

A Critical Evaluation and the Identification of Next Teaching and Learning Steps Focusing on a Case Study of an Individual Learner or a Group of Learners, Based on an Observed Critical Incident.

Introduction

The role of critical incidents in the classroom is often difficult to distinguish as Tripp (1993, p.25) states “incidents tend to be ‘typical’ rather than ‘critical’ at first sight, but are rendered critical through analysis.” This quote suggests that practitioners often see potential critical incidents within the classroom but do not conduct further analysis to then be able to label the incident as a ‘critical incident.’ This suggests that critical incidents may often go unnoticed if it is a reoccurring problem as the practitioner can maybe disregard it as ‘typical’ of the learner in question. However, this essay attempts to analyse a critical incident by focussing on a learner who the researcher witnessed being present during a potential critical incident within the classroom. This essay conducts a thorough analysis as to why this incident may have occurred by looking at several different theorists and possibilities surrounding the incident such as the wellbeing of the learner, avoidance tactics and also considering whether the learner was seeking attention from the observer/researcher. Furthermore, this essay will consider the possible next steps in the teaching of this learner and how to combat the issues raised within the analysis of the critical incident.

Observation

In accordance with BERA Guidelines (2018), the school and child(ren) referred to in this essay shall remain anonymous. Within this essay, the school in question shall be referred to as ‘School 1,’ and the main child referred to in the case study shall be named as ‘Child X.’ The school, in which the critical incident occurred, resides in a small village in South Wales

and has 243 students as stated by the information gathered on My Local School from 2018. The school has around 11.8% of students receiving free school meals which is lower than the national average for Wales. This gives a small insight into the catchment of children within the school. Furthermore, when Estyn inspected the school in 2014, it was regarded as a 'good' school. The Year 1 classroom, that the critical incident took place in, was a mixed ability class of 30 students of the ages of five and six – this number of students is higher than the teacher to student ratio of 25.6:1 that My Local School (2018) states. Within the classroom, there were two focus tasks happening supervised by the teaching assistant and the classroom teacher with the other children participating in independent learning. Whilst at the school, I familiarised myself with the safeguarding policy and ensured that all observations undertaken were consented to by the class teacher and the children were aware they were being observed.

Methodology

Observation is a method used to collect primary data and Kumar (2014, p.73) describes it as "purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place." There are two types of observations as discussed by Kumar which are participant observation and non-participant observation.

During the observation of the case study, the method that I undertook was participant observation as I led the Abacus task during which the critical incident occurred. This type of data collection method has been used for over a century as suggested by DeWalt and DeWalt (2002) and is when the researcher participates in the activities of the group being observed and it possesses several advantages. Firstly, deMunck and Sobo (1998) discusses one of these advantages as it allows for extremely detailed description and can allow the observer to participate or view unscheduled events within the classroom such as the bad behaviour exhibited in the case study by Child X. Furthermore, it allows the observer to be involved in the environment and can be allowed to view the "backstage

culture” (deMunck and Sobo, 1998: 43) of the environment which contrasts to the non-participant observation as that is observation of learners from afar. However, there are limitations to this method which are further discussed by deMunck and Sobo (1998) as it means the observer is solely focussed on one task and cannot see the wider classroom context meaning they may miss other key events occurring outside of the observation zone. This method was used during the observation of the case study as the researcher wanted to be involved in the classroom in order to make the setting as natural as possible and so the learners did not specifically feel like they were being ‘watched.’

Despite the above method being used in the context of the case study, the non-participant observation method also possesses some advantages which could have been useful during the observation of the critical incident. This method is used when the researcher does not get involved in the group but remains an observer by watching and listening to activities and then drawing their conclusions. This method can be more objective than the participant observation model as the researcher can distance themselves from the events occurring in order to offer an unbiased view of the observation and the subjects they have observed. Furthermore, similarly to a limitation of the participant observation model, it allows the researcher to view the context as a whole and is less likely to neglect certain events occurring whereas if the researcher is using the participant method, they can potentially miss other things happening in the environment. However, there are also limitations to this method as the observer cannot clarify incidents and must draw conclusions themselves as to what has occurred – this can affect the bias of the observation due to personal pre-conceptions. Also, the learners may feel conscious that someone is watching them and therefore that may alter their behaviour which will lead to inconclusive or biased results which is referred to as the Hawthorne Effect (Kumar, 2014).

