

ECAD6007 – The Learner: Who Am I Teaching

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.

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There have been many investigations into the theory of how we learn, most agreeing that we each have our own learning style. One particular theorist, David Kolb (1984), has rationalised the learning approach as the 'Experiential Learning Cycle', citing that there are four stages of the process and the learner will experience them all. This four-step approach starts with doing or having an experience, taking time to reflect on it, drawing conclusions from the experience then finally putting any new found learnings/findings into practice. In conjunction with this, Dewey (1997) explains that reflective thought can be considered as a continual, almost relentless contemplation that lends itself to establishing wider inferences from predisposed beliefs or knowledge. By examining a particular 'critical incident' observed in the school environment, this learning approach will be utilised alongside Professor Donaldson's 'Successful Futures' (2015) framework to reflect upon three specific areas; the significance of the growth mindset (Dweck 2006), the cultivation of self-efficacy (Bandura 1997) and whether operant conditioning (Skinner 1938) is an effective technique for the Foundation Phase.

The aforementioned critical incident is explained by Tripp (2012) as a one-off observation or event that may appear innocent on the surface, but once you delve deeper there are many attributes worth investigating to establish cause, effect, impacts and possible improvements. Key considerations such as, what can be learnt from the event and how the event could shape future practice will be explored, along with an investigation of the question, is the growth mindset critical to a child's learning?

The school in which the incident was observed is primary school located in the north west area of Cardiff, with an average of 240 full time pupils registered, aged between 3-11. The school also houses a specialist autism base, catering for around 16 pupils from outside of the catchment area. According to the school prospectus, on average, 45.1% of pupils are eligible for free school meals which is well above the Welsh average (21%) and 30% of pupils are identified as having additional learning needs (ALN). The school prides itself on being a 'dyslexia friendly school' and is also holds an 'Eco-Schools Green Flag'. According to the school's last Estyn report in 2015, the school was ranked 4th out of 95 Cardiff schools in terms of its budget per pupil and received a 'Good' rating in relation to its current and prospective performances. For the purposes of confidentiality and data protection, the school will be referred to as the 'placement school' and no names will be provided in conjunction with the event.

The observation (see Appendix 1 and 2) took place during a year 2 numeracy lesson on 'fact families' where the pupils were split into small groups of 5 or 6 to undertake specific tasks. The lower ability group were set to work with the teaching assistant (TA), where the group of

6 children were set in pairs, each doing a different task related to maths. One child, who was doing the same task as their peer, was meant to be tracing numbers on a whiteboard but instead was colouring the numbers in saying, “we don’t know our numbers”. The TA did not intervene at any point until they wanted the child and their peer to start doing a task with them.

The critical incident was observed from a non-participant perspective in a semi-structured way, focusing on ‘communication’ within the classroom. This case study approach allowed for qualitative output viewed from a non-obtrusive vantage point. Macfarlan (2017) explains that the non-participant enters the environment, but stays away from the specific activities taking place to observe and make notes. By standing back and taking an objective view, not interfering with the lesson surely presents a strong position for the overarching benefit and value of the approach. Gussow (1964, cited in Mercatoris and Craighead, 1974, p512) challenges this view, explaining that even when an observer is not playing an active role, the affiliation to the observed is “linked in a continuous and developing relationship”. Effectively, the observed is influenced by the observer and possibly adapts their behaviour to appear more favourable. This change in behaviour is known as the ‘Hawthorne Effect’, which Draper (2002) summarises as the observed being overtly aware of the observer and consciously considering what they want and importantly, whether they want to please the observer or not.

The idea of the observed choosing whether they want to please the observer or not is an interesting point worth considering in conjunction with the critical event mentioned above. Did the child want to appear deliberately asinine to generate a reaction or were they offering up a sincere perspective to elicit more support for the task they were undertaking? Masling and Stern (1969) drew a comparison with the situation of a non-participant observation to a physics experiment, where equilibrium is disturbed and that outcomes can be varied, thus being more complex than initially perceived. By thinking of the critical incident in these terms, would the child have behaved differently without an observer in the room? Are there other mitigating factors that caused the child to behave in the way that they did? Masling and Stern conducted their tests over time, to determine whether observational impact reduced, they were not able to safely conclude this, arguably presenting a case that non-participant observations do not consistently generate an adverse impact.

