

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

Critically evaluating within the context of this assignment means constructively opening and driving a discourse, through which perceptions of events can be challenged, refined and explored. This process will be applied to an event made critical through studying historical psychological theory, as well as current papers relevant to incident. To this extent, the critical incident will be described in relation to Donaldson's four purposes (Donaldson, 2015, Pg 30). The critical incident discussed allows a glimpse into how a student in social care adapts to their school environment as well exploring the importance of home stability on academic progress. Critical reflection will allow the transformation from initial observations to evaluative next steps. The conclusions arrived at will then guide the practise of an individual towards the new Professional Standards for Teaching and Leadership.

Observation

In compliance with the BERA (2018, Page 21, Point 40) guidelines, all individuals and the school in which they reside shall remain anonymous throughout this document. The school in which the observed critical incident occurred is a comprehensive Pioneer School located in the South Wales area and shall henceforth be referred to as 'School X'. The school is host to 1700 pupils ages 11-18 and has a budget of around £4100 per student. The school averages a 95% attendance record, with 6.5% of their students qualifying for FSM (free school meals), well below the national average of 16% (My Local School, 2018). FSM is widely used alongside attendance and achievement levels as a measure of a schools' performance; however, studies have shown that the FSM indicator is greatly limited in showing the relation with educational outcomes, and instead acts as an indicator for socio-economic disadvantage within the context of the school (Taylor, 2018). The observed critical incident in this instance focused on a year eleven pupil, during a GCSE PE lesson, and his

interaction, or lack thereof, with his teacher. It may be of note that the incident occurred towards the beginning of the academic year.

There exists a plethora of different methodologies when it comes to observing and assessing within the context of educational practises. One immediate distinction is whether they fall under participant or non-participant observations. During participant observations the researcher often takes part in the activities of the group being observed (Kumar 2014, Ch 9), whereas non-participant observers present themselves by passively watching and listening while attempting to make conclusions. One general drawback that arises from most forms of observation is that the presence of the researcher is likely to affect the behaviour of the subjects, limiting the scope with which any conclusions drawn could be used. This displacement of normal behaviour attributed to an observer is denoted as the Hawthorne effect. Different motivations for observations may employ certain techniques to fully capture specific aspects of the behaviour being observed. When trying to encapsulate a large spread of possible behaviours, quantitative methods of observation involving data capture techniques could be successfully employed, for example tally-charts, or using various scales to assign a numeric to particular students or classes. Whilst invaluable for certain purposes, quantitative based observations can fall short from painting a full picture of events, as described in Ted Wragg's *'An Introduction to Classroom Observation'* (Wragg 2013, Ch 1, Pg 9). Ted goes on to write about qualitative methods of observation. These approaches allow for a detailed and in-depth focus into nuances within interactions in the classroom. It is for these reasons that the observation method used for the purposes of this assignment was a passive, naturalistic approach, detailing events in a qualitative format. The observation field notes (as seen in figures 1-6 within the appendices) were based on questions outlined in Harry Fletcher-Wood's book *'Ticked off'* (Fletcher-Wood, 2016, Pg 125). These questions give a clear direction for the aim of observing a potential incident which could later be formed into a critical one, whilst allowing observations made in different lessons to be more easily compared.

A case study is often defined as the content of research committed over a period of time that focuses on a specified person, group or circumstances. Case studies appear to provide a more tangible presentation of ideas to readers than sheer theory could alone. Hitchcock and Hughes (1995, Pg 317) provide a list of indicators they consider quintessential to case studies. To them, case studies offer a detailed and thorough, qualitative description of circumstances, as well as a chronologic prescription of events. As well as focusing on multiple perceptions from the participants of the study, a large focus is placed in key events of the case. The consequential report should conflate descriptions of events with analysis. Authors of the book; *'Research Methods in Education'*, (Cohen et al. 2011, Pg 293) identify

similar possible advantages to using case studies for the purposes of research in education, i.e. that they are accessible to a wider audience, and that they are applicable to more real and grounded scenarios. The disadvantages identified grapple with the idea that case study results are often unrepeatable due to the nature of how specific the set-up for events may be. This leads to the issue that studies are susceptible to observer bias, as well as results being unable to be generalised.