When gathering data surrounding a critical incident case study, one must consider the Critical Incident Technique (CIT) which was established by Flanagan (1954) who used it

when conducting a study based on effective and ineffective work behaviours in the Air Force. CIT allows the researcher to collect observations of behaviour that have critical significance and is a flexible method that can be used by researchers. The strengths of this method is that CIT is easy to understand and employ as well as the aforementioned flexibility of the method. It is useful to use when the incidents occur as it focusses on rare events that can be missed by other methods which focus on everyday events and therefore, may not render the event as a critical incident even after analysis. However, CIT relies on memory of the researcher and for the events to be relayed reliably. Therefore, events may be imprecise or can go unreported due to the researcher forgetting the key features. Also, this method is based on the critical incident and therefore does not show the overall context of everyday activities so it is often guesswork as to why the incident occurred without the further information regarding background context of the case study.

Four Purposes

The case study in question looks at Child X, a year one pupil, who was in the midst of a mathematics task using an Abacus workbook (Kerwin and Merttens, 2013) during the mid-morning session of learning. The task consisted of counting and additions up to ten and twenty, a skill that as per the current curriculum (Gov.wales, 2015), the child should possess. However, when working within this mixed ability group of four pupils, it was clear that Child X was becoming agitated due to the nature of the work and often repeated a statement of boredom which led to Child X not engaging with the task. The other children in the group were engaging with the activity and one child stated how easy they found the task which further agitated Child X. Eventually, Child X stopped participating in the task completely and drew on the table instead. This bad behaviour then led to a consequence from the teacher. When considering this case study, the researcher may look towards Professor Donaldson's Successful Futures (2015) document which discusses four key purposes that children should encompass when leaving the education system. These are; healthy, confident individuals;

ethical, informed citizens; ambitious, capable learners; and enterprising, creative contributors. Two of these purposes may come into question when considering Child X's progression as there may be factors surrounding the critical incident affecting Child X's ability to become a healthy, confident individual and also an ambitious, capable learner.

There may be question regarding Child X's wellbeing as their lack of interest and engagement in the task could be due to health or wellbeing issues such as being hungry, tired, or even something more sinister. As the critical incident occurred around 11 o'clock, Child X could have been anticipating their lunch time at 12 o'clock and therefore, the hunger they may have been feeling could have impacted on their performance in the classroom. Moreover, this can also link to motivation as if Child X is struggling with the task, they may deem themselves as a fixed IQ theorist as per Dweck's Theory of Motivation (1999) which is mentioned later within this essay. This may mean that Child X will struggle with other tasks due to confidence after failing to complete and engage with the Abacus task. A key aspect of being a healthy, confident individual is to build the mental and emotional well-being of the learner by developing their confidence which may be stunted in this incident.

Furthermore, when considering the purpose describing learners as ambitious and capable, this is also questioned in the context of the case study as Child X is not engaged with the task and not eager to learn. The learning of Child X is not progressing as they are not setting themselves standards and seeking challenge which is a key point within the ambitious, capable learners purpose. This suggests that Child X is not fulfilling the purpose and this is worrying as the government and practitioners want all learners to reach their full potential. Furthermore, as Child X is not participating in tasks and does not appear engaged, this may offer an issue that this will continue throughout their schooling and therefore, will not satisfy the final key point of this purpose as Child X may not be ready to learn throughout their life as when they progress out of the school environment, learning will

become increasingly more independent. This may mean that Child X will not strive to look for these learning opportunities and the purpose will not be fulfilled.

Literature Review

There is a substantial amount of research and literature relating to the fields surrounding the case study in terms of wellbeing, avoidance techniques, and attention seeking within the classroom. The literature correlating to these fields will be discussed and analysed within this section.

Firstly, one must consider the use of avoidance tactics within the classroom and whether or not Child X was employing these due to the task at hand being too difficult for the child to understand and complete. Covington (1992) suggests that the use of avoidance tactics is a struggle to escape being seen as 'stupid' by their peers. It is often a strategy deployed by students who seek to deflect the attention away from their ability and move the focus on to the sometimes poor behaviour that they undertake in order to avoid the task. In relation to the case study, as the higher ability learners in the group were completing the work at a faster pace, the worry of being seen as 'stupid' could have been the reason Child X was trying to deflect the attention of the observer from their work by participating in poor behaviour. Furthermore, Cipani (1998) states how these avoidance tactics range from simply ignoring the teacher to the other end of the spectrum and the child engages in a completely different task as to what has been set. Cipani continues with this idea by suggesting that if these mild forms of escapism are successful, the child will continue to participate in the avoidance techniques whenever they are faced with instruction that they wish to avoid. Therefore, the consequences that Child X suffered are crucial to the squashing of these avoidance tactics so that Child X is aware they cannot use them in the future.