Would there have been any difference to the critical incident had the observer been a participant and had engaged with the child and/or the TA? It could be argued that the child would have benefited from a steer in relation to the task they were undertaking or could possibly have rebuffed the offer of assistance, either way, the observer would have had

more evidence to consider in conjunction with the event. Cohen et al (2003, p313), however suggest this approach could be “biased, impressionistic, idiosyncratic and lacking in the precise quantifiable measures that are the hallmark of survey research.” By engaging in the situation, the observer effectively dives into the scenario and becomes the teacher as well as observer. This could generate a disingenuous reaction from the observed or perhaps allow the observer to lose neutrality. Schensul et al (1999), support the belief, however, that the quality of an observation is based on the “skill of the researcher to observe, document, and interpret what has been observed” (p95), utilising their theoretical knowledge and attention to establish a particular outcome.

By neutrally observing this event, it was clear that the child was missing out on an opportunity to learn. Being given an opportunity to work with TA support is a clear chance for the child to develop and as Bruner’s ‘scaffolding learning theory’ (1976) suggests, build on the knowledge they already have, eluding to the social constructivist theory, that the child can learn through the help of others. As Professor Graham Donaldson (2015, p31) recommends as part of his reform of the Welsh curriculum, within his ‘Four Purposes’, children in Wales should be given every opportunity to become “ambitious, capable learners, ready to learn throughout their lives”. It could be argued that the child at the centre of the incident is not fulfilling this purpose, specifically because of the lack of challenge, self-belief, self-efficacy, commitment and apparent disengagement with the class ethos of every child “trying their very best”.

Whilst we do not have full context of the child’s circumstances, we can still question whether they are they demonstrating any signs of being ready to learn throughout their life. Holt (1982) defines intelligence as not what we know but how we act when we don’t know something, using previous knowledge and experience to learn and move forward. It would appear the child is working within their own comfort zone, happily colouring in, it appears, with no previous experience to learn from. Has the child ever been corrected and told that colouring in is not an acceptable approach to the task? It could be argued that correcting the child could instil a fear or embarrassment, meaning that they may not actually learn but put their guard up and as Holt explains, we may annihilate the “intellectual and creative capacity of children...by making them afraid of not doing what other people want” (p274). Children can become afraid of failing, doing something incorrectly or simply being wrong.

Surely feeding back to this child on their approach to the task would be a simple form of assessment for learning (AFL). The approach to feeding back to a child is critical to the learning process, if we want the child to build their knowledge, develop their skills, challenge themselves and enjoy the problem-solving process. All of these factors underpin what it is to

be an 'ambitious, capable learner' (Donaldson, 2015). Black and Wiliam (1998) clearly demonstrated the enormous benefits of formative assessment in raising standards and closing the gap between the differing levels of ability. By giving relevant and timely feedback in an eclectic range of ways empowers children to learn more effectively, in turn sparking enthusiasm and encouraging broader understanding.

The TA in this scenario was working in a child/adult ratio of 6:1, arguably an ideal opportunity to encourage a lower ability group of children to enter the realms of problem solving and questioning as a team. Whereas, the children were undertaking tasks in pairs, but not completing them together, an opening may have been missed to get all 6 children working on a specifically tailored (for their ability) task on the numeracy subject of the day, 'fact families'. The colouring in/tracing of numbers appeared totally redundant to the lesson introduction given earlier by the class teacher. Could this have caused confusion, disengagement, demotivation for the pupil? Hattie (2012) advocates group work and supports the characteristic that Donaldson (2015, p31) lays out under his 'ambitious capable learners' purpose, that children need to be able to "communicate effectively". By encouraging group work can allow children to experiment and bounce ideas around in a safe environment, helping them build their confidence, develop new experiences, which they can call on in future.

