the class to share their ideas was to promote independence in the classroom. By encouraging children to be independent learners it links into Donaldson's four purposes of creating ambitious cable learners who are ready to learn throughout their lives.

In order to critically analyse the behaviour shown by child X, we need to be able to understand what makes children behave in certain ways. Behaviourism is a systematic approach to understanding the behaviour of humans and is based on the idea that all behaviours are acquired through conditioning (Cherry, 2019). This conditioning occurs mainly through our interaction with the environment around us. The behaviourist movement began in 1913 with John Watson, who had extreme views about behaviour. He believed that "all behaviour, no matter how complex, can be reduced to a simple stimulus-response association" (Watson, 1998). There were many criticisms of the behaviourism theory early on. Many theorists believed that "Behaviourism ignores the emotional states and complex motives that account for human behaviour" (Pound, 2006. P43). Humans are then treated as though they lack mind or soul and simply consist only of a brain that is capable of responding to external stimuli. Despite its early criticisms, behaviourism had a profound influence on the course of psychology. Still influential today is the work of Burrhus F. Skinner and his theory of operant conditioning.

Burrhus F. Skinner was an American behaviourist born in 1904. His views were slightly less extreme than those of Watson. He understood the role of emotion in human behaviour. Skinner believed the best way to understand behaviour is to look at the causes of an action and the consequence to that action. He called this approach operant conditioning (McLeod 2019). "Operant conditioning can be described as a process that attempts to modify behaviour through the use of positive and negative reinforcement" (David, 2015). By using operant conditioning, a learner will make an association between a particular behaviour and a consequence. For example, if a child finishes their work they will get a reward. This theory is based on

the idea that behaviours that are constantly reinforced will continue, while behaviours that are punished will eventually end (David, 2015). In the case of the critical incident, child X was rewarded with a sticker for correctly answering a question and showing good behaviour, even though they had been disruptive during the lesson. The child was then well behaved during the rest of the lesson. This incident supports operant conditioning and proves that behaviours that are reinforced will continue. Using rewards and punishments in a classroom is common across schools and is based upon B.F. Skinner's proposed theory of operant conditioning (David, 2015).

According to the theory of operant conditioning there are two types of reinforcement: positive and negative. Positive reinforcement works by "presenting a motivating or reinforcing stimulus to a person after the desired behaviour is exhibited, making the behaviour more likely to happen in the future" (Prince, 2013). For example, giving a child a sticker after showing desired behaviour will increase the chance of that behaviour being repeated. This approach is used widely in school settings. From a young age, school children are given a reward (such as a sticker) for providing a desired behaviour. This behaviour can be whatever the teacher requires in that instance. This could be sitting on the carpet when asked or completing their work to the desired standard. "Negative reinforcement occurs when a certain stimulus (usually an aversive stimulus) is removed after a particular behaviour is exhibited" (Prince, 2013). Negative reinforcement should not be seen as a punishment. By using negative reinforcement, you are trying to increase a behaviour (Prince, 2015). The likelihood of the behaviour being repeated is increased because you have removed the negative consequence.

In order to support his theory, Skinner conducted animal experiments using Skinners box in which he demonstrated the power of rewards and reinforcements to shape behaviour (Cherry, 2019). Skinners box, also known as an operant conditioning chamber, is an "enclosed apparatus that contains a bar or key that an animal can press or manipulate in order to obtain food or water as a type of reinforcement" (Cherry, 2019). In the chamber there was a lever or bar that the animal could manipulate. When the lever was pressed by the animal food or water would be dispensed. Eventually the animals learnt that by pressing the level they would be rewarded with food or water. The action of pressing the lever is the behaviour and

the food or water that was released was the reward. This experiment proved that animals could learn to press a lever if they were rewarded with food or water. Skinner demonstrated that “rodents could, by accident, step on a lever and release a pellet, and then turn the accident into intention based on prior reward” (Slater, 2016, P20). The skinner box has become an important tool for studying learned behaviour and has contributed to our understanding of the effects of reinforcement (Cherry, 2019).