To continue the research into avoidance tactics, Dweck's 'Theory of Motivation' (1999) discusses how there is an idea of learners being divided into two categories; fixed IQ

theorists; and untapped potential theorists. These two categories discuss how learners believe they either have a fixed ability and this cannot be altered or how learners believe that success and ability is due to learning and giving their time and effort to improve their ability surrounding certain topics. As previously mentioned, Child X may view themselves as a fixed IQ learner and therefore, failed to engage in the task as they believed they could not do it due to their potential not being high enough. This can severely affect a learner's wellbeing and confidence in the classroom which is discussed by several theorists.

This theory surrounding well-being in the classroom and the idea of how poor well-being can affect the learner in the classroom is discussed when using the Leuven Scales of well-being and involvement (Laevers et al, 2008). These scales were pioneered by Professor Laevers and they offer a means for practitioners to understand the well-being and comfortableness of their learners by placing them on a scale of 1 to 5. These scales can be viewed for reference in Appendices I and J. Laevers states that if the learners possess high levels of well-being and involvement in the lesson, it will lead to high levels of development and increase their levels of learning. If a learner is engaged with the scales then they will further contribute to other life outcomes such as social relationships of the learner. Therefore, engagement and high well-being in the classroom is crucial to other aspects of a learner's life. Laevers continues by suggesting that children are more likely to exhibit bad behaviour if their well-being is low but also offers the means to raise awareness of how to check the involvement and well-being of the learners as sometimes the well-being and engagement levels may seem higher than they actually are. Professor Laevers is leading in the field of well-being and therefore an extremely reputable source. This work surrounding his Leuven Scales comes from studies completed at the Leuven University continuing to promote this work as ethical and reliable.

More research in this field comes from David Wright as he discusses in his book 'Classroom Karma' (Wright, 2007) that there are several well-being issues that can relate to this

misbehaviour of a learner. These reasons include; poor self-esteem; poor motivation; peer pressure from classmates to engage in bad behaviour alongside them; and also, more serious circumstances such as family dynamics, poor levels of care and, abuse and neglect. Wright also makes reference to the Framework for the Assessment of Children in Need and Their Families from the Department of Health in 2000 (Appendix X) which offers suggestions relating to why bad behaviour may be prevalent in a learner if they are not receiving the items on the Framework.

As mentioned previously, there is such a large amount of research correlating to this field and a key study one must consider is Maslow's Hierarchy of Needs (1999). As seen in Appendix L, Maslow identifies a hierarchy of needs that learners require in order for suitable and efficient learning to take place. These needs begin with basic things such as warmth, food, and drink and the needs then progress towards categories such as esteem needs and aesthetic needs. In order to satisfy the higher needs, the physiological needs have to be fulfilled as otherwise learners will be unable to engage with learning if they are hungry, thirsty or cold.

Finally, there are theorists who support the idea that learners use certain tactics to gain attention from the teacher when they believe they are not receiving any. However, when looking for theorists and researchers, it was discovered that there is a significant lack of research within this field despite it being a potentially every-day issue in the classroom. Firstly, Bandura et al. (1961) discusses the Bobo Doll Experiment where children witnessed an adult role model behaving in an aggressive manner towards the doll and then researcher placed the children in the same environment to see if they replicated that behaviour. The children went on to model the behaviour seen and conclusions were drawn that children learn through imitation which suggests that if poor behaviour is observed and attention is given, then children who believe they are not receiving attention may engage in this type of behaviour in order to gain the attention of the adult. There may be issues in the culture of

the classroom that led to Child X participating in poor behaviour such as other children exhibiting poor behaviour and then receiving attention from the class teacher. Therefore, when the observer was focussing on another learner, this is how Child X thought best to get their attention.

Furthermore, Mellor (1997) continues to discuss the issue of learners exhibiting bad behaviour in order to gain attention as sometimes learners may feel that other methods do not work which then leads them to the extreme. He goes on to state that these learners who do seek attention learn very quickly what irritates the teacher and they can therefore be successful in their attention seeking tactics. Mellor discusses the need to stay in the current situation and not press the parents to think of a past event that may have triggered this behaviour as often, there is not one cause and it then can inadvertently place guilt on the parents. He continues by deliberating about what can be done in the present classroom to combat this issue and states that teachers may believe they are ignoring the poor behaviour but are indirectly reinforcing it as the balance between the strategies used needs to be effective. Despite there being a lack of research in this particular field, Dr Nigel Mellor appears to be at the lead of it as he has written and contributed to over 15 academic papers surrounding this topic since 1997. He admits himself that there is not enough research and therefore, is why he is so heavily interested in the topic.