Hattie (2012) also concurs with Donaldson (2015) in relation to encouraging children to face challenges, to take them on with an aim to succeed but the child will need support from those around them, including their peers. Social constructivism, can play a key role in relation to how a child reacts to a challenge, as Vygotsky (cited in MacBlain 2014) points out, children mirror adult behaviour, in seeing impressionable adults behave in a certain way, perhaps deflecting challenges or not taking risks, they are likely to model that behaviour, whether consciously or subconsciously. It is important that as part of Donaldson's purposes, children are encouraged to develop themselves and not simply stick with the familiar but to build on it and challenge it.

Literature Review

In order to develop and build we need to believe in ourselves and abilities, to be able to understand that if we fail, it doesn't matter, we can pick ourselves up, dust ourselves down and try again, this process is linked to Carol Dweck's (2006) 'growth mindset' ethos. How easy is this for a child? During the critical incident the child in question made the comment, "we don't know our numbers", what do these negative, pessimistic words actually tell us about the child? Is it as simple as the child doesn't believe in themselves or perhaps was attention seeking as they knew they were being observed, or is there a deeper-rooted issue

relating to the words and the behaviour? Considering Kolb's (1984) 'Experiential Learning Cycle' lens, how is the child progressing? Arguably, the child has completed this task before in the same way with no consequence, thus reflecting on their approach to the task as 'ok' as there were no repercussions to their output, therefore they are continuing to work in their comfort zone. Prooday (2019) in a recent blog, talks about children of today being wrapped in cotton wool, and refers to an "artificial reality" that is created for those children who are not encouraged to step outside of their comfort zone and take on new challenges and responsibilities. This certainly does not demonstrate Donaldson's (2015) desire to generate "enterprising, creative learners", in fact, it encourages the opposite.

As Dweck (2006) explains, if a child is continually successful at an easy task then it doesn't embolden them to take on more challenging ones if problems are never in their path. Children have stronger learning experiences if faced with tasks that they don't find straight forward or easy, it helps build resilience and encourage them to seek out more challenges and not be intimidated by bigger problems. If a child has a fixed mindset, they believe that they can or can't do something, it appears very black and white. If something is too challenging, they won't do it, the fear of failure is too much. Didau (2015, p310) elaborates on this by describing the fixed mindset as one that focusses on "personal failure" and that graft to success is not worth it. The question that is being asked by the fixed mindset is, why bother if it doesn't come easy to me? The child felt comfortable colouring in, tracing the numbers was simply too challenging. If the growth mindset was present the child would have, as Dweck (2006) points out, been comfortable accepting the challenge, curious to understand about any mistakes they may have made and fully immersed themselves in the learning process. In order for the child to develop a growth mindset, intervention is necessary. The teacher or TA needs to provide formative feedback focussing on the success criteria, Clarke (2005) suggests doing this by providing encouragement and giving constructive guidance which Dweck (2006, p177) insists should be "messages about processes and growth", feeding back on the effort rather than the intellect displayed.

Hymer and Gershon (2014) explore the concept of the importance of failing, that this a great thing, not something that a child should be ashamed or embarrassed about, instead, these events are critical to our learning. The fact that the child was colouring in numbers doesn't actually matter, as long as they learn from it, so that next time a fresh, authentic attempt is made. Didau (2015) advises that to encourage and advance the growth mindset within schools, for both pupils and teachers, the "consequences of failure" (p317) need to be eradicated. If children are encouraged to adopt an air of resilience and to engage in setting the success criteria for the next time they undertake the challenge, it could generate a sense of enthusiasm and thirst for challenge, encapsulating the growth mindset.

