

**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.**

Final word count: 3948

This essay will be focusing on an incident that has been observed within a classroom and looking at a range of factors which may have had an influence to make it a critical incident. "To take something as a critical incident is a value of judgement we make, and the basis of that judgement is the significance we attach to the meaning of the incident" (Tripp, 2012, p.8).

From the observations that took place, a reflection was undertaken for each observation to get a deeper understanding of what was seen in practice. A review of literature will be undertaken to support the reasoning of the critical incident. After reflecting on the incident observed it will help inform myself as a teacher on the next teaching and learning steps that could be used for a class to prevent this incident re-occurring.

Critical incidents can have a positive effect as "When something goes wrong in the classroom or outside classroom, teachers need to ask what happened and what caused it to happen" (Joshi, 2018, p.83). It gives practitioners the opportunity to reflect on the incident and to evaluate their own professional practice to change what is necessary to support that individual or group of learners. Observations and reflections could be a potential gateway into revealing information that may not have been discovered if the incident wasn't investigated further.

For the purpose of the assignment and to ensure that both the school and those who are involved are kept confidential, my professional teaching experience school will be referred to as 'School Y' and the child involved will be 'pupil X' in accordance with BERA (2018). School Y is an English-medium school for 3 to 11 year olds in South Wales, based in an urban city and town where the majority of learners are from various ethnic backgrounds and many speak English as their second language (Estyn, 2017). The school is currently a pioneer school, working with the Welsh Assembly Government (WAG) on the new curriculum for Wales (Estyn, 2017). For around 3 years, School Y had approximately 26% children eligible for free school meals and approximately 28% of children had additional learning needs (Estyn, 2017). School Y was categorised as a yellow performing school in 2018 (Estyn, 2017). The critical incident took place in a class of 26 students, of which there were 10 girls, 16 boys, one class teacher and a learning support assistant. The students varied in age from 6 years old to 7 years old. Within the class there were 20 children who have English as an additional language which was 77% of the class.

Longhofer et al (2017) suggests a case study allows the practitioner to focus on a specific problem or a question that may be occurring in the classroom or child, and although initially focussing on one perspective, it can present additional suggestions and solutions. Even though a case study can give a deeper understanding of the situation and indicate potential solutions that have arisen, it can have limitations. Simons (2009) identifies that the validity of a case study could be questioned when interpreting the findings. Having a personal

involvement or prior judgement on what has been observed could lead to unconscious or conscious bias towards the research and outcome of findings.

Before undertaking the observation in School Y, it was decided that a non-participant role and an unstructured observation would be undertaken to conduct the observation. A written record was the method selected to record the observation. Although, the children were aware of my presence taking notes there was no involvement with the activity or children. However, Kumar (2014) notes that depending on those involved, their behaviour may change due to being observed, which is known as the Hawthorne effect. As an observer, it is useful to know that what might be observed may not be their natural behaviour.

Pupil X wasn't identified at the start and were unaware that they had been chosen. There were four official observations and reflections that were carried out, (see appendices 1-8). For the purpose of this assignment only one observation will be the focus, (see appendices 1).

Wragg (1999) highlights many positive aspects when using a written record as the account is immediate and the observer will have a full understanding of the events that are noted at that time. This enables the observer to have an open mind when undertaking the observations due to not having a specific focus. It is noted that the use of a written observation has some drawbacks when recording events as, "it may produce an unwieldy amount of information" (Hobart and Frankel, 2009, p.38). This could imply that the written record may be too focused on an individual aspect or not knowing what to look for. The latter could result in over analysing and potentially recording irrelevant information or not capturing significant details.

However, "An unstructured observation will be far less clear in what it is looking for and will therefore have to go into a situation and observe what is taking place before deciding on its significance for the research" (Cohen et al, 2007, p.391). This method was particularly useful in studying a critical incident, as the incident itself doesn't portray as a critical incident but happens when the researcher interprets the observation after it has happened. A major advantage of written record observations is that it is one of the most frequent forms of methods to gain research in the classroom (Arthur et al, 2012). It allows the observer to get a better understanding of what is taking place within the classroom, reflect frequently and act upon when necessary. The practitioner can take time to observe and change an aspect to their teaching and environment which will benefit the child and classroom to prevent an incident re-occurring.

