

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.

This essay will be discussing a critical incident that was observed during a lesson in a classroom. It will focus on the cause of the critical incident and how observing and learning from the critical incident can develop teaching and understanding based on what was witnessed from the pupil and the teacher. It will describe the school environment in which the critical incident took place (it will also be pertinent in this section to briefly and discreetly explain the pupil background as this, likely, has a bearing on the pupil behaviour), and discuss the way the observation method developed from non-participation to participation and the importance of this development. Referencing Professor Graham Donaldson, this particular critical incident links into creating a “healthy, confident individual” and an “ambitious and capable learner” (Donaldson, 2015) and it will be discussed why it is important that pupils are healthy and confident, querying the importance of wellbeing versus attainment. The literature review will look into non-verbal communication from the teacher to the pupil and the importance of a good relationship. This will then lead into using positive language to discuss an incorrect answer and the positive effect it can have on pupil wellbeing. Pankonin & Myers suggest that teachers who encourage eye contact (non-verbal communication), give direct tasks and provide positive feedback can encourage and motivate pupils to engage in their work and improve upon their behaviour. (Pankonin & Myers, 2019). This will be followed by an in-depth look into the matter of engagement in the classroom, the importance of engagement, and whether in some cases it is better for the teacher to take a more pastoral approach to a disengaged pupil rather than an academic approach. After reaching an informed and researched opinion on these matters, the essay will look at how one can develop a teaching style to reflect on the importance of student wellbeing to engagement.

The critical incident took place in a medium mixed secondary school in South Wales teaching through an English-medium to ages 11-18 (Estyn, 2013). The observed class were in Year 9 and had 23 pupils. According to My Local School, the population of the school in 2018 was 1219 with 8.1% of these pupils having access to free school meals (Welsh Government, 2018); this is in comparison to the figure quoted in a report from September 2018 stating that 20% of children in Wales currently meet the requirement for free school

meals (Childrens Society, n.d). The most recent Estyn report from 03/12/2013 shows that the school was rated as 'good' (many strengths and no important areas requiring significant improvement) for current performance and 'good' for prospects for improvement.

BERA guidelines stipulate that "the confidential and anonymous treatment of participants' data is considered the norm for the conduct of research. Researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity" (BERA, 2018). Therefore, there will be no specific school, pupil or teacher details mentioned throughout this essay. It is important to mention here the relevant background of the pupil who which the observation was focussed on, henceforth known as 'pupil A'. All four of the observers were told prior to the observation that pupil A has had a difficult childhood and is currently a looked after child. Pupil A is not able to see their mother often or at all (I can not say with absolute certainty) due to difficulties on her behalf and has recently been separated from their sibling, who is also a looked after child. Pupil A has been known to run away from home and to put up an emotional barrier, with suggestions that they are unable to understand or process their emotions at the same level of another child of their age. The father of pupil A was not mentioned during the briefing so there could be an assumption that he is not involved in pupil A's life at present. This information is pertinent as it likely explains the issues that pupil A has with regards to behaviour, but also because it could be beneficial into understanding the best way to help pupil A develop academically, socially and emotionally.

Four official observations were carried out and the forms discussing these observations can be found as appendix 1, 2, 3, and 4 but for the purpose of the essay, the relevant form will be appendix 1. There are also four reflection forms attached as appendix 5, 6, 7, and 8. Prior to the observation for this essay, a number of observational methods were researched to ensure that the best one was being used for this specific observation. This critical incident observation could loosely be described as a case study. According to McLeod, a case study is an "in-depth investigation(s) of a single person, group, event or community." (McLeod, 2019). Cohen and Manion discuss case studies in the sixth edition of their book 'Research Methods in Education' and mention how a case study observes a real life situation in a real life context and from a unique experience (Cohen, et al., 2007). They use research from Hitchcock and Hughes (Hitchcock and Hughes, 1995, as cited in Cohen, et al. 2007) and highlight main characteristics of a case study including how the best result comes from an observer who is participant in the observation. This is further enhanced by Geertz (Geertz, 1973b, as cited in Cohen, et al. 2007) who suggests that case studies enable a "close up" therefore, a close up perspective is better enhanced through

involvement in the situation. However, Cohen and Manion also discuss a number of bullet points that a case study *will* have, most of which were not explicitly or intentionally included in this particular observation, such as pre-determined boundaries that would shape the case study itself. For example, the critical incident observed was “shaped by ...institutional arrangements” (Cohen, et al. 2007) as it occurred in a school environmental which naturally shaped the behaviours and responses. However, this was not decided but was pre-determined due to the fact that this was not independent research but was a part of university organised research. Although there was a limited time for the observation, it can still be justified as a case study because as soon as an incident looked like it could be developed, time and attention was then devoted to this incident during the observation to understand the cause and repercussions. Furthermore, a lot of post-observation time was dedicated to looking deeper into the incident in order to develop further knowledge by looking at research and building a case in support or defence of the prior mentioned topics.