This approach of persistence in overcoming failure by learning from mistakes interlink with the 16 'habits of mind' (Costa, 2001), which focusses on response to challenge. Successful people don't give up at the sign of a problem, they will adopt a particular positive behaviour or skill to overcome it. This fluidly links to Donaldson's (2015) four purposes, which looks for children to be creative, ambitious, enterprising, confident and informed. By demonstrating a fixed mindset, as in the critical incident referred to here, it is almost impossible to see any of these traits on display, it is therefore crucial that teachers adopt the growth mindset in order to instil a love of learning in their pupils, which in turn will allow children to "eventually learn and think for themselves. And to work hard on the fundamentals" (Dweck, 2006, p197).

Believing in oneself is critical to the growth mindset, if a child is told they are useless or stupid, they unintentionally start to act out their own self-fulfilling prophecy of not achieving and believing what they are being told (Merton, 2014). It is important that all children are encouraged and supported in school, it has to be a stereotype free zone, high expectations should exist for **all** children focusing on effort and progress, as opposed to monopolising ability (Hattie, 2012). An experiment was conducted in 1968 by Rosenthal and Jacobson who told a group of teachers that 20% of students they would be teaching that year had taken a particularly challenging test and had been identified as 'growth spurters' and were expected to do well. At the end of the year, the children were all retested, and indeed, the 20% test group made the most significant gains, demonstrating that teachers' expectations influenced the test group's results (Ackerman 2018).

This experiment helps to demonstrate the huge amount of influence teachers have in developing their pupil's attitudes to learning. When the child at the centre of the critical incident says "we don't know our numbers", it immediately demonstrates a low level of self-efficacy. Albert Bandura (1997) defines this as our belief in our ability to complete a task, how successful we think we will be. Bandura cites four sources of self-efficacy; 'mastery experiences', 'vicarious experiences', 'verbal persuasion' and 'emotional and physiological states'. If one or more of these sources are adversely impacted then there is a likelihood that self-efficacy will be low. For example, saying "we don't know our numbers" will have a root embedded in one of these sources, perhaps in the 'mastery experiences' branch as the child may have struggled with counting, identifying numbers and even writing them in the past. A negative experience can have a detrimental impact on a child's learning, stunting their ability to move forward, reflect and develop their metacognition skills. These are core attributes that Donaldson (2015) eludes to within his four purposes. Is this child demonstrating that they can become an "ethically, informed citizen", are they showing any signs that they "understand and consider the impact of their actions when making choices and acting" (Donaldson, 2015, p32). It would appear not, at this point in time. The choice the

child is making is to say they can't do something, rather than to ask for help from their TA or peer, or just have a go.

Low self-efficacy can result in children seeing tasks as dangers that need to be avoided, so avoid committing to objectives as they do not feel they can achieve them. They also throw in the towel more quickly than those children with high self-efficacy as they don't believe in themselves so want to avoid feelings of failure (Cherry 2019). By working with children to set out goals that are SMART, can surely help build up levels of confidence and self-belief, Schunk and Pajares (cited in Denby, 2015) suggest that by measuring pupil progress against their own *personalised* objective we can increase self-efficacy. King (2010) refers to the journey we take in climbing Maslow's pyramid as starting from developing and understanding our own self-worth. He refers to the results of a survey where 96% of teachers believed a child's self-esteem was the responsibility of the parents and 94% of parents believed it was the responsibility of the teacher (King, 2010, p24). It would be safe to conclude that both parties have a responsibility in helping a child develop this as they are key adults in the child's life from whom children take huge influence.

If we consider Skinner's 'operant conditioning' (OC) model (1938) in relation to the child's behaviour during the critical incident, we can see that the negative words and behaviour were ignored, the child received no reward or punishment for them. However, as part of the class reward system, if all children worked hard and displayed a 'can do' attitude toward their work, they would receive a marble for their class jar. This reward process was not something that the child was considering during the incident, choosing not to display the rewardable behaviours. But why? Perhaps the child has worked out they are a small cog in a big wheel and that just because they are not doing what they should be doing, that doesn't mean that the whole class won't succeed (Lumen Learning, N.D.). The practical issue here is that the child is not using OC as a motivator to help them learn. As Kohn (1999) explains, neither the extrinsic motivator – the class marble/reward, nor the intrinsic motivator – personal gratification, is working here. He continues to explain that extrinsic motivators are much less effective than intrinsic ones and can actually "undermine the intrinsic motivation that promotes optimal performance" (Kohn, 1999, p69). In essence supporting the argument that challenge is in fact the biggest motivator a child can be given.