Sharman et al (2007) emphasises that when using checklists, they need to be prepared in advance to give practitioners a focus on what to look for. Due to not knowing the children or what might be considered as a critical incident until reflection, a checklist wouldn't have

been an appropriate method for the observation in School Y. One may recommend that a written record is a more suitable method to use as it allows the observer to observe without specific intention and to decide afterwards what requires more understanding and further action.

The critical incident took place within a year 2 literacy session where the group of learners appeared to be in the more abled group which consisted of four boys and three girls. It was observed that the group needed to recall their morning of events walking to school and relate it to their five senses which had been previously taught to the children. The structure of each sentence was modelled by the teacher with a range of adjectives. It could be interpreted, that it gave the children in the group a clear understanding of what needed to be achieved. During the session, it was noted that pupil X was distracted and struggled to write their piece of work. The class teacher noticed that pupil X wasn't on task and responded with the use of questioning to scaffold pupil X's memory and sentence structure. However, this became critical when it was observed that pupil X couldn't respond or answer any of the questions asked to them. It was noted that when pupil X didn't respond, more questions were asked by the teacher rather quickly. It could be possible that the child couldn't complete their work in the allotted time due to not being able to recall on events or ability to answer questions.

Donaldson (2015) was asked by the Welsh Assembly Government to undertake a review of the curriculum and to suggest a new way of assessment, teaching and learning in Wales. Donaldson (2015) has produced four purposes and six new areas of learning and experiences, that all children should have access to, to become successful and to live in the 21st century following the new curriculum reform in Wales.

Donaldson (2015) has proposed that one of the four purposes is for each child to be aware of their local area, Wales and the world. This was evident in the observation that took place where children were encouraged to think about and engage with their surroundings to inform their writing (noted in appendices 1). This activity allowed the children to make a connection to their own surroundings and to become knowledgeable of the area in which they lived, meeting this particular purpose.

Within Donaldson (2015) children are encouraged to be confident learners as part of one of the four purposes to be able to participate in school and life. It could be seen that this purpose of pupil X's confidence during this task could have potentially not been met. For example, not being able to answer the first question may have effected pupil X's confidence to answer further questions. A possible consequence for pupil X is that this experience could lead to not having the confidence or self-esteem to contribute in other areas of learning, as well as activities and experiences outside of school.

Welsh Government (2019) suggested that within this purpose, children should be able to acknowledge the importance of developing their resilience to be able to overcome potential difficulties. It was apparent that the teacher didn't want pupil X to give up on the work but instead to persevere to complete the work and to think about the questions. Perseverance will help children develop their confidence to overcome difficulties that they may occur and to keep trying until they are successful.

There are many theories that suggest how children learn. Didua and Rose (2016) speaks of how a behaviourist approach is used in a classroom with a range of rewards or sanctions to influence learning and behaviour. This approach is often used when "teachers tend to give rewards to students who produce genuinely exceptional work" (Didua and Rose, 2016, p.159). Some may argue that a child may grow to expect a reward each time and when asked to repeat the same or similar process without a reward they may refuse or display a negative behaviour. Pound (2011) explains Skinner's theory of behaviourism, the theory was largely focused on animals, and is known to be successful, however, animals and children do not necessarily act in the same manner. "The fundamental criticism of behaviourism is that human behaviour is too complex to be explained by such a simple theory" (Pound, 2011, p.95).

McLeod (2018a) notes that Piaget believed that all children learn through their environment and construct their own learning. However, Piaget's theory was taken further when "Vygotsky placed more emphasis on social contribution to the process of development" (McLeod, 2018b). Although both the theorist based their work on a constructivist approach, they both agree that children should take responsibility for their own learning environment. One difference between them is that although Vygotsky agreed that the learning environment was important for development, he believed that children also needed social interaction for language to develop and to construct knowledge.

A critic of Vygotsky's theory is that "every individual member always brings to the group a personal contribution as their own level" (Liu and Matthews, 2005, p.392). Vygotsky's approach relies heavily on interaction with peers or teachers. It would be assumed that all children would need to be of the same ability and to have the same experiences to be able to communicate efficiently. However, children could have different abilities that may potentially impact their level of interaction and contributions, for example, children that are non-verbal are unlikely to have the same experience.