Early criticisms of Skinners experiments were by animal welfare organisations claiming the experiments were cruel (Colman, 2016). Theorists also questioned the validity of skinners results because behaviourism does not require that animals understand their actions, therefore “this theory can be somewhat misleading about the degree to which an animal actually understands what it is doing, when used to teach complex behaviours” (Colman, 2006, p25). They also claimed that because of this, Skinners theory could not be transferred to human behaviours and only applied to animals. Many theorists such as Nye (1980) support Skinners findings and believe “Considerable evidence now exists that skinners behavioural techniques are effective with humans in a wide variety of situations. No longer can his psychology be considered as primarily applying to rats” (Nye, 1980, p87). Another criticism of Skinners theory is that it does not explain many phenomena in learning. According to Pound (2006), language learning in young children is a good example of something that cannot be explained through stimulus-response approaches. Operant conditioning also ignores the way in which patterns of learning can be adapted to new information and the role of reflection in human thinking (Pound, 2006).

Despite its criticisms, Skinners theory does have practical applications that can be applied in schools (Nye, 1980). These applications include star charts rewarding children for following the rules and withdrawal of privileges when children do not follow the rules. These approaches all come from the behaviourism theory and Skinners operant conditioning (pound, 2006). Rewards in the classroom provides extrinsic motivation for the students. This is behaviour that is driven by external rewards such as praise and rewards. Motivating students to learn and participate in a lesson can be very difficult. In order to stimulate learning and motivate good

behaviour many teachers use the approach of using rewards for behaviour management. In the observed critical incident, the teacher used a sticker to reward child X for sharing their idea with the class. There are many advantages of using a reward system in the classroom. It encourages children to display appropriate behaviour, increases children's motivation to learn, supports children to become more productive, and boosts children's self-esteem (Renard, 2017). When child X was rewarded with a sticker it was observed how ecstatic the child became. They did not cause any disruption for the remainder of the lesson. This is an example of how rewards can encourage a child to display appropriate behaviour.

Even though the use of rewards in the classroom is widely used, there are long standing debates about the value of rewards in the classroom. Toney (2011) argues that rewards cause students to work for the wrong reasons. They only create a temporary change, and then become expected from the child rather than earned. Child Y became upset when child X received their sticker and they did not even though child Y hadn't done anything to deserve one. This could have been because child Y now expected a reward even though they hadn't earned one. It is also argued that even though rewards are useful to drive extrinsic motivation for children, the most powerful rewards come from inside a person. This is known as intrinsic motivation (Toney, 2011). If child Y had more intrinsic motivation then maybe they would not have been so reliant on the reward from the teacher. This argument has posed the question "are rewards in the classroom an effective teaching tool or do their negative consequences outweigh any benefits?" (Toney, 2011, p.1). This is a hotly-debated argument in education and isn't likely to end anytime soon.

After considering intrinsic and extrinsic motivation the researcher considered what else motivates human behaviour. Why was child X displaying disruptive behaviour during the lesson in the first place? Maslow's hierarchy of needs is a well-known theory of motivation. According to the humanist psychologist Abraham Maslow, our actions are motivated in order to achieve certain needs. Maslow believed that humans are motivated by five basic categories of needs: Physiological, safety, love, esteem, and self-actualization (Maslow, 1987). This hierarchy is often displayed as a pyramid (see appendix 9). Every person is capable of moving up the hierarchy towards the level of self-actualization. Unfortunately, progress can be disrupted if

there is a failure to meet lower level needs (Hooper, 2019). The first tier of Maslow's hierarchy is physiological need. These are biological requirements for human survival, e.g. food, air, drink, shelter, clothing, warmth and sleep (Maslow, 1987). If these needs are not satisfied then according to the theory the body cannot function optimally. Maslow (1987) considered physiological needs the most important, as all the other needs become secondary until these needs are met. As we progress up the pyramid our needs become increasingly psychological and social. As we grow the need for love and friendship become important. The ultimate goal is to reach the level of self-actualization (Maslow, 1987). This is a process of growing and developing as a person in order to achieve potential and fulfilling themselves. It is however important to realise the self-actualization is a continual process of becoming rather than a perfect state (Hoffman, 1988). Child X told the teacher after the lesson that he was hungry because he hadn't had breakfast that morning. This lead the researcher into thinking if the child was hungry, their psychological needs hadn't been met. If their needs weren't met then it could be argued that the child wasn't in the best state to be able to learn effectively. Maslow's hierarchy of needs could be used to explain this theory and why the child was displaying disruptive behaviour during the lesson.