Within educational practises, the term 'critical incident' has a specific meaning within the context of its use. Tripp (2012, Pg 8) contrasts critical incidents with tangible objects, in particular a 'gold nugget' waiting to be discovered. By this he intends to highlight that without an observer, not only is a critical incident unidentifiable, but it does not exist, as it is the researcher's analysis and judgement of an events renders them critical incidents. Tripp (2012, Pg 25) goes on to identify two main stages of a critical incident; one, the observation and description of some incident, providing a 'what' and a 'why'; and two, analysing and providing an explanation for the incident in a broader and usually social context. Critical incidents can be used as a reflective tool to move from direct observation, through conjecture and speculation, and arriving at a transformed position. The Gibbs' (Gibbs 1988) reflective cycle, as interpreted by T. Cox (2019); denoted as the 'Assisted Reflective Conclusions (ARC) Model', provides a process in which an experience becomes a transformed experience (examples of which can be seen in figures 7-10 within the appendices). The observations performed for the purposes of this report were studied with the intentions creating critical incidents with which to identify the possible next steps and produce a critical reflection that would inform professional and personal teaching development.

The occurrence studied for this report takes place during a 4th period year 11 GCSE physical education lesson. The subject of the observation became partially focused on a male pupil situated at the back of the classroom, with the observer positioned just a few meters behind him. Throughout the lesson the subject exhibited general behaviours that signalled his disinterest (chatting, fiddling with scissors, attempting to distract others etc.). However, the class of pupils were fairly unruly, and many potential critical incidents could have been explored (as seen in figures 5-6 within the appendices). The reason the particular student was selected as the focus of this critical incident study was that the selected subject's behaviour came to an apparent head quite dramatically. The subject removed some branded, solid sherbet based, tablet sweets from his pencil case and then using a pen, proceeded to crush them into a fine powder which he formed into a line and snorted. The act was a clear imitation of controlled substance abuse. Although the observer was completely confident there was no immediate danger, the relevant child protection officer was informed

of the event at an appropriate time. During the observers' enquiries after the incident, it came to light that the school was already aware of this student's behaviours, and that this he had previously suffered significantly from a domestic abuse situation. It was also disclosed that the student was currently (at the time of observing) a 'Looked after child', meaning he had been in the care of his local authority for any period greater than 24 hours. Donaldson's four purposes outline what the new curriculum is aspired to conform to (Donaldson, 2015, Pg 30). One purpose, in part calls, for all children to know how to find information and support to keep themselves safe and well, as well as take measured decisions about their lifestyle and manage risk. The subject's behaviour involved with the identified critical incident paints a fairly dramatic view of the potential social issues surrounding the topic. It would be arguably naive to speculate on whether or not the subject has been provided with sufficient guidance throughout their life to successfully manage risk, or seek support to keep safe, in an objective and binary manor. However, if one were to assume he had, then attempting to understand his behaviour, and extrapolate meaning into a wider context becomes a much more challenging task. One potentially revealing route of enquiry would be to examine the interaction between the student and his teacher, however no contact between the observed student and the teacher was made throughout the lesson, which is notable due to the large amount of interaction between the teacher and other students, as well as the escalating behaviour of the subject. This lack of interaction seems to be explained by the schools' behaviour plan for this particular pupil; he is not to be placed at the front of classes, he is not to be singled out, and a teacher is only to step in when this pupils behaviour begins to disrupt others. Any significant deviation from this plan apparently leads to a complete shut down in communication from the pupil to members of staff at the school for several weeks. It would be easy to criticise and critically reflect on whether a complete 'hands off' approach is actually what is best for this individual, however considering this individual is participating in potentially his last year at this institution, and that each teacher has a responsibility for the education and wellbeing of several individuals, and not just one, then the schools approach is a large deal more understandable. On first consideration their plan can seem a defeatist's one, that is until that the subject's high attendance is considered a significant victory for the school. Having the pupil engage with the school's staff in any constructive sense is seen as far favourable to the alternative. One might find a sense of irony, in that a lack of interaction between a pupil and teacher, has the potential to show such personalised care and devotion into attempting to build the pupil's mental and emotional well-being, yet another aspect of Donaldson's four purposes (Donaldson, 2015, Pg 30). The staff managing the subject's behaviour plan and his interaction with the school staff, show meaningful and a tentative structure to avoid deforming the relationships based around trust and mutual respect between the subject and his teachers. These positive relationships are important for any

young person to be able to progress through education, but arguably more so for the 6407 children looked after by authorities in Wales, just less than two thirds of which are in care due to abuse or neglect, (Welsh Government 2018).