Reflection

Reflection is crucial to teaching as it provides an excellent starting framework for observations and allows the observer to reflect their thoughts in a concise manner and keeps it all in order and in one place.

There are several different models of reflective frameworks and there are many that could have been used during this case study. Firstly, I considered using Kolb's Four Stage Reflective Model (1984) which is based around four stages; concrete experience; reflective observation; abstract conceptualisation; and active experimentation. Kolb suggests that all

of these stages need to be satisfied in order for effective reflection to take place. This model was extended by Gibbs (1998) to develop a six-stage approach which covers feelings, evaluation and analysis with an action plan at the end.

However, the model used in this case study was the Assisted Reflective Conclusion (ARC) model as seen in appendix E which is the ARC that relates directly to this case study. This model encourages the researcher to discuss their feelings, as well as evaluating the conclusions and what future actions may be possible for Child X. This model was selected as I believed it offered the best framework to assist with my reflections and enabled me to divide it into relevant sections so it was easier to understand.

When considering next steps for Child X, I would consider the Abacus workbooks being a focus task with the children working in set groups based on ability. Although there are sometimes questions regarding the use of set ability groups, I feel that it may be useful here as Child X may not then be phased by others in the group who would be moving at a quicker pace than them. I would also consider offering the child extra help with their mathematics work and focussing explicitly on what they found difficult so they could practise and perhaps not be so daunted by the prospect of the additions. Furthermore, if this was successful, it could contribute to the child becoming an ambitious, capable learner as they would hopefully be more excited to learn about mathematics and therefore, satisfy the purpose as set out by Donaldson (2015).

Another method that could be used to help Child X would be to utilise the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD) theories as proposed by Vygotsky (1978). If the practitioner does not separate the learners in to groups based on ability, one may identify the higher level learner of the group and allow them to assist Child X in what they find difficult. This is employing the theory of the MKO as the higher level learner would not be taking control of the situation and undermining Child X but

would be assisting them in their learning which would, in turn, enhance the learning of Child X.

In addition to the above, I feel that reflection is an important tool for teachers and during my professional development as a practitioner, I will strive to use self-reflection tools as much as possible. Cox (n.d) discusses how self-reflection helps you to improve your teaching and allows you to analyse your lessons in a way that you maybe did not do so before. She continues by saying that it assists practitioners with the means to provide justification for their lessons and tasks if they ask other practitioners for advice surrounding their teaching. By implementing this in to my professional development, it will allow me to become the best teacher I can be for my learners. However, I may not always use the ARC model as other models that were previously mentioned may be more suitable depending on the learners, the lesson context, and school policies.

Conclusion

In conclusion, it is clear that there may be several possibilities as to why a critical incident occurred and in this case study, this essay comes to the deduction that it was due to the learner finding the task too difficult and therefore, Child X employed avoidance tactics to avoid completing the task. It is unfortunate that it ended in poor behaviour but it allowed the researcher to consider how this may affect their professional practice and how they may be able to attempt to combat it in their classroom. The findings within this case study allowed the researcher to consider the use of different classroom techniques such as mixed ability groups, the use of the MKO and also how to tap in to a learner's ZPD. The approach taken in this essay of the view that the child was participating in avoidance tactics was due to other aspects of the incident that I had viewed which led me to believe it was not a well-being or attention seeking incident which is referred to in this essay. Furthermore, it allowed the researcher to consider the different areas that could have led to the occurrence of the critical incident such as well-being, attention seeking, and avoidance tactics. It offers an insight in

to the world of the learner and, referring back to the quote by Tripp (1993:25) as seen in the introduction, allowed a 'typical' incident to become 'critical.'

When considering the Professional Teaching and Leadership Standards, it enables teachers to reflect on their practice in comparison to the national standards as well as allowing them to identify areas for professional development. Using these standards will assist with the reflection tools mentioned earlier as well as assisting myself with using those reflections to better my practice and offer as much support to the learners in the classroom as possible. This will also be linked to the role of the reflective practitioner in Wales due to the immense help that reflective practices offer to personal and professional development of teachers.