While there has been much research supporting Maslow's theory, there are critics that believe there is no way we are able to substantiate the idea of a needs hierarchy. Wahba and Bridwell (1976) reported that there was little evidence for Maslow's ranking of these needs and even less evidence that these needs are in a hierarchical order. Regardless of these criticisms Maslow's theory represents part of an important shift in psychology. Maslow's humanistic psychology was focused on the development of healthy individuals (Gans, 2019). If in order to reach the level of self-actualization we have to meet our lower needs first, then child X had not met those needs that day. If child X had not met his physiological needs that morning by not eating any breakfast then he would not be able to move up the pyramid to meet his other needs. This may have been the cause for his disruptive behaviour that lesson. Unlike behaviourism theorists such as Skinner, Maslow recognised that emotions can also have an impact on a child's behaviour (Gans, 2019).

After the lesson the researcher questioned the teacher on whether Child X being hungry was a common occurrence. The teacher assured the researcher that all safeguarding procedures were being undertaken for the child. During the critical incident it was observed how important it is to give equal opportunities to every child in the classroom. An alternative to the teacher only allowing child X to come up and share their idea with the class would be to also allow other children who were following classroom rules to come up and share their ideas. By doing this it would still be an effective behaviour management technique for child X, as well as reinforcing good behaviour from the other students. This is something that I would be mindful of when teaching a class of my own. During the lesson the teacher used questioning to access children's prior knowledge. Allowing children to be independent learners and share their own ideas not only has huge benefits for them, but it is also proven to have a high impact on pupil progress (Mullings, 2019). This promotes one of the four purposes, becoming ambitious and capable learners (Donaldson, 2015). This is something that I will promote in my own practice as becoming independent learners improves student's confidence, which in turn improves their intrinsic motivation. I will also use questioning as scaffolding to independent learning.

This critical incident showed that while extrinsically motivating factors like stickers and reward are effective, it is also important to help facilitate children's intrinsic motivation. It could be argued that if child Y had more intrinsic motivation maybe they would not have been so reliant on getting a reward from the teacher. Nottingham (2017) believes the best way to promote intrinsic motivation is to ensure children have high self-esteem. In my own practice I will ensure students feel confident about what they have to do and increase their sense of ownership over the task that they are completing. This is because when students believe they have a degree of control over their lives, it can be a big boost to their self-esteem (Nottingham, 2017). Well-motivated students can be a significant factor in classroom success. It is also important to understand that a well-used reward system in the classroom can be a powerful tool for a teacher (Mullings, 2019). When teaching my own class, I will try to ensure that I have a well-used reward system for my students. I will also try to facilitate a blend of both intrinsic and extrinsic motivation for my students.

As a teacher it is important to have a positive attitude towards reflecting on your practice. "Reflective teaching requires attitudes of open mindedness, responsibility and wholeheartedness" (Pollard, 2000, p23). As teachers we need to reflect upon ourselves and to challenge our assumptions and prejudices. Open mindedness is an essential attitude for rigorous reflection (Pollard, 2000). Being open minded is an active desire to listen to more sides than one and recognising the possibility of error, even in the beliefs that are dearest to us (Dewey, 1933). For example, it would have been easy to make the assumption that child X was just being disruptive in the classroom and that they were just a naughty student. Through reflection and critical analysis, it is now thought that he was being disruptive because he hadn't had any breakfast that morning. As a teacher I will make sure that I am constantly reflecting and analysing my own practice to ensure that I am the best possible teacher that I can be. In the case of the critical incident, the ARC model was used for reflection. This model was provided by the university and helped me to analyse the critical incident by using a structured reflection model.

In conclusion, "teachers can confidently expect to achieve an appropriate state of professional competence through adopting processes of reflective teaching" (Pollard, 2000, p.24). The need for reflective practice is clearly outlined in the professional teaching and leadership standards, which is a national approach to professional learning (Welsh Government, 2019). Throughout this assignment the writer has reflected on an observed critical incident. By analysing this incident, it has allowed the writer to understand the significance of reflective practice. It has highlighted the importance of teachers facilitating both intrinsic and extrinsic motivation in students as well as using effective reward systems. Maslow's hierarchy of needs highlighted the five basic human needs. If these needs are not satisfied then according to the theory the body cannot function optimally (Maslow, 1987). If a child is misbehaving during the lesson it is important to question why and consider the best solutions. The writer will use all of the acquired knowledge to improve their future practice.