Literature Review

In Maslow's original 'A Theory of Human Motivation' (Maslow 1943) five human needs are constructed into a hierarchy. These needs progress from physiological, safety, love, self-esteem, and finally self-actualisation. Maslow identifies that people prioritise the most basic needs first, before allowing themselves to move onto the 'higher tiered' needs. Some developments that followed on from his ground-breaking work resulted in the establishing of a new model within the field of psychology alongside psychoanalysis and behaviourism; humanistic psychology (Stoyanov 2017). Although viewed as outdated within certain contexts by some, Maslow's hierarchy of needs is still taught and applied within the framework of sociology and business, as health is attributed to most fundamental requirements to thrive. The World Health Organisation defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO 1946). This definition has been claimed to be no longer fit for purpose, and instead focus on overcoming and adapting in the face of physical, social and emotional adversity (Huber et al, 2011). A child's acceptable mental, emotional, and social well-being must then lie somewhere between perfect, and adapted despite their circumstances. This adaption is accounted for within Donaldson's four purposes as resilience, or in other words, a person's potential to rebound and recover from trauma. Instead of viewing a child's emotional and social well-being as a potential barrier, holistic development and learning focuses on progressing all aspects of a child's development at an adaptive and appropriate rate (Voko, 2014, Pg 13). This framework integrates learning which may normally occur in separate environments, and links well-being, identity, belonging, communication, exploring and thinking as a way of developing the whole child in a natural and agreeable way (Voko, 2014, Pg 14). But what of the older child? Holistic development shows best results at early ages, but the new curriculum for Wales aims to eventually roll out to students up to age 16. Accounting for mental, emotional and social well-being for older children is an arduous task. Any underlying issues are often exasperated and diffused during adolescence. Social issues are proliferating within schools in an increasingly non-general way, in part due to the increasingly widespread use of social media. Some reports insist on a strong relation between cyberbullying and depression among children and adolescents (Hamm 2015), whereas others claim that our attitudes towards e-safety are largely emotional and

exacerbated, (Byron 2008, Pg 205) although it is widely agreed upon that more steps need to be taken to ensure children and parents alike are given the proper tools to safely navigate the digital era as and when new advancements come along. Does the burden of this responsibility sit solely on the shoulders of parents though? With the number of 'looked after' children on the rise in Wales (Welsh Government 2018), there is an increasing demand for pastoral support from schools, and this is putting a strain not only on schools' budgets, but also undue amounts of stress on teachers. Is it fair that children with stable backgrounds have a significant advantage concerning academic progression within schools? Very strong ties have been found between parental involvement in their child's education, and the level of attainment of that child (Desforges, 2003, Pg 4). Not only does parent's involvement improve their child's attainment, but also that the higher the child's attainment, the more a parent will become an active participant in their child's process of learning. It has been shown that a parent's level of involvement is strongly influenced by social class, poverty, health and confidence level. Desforges shows how some parents are put off from getting involved with their child's education due to being 'put down' by schools and teachers. The Donaldson's report integrates both parents and carers within its principles of curriculum design and recommends summative reporting on the holistic progression of their charge, drawing beyond experiences from the formal classroom (Donaldson, 2015, Pg 83). This response allows for a more responsible and reliable tool for involving and integrating a children's positive out of school experiences into their education.

Reflection / Evaluation & Next Steps

Although the school's behaviour plan for the subject of the critical incident was focused on diminishing possibilities of any outbursts, alongside prevent any lapse in communication, limiting his disruption to others was not something that seemed implemented within the lesson that was observed. Only letting the subject disrupt himself, but not disrupt others insinuates a certain ethos. It shows us that school believes the subject is responsible for his own learning, and others shouldn't have to suffer due to his ill-advised behaviours. However, this contrasts with the fact that within the lesson observed, this 'problem' student was placed in close proximity to high achieving, hardworking students. Although this may have been an effective method to improve the focus and general attitude of the subject, it is potentially unfair for the high achieving students, as contrary to the subject's behaviour plan, over the course of the physical education lesson, the subject was incredibly disruptive to other students. Part of this disruption was physical, requiring one student to move themselves away from the work desk for a period of time, as the subject insisted on spinning a pair of

