

“A critical incident evaluation with identification of next teaching and learning steps with focus on Behaviourism and Scaffolding through the use of a case study.”

Introduction.

This assignment has the purpose of analysing a critical incident which was gathered in the form of an observation which took place on the 26/9/19. Therefore, the critical incident will be explained and analysed through the several sections of this piece of work which will follow. The Observation section which has the purpose of providing school and class context for the reader which will be followed by the Methodology, which lays out the observation model used and what the process of the observation entailed. The Four Purposes section shows clear linking to Donaldson's 'Four Purposes' to allow for critical analysis and not merely description. A literature review which will look at contributors on the topics of Behaviourism and Scaffolding. Finally, these will be followed by the reflection and evaluation stage, before concluding. An appendix will also be attached with Observation Field Notes and copies of the Assisted Reflective Conclusions model.

This piece of work aims to show the importance of reflective teaching. This is considered to be the art of not only observing whether a result or success criteria was achieved or not but would also consider the circumstances and the theories behind the actions during the critical incident to gain a deeper, more intellectual understanding of pedagogy. Therefore, reflective teaching has become absolutely essential to a professional approach to practice (Tripp, D, 2011).

Observation.

The location where this observation took place was in a city in South Wales. A mixed-gender, English-medium community secondary school of around 450 students. With an average of 49.5% having free school meals as opposed to the average in Wales in 2016 of 17.4%. Therefore, placing it the Yellow support category band in 2018. Therefore, there are issues that need to be taken into consideration when discussing this school in context (MyLocalSchool). As also confirmed by the previous Estyn report of April 2016, which confirmed that 70% of the pupils live in 20% most deprived areas in Wales as a whole (Estyn, 2016).

For the purposes of anonymity this school will be referred to as School X for the remainder of this report in order to stay in line with the guidelines from BERA guidelines which state the importance of recognising *'the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity'* (BERA guidelines, 2018, page 21).

Also, the pupil in question during this critical incident shall be only referred to as 'Pupil X' or in some cases by her gender. For further context, when Pupil X arrived at School X in year 7, she had a reading age of that of a 7-year-old. Present day, at year 11 having a reading age of a 14-15-year-old as measured recently in a literacy and numeracy test. This illustrates the difficult circumstances facing the pupils and the school itself in said area and also the improvement in the pupils as a result of hard work from the staff.

This observation took place in a low ability, year 11, English literature class. 21.1% of students achieving the level two threshold including English/Welsh and Maths at Key Stage 4 in 2018 (Mylocalschool).

Methodology.

This research was carried out through the form of an observation. Although being a purposeful, systematic method of carrying out the process of gathering information, it also has some drawbacks; such as individuals changing their behaviour when they know they are being observed whether that is a change in productivity or behaviour in general, for the better or worse. This change in behaviour is known as the 'Hawthorne Effect', which is *'the feeling of being observed or merely participating in an experiment can affect individuals' behaviour'* (Schwartz. D, 2013). Furthermore, there is also the possibility for observer bias, whether that be towards a certain pupil, class or teacher, in this scenario (Kumar. R, 2005).

Specifically, this observation took place through the style of a Non-participant observation, being a passive observer and not being involved, although other previously conducted observations had been conducted differently. This is so conclusions can be drawn up accurately without missing any details, about the critical incident in question. The methodology used will be that of a critical incident methodology.

This assignment is therefore an investigation into a critical incident. Therefore, it is important that we recognise what the typical features are of a critical incident. A critical incident can normally be straightforward and often can be trivial and tends to occur in routine professional practice. They are not always dramatic and require analysis to make said incident critical. Critical incidents are produced by the way we analyse them, they are an interpretation of the significance of an event (Tripp. D, 1993).

It is worth considering that due to the nature of this critical incident it is also possible for it to be extended into a case study as the incident developed throughout the lesson into something more substantial. A case study would involve more in-depth research with the aim to gain a rich, detailed understanding through a more thorough investigation (Thomas. G, 2013) which would need to be bounded. This can be achieved *'by observing the characteristics of the variable with the purpose of probing deeply, analysing the multifarious phenomena that constitute the life cycle of the variable with a view to establish generalisations about the wider population to which that variable belongs'* (Cohen et al. 2000, quoted in Blaxter. L et al, 2010, p.72).

In this example this could be following a pupil through several classes throughout the course of the day to evaluate how the critical incident affected the pupil's productivity and behaviour. However, due to the time parameters, it means that this observation could be extended and looked at in more detail thus highlighting a potential drawback of what a critical incident is; only a snapshot with little longitude.

Four Purposes.