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Appendix 1

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: The Water Cycle. The lesson began by the teacher reading 'rain and us' to the children. Throughout the book the teacher used effective question to assess the children's understanding of water. The children learnt about where water comes from and how it gets there. The children were then each given a water bottle to go off and investigate. The children were encouraged to think of their descriptive words to describe the water bottle. During the Plenary the children were given the chance to feedback to the class about what they had found about water from the bottles.
Classroom culture (Are the students focused on learning?) The children were engaged and excited to share what they already knew about the water cycle. The children enjoyed coming up with their own questions that they would like to learn about with the teacher. During the introduction a child became disruptive and trying to talk to other children. The teacher kept telling the child to stop but the child didn't listen.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The objective of the lesson was to learn about the water cycle. The lesson activities promoted that as they began reading a story about rain and where it comes from. After that the children were each given a water bottle to investigate which they loved. By having their own water bottle the children were able to come up with descriptive words which improved their oracy skills. The children then compared the water in the bottle to rain that falls from the sky.
Direction (Are the students clear about what they are doing and how to do it well?) The children were all clear on what they had to do. The teacher set out clear expectations at the beginning of the lesson for the children to follow. When the child became disruptive they were then reminded of the expectations. When the children went onto the task of investigating the water bottle one child was unsure on what to do. The teacher was quick to come over and help the child with the task.

Access and challenge

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

All children were given a water bottle so that they were all able to participate in the lesson. When discussing their descriptive words, the children were challenged to think of better words to use. If a child said a word that other children didn't understand the child was challenged to explain the meaning of the word to the other children.

Assessment

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

While reading the story the children used constant questioning to assess children's understanding of the book. To access prior knowledge the teacher questioned the children on what they already knew about water. The children were also encouraged to think of questions they would like to know the answer too such as 'can we eat a cloud?'. The children would then have a class discussion on what they thought the answer was.

Specifics / Critical Incidents

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

During the introduction a child became disruptive and teasing the other children. The child was told off multiple times. When the teacher asked a question about water the child shouted out a valid point. The teacher praised the child by asking them to come out to the front of the class and share their ideas with the class. The child was then given a sticker and asked to sit back down. The child did not disrupt the rest of the lesson and became engaged in what the teacher was saying. This was an effective behaviour management technique and successfully engaged the child who was being disruptive. However, by successfully engaging the disruptive child, this could be seen as unfairly ignoring the children who were already following class rules and also wanted to share their ideas.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19.
Lesson details: Literacy. At the start of the day the children are welcomed with a personal greeting at the door. By greeting the children with a high five or a hug the teacher aims to raise their dopamine levels before the lesson begins. Children go straight onto the carpet to write out their spellings from the board in order to settle them for the lesson. For the first part of the lesson the teacher reads the story 'Monkey puzzle'. Throughout the story the teacher is questioning the children on aspects of the story. After the story the teacher writes 3 clues on the board for the children to guess what animal she is thinking about from the story. Once the children correctly guess which animal the teacher is thinking about they are then told they have to write their own clues for their friends to guess which animal they have chosen. The children then go to their tables to write their clues.
Classroom culture (Are the student focused on learning?) The children seem to really enjoy the personal greeting the teacher gives them at the beginning of the day as they are greeted as individuals not as a class. While reading the story the teacher uses animal teddys as props which engages the children while they're on the carpet as they want to be chosen to hold a teddy while the story is being read. The children thoroughly enjoy the challenge of coming up with their own clues for their animals and become competitive as they want to try and make it difficult for their friends to guess what animal they have chosen.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The objective of the lesson is for the children to be able to describe traits of different animals and then use those traits to compare to other animals. The lesson activity is all about the children using their oracy skills to describe animal's traits and compare them to other animals. They were then challenged to come up with three clues for their friends to guess what animal they are thinking about.
Direction (Are the students clear about what they are doing and how to do it well?) The children are clear on what they have to do because the teacher modelled three clues on the board at the beginning to ensure the children knew what would be expected of them. The teacher's instructions were clear and every child went straight to complete the task because they knew exactly what they had to do for the task. While the children were on task the teacher walked around to check that every child knew what they were doing. One child was struggling with her clues so the teacher sat

with her to help. The teacher asked the child to describe the animal and helped her come up with her clues from the description the child had given.