On reflection of the observation it was identified that a social constructivist approach was used in how the child was taught and supported in the session. Gray and MacBlain (2012) talked about how teaching and learning should actively involve the child for them to learn and to process knowledge to give it meaning. This can be seen through appendices 1, where the learner was able to use their own personal experience to write their piece of work,

meaning it was relatable for the child. The social aspect of this approach was through the support shown by the teacher when questioning, allowing children to communicate ideas through language.

Keenan and Evans (2009) emphasises that Vygotsky's theory of zone of proximal development (ZPD) is what the child can achieve with the support from a peer or teacher to undertake the activity. When a child is in the zone of proximal development and receiving guidance, the child is more likely to achieve more effectively in the task with the assistance rather than completing independently (Pritchard, 2009). Thus, giving the children the confidence and reassurance that they can achieve it next time from the input they have received, rather than the task being past their capability.

"Vygotsky believed that ZPD offers a diagnostic tool to facilitate the development of a plan of learning to extend and support the learner" (Gray and Macblain, 2012, p.78). This tool is well known to the teaching profession, where professionals can make a judgement on when to intervene to support the learner. One of these issues that emerges from the ZPD is that too much guidance may be given to the learner. Shilbi and West (2018) identifies that cognitive load theory could have taken place during the activity, having an impact on the success as the volume of information couldn't be processed by that person. It was seen that during the observation, pupil X was in the ZPD and receiving the guidance, yet pupil X didn't respond to any questions. A possible explanation might be that "Where problems involve procedures with lots of steps, there's a risk that working memory will quickly become overloaded" (Didau and Nick, 2016, p.114). This could imply that the guidance needs to be at a pace and ability level to the relevant person to ensure that their working memory can process what was asked and be able to respond back appropriately.

Gathercole and Alloway (2007) suggests that where a child may have a poor working memory, they may have listened to what was being asked, but instructions or questions given to that child were simply forgotten. It could be interpreted that it is dependent on the practitioner to think and be aware of the learner's ability, to ensure the learner aren't being overloaded from what is expected of them, and to break down tasks to suit their ability. It is suggested that, "The key is to balance the cognitive loads, so students are 'thinking hard' about the material we want them to learn without overloading working memory" (Didua and Rose, 2016, p.47). This may be by teaching through modelling to help with the learning. The learners will still be thinking about the content and although it may be a challenge, they can still overcome it. It may be that modelling each step may be more achievable with the aim to complete separate stages, rather than following instructions without guidance.

"Scaffolding is the process of giving support to learners at the appropriate time" (Pritchard, 2009, p.25). This is an effective strategy that is used in the classroom to give children the support that is necessary to understand and master the skills and knowledge to carry out

tasks independently. Crowley (2017) draws attention to Vygotsky's theory that children need experience and communication from society, such as their peers and teachers to achieve knowledge and skills to develop further. This approach may be influenced through questioning, and opportunities to explore through objects to support the need of the individual. This is dependent on the practitioner knowing when to offer support and knowing what support strategy is best suited for the individual.

Fox (2001) agrees that children need to have the interactions and dialogues with one another but found that children may not make as much effort toward their work or to pay full attention within their group. This could be interpreted that the individual knows that they will get the support needed to answer the questions, despite being capable of completing the task with little or no support.

During the observation, pupil X was subject to the use of the scaffolding approach to start their thinking process. It was noted that pupil X wasn't focused on the task and the teacher used specific questioning to try to regain their concentration and engage the child. The approach did not seem to have the desired effect as the child seemed more flustered during questioning. This would seem to disagree with Pritchard (2009) as although the scaffolding process was implemented early in the session it did not seem to improve the child's understanding of the task and would therefore not be able to correctly perform the task independently.

Through scaffolding it is suggested that "rather than waiting for the child to accumulate enough experience to move on to the next stage, the adult or more experienced child supported the child's progression" (Beckly, 2012, p.12). This could have a positive impact on the child so that misconceptions are cleared up and the child has the correct information and strategies to enable them to move on to the next requirement of the task. It could be argued that if a more experienced child isn't confident on the subject content, then when they try to support another child, they could be misinformed. As such, using a peer to scaffold learning may not always be an effective strategy.