The new drafted curriculum designed by Professor Graham Donaldson and the 'Successful futures' report, provides us with a clear framework of how the future of education in Wales shall be designed. At the centre of this curriculum will be designed around the Four Purposes. (Welsh Government, 2017). These four purposes underpin what the curriculum wants pupils to be with a clear objective in mind. Providing a 'straightforward, enduring statement of curriculum purposes for Wales' (Donaldson. G, IN BRIEF, 2015). This is also supported by Kirsty Williams, the minister for Education in Wales, that this curriculum *'will*

meet the needs of the future and that it is being designed by collaboration with schools and stakeholders alike' (BBC NEWS, 28/01/19).

In the case of this Incident, it is possible to question some aspects of the purposes here as the incident includes questionable ambition and commitment from pupil X. The critical incident involved pupil X arriving 15 minutes late to the class. Pupil X dragged her chair towards the table disrupting other pupils in the process and wanting to move fellow students 'off-task'.

At 9:15 there was a late arrival in the classroom. The pupil then decided to drag her chair towards the table where she wanted to sit rather than pick it up. This was a clear effort made by the pupil to create an entrance which was not met with any discipline from the teacher, only the act of the teacher giving the pupil her work. Entry routine is the first aspect of what forms classroom culture. This is something that can set the tone for the success of a lesson.

'Entry routine is about making a habit out of what's efficient, productive, and scholarly after the greeting and as the students take their seats the class begins' (Lemov. D, 2010, p151).

This builds upon the premise that students should know where to sit when they enter the classroom. Technique 28 from Lemov's *'Teach like a champion'* explains how assigning seats or allowing students to sign up for regular seats can reduce the amount of wasted time and effort in students choosing their seats at the start of every class.

This caused a waterfall effect in terms of the pupil's behaviour throughout the rest of the lesson. At 9:20, after continuous chatter, the pupil was then addressed by the teacher due to the amount of noise that was being created by the chatter. The way in which this was handled created minimum disruption to the class but did not cause the matter to cease. Therefore, one can argue for and against a section of the four purposes, as perhaps the pupil lacked ambition in this particular class, but the teacher knew pupil X to be a capable learner and wanted her to develop into an independent learner.

The same pupil was 'off task' moments later as she handed out sweets to fellow classmates and drank an energy drink in the class. This proved to be a distraction not only to the teacher but to the other classmates in question. In order to put the pupil back 'on task', the teacher praised the pupil as she had previously received the highest grade in the class for this piece of year 11 graded work. Refer to the appendices, section 1 for more detail.

Literature review.

This literature review will cover questions and aspects of behaviourism and differentiation in relation to the critical incident in question. This will be constructed in a chronological manner with regards to the critical incident itself, then in a thematic manner when comparing the literature and research.

Throughout the 19th century, educational psychology was dominated with the many theories behind the cognitive approach of learning in education, but in the early 20th century there was a shift towards behaviour instead of purely mental process (Tomic. W, 1993). This theory developed and became known as the Behaviourist school of thought. From the 1920s onwards, John B. Watson and many other behaviourists were becoming more influential. They proposed many new forms of learning which had a different view to the classical conditioning school of thought, formed by theorists such as E. B. Twitmyer with his 'knee jerk' reflex tests and Ivan Pavlov, with the infamous 'Pavlov salivary reflex method' (Clark. R. E, 2004). Watson wrote a series of papers, based on animal psychology, called '*Psychology as the Behaviourist views it.*' A man of assertiveness and conviction with regards to his views, Watson attacked both structuralism and functionalism, calling for psychologists at the time to abandon concepts deemed as unscientific, such as consciousness and introspection, and to join the behaviourist school of thought (Samelson. F, 1981).

There were, however, theorists who disagreed with Watson. B.F. Skinner's views were less extreme, his theory of behaviourism was originally based on the work by Edward Thorndike (1905). Thorndike had always been an advocate of the importance of objective studies of behaviour, his principal study tested reinforcement which created the 'Law of Effect', a theory which studied the learning of animals with the use of a puzzle box. This had a huge implication on the analysis of the theory of learning and psychology theory for several decades to follow as there was wide disagreement among practitioners at the time (Hull. C, 1935).

Skinner's version of behaviourism would go on to be called 'Radical behaviourism'. This concept was a sharp contrast to the more popular varieties of behaviourism. The occurring theme of Skinner's objections to the early inroads of conventional behaviourism with logical positivism is seen throughout his work, including an early work on operationism in 1945. Skinner's contrast of behaviourism drew criticisms from theorists such as Sigmund Koch. He noted that although there are certain differences existing between the two theories, Koch felt that the 'Skinnerian' position can be seen as being fundamentally inconsistent (Day, W.F., 1992).