The observation began, and was intended as, a non-participant observation. However, within minutes of being in the classroom, pupil A began engaging with me as an observer by talking to me frequently throughout the lesson to the point where I had to reply and eventually began discussing pupil A's work with them and trying to encourage work to take place. This meant that fairly soon into the observation, it became participant. Although this was not the intent, it was beneficial as it enabled an enhanced understanding of pupil A. DeWalt and DeWalt suggest that participant observation may be hindered by gender which was informed by research (Kawulich, 2005). In this case, it is possible that this worked in my favour as there was a chance that pupil A felt more relaxed in my presence, although this could have been coincidental. The teacher was also a women and pupil A responded well to her when communicating but it would have been useful to see pupil A with a variety of teachers of both genders to ascertain whether gender has an impact on their behaviour or not. Cohen and Manion suggest that participant observational methods can enable the researcher to build a rapport with those being observed, allowing a more natural setting (Cohen, et al. 2007). This could be of importance with regards to pupil A as they were sat directly next to me whilst I observed and was clearly relaxed with me observing. However, I do believe that their actions would have been the same with or without an observer present, which is vital to this kind of research.

The critical incident itself occurred during a year 9 English lesson. Pupil A arrived late but their seat was pre-determined, whether via a class seating plan, pupil choice or individual seating plan is unknown. As previously discussed, pupil A has had a difficult childhood and is known by all teachers in the school, not necessarily as a trouble maker but

as one to 'keep an eye on'. Pupil A's behavioural difficulties tend to be low level with minimal class-wide disruption, often only distracting those in the immediate area around them but seemed keen to talk to anyone who would listen. The focus of this observation was that pupil A was constantly distracted and disengaged. Pupil A was happy to work when prompted by the teacher, or in some cases by myself, too but would quickly lose interest and start talking, swinging on their chair, playing with their drinks bottle and other minor displays of disengagement. Pupil A would put their hand up or shout out if they knew an answer to a question but would otherwise be distracted. Pupil A seemed capable and did not display any obvious signs of struggling nor of not being challenged enough but just seemed to not want to do the work. They appeared to be interested in the topic as they were asking questions that were not necessarily relevant to the task at hand so the exact cause of the disengagement is not explicitly clear. The teacher seemed to have a good relationship with pupil A and pupil A would generally be quite responsive to direct orders. A notable instance was a particular use of non-verbal communication – the teacher had called the class out for too much talking and the whole class except for pupil A went silent. Pupil A began to spell out silence in a bid for laughs however, one stern look from the teacher and pupil A apologised in a small voice and was then quiet. The teacher would use positive feedback to discuss an incorrect answer (not just with pupil A but with the whole class) and encouraged pupil A to learn from what they did wrong and try again – pupil A began a second attempt but quickly lost interest. They did respond well to the encouragement and appeared to understand how they could improve.

The intent from the teacher appeared to be to encourage pupil A to become an "ambitious, capable learner" (Donaldson, n.d) by not pushing them too hard to answer all of the questions on the worksheet handed out. The teacher would encourage pupil A, but often left them to their own devices whether this was due to trust or knowing that constant berating would not help pupil A – either way this kind of independent learning encourages Professor Donaldson's purpose of creating an ambitious learner, however, the pupil did not readily engage with this and was quite happy to not do the work when left unsupervised. This challenges and puts into question Professor Donaldson's aim to create independent learners who need little encouragement from teachers – it is clear that some pupils still need guidance and supervision. It may be more beneficial in the case of pupil A to focus on enabling them to become a "healthy, confident individual... ready to lead fulfilling lives (life)" (Donaldson, n.d). It will be discussed later in the essay whether in some cases it is more important to focus on pastoral support rather than academic support but for the purpose of current discussion it is relevant to suggest that, given the clear lack of engagement as described above, to be able to give some pupils the opportunity to become at least one of

Professor Donaldson's four "purposes" then to be "healthy" and "confident" is the most important as it could be seen as the most attainable and could have the most emotional developmental gain.