Although questioning is an effective strategy to support the learner to enable them to think of a response, many people argue that there are some limitations to the approach. One limitation could be that the wait time doesn't allow enough time for the child to process, think and respond (Davenport, 2003). For this approach to be effective, it is dependent on the practitioner to be aware of how much time is given and if it is enough time to meet the need of the individuals. This limitation may have been seen during the observation, where the child may not have had enough time to think about their response before more questioning.

As a practitioner it is important to develop professionally and personally in order to stay up to date on how it is best to support our learners. The use of reflection is demonstrated through

Dewey (1933, cited in Smith, 2014) which has identified that there are three significant characteristics to promote reflection, these are to be open-minded, responsible and wholeheartedness. These characteristics I will be promoting in my own professional development when teaching and reflecting. I feel it is important to take in account that other professionals could potentially be involved, and I can use their feedback to reflect on my own practice and develop myself.

For this reflection an ARC model was produced and supplied by the university to use after the observation. This ARC model was a structured format which advised me how to analyse the critical incident (see appendices 2). Through critical reflection and analysis, it may be thought that rather than pupil X being distant or disengaged, the possible reasoning for lack of response was that pupil X couldn't process the information to carry out the task.

Despite using the ARC model, Brookfield (1998) emphasises that practitioners find it difficult to reflect and suggests that we need to have four lenses when reflecting through, these are, ourselves, the learners, colleagues and literature. This reflective model could potentially help the practitioner to be more aware of what is taking place in the classroom and offer a different perspective to allow further investigation. However, the practitioner needs to be mindful of their own attributes and be able to be critical of themselves and understand another point of view.

The ARC model was used to reflect on the critical incident and identify possible next steps that could inform my own practice and solutions. The next steps are formulated from the arc model in appendices 2. As a teacher, I will be constantly reflecting on my own practice, to ensure that the approaches I undertake are effective for the learners in my classroom and I will make informed decisions to try new things.

The critical incident identified that the child may have been unsure on how to complete the task, and therefore the use of assessment for learning (AFL) could have been used to ensure that the learner was on track and supported. WAG (2010) has identified a range of strategies that could improve quality of talk and questioning. These strategies will benefit not only myself in a professional capacity but also the children in supporting their understanding, to allow them to be confident and capable learners within the new curriculum.

A next step that could be established is the use of questioning in the classroom and how the way the question is asked could impact on the response given. This led me to investigate Bloom's taxonomy where "the six levels of Bloom's taxonomy (in order from foundational to more complex) include: remembering, understanding, applying, analysing, evaluating and creating" (Magas et al, 2017, p.223). This has given me a deeper understanding that a type of question has its own purpose and requires a specific response. This will be beneficial

when planning a lesson to understand what type of questions I can ask the children to ensure that the questions are relevant to the task that is set.

From the use of scaffold questioning, wait time was identified during the reflection that pupil x may not have had enough time to formulate a response. Rowe (1987, quoted in Davenport, 2003, p.246) "Found that when teachers give student just a few seconds more to think about formulate their answers to question, there are pronounced improvements in the quality of the responses in the quality". The conclusion that Rowe has made, has prompted me to reflect on my own experience and perhaps when I ask questions, I don't leave enough time to respond before offering more support, or suggesting an answer. As a next step for myself, I will be mindful of each child's ability and ensure that enough time is allocated in the planning to ensure all children have an opportunity to contribute.

Having reflected on the observation and research, Vygotsky's theory of learning had significance on this occasion, highlighting that children need experiences from their own environment but also the use of language to be able to progress forward in development. The observation indicated that if a child couldn't communicate their experiences through language, then it is unlikely they would be able to produce written work on the experience. It was also shown during the observation that there are different factors to consider when a child is displaying signs of difficulty completing an activity and for the practitioner to adapt accordingly.

It has been recognised by the Welsh Government (2019) that as teachers, we are always continuing to learn, gathering knowledge and skills and encouraged to be open to reflect upon our own practice to help inform and adapt our pedagogy. Throughout the process it has made me question and become more aware of the importance to reflect on what is happening in the classroom, to ensure that the children are receiving the best teaching experience and environment.