Skinner was able to develop his work with animals and moved on to work with language and his paper '*Verbal Behaviour*'. The purpose of this being to apply an approach called 'behaviour modification', this was considered to be a direct attempt to use operant, animal-laboratory methods and concepts to alter behaviour in order for it to be socially acceptable (Michael, J, 1984). This work was analysed and reviewed extensively over the years but received limited praise. The most notable praise came from Charles Osgood and Charles Morris, who both cited the importance of the book with Osgood claiming that it is one of the top three most significant contributions to the field and was full of human behavioural insights (Osgood. C, 1959- found in MacCorquodale, K., 1969). '*Verbal Behaviour*' However, there are also some vulnerabilities to the paper. It is considered to be merely a hypothesis by many as '*Verbal Behaviour*' and its theory was never tested. Further criticism came from N Chomsky , who in one of three reviews of the paper, expressed his surprise at the limitations Skinner imposed on the manner of which the variables or observables of behaviour are to be studied plus the simplicity of the nature of the function, which is claimed by Skinner to describe the causation of behaviour (Chomsky. N, 1959). Finally, one should consider the political standpoint of Chomsky writing the reviews of '*Verbal Behaviour*', as they did not affiliate themselves with the same political ideologies, which could have created some bias.

An example of conditioning in effect can be seen with the critical incident. The fact that pupil X had arrived late to the classroom, then dragged the chair across the class, purposely drawing attention to herself and disrupting the class is an example of where conditioning had not taken place. (Consider school conduct here). Skinner argued in favour of immediate praise or discipline when seeking to change troublesome behaviour or in fact, encourage the correct type of behaviour required for the classroom (Omomia, O.A. and Omomia, T.A., 2014). Which is quite different to the possibly tactical delay response from the teacher in this critical incident. This will be explored in more detail in the reflection stage.

Reinforcement has been known to be a significant part of conditioning, deriving from Skinner's work itself. In the critical incident, Pupil X moved off-task and began to disturb and distract other pupils to which the teacher responded by praising Pupil X's work, as she had previously completed this task to the highest level in the class. This section of the critical incident combines sections of reinforcement; extinction or non-reinforcement- the disrupted behaviour being ignored by the teacher and also positive reinforcement- the fact that Pupil X was praised even though she was disrupting the class (Catania, A.C., 1984).

Co-operation through communication (Ginott 1965, 1972) is a phenomenon which emphasises that the messages adults send, may have a profound effect on the self-

concepts pupils of any age form about themselves. However, there is a danger of teachers believing that by praising the pupils themselves, rather than their classroom behaviour and work, teachers may believe to be gaining control over those pupils in question which can lead to have an impact on their self-esteem dependency on what others think of them (Cangelosi. J. S., 1988).

The solution to this can be found in the idea that praising or disciplining a student can be achieved in a more effective manner. Verbal and indeed written praise can be most effective when it is done on a quiet, individual basis (Cowley. S, 2001). This is thought to be the preferred method as it reduces the risk of a negative effect on the pupil or indeed the rest of the class. Being disciplined can demoralise a student if carried out in front of their peers and could cause a possible derailment to the rest of the class. Hence the importance of classroom culture, which has to involve clarity of purpose, order, clear standards and fairness, to name only a few elements which help to create a comfortable learning environment (McBer. H. Consultancy, 2001, Found in Skinner. D, 2010).

Scaffolding is an important method of teaching which has become common practice. The concept of scaffolding has close parallels with that of the Zone of proximal development by Vygotsky in 1978. Vygotsky had rather deep political Marxist political views towards consciousness but the ZDP model pinpoints where pedagogy and intersubjectivity enter the Vygotskian picture (Bruner. J. S, 1997). The ZPD works its way through a series of three levels. Level 1 being 'What the learner can do', this focuses on the idea of what a learner is able to do unaided. The second level is the 'Zone of proximal development' itself, this represents how a person of more knowledge should interact with the learner. This is followed by the final level which is 'beyond reach of the learner at present' (Chaiklin, S., 2003). This is the level that learners need to reach through using different teaching methods.

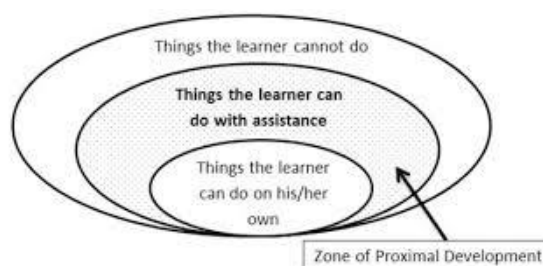


Fig1.1 (Image found at: Bekiryazici. M, 2015,

'Teaching Mixed-Level Classes with A Vygotskian Perspective', p914).