scissors at high velocity near the student's face. Some of the disruption came in the form of ridicule of the other student's sport during a discussion activity. Although any intervention of this subject's behaviour was not witnessed, maybe the prerequisite amount of disruption to others was not met in order to result in any form of corrective action. Or maybe the teacher was unaware of how disruptive to others the subject was being due to the other stipulation of the subject's behaviour plan that he be sat near the back of the classroom. The expectation for the amount and quality of work from the subject seemed far below his fellow classmates. The subject forgot to bring his exercise book, so pretended to work on lined paper for the duration of the lesson, and then simply stashed the sheet in his bag at the end of the lesson and slipped out when everyone else were expected to hand in their work. One potential cause for concern in the handling of this is the potential to lose respect from other students in the class, and have a harder time motivating quality work from them. Although it is unclear whether this was the cause for lack of respect and general unruliness within the class for the lesson, it is a possibility, as the teacher in question is a respected figure within the context of the school as a whole due to his leadership role regarding year 11. The overall complete lack of contact between teacher and this particular student is something one would expect to see under the circumstances of a recent trauma to the student, however this is not the case. The subject's behaviour plan seemed a more long-term plan, having been in place for a lengthy period.

Considering the seriousness nature of the critical incident discussed, one would be hesitant to state any confidence in discerning what is required in terms of the subject and how to deal with his disruptions. Also, having a limited and speculative perspective of events, opens the possibility of suggesting systems which could already be in place for this student. Having stated that, certain suggestions for next steps come to mind. Considering the student is likely to have a potentially disruptive and inconsistent home environment, it could be seen as necessary to provide him with safe, study space within the school at certain times. In this space the student could be encouraged to complete homework or revision, possibly with the assistance of trusted peers. This could be effective not only because it is the pupil's final year, but also could show a caring and stable institution in the guise of the school, as well as fostering a environment in which he can relate to other students in a school-work context, but outside of the classroom where he is at his most disruptive. A less specific suggestion could be to attempt to foster a constructive attitude towards the importance of education from a much younger age, maybe focusing on the importance of education in breaking free from the poverty cycle, possibly in conjuncture with the human geography section of the syllabus.

The pastoral role of teachers should really shine through when it comes to such cases, further observations of this student or others in similar situations, in different classroom environments, different lessons, and under the instruction of different teachers would be an invaluable experience to develop personal practise. The professional development aspects to foster from this exploration are highlighted in the tender and considerate approach to dealing with the most troubled of students, as well having a gradient system in place for less dramatic situations.

Conclusion

The approach taken within this assignment has a heavy focus on a tentative and constructive discourse. Social inequality can be seen as one of the largest injustices of the 21st century, and attempting to combat it within education is not just the responsibility of practitioners within education, but also their aspiration to do so. Although part of the nature of critical incident case studies, an attempt has been made to keep speculation and conjecture to a minimum, whilst still exploring a thorough and potentially useful discussion of events, and different theories that may explain them. Reflecting on straightforward dilemmas is largely redundant, so selecting such a complicated, and serious critical incident to identify requires innovation and gives a chance to touch on the skills essential within the role of the reflective practitioner in Wales and the new Professional Standards for Teaching and Leadership.

Appendices

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	moved to new lesson halfway → Through
OBSERVATION / FIELD NOTES			
(Questions adapted from Fletcher Wood (2016))			
Date:	02/10/19	30 students 1st	1st period (half lesson observed)
Lesson details:	8 Form Group	Maths lesson, cover for absence (languages?) Areas of shapes & Observing St. T.	Spanish
Classroom culture	(Are the students focused on learning?)	Regular seating plan enforced. Student sent to get more copies of sheets printed (machine malfunction previously) group of 4 turned around chatting off-topic. T. 'shh, getting on with it'	Regular Teacher
Objectives	(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	learning areas (start with triangle) Recap on prior knowledge. Revision & worksheet provided for completion as main body of lesson	Group eventually starts whispering on task
Direction	(Are the students clear about what they are doing and how to do it well?)	Clear instructions (don't draw on sheets etc) Title & date at 6 mins in (done in Spanish)	
Access and challenge	(Are all students able to engage in the lesson? Are all students challenged?)	Student wasn't in last lesson, (T. got partner to explain)	
Assessment	How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Hands up for known answer best, neatest work gets 'merits' (v. excited)	
Specifics / Critical Incidents	Are there particular telling moments and examples which it would be helpful to discuss?	Child asking about height of parallelogram T. told correct answer, child still doesn't understand why, just stops asking after teacher reiterates correct answer Tapping child T: "whoever is tapping you will be in here tapping at break" - silence follows (loud & assertive)	
Observing students used as Scare + Motiv. tact. "They know your name (Register)... know where you live (joke referring to seating positions) caused a small disruption, joke clarified → 'Stern': alright, back to work"			