The whole process that has been undertaken has been beneficial, to my own professional practice by bringing to my attention that there is always a reason why a child may behave or react in a certain way. The critical evaluation and reflection have been useful, and I will continue to use these methods to inform myself as a teacher on what potential steps could be practised in the classroom.

Appendices



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Appendices 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
<i>Lesson details:</i> The lesson observed was in a year 2 class. The session lasted 30 minutes for the group and started at 9:10am and finished at 9:40am. The group observed included 7 children, consisting of four boys and three girls. Beforehand, it was a whole group input with 26 children. The lesson was based on a literacy activity, using the 5 senses to write a sentence with an adjective.
Classroom culture <i>(Are the students focused on learning?)</i> At first the children put their hands up to answer the questions asked. However, after a few answers the teacher chose children at random by saying their name. There was a clear seating plan on the carpet positioning children by ability. When children worked with the teacher, they sat on a horseshoe shaped table which allowed the teacher to engage with all children. The teacher moved her body according to the child needing support. If a child who needed support or wanted to show what they had done, the teacher moved to them, leaving the rest of the group to work independently for a few moments. The environment itself was quiet and calm.
Objectives <i>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</i> The class teacher shared with the whole class what the learning objective was and linked it to a real-life experience, in this case, their journey to school.
Direction <i>(Are the students clear about what they are doing and how to do it well?)</i> When the children came to the table, children got their book and pencils ready for the next instruction. The class teacher then repeated what they were aiming to do that session. The teacher used questioning to start the conversation with the children. She then modelled how to set up the sentence structure to ensure children knew how to do it well. The teacher gave some examples of adjectives to make it clear what was expected.
Access and challenge <i>(Are all students able to engage in the lesson? Are all students challenged?)</i> Yes, all children were engaged with the lesson as the piece of writing the children were doing was related to their real-life experience. Children were encouraged to think about their morning to enhance their thinking of adjectives to describe their senses. All children were challenged to think of their own adjectives independently where possible. The class teacher and children appeared to be engaged with one another through oracy. When the children talked through their sentence, the teacher challenged the children to think of more descriptive words.
Assessment <i>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?</i> Before the main session, all children were sitting on the carpet and were asked the question "what did we learn about yesterday?" followed by "can we name all 5 senses?"



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During the activity the teacher again used questioning to see if they understood what the senses were and how they linked to a body part. She always asked the question with the name first of each child. After the activity, there was a quick assessment to ensure that all 5 sentences were completed with adjectives to meet the learning objective.

Specifics / Critical Incidents

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

Questioning was very effective in this session and used well to develop the children's ideas. The teacher used further questions if the child was finding it difficult to answer, rather than giving the child an answer. It was noted that one child was distracted and appeared to struggle with the pace of questions being asked and was unable to answer the questions. The group was shown how to form the structure of the sentence, and this was repeated multiple times during the task. The majority of the children were able to construct their sentence independently on their own from the input they were given.



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Appendices 2

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): A child was struggling and was distracted when the teacher tried prompting through questioning. The questioning was too quick, not allowing enough time for the child to process an answer.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	Initially I felt the questioning during the activity was positive as it allowed the children to think of their sentences independently. The questions were used as prompts for children to think of their own sentences and they seemed to respond well to the questions. However, on reflection, I feel the questioning process was too quick, not allowing enough time for a certain child in the group to respond. This produced more questions for the child and led to them not being able to complete the work.
Cofio a Deall/ <i>Remember and Understand</i> Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? <i>"Can you list the aspects of the learning experience that went well?"</i> Pa elfennau o'r profiad dysgu oedd yn siomedig? <i>"What were the elements of the learning experience that were disappointing?"</i>	It was noted that questioning was used throughout the introduction and main body of the lesson, which demonstrated to the teacher that the children understood the task ahead. It was observed that children had to recall on their experience walking to school to produce their piece of work which I believed worked well as these were real-life experiences for the children. Perhaps this influenced the learning as children were then questioned on what was seen, heard, smelt, touched and tasted as a focus on what to write. Another aspect that appeared to work well was the teacher modelling the sentence structure, illustrating to the children what was expected of their work. A disappointing element of the experience was that the session seemed to be rushed, not allowing the child to think of their response and formulate a sentence to write. Another negative observed was that the teacher moved on to alternative questions rather than making sure the child understood what was originally asked. There were also no other support strategies, other than further questioning which may not have been the most effective approach for that child.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i>	To ensure effective teaching and learning in the future, as a practitioner I would also allow the children to use real life experiences within their work. I would also model how to write a sentence, giving them a good example at the start. The main issue throughout the observation appeared to be the time given to answer questions, which led to the child falling behind on their work due to them not being able to recall their experiences that morning. The short time given between questions may have been due to time pressures as year 1 and year 2 children participate in Read, Write Inc which involves the year groups moving between classes at a certain time.