Pupil X moved 'off-task' very quickly, this is either due to the fact that she never actually settled into the class and was not in the frame of mind to work. Pupil X then began to disturb others by offering several of her fellow pupils in the class sweets. This may also be because

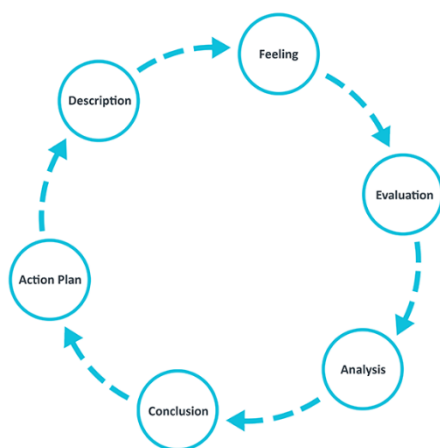
of the type of activity or the way it was structured in general. It is possible to suggest that more effective scaffolding may have prevented this happening. Bruner, Ross and Wood (1976) were the key contributors to the art of scaffolding and is seen to consist of activities provided by the educator in order to support the learner as they are led through the zone of proximal development (Nordlof, J., 2014). Scaffolding is used in the daily act of teaching; however, a very important element of scaffolding is the fact that it is only designed to be temporary. It is aimed at enabling students to learn independently, teacher support must be withdrawn as the learners become more confident in their ability to complete the task alone (Hammond, J. and Gibbons, P., 2005).

This is the end of the literature review; my personal thoughts will be presented in the reflection section and conclusion.

Reflection.

This section will represent my personal thoughts as reflection takes place regarding the focus of the critical incident and also identifying the next possible steps with some suggestions for what would be done in my own practice. This will not criticise the teaching during the critical incident, not to conflict with ethical practice.

This reflection will be carried out using the reflective model designed by Gibbs (1988). Which is demonstrated below in figure 2.



(Fig 2, Gibbs. G, 1988, The University of Edinburgh).

This was an investigation into a critical incident using critical judgement to arrive at an analysis of the theories behind what was seen at the time. The recording of the critical incident happened at a secondary school in South Wales, during an English literature class,

refer to the Observation section for more detail. I was the sole observer at the time and undertook a non-participant observation stance. This delivered on the success criteria of the observation in that I was able to record a critical incident as it took place in real time.

With regards to the feelings section of this reflection. During the critical incident my personal feeling was that this was a successful class overall, which was in preparation for an English mock exam. Therefore, when considering feelings, we should also consider the fact the behaviour of the class may have been different due to the feeling of pressure of a nearing exam. As regards to Pupil X, it was clear that there was a feeling of frustration from the pupil from the moment she entered the room. This became evident during the lesson as her behaviour worsened and disrupted others, hence the creation of this critical incident.

The evaluation of this critical incident is that it was a very successful one. I was able to gather all necessary information to create a fair analysis and reflection of the case, with the intention of being sensitive to the situations and different aspects at play in an everyday education context. Where this critical incident could have been improved is the fact that an extension would have allowed the critical incident to have developed into a case study. A case study would have provided more depth and therefore the opportunity to create a more-rounded, accurate picture of the case. This could have been achieved by following Pupil X throughout her day to see whether the late arrival to the first class of the day, had a continued effect throughout the day.

A simple analysis can be conducted from what has been learn from this experience. A learner arriving late into a classroom can cause further disruption if not welcomed accordingly and put 'on-task' quickly. This can be achieved through providing models such as physical representations of completed tasks, for example, an exemplar of a golden example paragraph (Sherrington. T, 2019). Failing to engage and discipline can cause the pupil's misbehaviour to have a detrimental effect on the lesson and the other learners present.

In terms of an action plan, there is enough evidence for me to agree with Skinner's view in general that discipline meaning that any misbehaviour should be dealt with instantly to change the learner's perception of acceptable behaviour, as discussed in the literature review. Which did not take place during the critical incident. However, according to education consultant and author Rogers, there is a technique called tactical ignoring. Tactical ignoring is a context-dependent skill and requires ignoring aspects of "Secondary Behaviour" and what is deemed to be not worthy of adding further attention and therefore disruption to the incident (Rogers. B, 2015). This may have been the case with the dragging of the chair in the critical incident in question. Therefore, this proves that there may have been more to the

situation than what meets the eye. The importance of previous knowledge of a pupil cannot be underestimated and is certainly something that all teachers apply and is something which I have identified as being vital for my own teaching practice. The disadvantage of this is that this is a technique which takes time, sometimes years to develop with certain pupils as you teach them through their secondary education. An investigation into the different sociologies associated with disruption in schools would be useful to give further insight of how to handle disruption in different contexts.

Conclusion.

As the introduction explained, during this piece of work, a critical incident has been analysed as the result of an observation being undertaken. The realisation that this work was of narrow focus is vital, as the nature of it alone signifies that it is merely a snapshot or an insight, therefore assumptions have been made in the research and analysis. However, this has still been a worthwhile analysis as it has created a new interest in my own learning towards teaching.