Figure 1

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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Pupil A

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

Date: 02/10/19 9.58 30 class size 2nd period

Lesson details: 8 Form English lessons focused on the character of 'Grandma Wolf' (old class building (some broken lights) nice dishes around room)

Classroom culture
(Are the students focused on learning?) Packed up very early (4 mins) sorry standing around chatting going to break
10:02 Register during do now task waiting for break
10:06 Moved on, T. (Grandma Wolf) → plenary A+A to do early
T. moves to desk to end hands up discussion so no one feeds

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Do now task, followed with explanation 2 mins into lesson. (Book of books)
Lesson obj: Character analysis & descriptive writing.
'Stylistic modeling'

Direction
(Are the students clear about what they are doing and how to do it well?) Teacher goes around and corrects any errors for do now task. Writing out for a particular answer, open about this, & still takes additional opinions
Clear tasks communicated verbally & projection

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?) Silent working well enforced. Tasks reiterated half-way through
Not just answer, but 'why'. Promoting discussion & allowing different opinions that are backed up. Children that finished early kept heads down to avoid more work/make a fuss.

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Hands up for people that know answer.
Different colour (poster) used for Do now (dyslexia?)
Hands up for input, but still picks some quiet children.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss? Hand bottle falling → non address, and immediately praises students that are working well,
initial noise/excitement immediately quashed with distraction.
Alarm goes off to alert of child they have to leave, quite a lot of a disruptive team.
Teacher's style is not addressive. "I'm back sir" (disruptive entrance)
One child not engaged at all (head down, hiding)
Some times closed eyes (tired/bored)? Not listening to others answers. lots of tapping/fiddling/drawing in book
Not picked on for questions. In pair work talking off topic. Gives problematic answer when picked on (all beginning A)

Turning around to steal friend's pen, playing around
Told to discuss with partners but lots of cross talk
Pupil B
Not doing task, engaging deteriorated
No work in book after first task
Eventual writing mid-task reiteration (slow)
Frustrated? (disrupting others)
Trendy haircut
Back of head red from rubbing
Scratching

Figure 2

Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	Teacher Email
OBSERVATION / FIELD NOTES		
(Questions adapted from Fletcher Wood (2016))		
Date: 02/10/19 11:18 Class size: 30 3rd period		
Lesson details: 8 Form Group Welsh Register 11:32 → + test scores lesson right after 'break time'		
Classroom culture (Are the students focused on learning?) Noisy period after break to settle Noisy as tests taken in. count down in Welsh to calm class (cannot hear teacher from back). Very noisy, animated giving back tests, Wild! Dancing, climbing over desks, shouting etc.		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Holidays → Building on just saying where they went → for 1st assessment		
Direction (Are the students clear about what they are doing and how to do it well?) 'Do now' task, 10 countries on board, translate them to English test! → peer marking → call out own mark in Welsh.		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students are able to engage, behaviour willing. Pairs given opportunity to perform 3 Q+A practised with		
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? no prompts or notes in front of class hands up, Q+A & picks on quiet students test at start		
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? "English?! Praise the Lord Jesus Mary!" said loudly next to teacher, turned around to friends Student obviously struggles with/dislikes Welsh "mission impossible" theme played loudly from neighboring class, children are minimally focused & distracted Pupil C picked on → engaged well in Welsh (better than English) Pupil C child with hand up, clearly ignored by teacher Talking about assignment strength & duty in books		
Angrily says to friend "what the f*ck is wrong with him? I've had my f*cking arm up for ages" Continues to try to ask question, teacher still doesn't respond Proud to not know answers stays Annoyed & disruptive through main body of lesson (picking & shouting) ignored		