From observation, an assumption could be made that pupil A requires a good pupil-teacher relationship to respond well to instructions and discipline. The instant reaction that pupil A had to one stern look from their teacher suggests that they have built a good relationship. Salah Ali Mohammad Ali indicates that a successful relationship requires communication "both personally and professionally" (Mohammad Ali, 2011). Ali goes on to argue that non-verbal communication is necessary in a classroom environment and highlights some key positive outcomes (Mohammad Ali, 2011). There is little counter-argument provided by Ali; however the relevance of his research is that communication and relationships go hand-in-hand. Canan P. Zeki also states that "most interpersonal communication is nonverbal" (Zeki, 2008) and that by establishing a solid relationship and strong non-verbal communication skills, there is less chance of a pupil disengaging – i.e. if they will feel confident and comfortable looking at the teacher then they are less likely to allow their eyes to wander around the room. This is important to consider when discussing engagement in the classroom and how a good pupil-teacher relationship can promote engagement. In fact, Zeki's research goes on to show that 15 university students found that maintaining eye contact with their teacher enabled motivation and concentration (Zeki, 2008), although it must be taken into account that this was the perception of university students, as opposed to secondary school students.

There are some drawbacks to non-verbal communication. Dr Anjali Hans and Emmanuel Hans discuss many advantages such as time efficiency and the fact that it can be beneficial to those who are illiterate but they also suggest some disadvantages. For instance, unless the non-verbal communication is crystal clear then there is a danger of misunderstanding or misinterpreting and it is difficult to end a 'discussion' as there is no clear or definitive marker to signal an end to a non-verbal conversation (Hans & Hans, 2015). This is a particular struggle to consider for a teacher as it could mean that not only may a pupil misunderstand a non-verbal instruction and continue misbehaving or not paying attention, but it may also mean that they could continue observing the teacher's face for further 'conversation'. If the teacher, in their mind, has ceased communicating but still displays facial expressions subconsciously, this could result in a pupil misinterpreting these expressions which, if negative, could hinder pupil-teacher relationship. With regards to pupil A, a danger of them misinterpreting a negative facial reaction could have serious detrimental effects on their emotional development and trust boundaries. However, most of the studies

and research have shown that non-verbal communication is likely to have a positive effect. One study found that teachers who used non-verbal communication as well as verbal communication were more likely to have a positive and “profound” impact on students’ mood (Bambaeeroo & Shokrpour, 2017), which would in turn have an impact on students’ wellbeing.

Another impact on student wellbeing can come from the type of feedback provided. Pupil A had written something that was incorrect on their worksheet but rather than telling them that they were wrong and to try again, the teacher instead pointed out what was good, why it was good and how pupil A could improve the answer without telling them exactly what to do. Pupil A seemed to respond well to this and tried to amend their work accordingly before getting distracted again. This can be linked again to pupil-teacher relationships as there has been research into how positive and negative feedback can impact relationships. For instance, teachers who use positive feedback are more likely to form a closer bond with their students whereas teachers providing negative feedback are more likely to clash with their students (Pankonin & Myers, 2019). However, Pankonin and Myers do go on to suggest that praising and positive feedback can have an adverse effect because if the praise is given too frequently, the pupil receiving it could grow to expect it which could negatively impact their confidence when or if they do not receive it. Furthermore, it could instil overconfidence in the pupil who could not only overestimate their ability, but underestimate and undermine the ability of their peers who may not receive the same level of praise (Pankonin & Myers, 2019).

There has been research to suggest that pupils with Emotional Behavioural Disorder (EBD) are less likely to receive the same warmth and affection and positive feedback that their teacher may give to those without EBD (Sprouls, 2011). Whilst I can not be sure that pupil A has an EBD, it was implied that they had some sort of stunted emotional growth. Despite this research and evidence, pupil A was not given any less praise than their peers in the class, that I noticed. It would have been useful to see pupil A in a variety of settings to find out whether it was this specific teacher that does provide positive feedback regardless of behavioural or emotional difficulties or whether this has become an unofficial school-wide policy. Pupil A responded well to the manner in which the teacher spoke to them, with the teacher rarely raising her voice or shouting directly at pupil A, who may have responded negatively to this kind of treatment. Further studies have shown that pupils who have been on the receiving end of praise and positivity are more likely to excel academically, with less variation in grades between those with EBD and those without EBD (Sprouls, 2011).