This process of observation and analysis has taught me the importance of effective pedagogy. Not only the importance of having subject knowledge but also learning about the pupils themselves. How having prior knowledge of a pupil can influence your lesson plans or a personal development plan for a pupil in question. This links to the Professional Standards set out by the Welsh government, as the standard for effective pedagogy meaning that the teacher is constantly trying to secure the best possible outcomes for learners through refining teaching, influencing learners and methods of advanced learning (Welsh Government, 2018).

This piece of work has helped me to realise how conditioning has been used throughout teaching for years and rightly so in some cases. The way it has helped form the foundations of classroom management with methods such as tactical ignoring. Furthermore, the emphasis on scaffolding correctly. This is a huge cornerstone of keeping pupils engaged and 'on task'. However, if I were to do this process again, I would prefer to have the chance to extend it into a full case study through a pupil trail or shadowing a pupil for example, to see whether their behaviour changed during the course of the day or whether a disrupted start could simply write their day off.

Appendices.

1)

Prifysgol Cymru
Y Ddwydd Dwr Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES
(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19

Lesson details: Low ability, Year 11, English literature.
9-10

Classroom culture
(Are the students focused on learning?) Focused from the start, Starter in process from 1st minute, but chatty.
3-pens down, 2-everyone is quiet, 1-everyone is ready to learn.
Listened very well
Allowed to use phone to photograph the screen.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Focus task - Complete grid task, answering questions to create a chain. (10 mins)
SMILE english lit framework, very structured -> copied off the board. Comparing two poems.

Direction
(Are the students clear about what they are doing and how to do it well?)
- Very clear for starter, although a lack of understanding from some.
- Clear about recalling previous annotations from the poem.
- Followed by dictation (through word-typing)

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
- Emphasis on ensuring the class achieve a C or ASE.
- Challenging all the students
- were challenged as after working through an example as they had to write their own.

Prifysgol Cymru
Y Ddwydd Dwr Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?
- Asking questions to the class
- Class copied a 'thinking aloud' worked example
- Provides a criteria to make the learning clearer. (wrote for pens to be put down before moving on)
- Singled out and praised a student who has previously excelled at this task.
- Assesses by asking questions, of understandings and correct spellings.
- Brilliant emphasis of how to get the marks.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

1) 9:15 -> late arrival, Pupil dragged her chair across the room and sat down. Teacher ignored the late arrival and just handed out the work.
9:20 -> was addressed later as there was continued chatter with other pupils as to why she was late. Caused minimal disruption due to the way it was handled.

2) Classmate exclaimed at another to 'stop wasting me up' and pushed him slightly. Teacher replied comically 'Dim windio him up.'

3) Pupil hands out sweets to fellow classmates drinks energy drink. Causes distractions but was praised to bring back 'on-task' as pupil had received highest grade in this piece of work previously. (Reading age 14-15, age 7 in year 7)

1

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Flows)/Critical Incident (Focus): Late arrival (English Literature)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- pupil arriving late and not ready to work derailed lesson. (9:15) - Disrupted throughout the lesson.
Cofio a Deall/ Remember and Understand "Allwch chi restru effennau'r achos yng ngyd-destun y dyddiad?" "Can you list the aspects of the incident in the context of learning?"	- Incident stopped learning at first. - Incident developed further and continued to disrupt until praised.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gwneud yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	- The use of Tactical Ignoring works in many cases and can be considered the first step in classroom management.
Casgliadau a chamau gweithredol/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	- Incident could have been dealt with straight away to prevent further disruption. - A more effective seating plan would've avoided the chair being dragged across the class.
Y profiad newydd / Transformed experience	

2)

2

Prifysgol Cymru
 Y Gynullad Ddiwydiol
 University of Wales
 Trinity Saint David

Yr Athrofa
 Addysg a'r Dyniaethau
 Education and Humanities

OBSERVATION / FIELD NOTES
 (Questions adapted from Fletcher Wood (2016))

Date: 26/9/19

Lesson details: Year 10, Set 2, Science 12:20 - 13:20
 Lesson before lunch.

Classroom culture
 (Are the students focused on learning?)
 - Very quiet and focused, Starter 10 mins.
 - Active, chatty class.
 - Focused when copying diagrams off the board.

Objectives
 (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
 - To explain how the respiratory system works as a starter.
 - Pairwork, answering questions from a laminated card.

Direction
 (Are the students clear about what they are doing and how to do it well?)
 - Very clear with Starter, given the chance to research from either the textbook or computer using IT skills.
 - Straightforward instructions for the students.
 - 'Pictorial' - drawing pictures of what they've done.

Access and challenge
 (Are all students able to engage in the lesson? Are all students challenged?)
 - Students are challenged as they have to research the answer.
 - Not all students engaged for the main activity.
 - Some played with balloons instead of completing the exercise.