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<i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	I feel that a solution for questioning children could be to set aside a specific amount of time to allow the children to think before expecting a response. I would also allow the children to discuss ideas with a partner to ensure understanding. If there was an opportunity for children to have access outside during the lesson, I would allow them to go outside and gather the experiences first-hand. I will investigate different strategies to ensure that the child is on track during the task. I will also investigate questioning techniques to ensure what is being asked is specific to that task.
Y profiad newydd / Transformed experience	



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Appendices 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: The lesson observed was in a year 2 class which started as a whole class input and moved on to group work. There were 6 in a group working with the class teacher which seemed to be mixed ability. The lesson was based on doubling and partitioning numbers to double.
Classroom culture (Are the students focused on learning?) Children seemed to be engaged as all children had their own white board and pen to respond to the questions. Technology was used to promote learning through song which attracted most of the children's attention, however it was observed that some children didn't participate. There was a seating plan but as the session involved all the children to move when clearing their equipment, the environment became noisy and disruptive. The class teacher moved her body in accordance to who needed help on the table. She noticed if a child was struggling and engaged them back to lesson by asking them a question.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The teacher referred to the doubling activity that was taught the day before. On the table was a range of number cards and a group of children were encouraged to do doubling with the method of partitioning numbers that they were taught the day before.
Direction (Are the students clear about what they are doing and how to do it well?) During the warm-up children were shown how to partition numbers in order to double the number and then the children were given a question to complete by themselves on the white board.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) During the input not all children appeared to be engaged, as some children were doing different to what was asked. Children were challenged in variety of ways, where the questions got harder and children were competing against each other. Children are always challenged at the end of an activity in their books with questions of increased difficulty, which on this occasion were based on doubling. One group was challenged to work independently on another table.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? At the start of the lesson, children were encouraged to write their answer and show it to the teacher. The teacher picked children to explain the how they got their answer.



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Incorrect formation of numbers was picked up on and corrected by the teacher. During the independent task, children would take their work to show to the teacher.

Specifics / Critical Incidents

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

One incident happened during the focused task. A child appeared to be struggling with the questions; she was distracted and playing with her hair and wasn't engaging in the activity. The teacher supported her in her work and modelled how to double with the use of cubes. From observing, the girl went on to complete her work.

Another incident took place when a group of children were set an independent task. One child was doing the activity, however, when I looked at the work she had completed, it was clear that she didn't understand the task until one of her peers noticed and showed her what to do.



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Appendices 4

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

Dyddiad/Date:26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): A group of children were set an independent task. One child was making a mistake and one of her peers supported her to complete the task.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	My feeling over this is quite positive as when the child was making a mistake, although the task was set as an individual task, her peer noticed and showed her how to do it correctly. It was from the child supporting her that she knew where she was going wrong and could see and rectify her error.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgi oedd yn siodig? "What were the elements of the learning experience that were disappointing?"	An aspect that I think went well was that the child did support another child in their work, and they communicated throughout. A disappointing element was that some of the numbers that were on the table for the children to complete were proving to be too difficult. Another element that was disappointing during the observation is that the teacher didn't go over to the table to make sure that the children were on track. However, the group were more than happy going to the teacher and showing the work that they had produced and receiving positive/negative feedback.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?"	To keep effective teaching and learning in the future I would encourage more peer support to ensure that the children have confidence in asking each other for help if needed. I think an independent task is a good way of gauging understanding, so if at the correct level, I would look to use this for effective teaching and learning in the future. I feel that the most disappointing element was that the level of difficulty was too high on this occasion for an independent challenge, and the child didn't know who to ask for help as the teacher was working with another group of children.