Access and challenge

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

From the activity the children were encouraged to come up with new vocabulary and ideas. The children were challenged to use descriptive words in their clues which I think helped the children to improve on their understanding by including their descriptive words in their clues. Every child was able to come up with three easy clues for their animals. MAT children were then encouraged to come up with clues that could be considered harder to guess or use better descriptive words in their clues. One EAL child in the class struggled with writing but they were able to discuss their clues with a TA and they helped the child to write the clues down.

Assessment

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

While reading the story the teacher constantly questioned the children on what was happening to ensure the children were engaged with the story and encouraged them to guess which animal they thought could be next in the story. The teacher used think pair share with the students on the carpet for them to guess what they thought the answer to the puzzle on the board could be. While they were on task the teacher went around the tables to ask the children about their questions to make sure they understood what they were doing.

Specifics / Critical Incidents

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

While the teacher was welcoming the children into the classroom in the morning a child came into the class crying and said that she was feeling upset. The teacher then told the child to go and look at her blue picture on the wall. For wellbeing the class have a grounding wall. The children each draw a picture of what they think makes them happy. For example, their family, friends, or their pet. This is then placed on the grounding wall. When the child then feels upset during class they can go and look at their picture to cheer themselves up or help them to calm down. The child was able to go to her picture and calm herself down before the lesson started. I thought the grounding wall was a lovely idea for children's wellbeing, and because of the wall the child was then calm when the lesson began.

OBSERVATION / FIELD NOTES

 (Questions adapted from Fletcher Wood (2016))

Date: 25/09/19.
Lesson details: Dementia workshop. The children were introduced to dementia during the workshop. The lesson started by the teacher explaining what dementia was to the children. They were then read a story called the elephant who forgot. The children loved the story and found the elephant who was forgetting things really funny. It was a lovely story for the children to help them understand a difficult concept as they were only 6/7 years old. The children were then told they would be doing a practical activity of making a forget me not flower that they could give to a loved one. They really enjoyed making the flower and planning who they would give it too. At the end of the lesson the children were brought back together to discuss what they had learnt and express how they felt about dementia. Some children discussed their own stories of their grandparents who had forgotten things which was lovely.
Classroom culture (Are the students focused on learning?) The children were excited to learn about what dementia is. Lots of children contributed to the discussion and gave their input on what they thought it was. When the story was read the children were each given a copy of the book which was nice as they could all follow along with the story. They were also engaged because they had to follow along with the story. The teacher made the lesson fun and made the children laugh which was good as the topic was a really hard one for the children to understand. While making the flowers the children were all focused on the task and enjoyed being creative with their flower.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson was to introduce the concept of dementia to the children. Reading the book about the elephant who forgot was a really nice way to help the children to understand dementia and what happens to people who have it. The activity of making the forget me not flower was a really nice activity for the children as they enjoyed creating their own flower while having discussions about dementia.
Direction (Are the students clear about what they are doing and how to do it well?) The children were told exactly what they would be doing at the start of the lesson. The children were clear about the behaviour expected of them when the teacher was reading the story. The children were allowed to make their flower however they wanted to. The teacher walked around while the children were making the flower to make sure the children were on task.

Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Every child was able to engage in the lesson. An EAL child had their translator with them who told followed along the story with them so that they were able to understand the story and take part in the lesson. The children were challenged to understand the concept of dementia which could be difficult for some children to process.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher constantly questioned the children while explaining what dementia was to ensure they understood what it was. The children were also given time to talk to their partners to give them a chance to explain their feeling to their friends. While the children were making their flowers, the teacher walked around talking to the children and discussing their thoughts on dementia and to assess their understanding.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? After the story was read to the children a child expressed concern about them getting dementia when they were older. The teacher then explained to the class that not everyone has dementia and it's not something that occurs until you're very old. The teacher constantly reassured the children during the lesson about dementia and make sure that no one was upset or frightened. I think the fact that the teacher was so quick to explain that not everyone gets dementia was done really well as some of the children started to become concerned.