Word Count:4001

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Appendices

Appendix A

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 3/10/2019
Lesson details: A mathematics focus task with 5 mixed ability students in the second session of the day around 11:15 AM. This was a teacher led task where the students required differing levels of support to complete the activity. The activity contained a task with adding sums up to 20 which, as per the curriculum, they should be able to complete.
Classroom culture Within the group, there is a mixture of focus. The higher ability learners were engaged and completed the task to a high standard but other learners needed to be prompted in order to complete the task. However, most of the learners are working well together and sharing resources.
Objectives The task was to give practice to sums up to 20 which was clearly portrayed within the Abacus workbook. By discussing the task with the learners, they were then clear about the task but were also aware that they could ask for help if they required it.
Direction All the learners are aware of what they need to be doing for the task and they asked for extra resources such as number lines and number grids to assist them. Despite not all the learners completing the task, they were all aware of what was expected of them.
Access and challenge Not all the learners were engaged in the task. Although the higher learners did complete the task, it was still challenging for them but perhaps not as challenging as it was for other learners in the group.
Assessment The previous exercises completed in the Abacus books were a lead up to this task and therefore, as the children had completed those, it was expected for them to attempt the sums up to 20 task. Their learning was assessed during by how much support they needed as sums were marked as they were doing them and then immediately after they had finished the task, the work was looked at and approved by the teacher.
Specifics / Critical Incidents One child (Child X) was not engaged in the task at all and even after prompting would not engage. This learner was a lower ability to some of the others in the group but they would not even try the task. However, if I began working with another child, they would say my name or poke me to gain my attention. During the task, the child participated in other activities such as talking to others in the classroom, looking away from the table and the task, and ultimately - drawing on the table. This resulted in a consequence from the class teacher. The avoidance tactics employed here by Child X could be seen as a critical incident! There could also be other reasons for the child not engaging in the task which could also be looked at in an essay.

Appendix B

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/9/2019
Lesson details: 2 students in a Year 2 classroom participating in an enhanced provision of cutting out images of what makes a good friend and a bad friend and sorting them in to the relevant columns. This was an independent task that required no teacher input at all.
Classroom culture Both students are focused on the learning task despite engaging in talking whilst doing the task. Child X was slightly more focused than Child Y but both completed the task to a high standard and were aware of what was expected of them. The classroom noise level was quite high but it did not seem to disrupt the children completing the activity.
Objectives The theme of 'good and bad friends' was clearly conveyed in this task and the learners had to give their reasoning as to why they thought certain actions correlated to being a 'good' or a 'bad' friend. This promoted the purpose of the task which was to gather information on what made a good friend as they were encouraging friendliness in the classroom due to the task being so close to the start of the new academic term and therefore, the learners were in a new classroom with maybe new classmates also.
Direction As mentioned, both children are clear about how to complete the task and did complete it to a high standard. Both children confidently gave reasons for their answers and knew what it meant to be a good or a bad friend.
Access and challenge Both children were engaged in the task although they were also talking during the task. A lot of the talking was regarding the task at hand and what makes a good or bad friend but sometimes, they did go off topic. I am unsure if the children were challenged as they completed the task with ease and confidence however, as an enhanced provision, when other children go to complete the task they may find it more challenging.
Assessment By discussing the task with the learners whilst they were completing it, this can be used to measure their understanding and assess their work. They offered reasoning during the task and being able to discuss it with them immediately offers several benefits and allows them to be corrected/praised without having to wait. Furthermore, when the task is complete, it can be looked at and reviewed which offers even more assessment of the learners.
Specifics / Critical Incidents The two learners were both very engaged in the activity and were excited to tell me what they were doing. However, Child Y discussed other things such as their birthday whereas Child X's talking was very orientated towards the activity. When Child Y deterred from the task, Child X did as well. They both continued doing the task but the talking went to other things. Also, both children were trying to better the other by saying they were better at certain things and elaborating on what the last child said. This suggests that they were both perhaps trying to gain my attention by talking about what it seemed what I was interested in. However, both children were still engaged and completing the activity whilst this extra talking was happening. Also, Child X assists Child Y with the activity by offering her reasoning and also correcting Child Y on any mistakes they make.

Appendix C

OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Details of learning event: A Year 1 pupil participating in an enhanced provision task on an iPad. This task was a game related to literacy and the child had to link the word to the image seen such as; shark, fish etc.
Learning culture The pupil was extremely focused on learning. The classroom was in the middle of different tasks and there were around 10 other enhanced provision areas available but the child wanted to participate in the literacy task. When I went over to the child, they were completely engrossed in the task and would only discuss the task with me - the conversation did not deter. The child worked independently.
Objectives The purpose of this event was to enhance literacy skills in a fun way. Before the game commenced, a screen containing instructions was shown so the child knew how to play and complete the game to a high standard.
Direction The pupil was extremely clear about what they had to do in order to complete the task and followed instruction well. They were confident in explaining what was expected of them and showing myself how to play the game in question.
Access and challenge The pupil, although comfortable playing the game, was definitely challenged as it was a game where you had to think quite quickly but they were so engaged and eager to learn - it seemed to come easily to them.
Assessment As I watched the pupil play the game, I could see their answers and if they had made a mistake, I would have guided them to the right answer. However, the child was showing reasoning to their answers and spelling the words aloud with no help at all. When the game was finished and they got full marks, it was clear to see their understanding was very high.
Specifics / Critical Incidents The child was so engaged with the task but throughout the day had been disruptive and barely engaged with any other tasks set by the teacher. Therefore, when witnessing the child engage so well with this game, I was surprised and pleased to see that they had found something that they were interested in and could engage with.