Although praise clearly has a positive impact and there has been some research to suggest that it would in turn encourage improved behaviour and engagement (Pankonin & Myers, 2019), this is not always the case. Pupil A received positive and constructive feedback to an incorrect answer, seemed to enjoy and understand the topic and appeared to have a good pupil-teacher relationship yet was still keen to avoid doing work and instead talk to and distract those around them. This begs the question, is it more important to change tactics with pupil A and be more firm and strict with them in order to get them to improve academically (if they have the potential), or whether it would be better to allow pupil A to coast along, to allow pupil A to disengage with no repercussions but to ensure happiness and wellbeing? In other words, is wellbeing more important than attainment?

In *Motivating the Difficult to Teach*, Galloway et al. discuss Deborah Stipek's model of a demotivated pupil whose main and overriding issue is the fact that she lacks confidence in her ability and that pupils with no confidence are the most difficult to motivate (Galloway, et al., 1998). Given pupil A's homelife and background, it is possible that this is the issue that they have. As previously mentioned, pupil A did not seem to be struggling with the work and the teacher was kind and patient, but if pupil A has been struggling with all-round confidence, it would be hard to overcome these confidence issues with positive feedback alone. Galloway et al. suggest that the least likely to be motivated come from less supportive backgrounds (such as the case with pupil A) and that in that instance, it is the responsibility of the school to provide adaptive motivational methods and the extra support necessary to enable the demotivated pupils to excel (Galloway, et al., 1998). Furthermore, Ian Gilbert argues that not only does the teacher have to work to their own full potential and trust wholeheartedly in the school, but they also have to ensure that they are sending pupils home filled with optimism. "No matter what it says on paper, if they believe that they are capable of a great deal... then that is the reality they will end up with" (Gilbert, 2002). Again, this puts the emphasis on the school to encourage and boost pupils' self-confidence. If pupils are taught and encouraged to be proud of what they have done and if they have tried their best, then that would surely have a positive effect on their mental and emotional wellbeing.

Alexia Adrianopoulos also suggests that there is more to school than teaching and learning. Adrianopoulos states that "for schools to succeed in helping their students... the education system must rebalance academic learning and emotional wellbeing" and that students "deserve an excellent education that prepares them academically and emotionally" for school life and the wider world (Adrianopoulos, n.d.). Additionally, 92% of parents (asked in a Young Minds survey) say that they thought the school was duty-bound to support

mental health and wellbeing (Cowburn & Blow, n.d.). Despite this, 81% of young people asked believed that their school cared more about their grades than their happiness (Cowburn & Blow, n.d.). Although the Young Minds website is undated, it does demonstrate the fact that there is a growing demand for mental health and wellbeing focus, as opposed to the motivational focus that Galloway and Gilbert were discussing. *The Link Between Pupil Health and Wellbeing and Attainment* suggests that pupils who have a good relationship with their teachers and with their peers and an overall sense of school belonging are more likely to have positive wellbeing than those with poor relationships (Brooks, 2014), again highlighting the importance of the role of the school and teachers.

The purpose of this chosen critical incident and subsequent topics was to discern whether I, as a teacher, should focus on producing good grades from any pupils I may have who are struggling academically, emotionally, socially or mentally, or whether I should focus on their happiness and wellbeing. The collated evidence would suggest that wellbeing and attainment are very closely linked and that it would be very difficult to focus solely on one and not the other. There are some cases where it would be more beneficial to focus on wellbeing but from the evidence procured, it would seem likely that this would in turn help these pupils academically – whether intended or not. Similarly, if I can get a pupil who is struggling academically to be confident in themselves and proud of their accomplishments then this could in turn improve their wellbeing. The teacher I observed seemed to be very adept at using non-verbal communication but this is something that after observing, made me feel more anxious as trainee teacher. In order to better develop my teaching, I intend to look deeper into the practice of non-verbal communication, as opposed to the results of non-verbal communication which is what I have thus far researched. I believe that using non-verbal communication would be time efficient and help build trust between myself and the pupils.