Figure 3

⑦ Screaming, shouting & attempting to disrupt others
 (pulling person's chair in front of them using legs)
 singing finally addressed. child told to place
 planner on T. desk.
 child seemed pleased with themselves, 'victory'
 walk back to place
 Not as disruptive in english
 child struggles to find a partner for paired task.
 completes task. - strokes friend's hand (in a joking way)
 pretend chokes friend pulling him backwards onto
 desk, hugs after.
 Not listening to others answers
 Two children at back playing potentially hazardous
 game of 'mercy'
 3 students retry test to avoid homework etc
 tomorrow

Figure 4 (continuation of figure 3)

Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date: 02/10/19 10:15	
Lesson details: Yr 11 Classroom P.E. lesson 22 Students (GCSE P.E.) 8th period. Group Ref.	
* low on time on video * skipped, students disengaged	Classroom culture (Are the students focused on learning?) Glues thrown, general attitude of not taking things seriously Talking during "silent" work. Laughing at teacher attempting to create exam conditions Talking about Rugby matches, not exactly on topic
	Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) 'What is Skill?' How, why, when do we use the word Skill in sport. → date & title 'Skillful performance' 3mins later 'what is the title?'
	Direction (Are the students clear about what they are doing and how to do it well?) 'Do now' Told to complete exam Q. Not clear direction in main part of lesson, just copying down from board. Good thought through responses recognised
	Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Stretch & challenge Q at front. People finished not extending or challenging themselves. Picking on people for Q+A, checking their engagement.
Student Home circumstances	Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Pick students to ask Qs Marking books (Exam question practise)
* forgot his book so he isn't working Very unsafe with scissors spinning them around near others faces.	Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Bored at back playing with scissors, blowing on paper. → Tired! Yawning, collapsing on desk leaning on chair. "Ugh... *fucking hell, is it fourth? (period)" Bored & tired. Not sure about questions, not sure what to do. written 3 words in 4 mins. ~~helping~~ helping himself to sweets instead of working. Waiting for others to answer before writing their answers crushing up sweets on desk with pen then snorting it. coughing & uncomfortable now. Hiding sweets in pencil case. Behaviour deteriorating "this is fucking stupid" (telling in street) only engaging with 'joke answers'
	* calling others ports shut (walking up mount) (Dark noises)

Figure 5

Pupil frustrated she has had her hand up for 'like 10 mins' (2 mins) to say she hasn't got a pen. T. told her to ask person next to her, she got a pen.
 Very vocal Student "why is it (the lesson) always football? So boring!"
 T: "... olympic gold medalist"
 "You say that (his name) as if we should know that!"
 T: "you should!" Pupil E not respecting teacher.
 Student moving Student, asking what he thinks about it.
 T: "How would you describe that (his behaviour)?"
 Not respectful, Uniform issues. continuing to argue with T.

Attitude problem with disliking teacher?
 mumble under his breath in a mocking tone.
 Starting to engage towards end of lesson, completing his work and catching up. No apparent reason
 Student avoids getting work marked by hiding it in his bag when T. collecting. (Self esteem?)

argument between student & teacher.
 Teacher felt student was being disrespectful of sport (gymnastics)
 T: "Have you represented your country doing anything? NO."
 Student: "Why are you saying that sir?!"
 etc...

Not singled out, Not at front.
 Step in when disrupting others. (completely shuts down).

Figure 6 (continuation of figure 5)

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

Dyddiad/Date: 02/10/19 2nd period

Digwyddiad critigol (Ffocws)/Critical incident (focus): Metal Bottle Disruption

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt the incident was handled very well by the teacher. Dropping/knocking off a bottle is not something that deserves a disciplinary response so was handled well.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Incident was handled by teacher very quickly & effectively • Student was not disciplined, and was encouraged to participate on the ongoing Silent-work task indirectly, as opposed to being distracted with Shame/embarrassment • The praise of others in response to a major distraction prevented the disruption from spreading to the class as a whole • Had the teacher not responded to the bottle falling at all there would have been widespread disruption • Had they directly addressed the pupil responsible for the loud noise created by knocking the bottle then that student may have become alienated and shown animosity towards the teacher in future, or had become embarrassed & distracted for the remainder of the lesson
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	How the teacher handled the situation was almost entirely without fault. However, trying to identify the conditions with which the teacher was able to act leads to the conclusion that the fast responses and quick thinking must have come from a significant amount of experience in dealing with similar issues, almost like a 'Teaching Muscle Memory' / instinct.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The event perhaps could have been avoided with a stricter implementation of preparing to learn in a more timely & controlled fashion with regards to getting stationary out, & bags away.
Y profiad newydd / Transformed experience	