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<i>Beth oedd achos yr elfen siomedig bwysicaf?</i> "What was the cause of the most important disappointing element?"	
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materïaon siomedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth ydych yn mynd i'w wneud nesaf?</i> "What will you do next?"	A possible solution to ensure that all children knew what was expected, could be to have an example placed on the table or within their book to show the process. This would have been beneficial to the girl as what she was doing was doubling but not in the format the teacher wanted. As children could have been of different ability, differentiation could have taken place. This could have been achieved by writing numbers into the books before the activity as the teacher would have known the ability for each child from the work that was produced the day before. I would ensure I knew the ability level of each child before setting individual tasks. This will be beneficial to me when planning lessons and potentially stop a repeat of the critical incident that I observed.
Y profiad newydd / Transformed experience	



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Appendices 5

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10//2019
Lesson details: The children were doing a literacy session looking at what were the key features of an explanation text. This was brand new concept to the children, and this was an introduction for them. There were 5 children in the group working with the class teacher, consisting of 3 boys and 2 girls.
Classroom culture (Are the students focused on learning?) The environment was very calm and quiet as the teacher chose to have relaxing music in the background. The teacher gave step by step instructions throughout the session to keep the children on task. Due to the atmosphere, the children seemed focused as there were no distractions.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson was to introduce the features and layout of explanation text. This was to inform the children as they would be producing their own explanation text in a few weeks. The lesson was used to demonstrate what the key features were and where to find them.
Direction (Are the students clear about what they are doing and how to do it well?) Children were shown a variety of explanation text and talked through the layout and meanings. The class teacher gave the instruction, modelled how to complete the work and repeated the instructions to the whole group for children. Once the work was completed by all children, the next instruction was given.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children had a variety of explanation text depending on their ability to complete. All children were engaged with their piece of text and were keen to read the information. The children were challenged by having to prove to the teacher where the information was placed in their text.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Before the lesson, questions were asked to check if the children already had knowledge of the features within an explanation text. This was used in their learning for the level of support and questions needed to support them. During the session, the teacher asked what they had learnt so far to check understanding before moving on to the next part. At the end of the lesson, the children talked through the key features, explaining what they were to their peers.



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Specifics / Critical Incidents

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

At times, multiple children were shouting out to give an answer, which resulted in them talking over each other. It was noted that one child was quiet and wasn't heard within the group. This child stopped answering unless it was direct.

Child A was given praise which encouraged and motivated the group to give more answers. Sometimes children gave an answer and the praise was generic such as "well done, you're so clever", not specific to what that child had done, and others had a specific reason why they had received praise.

Appendices 6

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

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): The teacher used praise which encouraged and motivated the group of children to complete their work.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	From watching how the children responded to the praise I felt that this was a positive experience as the children were motivated to give more answers. The praise clearly made the children feel good and kept them engaged.
Cofio a Deall/ <i>Remember and Understand</i> Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? <i>"Can you list the aspects of the learning experience that went well?"</i> Pa elfennau o'r profiad dysgu oedd yn siodig? <i>"What were the elements of the learning experience that were disappointing?"</i>	The teacher gave different opportunities through questioning for children to answer questions which resulted in the children wanting the praise and keeping the motivation high throughout. Depending on the structure of the session the teacher would praise children in a variety of ways from verbal, physical actions and facial expressions to suit the lesson. The praise seemed to keep children engaged. A disappointing element was when children shouted over each other, and as a result, some children weren't given praise even though they had given an answer. Another disappointment was some children dominated when giving an answer, excluding other children. It was observed that some children didn't respond to questions unless the questions were directed at them.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> Beth oedd achos yr elfen siomedig bwysicaf?	To ensure effective teaching and learning I would keep the opportunity for children to receive praise through questioning. I would use praise because the children reacted well and were motivated and engaged throughout the lesson. The cause of the disappointment element was that the children were taking over each other which meant some children did not answer unless it was directed at them.