The critical incident I observed has helped me to understand how to work with and help any looked after children, or any pupils who are struggling at home. I have now been able to see that a calm manner works better for pupil A, if not for other pupils too, and that getting angry or raising a voice would actively encourage disengagement. I am keen to be able to improve engagement; I am hopeful that by establishing improved wellbeing and therefore attainment, and by boosting confidence and aspirations, that a natural engagement would follow without having to do much encouragement. There were a number of low-level disruptors in the class that I observed and in some cases, they were ignored. Pupil A was perhaps allowed to get away with a bit more than others, but in some instances, the teacher was keen to end it – this tended to be if the disruption was continuous or if the pupil in

question was disturbing a wider area of pupils. The teacher was clearly respected by the pupils and nearly every instruction was followed without much argument or resistance. However, at the end of the lesson, nearly every pupil in the class had stood up and got themselves ready to leave without being told they were allowed to. This teacher would be able to allow this to happen given the level of respect that was clear from the class. However, I would be keen to stop pupils from doing this because as a student teacher, or a NQT, it would be important for me to gain their respect and for the pupils to understand my authority. I believe that this would help me to develop a professional relationship with the pupils but I would also need to be able to present myself as approachable with a warm and kind attitude. This is because the research provided in the essay demonstrates that a pupil is more likely to respond and engage with a teacher that they have a good and strong relationship with. This critical incident has provided me with this understanding and I believe that by garnering respect as well as likability and encouraging confidence that I will be able to help pupils who are struggling with grades, social life or home life, overcome their struggles which could then, in turn, improve their overall quality of life.

I believe that the method which was used to observe was the most appropriate for this specific critical incident. However, I would have preferred to observe pupil A for more than one lesson in order to develop a more accurate and representative case study on them, rather than a one off critical incident. This would have enabled a broader understanding of the pupil and may have been able to find or narrow down a cause for disengagement, and whether the disengagement is subject specific. Although I do understand the limitations that were in place. The observation and research carried out has allowed me to find a personal focus with regards to the Professional Standards with the focus being on the 'rights of the learners' (Welsh Government, 2017) value/disposition with the intention being that this will shape my career as a teacher, further supported by one key pedagogical principal that "good teaching and learning supports social and emotional development and positive relationships" (Donaldson, 2015)

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Appendices

Appendix One



OBSERVATION / FIELD NOTES

⊕ (Questions adapted from Fletcher Wood (2016))

Date: 26 th September 2019
Lesson details: Year 9 English. To continue lessons on conspiracy theories.
Classroom culture (Are the students focused on learning?) Overall class seem to focus on learning however there is some non- <u>work related</u> talking. 2 or 3 pupils displaying low-level disruptive behavior. 1 pupil in particular appears keen to disengage and to talk instead frequently throughout lesson.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Preparation for upcoming assessment. Pupils given sentence structure guidance and handouts with suggestive language to prepare for essay introduction. Teacher reiterates objective throughout, always being clear and explicit.
Direction (Are the students clear about what they are doing and how to do it well?) Teacher asked if there were any questions about task and received no answer. Pupils appear to understand but some questions asked whilst working on tasks.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Clear differentiation, pupils with ALN given different handouts with highlighted phrase and different wording. Teacher constantly walking around class checking progress. All pupils appear to be appropriately challenged. Used phrases such as "if you're aiming for level...", "Some of you may not need all 7 minutes" so differentiation for higher abilities too. Pupil A disengaged but appears to understand and appropriately challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Questioning, walking around and checking work, answering hands up. Asking for feedback - what have you written <u>for</u> ? Explained each word before asking about sentences. Expanding on answer given. Essay - clear essay plan provided, going through each section, some writing down what's being said but not all.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Teacher has effective use of non-verbal communication, pupils generally responsive to use of NVC and used frequently throughout. Teacher on multiple occasions builds on an incorrect answer by highlighting positive remarks on the answer and encouraging pupils to improve their answer by themselves - giving them confidence. Pupil A particularly distracted and disengaged, will talk to anyone, does not disturb whole class at once but certainly distracting to those immediately around. Teacher: "If you're happy to talk over me, you can give me a suggestion that we can talk about" Pupil A: "I ~~dudder~~ " Teacher: "Maybe it would be useful for you to listen to me" - teacher stern but did not shout. Pupil A responded well and was silent. Pupil A appears capable but unwilling to work although will work when prompted by teacher. Pupil A keen to be distracted and takes time to talk to me and ask me irrelevant questions. Prompted pupil A to focus on their work by using teacher method of telling them what they had done well before, pupil began working again. Works in short bursts before stopping again. One pupil responded to pupil A behaviour by calling it 'stupid' (as in silly). Unfazed by this.