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

- Teacher marked how they answered the questions, best + quickest had a chocolate. (Purple pens for self-assessment).
- After practical activity, pupils' efforts were judged. (After this activity)
- P

Specifics / Critical Incidents

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

- 1) Pupil head on desk throughout starter, teacher brought textbook to him to help. 10 seconds to make a choice whether to work or not. → was left alone.
Remained the same all class.
- 2) Girl picked her phone up and left the classroom saying 'I'm off'.
- 3) Some students argued over who is doing what in the activity task. Potential danger with scissors.
- 4) Rain caused half the class to look out the window which provoked a discussion between pupils.
- 5) Student applying perfume, spray + lip gloss 5 mins before the end.

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

Dyddiad/Date: 26/9/19.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Boy, head on the table.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	Pupil was one of many 'off-task' and not wanting to work.
Cofio a Deall/ Remember and Understand "Allwch chi restru effennau'r achos yng nghydr-dedem y dydd?" "Can you list the aspects of the incident in the context of learning?"	- Little or no learning was taking place until the intervention by the teacher and therefore, the practical exercise.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gwneud ar un ffaith i sicrhau sillwng a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	- The use of differentiation provoked an interest from the pupil, who had refused to work otherwise. (practical exercise).
Casgliadau a chreu gweithred/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	- That practical exercises seem to interest boys, so a mixed teaching approach will enhance their learning.
Y profiad newydd / Transformed experience	

3)

3

Prifysgol Cymru
Yr Athrofa
University of Wales
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES
(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19 Lesson details: Maths. Year 11, Set 2 Lesson before a maths mock. 11:20 - 12:20 class finished 7 mins early.
Classroom culture (Are the students focused on learning?) - A lot of starting out + general conversation with the teacher - Threats of headteacher needed. - fairly chaotic
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - to finish off a mock paper. - To answer questions on the board.
Direction (Are the students clear about what they are doing and how to do it well?) - Working through the questions with the teacher on the board. - They were clear about what to do but simply didn't want to.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - All children are challenged due to time restraints. (8 marks in 8 minutes) - All questions challenged every member of the class.

Prifysgol Cymru
Yr Athrofa
University of Wales
Addysg a'r Dyniaethau
Education and Humanities

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

- ASSESS through questioning class
- ASKS class for answers.
- walks around marking as they work. also.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

- 1) - Late arrivals
- 2) - Other maths teacher arrives to confer with teacher. 2 occasions.
- 3) - ~~the~~ pupil bouncing pen to distract and draw teacher's attention. Teacher looked eyes, yet continued to do it until she stopped.
- 4) General conversation about exams, included the pupil using some bad language.
- 5) Singing on chairs. 'Name, you're going to fail' 'No I ain't'
- 6) Different pupil moved seats for talking to each.
- 7) Yawn, head on table, 'I give up on maths.'
- 8) Phone in the phone box.
- 9) Asking for time, toilet,
- 10) Girl doing her lip gloss.

3

Prifysgol Cymru
Yr Athrofa
University of Wales
Education and Humanities

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

Dyddiad/Date: 26/9/19.

Diswyddiad critigol (Ffocws)/Critical Incident (focus): Pen-bouncing to cause distraction.

Profiad/ Experience	
Teimladau/ Feelings (Beth yw eich teimladau ynghyd y profiad?) "What are your feelings regarding the experience?"	The experience was a test of will and patience towards the teacher.
Cofio a Deall/ Remember and Understand "Adwch chi restru effennau'r achos yng nghyd-ddestyn y dyddiad?" "Can you list the aspects of the incident in the context of learning?"	- Learning was at a minimum for the whole class. - The pen bouncing was a sign of being 'off-task' due to lack of interest.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gwneud yn ffaith i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	- The teacher looked eyes with the Pupil in an attempt to persuade him to stop. This is normally an effective method if asking nicely hasn't worked.
Casgliadau a chamau gweithredol/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	- Next step may have been to stand near the pupil, or have a quiet word, following the PIP+ RIP Protocol at the School. 1
Y profiad newydd / Transformed experience	

4)

Prifysgol Cymru
Yr Athrofa
University of Wales
Education and Humanities

OBSERVATION / FIELD NOTES
(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19

Lesson details: Year 7, History, + TA

Classroom culture (Are the students focused on learning?)	Put music on during Q&A
- Standing behind chairs, quick register. - APk through questions from last lesson. - Mistake-welcoming environment. Time focused. - Praise used nicknames	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	
- To write the correct century. - To finish sticking in the triangles. - Copying core knowledge. LO: To find out how far the British Empire spread around the world.	
Direction (Are the students clear about what they are doing and how to do it well?)	
- Yes, hands up to identify correct century. - Learning leaders for activity 2 - Very clear heading into main core knowledge section. - Plenary → quick question 'does anyone know what an empire is?'	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	
- It is certainly challenging to identify the correct century. - Challenged learners to complete task due to time parameters	



Assessment

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

Assessment through asking questions, hinge point.