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<i>"What was the cause of the most important disappointing element?"</i>	
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? <i>"What are your possible solutions to the disappointing issues identified?"</i> Beth ydych yn mynd i'w wneud nesaf? <i>"What will you do next?"</i>	A possible solution to ensure that praise isn't just a quick comment would be when possible to give specific praise, so the child understands why they have been praised. To ensure that all children were included and were given opportunities, an approach could be adapted to make sure that all children had turns to be asked and answer questions. This approach would eliminate children talking over each other. I would like to see a range of practitioners to observe them and see how they give praise in the classroom. I would also like to learn more about different reward systems. This would allow myself as a practitioner to see different strategies being used in the classroom through a variety of ages which I could adapt and use.
Y profiad newydd / <i>Transformed experience</i>	



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Appendices 7

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10//2019
Lesson details: The observation was in Year 1, where the class teacher was settling the children down after they came back in from lunch. After the register was taken, the teacher explained all the different activities that were available for the children to complete. Some tasks were independent, and one task required working with the teacher.
Classroom culture (Are the students focused on learning?) Children were focused during the register as the responses were well spoken and quick. However, not all children were focused when the teacher was explaining the events for the afternoon. Children were displaying disruptive behaviors, such as, talking, turning around and moving spaces. During the activities, children were focused on the learning and engaged well with the activities.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) All the activities that were available were based on the book 'Sugarlump and the Unicorn', this was the book that they had been looking at for their literacy work. The purpose was to understand the story by completing the activities given by the teacher.
Direction (Are the students clear about what they are doing and how to do it well?) Yes, all children were clear on what to do as the teacher demonstrated how to complete each activity. The teacher gave more directions when the children came into difficulty and questions were asked to the teacher, when needed, to complete an activity.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children had access to the different activities and engaged in the activities that they chose to complete. The difficulty in the range of activities was dependent on each child's ability and understanding of the task. It was observed that one child had difficulty when carrying out a cutting activity, showing that some children were challenged beyond their current ability.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher assessed the children before sending them off, by asking what the story was, and asking the children to explain the events that happened in the book. During the different activities the teacher moved around the room checking how the children were progressing with the activities and if intervention needed, the support was supplied. Upon reflection, the teacher could note the positives to use in future lessons.
Specifics / Critical Incidents



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

During the time children were on the carpet for the register, Child A responded back by saying "disappointing afternoon". From this the teacher stopped to ask "why?". Child A gave a brief explanation and the teacher told Child A that they would have a conversation once the register had been completed and everyone was on task. However, this conversation didn't take place with the child and wasn't mentioned again by the teacher or child.

Another incident that took place where a child repeated a behaviour and lost a 'do-jo' point. From observing, there were other children displaying the same behaviour but didn't receive the same punishment.

During the different activities two boys were arguing over how to complete an activity. A child who had completed the task came over and explained how to do it correctly. This resulted into the two boys being able to complete the activity from the support of the child being there.



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Appendices 8

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

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Childs voice was forgotten about by the teacher.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	I felt disappointed as the child had been told that a conversation would take place once the register was complete and all the children were on task, but it wasn't followed through by the teacher. It made me feel concerned that this child didn't have an opportunity to discuss what could have been a potential problem.
Cofio a Deall/ <i>Remember and Understand</i> Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? <i>"Can you list the aspects of the learning experience that went well?"</i> Pa elfennau o'r profiad dysgu oedd yn siodig? <i>"What were the elements of the learning experience that were disappointing?"</i>	At the start of this incident I thought it was good that the class teacher stopped and acknowledged what the child had said and asked the child briefly why he felt disappointed. This was then followed up by arranging to speak to the child afterwards. This then led to it being disappointing as this conversation wasn't followed up by the teacher and the pupil was unable to explain to the teacher what they meant by disappointing afternoon.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> Beth oedd achos yr elfen siomedig bwysicaf?	As a practitioner, to ensure effective teaching and learning, I will always stop and acknowledge what a child is saying. I think that the cause of the disappointing element was that the teacher needed to get through the register and set the rest of the class on task. The teacher did not have any support that afternoon.



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<i>"What was the cause of the most important disappointing element?"</i>	
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	A possible solution may be to write a note as a reminder or have the child sit at the teacher's desk to ensure a discussion does take place for the child to voice their needs. Another potential solution could be to hold a 5-minute circle time after lunch for all children to discuss their day and raise any problems. My next steps would be to investigate if there is any policy or system in place for children to go and express themselves. I will address situations on a one to one basis rather than exposing the child's concerns in front of the class and ensure children to teacher discussions take place.
Y profiad newydd / <i>Transformed experience</i>	

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