Appendix Two



Prifysgol Cymru
Y Ddodoc 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: 26 th September 2019
Lesson details: Year 9 Art Class. Teacher to check individual pupil work progress
Classroom culture (Are the students focused on learning?) A number of pupils are distracted. A lot of talking, mostly boys. Girls tend to be getting on with their work. Some pupils take advantage of the teacher's attention being elsewhere.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Time taken to highlight lesson aims and objectives - to accurately use black and white art in sketching. All pupils seem clear on objectives. End of lesson, pupils told that they were not aware of <u>long term</u> objectives (until that moment).
Direction (Are the students clear about what they are doing and how to do it well?) Teacher gave a visual demonstration and explanation of the work and what needed to be done. Explained value of slow drawing by demonstrating what happens when tracing too fast. Pupils gathered around to watch but not all could see clearly.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Pupils appear able to engage but still seem to be distracted. Uncertain but appear to be bored rather than struggling or not challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Pupils instructed to visit teacher through lesson to show the work that they have done already and told to visit the teacher if they are struggling.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Pupil A - <u>in</u> particular appears to be disengaged and distracted, fiddling with pencil case, not responsive to teacher when told to gather round, slow to react. When visiting teacher, pushed ahead of someone in the queue and laughed in their face - unclear if good heartedly. Class wide - little response to being asked to be quiet, some quietening but minimal and soon raising sound levels again. Pupil B - Teacher: "Who's is this? I can't read it, the name tag has to be eligible" pupil: "I'm offended (this remark was <u>ignored</u>). I think you need your glasses" Teacher: "Excuse me? You've taken it too far now!" - pupil did not respond or apologise but was quiet.

Appendix Three

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 th September 2019
Lesson details: Year 8 Religious Studies lesson. To continue watching Prince of Egypt film.
Classroom culture (Are the students focused on learning?) At start, some distracted-looking pupils, swinging on chairs, fiddling but all quiet. All settled down within minutes. Attentive and well behaved through lesson. Hands up, minimal shouting out.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Prince of Egypt, recap of yesterday's lesson. Freedom of slavery. Video lesson. Advised what will be in next lesson.
Direction (Are the students clear about what they are doing and how to do it well?) Reminded making notes on video. Explained by asking specific pupil what kind of notes made during same thing yesterday. Reminded of what need to look out for.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All pupils engaged, interested. Able to do it, no restrictions. May have varied levels of notes but sharing at end will help boost. Sentence base written on board "I believe the most important parts of the film were... this is because.... The film may help religious believers such as the Jewish people because..." "No right or wrong because it's your opinion", not too much pressure so more likely to excel in task.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Will do a project at end of film to cover what they've learnt and what they think about it, how it relates to the Bible story and opinion on it. Recapping. Asking questions.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Specific pupil asked, someone else answered reminded of who was asked. Hands up question next. Specific pupil - this was varied throughout. Mixture of question method, open & closed questions in opening. Expanding on answers when necessary. All paying attention. Prompting when important parts of film, all students receptive and start writing. Some writing throughout, some only when suggested important. Attentive teaching, if whispering a question then will notice and help, go over and help or repeat spelling. "Pens down so I know you're <u>listening</u> ..." "pupil" pen down *3 second wait* thank you" Given task to write most important parts "See above" but before starting, discussed with class. Suggested answering, did not give exact answers but encouraged pupils to reach correct conclusion by themselves. Teacher encouraged pupils to defend their own opinions and to boost their own answers - encouraging own thinking and to consider different opinions.

Appendix Four



Prifysgol Cymru
Y Ddoddeu 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: 2 nd October 2019
Lesson details: Year 9 Maths, original teacher had to step out at start of lesson, cover teacher told to continue on work from last lesson. Lowest set. Only around 10 pupils in class.
Classroom culture (Are the students focused on learning?) Well behaved, chatty, getting work done but don't seem to want to.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Recap of scatter graphs. Original plan for them was to start something new. When teacher returns, explains what will be learning (degrees of accuracy).
Direction (Are the students clear about what they are doing and how to do it well?) Cover teacher - given page in book and told to do activity on it (create scatter graph) Original teacher - fully explains all questions, describes before, recaps after given time - takes time. "you're going to do some of these <u>now</u> but we'll do 2 more together first"
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Lowest set so likely to be of a similar ability therefore not much differentiation necessary. Most pupils asking questions but appear to then understand.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Walking around, doing work in books. Questioning.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? A lot of peer assistance - wanting to help each other out. One pupil was struggling but did not ask for help, just carried on struggling. Open & closed questioning. Not picking anyone out, tends not to answer questions for them. Gives some time to answer <u>qs</u> , will give some prompts before giving answer. Initially, one pupil answering very quietly, after some time some confidence and most pupils answering out loud. Repeating answer from pupil back to class. Dead silence when told to write something down, some fidgeting and whispering after written down. 2 pupils slow to respond to class directions but respond straight away when directed directly at them.