Appendix 4

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: PE Children are settled at the start of the lesson onto the carpet. The teacher uses 'learning lights' to calm the children down. The learning lights are situated on top of the white board and have a different command for each colour. For example, if the lights are red that means they have to sit silently on the carpet. The lights work really well to settle the children and they are then sent to get changed for PE. To begin the PE lesson, the children play a warm up game of 'wasps'. The children are each given a foam noodle if they are a wasp. They then have to chase the other children and tap them to put them into the 'waspsital'. Then they have to sit out for that round. Once the children have finished their warm up they have a class discussion of the importance of a warm up and what it means for our bodies. The children play lots of games during the PE lesson. For the plenary the teacher talks to the children about their heart rates. The children have a class discussion why they think their hearts are beating faster.
Classroom culture (Are the students focused on learning?) The children were very excited for their PE lesson. One child was very disruptive during the lesson by running around and not listening to instructions. The teacher dealt with the child really well by using the 3-2-1 method which was effective at making the child stop and listen to the teacher. The children were very engaged in the class discussion and enjoyed trying to feel their heart rate and discussing why it was beating much faster after exercise.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson was to engage the children in the PE lesson and make them aware of their bodies' reaction to physical exercise. The activities were all about getting the children to exercise as much as possible. They engaged the children by making the games fun and exciting. The plenary was done extremely well and helped the children to understand the importance of exercise and what it does to our heart rates.
Direction (Are the students clear about what they are doing and how to do it well?) The games were explained really well to the children and they were all clear on what they were doing and what was expected of them. When a child became disruptive the teacher was quick to remind the children exactly what was expected of them during the lesson.

Access and challenge

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

All children were able to participate in the lesson. The children took part in a range of activities. They were challenged by the teacher encouraging them to become competitive during the games and try to win for their team.

Assessment

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

The teacher uses effective questioning techniques to access the children's prior knowledge before the lesson began. The teacher used think pair share to allow the children time to discuss the questions that he was asking. During the plenary the teacher assessed students understanding by questioning them at what they had learnt about their heart rate.

Specifics / Critical Incidents

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

During the activities a child was running around ignoring the teacher and being disruptive to the class. The children seemed used to his behaviour and constantly criticised him when he was misbehaving. This criticism seemed to fuel his disruptive behaviour. The question would be why he was behaving this way and did the teacher effectively deal with it.

Appendix 5

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

Dyddiad/Date: 2/10/19

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

Profiad/ Experience	
<u>Teimladau/</u> <u>Feelings</u> Beth ydych chi'n teimlo os ydych chi'n ystyried yr profiad? "What are your feelings regarding the experience?"	The lesson was organized really well. When a child became disruptive during the lesson the teacher used an effective behavior management technique, which encouraged good behavior from the class. The child shouted out a correct answer so she praised the child and allowed them to share their idea with the class. By using the effective behavior management technique, the teacher successfully engaged the child who was off task. However, by successfully engaging a disruptive child did the teacher unfairly ignore the children who were already following the class rules.
<u>Cofio a Deall/</u> <u>Remember and Understand</u> Allwch chi restru'r aспектиddau o'r profiad dysgu a o'rth yr ddig? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yr siomedig? "What were the elements of the learning experience that were disappointing?"	The children were sat on the carpet learning about the water cycle. The teacher used questioning to assess the children's prior knowledge which was successful. When the teacher praised the disruptive child and brought them to the front of the class, the child then became engaged in what was happening during the lesson. This was really effective as the child was then engaged for the rest of the lesson.
<u>Gwerthuso a dadansoddi/</u> <u>Evaluate and analyse</u> Beth fyddwch chi'n gwyh un fath i sicrhau dysgu ac addysgu effeithiol yr dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysig? "What was the cause of the most important disappointing element?"	The use of questioning was really successful by the teacher as she was able to gauge what the children already knew about the water cycle before the lesson began. By using the behavior management technique, the teacher successfully engaged a child who was off task and being disruptive. By successfully engaging the disruptive child, it can be argued that the children who were already following the class rules were ignored and not given the chance to share their ideas.

Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materion siomedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth ydych chi wneud i'w wrwyd nesaf?</i> "What will you do next?"	The teacher could have possibly allowed other children who were following the rules the chance to share their ideas as well as the child who had been disruptive. This incident showed how important it is to give equal opportunities to every child in the class. The use of questioning was effective by the teacher and allowed the teacher to access the children's prior knowledge. This is something I would use in my own practice.
Y profiad newydd / Transformed experience	

Appendix 6

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

Dyddiad/Date: 25/09/19.

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



Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	The transitions during the lesson were flawless. The teacher worked hard to ensure the children weren't disruptive during transitions and went straight onto their tasks without any problems. The children thoroughly enjoyed creating clues for their friends to guess. The teacher's instructions were clear and every child knew exactly what they were expected to do in their task.
Cofio a Deall/ Remember and Understand Allwch chi restru'r eiddau o'r profiad dysgu a orhoth wrd? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu o'rdd ydych chi siomedig? "What were the elements of the learning experience that were disappointing?"	The way the teacher dealt with the child who was upset worked really well. The grounding wall worked really well to cheer the child up and help them to calm down and be ready to learn. The way the teacher read the children was amazing. The children were all engaged and excited to see what happened next in the story. The use of the props during the story also helped with behavior management as the children were all behaved so that they would be chosen to hold a teddy. The children loved working with their friends to come up with their clues and enjoyed trying to come up with harder clues to try and trick their friends. By the end of the lesson the children had run out of time so they weren't able to share their clues with the rest of the class which some children were upset about
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	I would definitely have a grounding wall in my own classroom. I thought it was a lovely idea for the children to have a safe space to go to if they felt upset during the day. If I was to teach this lesson I would definitely model the clues to the children first. I thought that was an important part of the lesson because it allowed the children to see what they were expected to do themselves and gave them ideas that they could use themselves if they were struggling. I thought the way the teacher used the props with the children was done well because it ensured the children were engaged on the story and not misbehaving on the carpet. As there was no time at the end of the lesson for a plenary the children weren't given the chance to share their clues with the class which a lot of the children were excited to do.
Casgliadau a chymau/ 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?"	Next time the teacher could possibly make sure to leave enough time at the end of the lesson for the children to be able to share their clues with the rest of the class. The teacher could have also allowed the children to share their clues in their groups so that they had the chance to see if their friends could guess what animal their clues were about.
Y profiad newydd / Transformed experience	

Appendix 7

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

Dyddiad/Date:

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I thought the lesson was conducted extremely well. The teacher introduced a difficult concept for the children to understand in dementia. The learning was made fun by creating a forget me not flower. The behavior management strategies during the lesson made sure the lesson ran smoothly and that there was no disruptive behavior from the children. The resources for the forget me not flower was placed out on the tables before the children came in from break which made sure that the lesson transitioned smoothly. The teacher used AFL strategies all throughout the lesson to ensure the children understood about dementia and what it meant.
Cofio a Deall/ Remember and Understand Allwch chi restru'r eiddau a'ch profiad dysgu a o'ch yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu o'ch yn siomedig? "What were the elements of the learning experience that were disappointing?"	During the lesson the children were able to understand a very mature concept. The children enjoyed reading the story and loved the fact they had their own book to follow along with. The children were allowed to express their feeling openly during the lesson and even gave their own examples of family members who forgot things such as grandparents. The children weren't given a model of a forget me not flower beforehand so when it came to making their own some children weren't confident about what they had to do. To control behavior the teacher used the stop and listen technique where when the teacher raises their hand the children have to stop and raise their hands which I thought worked really well.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n gadoi'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	This was an effective session and the children were able to engage and understand a mature concept in dementia. I liked the way the teacher was constantly having open discussions with the children to ensure they understood and were able to express their feelings openly. The lesson was planned really well and the planning really showed in the smooth transitions during the lesson. The fact that they weren't given a model of a forget me not flower was a problem for some children as they didn't have an idea of how to make the flower.