Appendix D

OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/2019
Details of learning event: 30 Year 1 students sat on the carpet being read a story by the class teacher. The story is happening in the session before play time approximately 2:30 PM. The story is chosen by one of the children but has no relevance to anything studied today - it is free choice.
Learning Culture The majority of the students are looking at the teacher and listening intently to the story. However, the student that formed the basis of the critical incident was not listening or focused and disrupted the others who were trying to focus.
Objectives The children are expected to listen and engage with the story by sitting quietly and answering/asking questions when appropriate. They are also meant to enjoy it as a treat at the end of the school day.
Direction This is not really applicable but the majority of students are engaged with the story and listening intently to the teacher.
Access and challenge The story is accessible to all the children and is not difficult to follow. It is about a bear and can be of interest to all the learners so it is a neutral topic.
Assessment The pupils had not heard the story before so it was new characters and a new story to engage with. The teacher asked questions before the story such as 'what do you think this will be about?' and also 'what does the picture on the front show?' This began to develop the children's understanding about the story. Furthermore, the teacher asked questions during the story 'what do you think will happen next?' to continue to engage the children and develop their understanding. When the story was over, the teacher asked the children who their favourite characters were and key questions regarding the plot in order to see how much they had understood of the story and could discuss it.
Specifics / Critical Incidents During the story, as mentioned, the majority of students were engaged. However, one child in particular was not engaged and their disruptive behaviour affected the rest of the class as the teacher had to keep stopping the story to speak to the child. Furthermore, the child did not stop their behaviour following comments from the teacher and continued to disrupt the class and especially those sitting by them. One child who was in close proximity to this child became quite upset as they wanted to listen to the story and couldn't due to the behaviour the other child was participating in. This disruptive behaviour then snowballed into more and more children becoming disruptive until the teacher had to send 3 children away from the carpet to sit on chairs away from each other. That was when the disruptive behaviour finally stopped.

Appendix E

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

Dyddiad/Date: 3/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child X not engaged with the task at hand and employed avoidance tactics to stop doing the task. They ultimately engaged in poor behavior which led to a consequence.

Profiad/ Experience	
Teimladau/ Feelings	This experience frustrated me during the incident as the Child was so disengaged and would not engage no matter what I said or did to try and make the task easier. Furthermore, when the other children in the group were engaged, it made working with Child X even more difficult. However, I also felt like I needed to do something to get Child X engaged and said to myself that I wouldn't stop trying!
Cofio a Deall/ Remember and Understand	The learning experience went well for the other members of the mixed ability group. They successfully completed the activity to a high standard but unfortunately, Child X did not complete it. The fact that Child X did not complete it, meant it was disappointing as you want all the children to succeed. The learning was predominantly teacher led and was responsible for the AfL as they children's work was marked throughout the session as well as a final mark at the end to assess understanding. When the learners encountered difficulty, most of them asked questions or turned to another member of the group but Child X was defeated in the face of difficulty. It would be useful to consider the child's background academically and personally when looking at why they would not engage with the task and therefore would have a better idea on how to approach a task with them if they have more knowledge of the child.
Gwerthuso a dadansoddi/ Evaluate and analyse	Provisions need to be continued to ensure the learners are improving their mathematics skills. Child X needs to be introduced to mathematics in a different way that makes it accessible for them as it clearly was too difficult in this particular task.
Casgliadau a chymau gweithredu/ Conclusions and actions	Provide enhanced tasks for the child who was struggling and more and more practice for the tasks they are struggling with. Split the children in to mixed ability groups so that there is no embarrassment if a child is at a lower level as they will be working at the same level as others in the group.
Y profiad newydd / Transformed experience	

Appendix F

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

Dyddiad/Date: 25/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): 2 students in a Year 2 classroom participating in an enhanced provision. They are engaged but they are both trying to gain my attention by bettering what the other is saying.