Figure 7

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

Dyddiad/Date: 02/10/19 3rd period

Digwyddiad critigol (Ffocws)/Critical incident (focus): Ignored request for query

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Probably wasn't handled in the best way. Would probably zero-in on prepotory preparations on behaviour in general. Hard to make judgements, just a Snapshot of a situation is available.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	An ignored 'hand-up' query results in dissolution towards work and animosity towards teacher. → leads to student attempting to distract as many individuals as possible for duration of lesson. Continued disruption eventually resulting in minor disciplinary action. Managing large class size after breaks.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Perhaps the ignored hand up was necessary in order to keep lesson flow & momentum. The overall structure of the lesson, although chaotic, seemed very engaging. The price for this in this case were the many unobserved (By T) bad & disruptive behaviours. Tactical ignoring can be an effective & necessary method at times.
Casgliadau a champau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	A change in seating plan could be necessary to ensure the disruptive pupil is observed more closely. Finding out what the pupil needed, or returning to them during a class activity would have prevented the pupils' behaviour from spiraling. The rules for the class should have been asserted sooner, rather than waiting until the end of the lesson.

Y profiad newydd / Transformed experience

After speaking briefly to the teacher, I was made aware of that there is no specific behavior plan for the pupil. Maybe there should be, as they seemed so pleased with the consequence of their behaviour. (Smiling after returning from the front of the class after giving in planner)

Figure 8

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

Dyddiad/Date: 02/10/19 2nd period

Digwyddiad critigol (Ffocws)/Critical incident (focus): "They all start with A!" (joke answer)

Profiad / Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	One student managed to 'fly' entirely under the radar during main body of english lesson. Pupil seemed tired & bored, as well as stressed & distracted. Possible Psychogenic itch. As far as I could tell, teacher was unaware of lack of engagement.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	~~Managed~~ Only work was first task completed in book (first 5 mins). Clearly an able student, fast working. No apparent cause for change, just 'checks out' of lesson mentally. Possible MAT/ Problems/Stresses outside or in school? AFL: Picked once to answer Q, gave technically correct - joke - answer.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Good classroom atmosphere as a whole. well paced and structured lesson, (seemed meaningful) Good balance & control of class. Knew which battles to fight and which to ~~be~~ tactfully ignore. Not sure if behaviour plan or anything similar is in place for CI pupil, doubtful.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	More AFL needed, (possibly would be picked up on when marking books?) More movement around classroom would probably be effective at keeping pupils on task during individual activities. If rash from stress-itch was noticed, maybe a quick chat to see what was the issue may be in order.
Y profiad newydd / Transformed experience	

Figure 9

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

Dyddiad/Date: 02/10/19 4th period.

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Initially ~~confuse~~ just confused by bizarre behaviour. Saddened to learn of unfortunate circumstances for the pupils. And finally a little angry at the school for their failure to turn the pupil around. → Not sure what I would do in their place.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Student at back placed on table with capable learners. School's plan in a nutshell → as long as ~~he~~ ^{she} is only disrupting himself. Then leave him to it. Potentially a danger to himself/others. He knows what he can get away with & is aware of the low expectations, ~~then~~ ^{she} goes uses this opp. to do no work. Obviously bored.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Placing problem students in proximity to hard workers, although morally questionable, can be effective. Teacher is generally no-nonsense with majority of class, although most of them seemed very difficult & challenging to motivate & control (GCSE PE, start of Yr 11). Good opportunities for students to excel in discussion.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Very difficult situation to handle/resolve. • Background of Domestic abuse (severe) • In care with ^(victim) little stability. No consistency other than school. • Late on in school, hard to have a significant effect. • When confronted, shuts down for weeks at a time. → Find out why, work together for sol.
Y profiad newydd / Transformed experience	

- Provide a safe space in school for him to work on homework/revision?
 - Foster a constructive attitude towards school as early as possible. (Education breaks poverty cycle, & a lot of successful people had rough backgrounds etc)
- Tough dilemma, no obvious or ~~for~~ absolute solutions

Figure 10

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