Then used learning leaders to peer assess.

Leading (learning leaders encouraged to 'market' their work.)

Moving around the class checking over shoulders and praising. (During)

Testig students on prior knowledge, what does the word 'Empire' mean.

Specifics / Critical Incidents

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

- 1) - pupil delivered an 'eye-ball' from the Science department. Teacher said she will show them later as a reward.
- 2) - Somebody took it upon themselves to start collecting Seizzers. Helpful, Praised for being helpful. Potentially dangerous?
- 3) - Asking temperature of students in the class to open the window.
- 4) - Pupils sang along to the music playing whilst copying three core knowledge points.

4



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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Focus)/Critical Incident (Focus): Pupils singing along to music

Profiad/ Experience	
Teimladau/ Feelings <i>Beth ydych chi teimláu ynghyd y profiad?</i> "What are your feelings regarding the experience?"	The idea of having music on in the background of an activity such as this is a really good idea as it creates a nice atmosphere for the year 7s in one of their first classes.
Cofio a Deall/ Remember and Understand <i>Wleddu chi o'r profiad ydych chi? Beth ydych chi'n deall o'r profiad?</i> "Can you list the aspects of the incident in the context of learning?"	- Music did not distract from the completion of the task (gluing in to books). - Had a positive effect on atmosphere.
Gwerthio a dadnodd/ Evaluate and analyse <i>Beth ydych chi'n gwerthio y profiad yn ôl ydych chi? Wleddu chi o'r profiad ydych chi'n deall ydych chi?</i> "What could be kept the same to ensure effective teaching and learning in the future?"	Ensuring that if the music becomes a distraction to switch it off. Could use music as a reward tactic.
Cyngladdu a chamu gweithredu/ Conclusions and actions <i>Beth ydych chi'n gwyboda o'r profiad ydych chi? Wleddu chi o'r profiad ydych chi'n deall ydych chi?</i> "What are your possible solutions to the issue identified?" "What could be done next?"	Could be as simple as warning the pupils that if their work suffers they won't be able to have the music privilege. Perhaps having music from the era in question (history lesson) may give authentic context.
Y profiad newydd / Transformed experience	

Reference list.

- 1) BBC News Wales, (28/01/19) Date accessed: 05/10/19:
<https://www.bbc.co.uk/news/uk-wales-47016021>
- 2) Bekiryazici. M, (2015), '*Teaching Mixed-Level Classes with A Vygotskian Perspective*', Science direct, *Procedia Social and behaviour sciences*, p914. Date accessed 18/10/19.
- 3) BERA guidelines,(2018), p21, date accessed: 19/10/19, found at:
https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf?noredirect=1
- 4) Blaxter. L et al, (2010), '*How to research; Fourth edition*',Berkshire, OUP, p.72
- 5) Bruner. J.S, (1997), '*Celebrating divergence- Piaget and Vygotsky*', Found in '*In search of Pedagogy, Volume 2, The selected works of Jerome S. Bruner*',2006, Oxon, Routledge.
- 6) Cangelosi, J. S, (1988), *Classroom management strategies, Gaining and Maintaining Student' Cooperation*', New York & London, Longman group.
- 7) Catania, A.C, (1984) 'The operant behaviourism of BF Skinner ;*Behavioural and Brain Sciences*', 7(4), pp.473-475. Date accessed: 17/10/19. Found at:
https://www.researchgate.net/profile/A_Catania/publication/231846087_The_operant_behaviorism_of_B_F_Skinner/links/5d8bc5d3a6fdcc25549a408b/The-operant-behaviorism-of-B-F-Skinner.pdf
- 8) Chaiklin, S, (2003), '*The zone of proximal development in Vygotsky's analysis of learning and instruction. Vygotsky's educational theory in cultural context*', pp.39-64. Date accessed: 18/10/19. Found at:
https://zodml.org/sites/default/files/%5BAlex_Kozulin,_Boris_Gindis,_Vladimir_S._Agayev,_S_O.pdf#page=55
- 9) Chomsky. N, (1959), '*A Review of B.F. Skinner's Verbal Behaviour*,' Date accessed: 16/10/19. Found at:
<https://www.ugr.es/~fmanjon/A%20Review%20of%20B%20%20F%20%20Skinner%20s%20Verbal%20Behavior%20by%20Noam%20Chomsky.pdf>
- 10) Clark, R.E, (2004), '*The classical origins of Pavlov's conditioning. Integrative Physiological & behavioural science*', pp.279-294, Date accessed:10/10/19, Found at:
https://www.researchgate.net/profile/Robert_Clark46/publication/7472370_The_classical_origins_of_Pavlov's_conditioning/links/5b987c34a6fdcc59bf882814/The-classical-origins-of-Pavlovs-conditioning.pdf
- 11) Cowley. S, (2001), '*Getting the buggers to behave*', London, Continuum group.
- 12) Day W.F, (1992), '*Radical behaviorism in reconciliation with phenomenology*'.
- 13) Education in Wales, action plan 2017-2021, Welsh government, Date accessed: 29/09/19, Found at: <https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf>
- 14) Estyn report. 2016. Date accessed: 28/09/18. Found at:
https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/%20Community%20School_1.pdf
- 15) Gibbs. G, 1988, found at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>
- 16) Hammond, J. and Gibbons, P., 2005. What is scaffolding. *Teachers' voices*, 8, pp.8-16. Date accessed 18/10/19. Found at:

- http://www.ameprc.mq.edu.au/docs/research_reports/teachers_voices/Teachers_voices_8.pdf#page=15
- <https://senedresearch.blog/2015/03/17/donaldson-review-the-purposes-and-content-of-a-curriculum-for-wales/>
- 17) Hull. C. L, (1935), *The Psychological review, The conflicting psychologies of learning-a way out.* Volume 42, Number 6, Yale University. Found at:
<http://www.appstate.edu/~steelekm/classes/psy5300/Documents/Hull1935.pdf>
 - 18) Lemov. Doug, 2010, *Teach like a champion*, p151 Found at:
<https://juliusbucar.files.wordpress.com/2017/04/teach-like-a-champion-49-techniques-that-put-students-on-the-path-to-college.pdf>
 - 19) MacCorquodale, K., 1969. BF Skinner's verbal behavior: a retrospective appreciation. *Journal of the Experimental Analysis of Behavior*, 12(5), p.831. Date accessed: 16/10/19. Found at:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1338688/pdf/jeabehav00147-0157.pdf>
 - 20) McBer. H. Consultancy- policy makers for England. Found in: Skinner. D, 2010, *'Effective teaching and learning in practice'*, London, Continuum.
 - 21) Michael, J., 1984. Verbal behavior. *Journal of the Experimental Analysis of Behavior*, 42(3), pp.363-376. Date accessed: 23/10/19. Found at:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1348108/pdf/jeabehav00055-0021.pdf>
 - 22) MyLocalSchool. Date accessed: 2/10/19. Found at:
<http://mylocalschool.gov.wales/School/6704076?lang=en>
 - 23) Nordlof. J, (2014), *'Vygotsky, scaffolding, and the role of theory in writing center work; The Writing Center Journal, pp.45-64'*, Date accessed 18/10/19. Found at:
http://writingcenters.org/wp-content/uploads/2015/10/Nordlof_WCJ34.1_2014.pdf
 - 24) Omomia, O.A. and Omomia, T.A., (2014) *'Relevance of Skinner's Theory of Reinforcement on Effective School Evaluation and Management. European Journal of Psychological Studies'*, (4), pp.174-180. Date accessed: 14/10/19. Found at:
http://www.ejournal12.com/journals_n/1421062148.pdf
 - 25) Rogers. B, (2015), *Classroom Behaviour; A practical guide to effective teaching, behaviour management and colleague support*, 4th edition, London, SAGE publications.
 - 26) Samelson. F, (1981), *Journal of the History of the Behavioural sciences* 17: 399-425. Date accessed: 12/10/19. Found at:
<https://commons.trincoll.edu/macecourses/files/2016/11/Samelson-1981.pdf>
 - 27) Schwartz, D., Fischhoff, B., Krishnamurti, T. and Sowell, F., (2013) *'The Hawthorne effect and energy awareness. Proceedings of the National Academy of Sciences'* 110(38), pp.15242-15246. Date accessed: 01/10/19. Found at:
<https://www.pnas.org/content/pnas/110/38/15242.full.pdf>
 - 28) Sherrington. T, (2019), *'Rosenshine's Principles In Action'*, Woodbridge, John Catt Educational Limited.
 - 29) Thomas. G, (2013), *'How to do your research project'*, London, Sage publications.
 - 30) Tomic, W., (1993), *'Behaviorism and cognitivism in education'*, Date accessed: 12/10/19, Found at:
https://www.researchgate.net/profile/Welko_Tomic2/publication/254912914_BEHAVIORISM_AND_COGNITIVISM_IN_EDUCATION/links/53f5ba840cf22be01c3f9925.pdf
 - 31) Tripp, D, (2011), *Critical incidents in teaching (classic edition): Developing professional judgement*. Routledge.
 - 32) Tripp. D, (1993), *'Critical incidents in teaching; Developing professional judgement'*, Oxon, Routledge.

- 33) Welsh Government, (2018), 'An introduction to the professional standards for teaching and leadership'. Found at: <https://s3-eu-west-1.amazonaws.com/hwb-live-storage/9b/9a/d3/8a/f1354794bb954aa3cbb0f5e3/an-introduction-to-the-professional-standards-for-teaching-and-leadership.pdf>