Profiad/ Experience	
Teimladau/ <i>Feelings</i>	This was a strange situation. The two children were incredibly engaged with the task but at the same time were talking to me about various things. I would have deterred the conversation back to the work but as the work was being completed and being discussed in between the other points of conversation.
Cofio a Deall/ <i>Remember and Understand</i>	The two learners were both very engaged in the activity and were excited to tell me what they were doing. However, Child Y discussed other things such as their birthday whereas Child X's talking was very orientated towards the activity. When Child Y deterred from the task, Child X did as well. They both continued doing the task but the talking went to other things. Also, both children were trying to better the other by saying they were better at certain things and elaborating on what the last child said. This suggests that they were both perhaps trying to gain my attention by talking about what it seemed what I was interested in. However, both children were still engaged and completing the activity whilst this extra talking was happening. Also, Child X assists Child Y with the activity by offering her reasoning and also correcting Child Y on any mistakes they make.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i>	These were very capable learners and it is quite a positive critical incident as they completed the work to a high standard. The main aspect is the fact that the two were trying to better each other by elaborating on what the other had said. This suggest they were both vying for my attention but I feel it was due to me being a new figure in the classroom not due to anything else. Their understanding was high and they were very aware of what was expected of them. However, it did not seem like a challenging task as both students completed it despite talking about other things such as birthdays and how much they liked painting.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i>	Perhaps they could have been observed from afar to prevent the attention seeking behavior. Also, maybe the task could be different for different ability students in order to challenge the learners more so their focus was more on the task and they could not discuss other things whilst still doing the task as the task would require all their focus.

Appendix G

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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): A Year 1 pupil participating in an enhanced provision task on an iPad in which they were completely engaged in the task whereas they had previously been disruptive.

Profiad/ Experience	
Teimladau/ <i>Feelings</i>	This was a lovely situation to see as I was so pleased that the child had found something that they could engage with fully. However, I wished they could show this in all their tasks.
Cofio a Deall/ <i>Remember and Understand</i>	The child was so engaged with the task but throughout the day had been disruptive and barely engaged with any other tasks set by the teacher. Therefore, when witnessing the child engage so well with this game, I was surprised and pleased to see that they had found something that they were interested in and could engage with. The pupil was extremely focused on learning. The classroom was in the middle of different tasks and there were around 10 other enhanced provision areas available but the child wanted to participate in the literacy task. When I went over to the child, they were completely engrossed in the task and would only discuss the task with me – the conversation did not deter. The child worked independently.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i>	The learner was very clear about what they had to do on the iPad, even explaining to me what the purpose of the task was. They were engaged with the task even though they had been previously disruptive. It leads to wondering why this is and how can the iPad be integrated more in to tasks and not just enhanced provisions.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i>	Perhaps there is a way to integrate the iPad in to more tasks as this is clearly what they enjoy and connect with. Question the child as to why they like the iPad so much and maybe look at these reasons to alter lessons and tasks to become suitable for the child.
Y profiad newydd / Transformed experience	

Appendix H

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): 30 Year 1 students sat on the carpet being read a story by the class teacher. The story is happening in the session before play time approximately 2:30 PM. The story is chosen by one of the children but has no relevance to anything studied today - it is free choice. However, one child in particular was not engaged and disrupted other children.

Profiad/ Experience	
Teimladau/ <i>Feelings</i>	It was sad to see the other children who were listening so intently to be disrupted by one child and then for other children to join in and further disrupt the story.
Cofio a Deall/ <i>Remember and Understand</i>	During the story, as mentioned, the majority of students were engaged. However, one child in particular was not engaged and their disruptive behaviour affected the rest of the class as the teacher had to keep stopping the story to speak to the child. Furthermore, the child did not stop their behaviour following comments from the teacher and continued to disrupt the class and especially those sitting by them. One child who was in close proximity to this child became quite upset as they wanted to listen to the story and couldn't due to the behaviour the other child was participating in. This disruptive behaviour then snowballed into more and more children becoming disruptive until the teacher had to send 3 children away from the carpet to sit on chairs away from each other. That was when the disruptive behaviour finally stopped.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i>	I am unsure as to why the student did not sit and listen to the story when they could see that the rest of their classmates were engaged. Perhaps, due to the timing, they were tired and restless so ready to go home but that does not excuse disruptive behavior.
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i>	Perhaps explain again to the whole class what is expected of them when sat on the carpet and explain to the individual that the behavior is not acceptable. Otherwise, if it is due to other reasons such as ALN or medical needs, organize something for the child to do during story time that will entertain and engage them.
Y profiad newydd / Transformed experience	