**Casgliadau a chamau
gweithredu/**

Conclusions and actions

Beth ~~wy eich atebion posibl i'r~~
~~materïon siomedig a nodwyd?~~
"What are your possible solutions
to the disappointing issues
identified?"

Beth ~~gdyck chi wneud i'w world~~
~~oesol?~~
"What will you do next?"

If I was to teach this lesson I would make sure I had a model of a forget me not flower on the board for the children to see so that they had an idea of what they would be making beforehand. I would also reassure and explain to the children how not everyone gets dementia at the start of the lesson to avoid any children panicking and thinking that they are going to have it when they are older. Overall, I think the lesson was conducted incredibly well and allowed the children to explore dementia in a safe environment.

Y profiad newydd / Transformed experience

Appendix 8

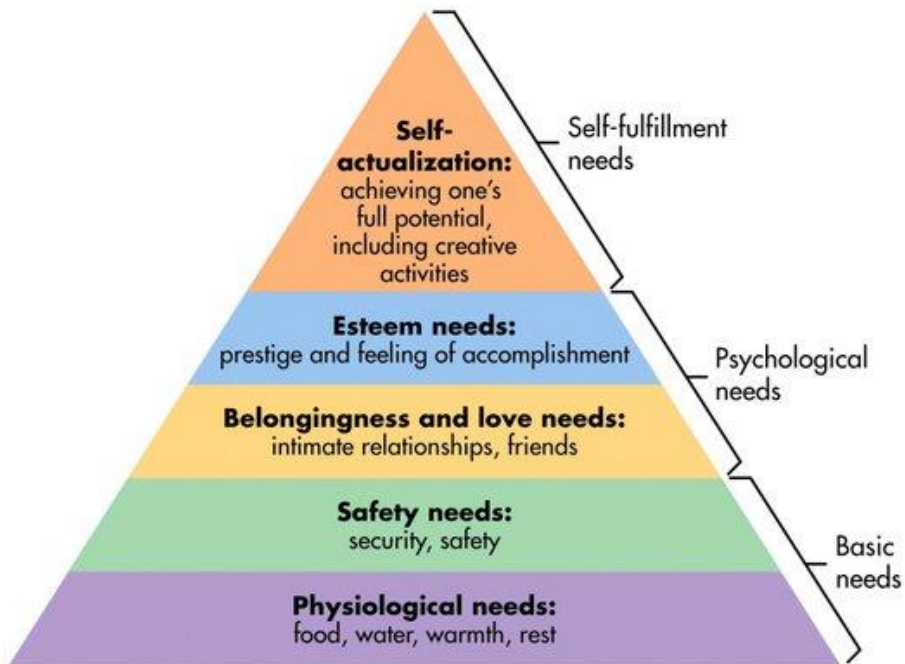
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The plenary of the lesson was done really well. The teacher used what the children had learnt during the lesson and allowed the children to have a discussion about why they felt their hearts were beating faster. This was effective because it allowed the children to come up with their own ideas and facilitate their own learning.
Cofio a Deall/ Remember and Understand Allwch chi restru'r casgliadau a y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The children were incredibly excited for their PE lesson. The teacher calmed them down straight away by using the learning lights. This was an effective behavior management technique because the children settled down straight away. Behaviour management throughout the lesson was effective as when children were being disruptive the teacher was quick to use the 3-2-1 method which the children were quick to respond too. There was however one child who was being repeatedly disruptive during the lesson and he wasn't dealt with by the teacher.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd arhos yr elfen siomedig bwysig? "What was the cause of the most important disappointing element?"	In my own practice I will ensure that I have effective behaviour management techniques as they were clearly integral to the success for the lesson. The children enjoyed the competitiveness of the PE lesson and all children were able to participate. This is something I will be mindful of during my own practice. When the child was being disruptive the teacher seemed used to his behaviour and allowed him to continue without dealing with the issue.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych chi mynd i'w wneud nesaf? "What will you do next?"	There was clearly an issue with the child who was being disruptive. If the teacher had possibly taken the child to one side and asked him what was wrong the child may have explained what was wrong. This possibly would have dealt with the child's disruptive behaviour during the lesson.
Y profiad newydd/ Transformed experience	

Appendix 9



<https://www.simplypsychology.org/maslow.html>pendix 9