□

Appendix Five

Prifysgol Cymru Y Ddrindod Dewi Sant University of Wales Trinity Saint David		Yr Athrofa Addysg a'r Dyniaethau Education and Humanities		Elisabeth Ruck	
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model					
Dyddiad/Date:					
Digwyddiad critigol (Ffocws)/Critical incident (focus): Classroom Engagement					
Profiad/Experience					
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"		This was an interesting class to observe. There were a number of disengaged or misbehaving pupils but all minor & low level. One pupil stood out in particular & needed to be curious as to why they were so disengaged & how to combat disengagement.			
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"		The teacher handled all low level disruptors well - very rarely was there continued disobedience. The teacher explained obj's well and was careful with differentiation. All pupils appeared to respect teacher. Nearly all pupils were stood with coats and bags on before instructed but have noticed this in a number of classes - appears to be accepted & allowed.			
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysigaf? "What was the cause of the most important disappointing element?"		I would like the same level of respect & known authority but wary of inescapable so would likely have to be stricter initially. The manner in which LOC was dealt with as v. professional, understanding and insightful. Pupils keen to leave lesson, but no more so than they would any other.			
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"		Be stricter, not allow pupils to leave until sat back down & quiet - would also help build respect? Endeavour to learn from many positives, particularly interested in helping disengaged pupils in whatever way possible.			
Y profiad newydd / Transformed experience					

Appendix Six

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

Dyddiad/Date: 26/09/2019

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ifocus)/Critical Incident (focus): Behavioural Management

Profiad/ Experience	
Tormodau/ Feelings dim awydd i ddarparu atebion "What are your feelings regarding the experience?"	This was a useful class to observe as there was a clear and obvious divide between genders, all boys on one side and all girls on the other. The girls, for the majority, were well behaved, quiet and got on with their work but the boys were the opposite with only one or two getting on with their work. This has made me think about seating plans and gender.
Cofio a Deall/ Remember and Understand dim awydd i ddarparu atebion "Can you tell the aspects of the learning experience that were most useful?" dim awydd i ddarparu atebion "What were the elements of the learning experience that were disappointing?"	Pupils were keen and eager to show their work. There looked to be a lot of pride and excitement from those in the queue, however, this was watching from a distance so it is possible their joy was from having a bit of time away from the desk and messing around with their friends. There was not much done with regards to behavioural management. It would have been useful to see more done to combat disengagement and distracted behavior but most of this was ignored as the teacher was devoting time and attention to marking classwork.
Swyddu a Daddefnyddio/ Evaluate and analyse dim awydd i ddarparu atebion "What will you keep the same to ensure effective teaching and learning in the future?" dim awydd i ddarparu atebion "What was the cause of the most important disappointing element?"	I thought the way that the teacher told the class what they had to do and demonstrated it was effective and I would be keen to replicate something like this if possible. The fact that the teacher told the pupils how to do the work but also demonstrated what could go wrong if they didn't do as instructed I think was particularly effective. I think the cause of the disinterest and disengagement was down to the fact that the pupils knew the teacher would be otherwise occupied and took advantage of her lack of attention.
Casgliadau a Chymwys/ Conclusions and actions dim awydd i ddarparu atebion "What are your possible solutions to the disappointing issues identified?" dim awydd i ddarparu atebion "What will you do next?"	I think that it would be useful in circumstances like that to not allow the pupils to take advantage of a teacher who is devoting time to evaluate and provide feedback to the pupils. I think it would help to be stricter with the pupils and perhaps enforce a seating plan as the fact that the pupils were able to sit by their friends would have impacted on the level of disruption that they could cause.
Y profiad newydd / Transformed experience	