Appendix I

The Leuven Scale for Well-being

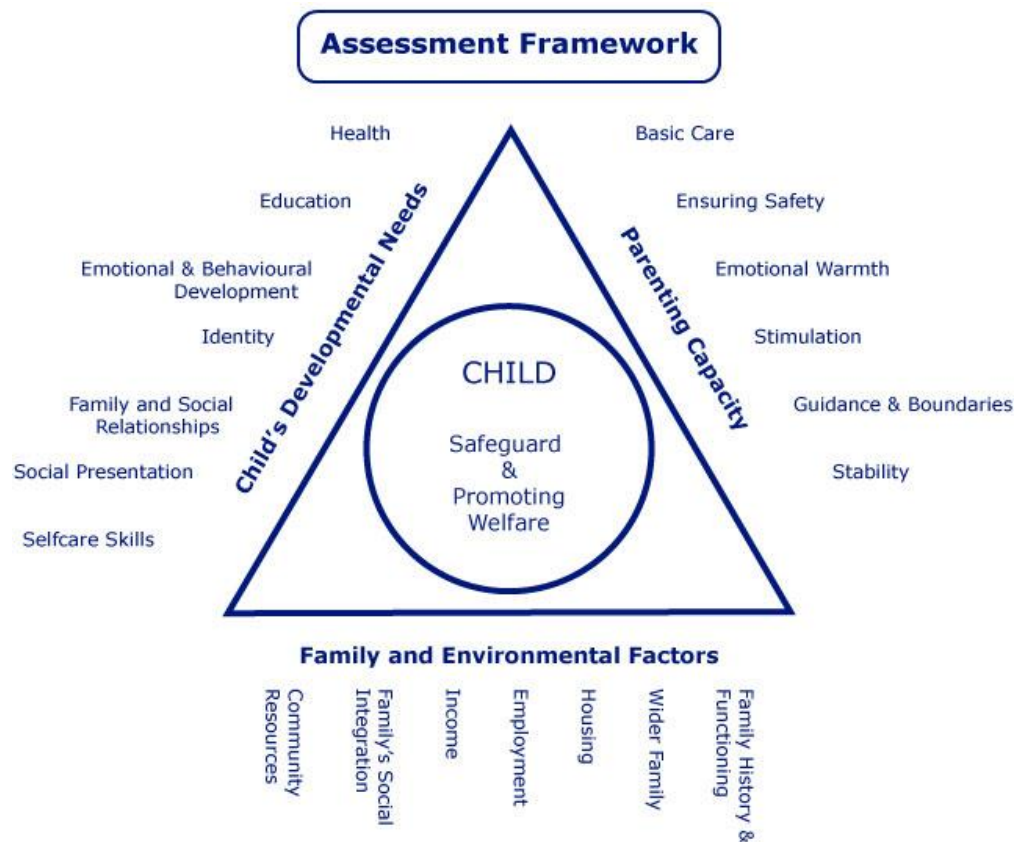
Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

Appendix J

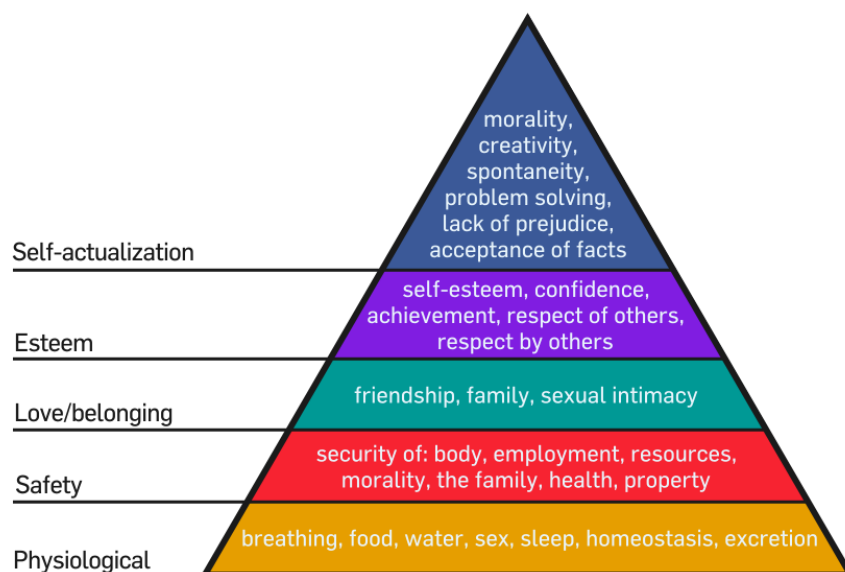
The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Appendix K



Appendix L



Mazlow's Hierarchy of Needs