Digwyddiad critigol (Ifocus)/Critical Incident (focus): Behavioural Management

Profiad/ Experience

Appendix Seven

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical Incident (focus): Open & closed questioning



Profiad/ Experience	
Teimladau/ Feelings Beth oedd eiddo eiddo eiddo eiddo y profiad? "What are your feelings regarding the experience?"	This was the most well behaved and attentive class that I observed. They were the only year 8 class, the rest being year 9 so this may have had a bearing on it. However, it was clear to see that the teacher had control and respect of the <u>class</u> so it is likely that this had more of an effect.
Cofio a Deall/ Remember and Understand Allwedd chi nodwch y nodweddau a'r nodweddau a'r nodweddau? "Can you list the aspects of the learning experience that went well?" Pe cychwedd a'r nodweddau a'r nodweddau a'r nodweddau? "What were the elements of the learning experience that were disappointing?"	Not only did the teacher appear to have total control of the class but they also were very supportive and encouraging. A variety of questions were asked throughout the lesson, open-ended and closed questions. This meant that the teacher provided subtle help when needed but also provided a challenge as appropriate. <u>Every</u> opinion was treated with the same level of importance and respect. There was no misbehavior through the lesson which although is a good thing and shows the merit of the teacher, it did mean that I was unable to learn any behavior management techniques from the teacher.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n nodweddau a'r nodweddau a'r nodweddau? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd eiddo eiddo eiddo eiddo y profiad? "What was the cause of the most important disappointing element?"	I would continue using a variety of questions to encourage independent learning as well as supporting pupils who may be slightly weaker and need the extra support. The teacher also used sentence starters on the board to help the pupils formulate written opinions on the film that they were watching. <u>N/A</u>
Casgliadau a chamau gweithredu/ Conclusions and actions Beth oedd eiddo eiddo eiddo eiddo y profiad? "What are your possible solutions to the disappointing issues identified?" Beth fyddwch chi'n nodweddau a'r nodweddau a'r nodweddau? "What will you do next?"	<u>N/A</u> I would, depending on the ability level of the class, reconsider the amount of sentence starters in order to try and reduce pupil dependency on the teacher.
Y profiad newydd / Transformed experience	

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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (ffocws)/Critical incident (focus): Peer assistance

Newyddolad Critigol / Critical Incident / Focus: Peer assistance	
Profiad/ Experience	
Tsiemiadaw/ Feelings Beth <i>pa beth oedd eiddoedd eiddoedd y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	This was a beneficial lesson to watch as it was the only grouped ability class that I observed out of all of the lessons. The fact that they were a lower ability class as well was important. It was good to see such a supportive teacher who was clearly well matched to work with lower ability pupils.
Cofio a Deall/ Remember and Understand Chi <i>pa beth oedd eiddoedd eiddoedd y profiad?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> Pa <i>eiddoedd oedd eiddoedd eiddoedd y profiad?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The teacher was very <u>calm</u> and this persona was clearly demonstrated throughout the classroom and instilled a calm atmosphere. I believe this would be integral for lower ability pupils. There was a clear level of respect for the teacher and there <u>was</u> very minimal amounts of disruptive behavior. There was a lot of peer assisting, it is possible that some pupils only felt more comfortable asking their peers as opposed to asking the teacher. Some of the pupils were talking to each other about non-related topics but there was little to be done to combat this. However, this talking was minimal and wasn't classroom wide disruption.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth <i>pa beth oedd eiddoedd eiddoedd y profiad?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> Beth <i>pa beth oedd eiddoedd eiddoedd y profiad?</i> <i>"What was the cause of the most important disappointing element?"</i>	I would continue to use the same calm persona that the teacher displayed as it clearly helped the class to feel more at ease. The cause was likely to be disengagement perhaps from a lack of confidence in the subject or simply from a dislike of the subject itself.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth <i>pa beth oedd eiddoedd eiddoedd y profiad?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> Beth <i>pa beth oedd eiddoedd eiddoedd y profiad?</i> <i>"What will you do next?"</i>	It would be important to keep morale and interest up to prevent non-<u>work related</u> conversation taking place. If pupils aren't interested, then they will happily disengage, especially if they can talk with their friends instead of doing work. I would encourage peer <u>assistance</u> but I would be careful about doing this and I would closely monitor it to ensure that the information being shared is correct. If the pupils feel like they are helping and important it can boost their confidence.
Y profiad newydd / Transformed experience	