As Skinner suggests though, OC could be applied at an individual level rather at a broader classroom level that is evident here. Would the child have changed or increased their effort if there was a reward or a punishment at each mini plenary? McLeod (2018), upon reviewing Skinner's OC theory suggests that frequent feedback on how the learner is performing should be given, particularly on a new task, and as performance starts to improve

the frequency of the feedback should be reduced until only outstanding work is reinforced. This approach supports building a child's confidence and encouraging Dweck's growth mindset, demonstrating that OC is dependent upon the learner triggers the change to behaviour as opposed to the reward (MacBlain, 2014).

Reflecting on the incident, it could be suggested that the child would benefit from more personalised OC to focus on short term goals. Rewarding the child for hitting goals could stimulate their learning as they start to repeat or challenge themselves due to the positive response they have received (Renner, 2018). Rewards do not need to be material, praise can be more than enough, which can also lead to stronger self-belief and encourage the child to step outside of their comfort zone as they discover more about the limitless opportunities ahead of them.

It is also worth considering that if child had been shown 'what good looks like' prior to starting the task, we may have seen a very different outcome. The child had obviously decided it was acceptable to colour in the numbers, possibly as they had not been told it wasn't. By incorporating AFL into the task, and discussing what good looks like, this could have generated a more favourable outcome and more positive approach to their work. Royce Sadler (1989) is a key advocate of this approach expressing that the child and teacher must share a mutual understanding of the requirements. The child needs to understand what is expected of them, without this they are potentially being set up to fail. Dylan Wiliam (2011) suggests a good practical idea of agreeing success criteria by looking at a previously produced piece of work and for pupils to look for strengths and weaknesses within it, as they are better at critiquing the work of others as opposed to their own. If the child within the critical incident was shown two boards, one with numbers coloured and one with numbers traced, there would be a strong likelihood that the child would be able to identify the work that they are being asked to emulate.

By initially encouraging the child in the critical incident to focus on the first 3 numbers, as opposed to the entire sheet may have resulted in a mini-achievement being hit, with the child perhaps conveying a positive response by trying the next 3 numbers. This is obviously hypothetical, but a consideration in conjunction with Bandura's (1997) self-efficacy theory and Hattie's (2012) viewpoint that with transparent goals and rapid AFL, changes in behaviour can be taught. It may be that the child feels intimidated by lots of numbers, so breaking down the task into bitesize chunks for them to attempt at a pace suited to them, so that when they start to succeed, they will feel motivated to carry on as their confidence starts to rise. Positive feedback about the effort they are making would also be beneficial; helping

to stimulate the growth mindset, provide a nurturing environment and contribute to a positive emotional stimulus.

The negativity displayed by the child could be a signal of a behavioural problem, deliberately being obtuse to provoke a response from the teacher, as Colverd and Hodgkin (2011, p20) suggest, the child “may be working hard to make you not like them, so as not to confirm their feelings of worthlessness”. It is important to not rise to this behaviour and instead to contrive a space in which clear boundaries are laid out so that the child understands what is expected of them. Without unpacking the critical incident, this reflection may not seem obvious, but it is certainly one that is worth exploring.

In conclusion, Brookfield (2017, p80) explains, critical reflection allows us to take “informed actions” as we have undertaken comprehensive investigation to understand the incident as clearly as possible. Many avenues may be explored in order for next steps to be reached, in the instance of a possible behavioural problem, it may be that the child has a particular additional learning need that their behaviour is a symptom of. The words and actions of the child during the incident could just been the tip of the iceberg, but by critically evaluating the moment, a deeper-rooted problem may emerge requiring further review or support.

By observing, reflecting and drawing inferences from one particular ‘critical incident’ creates an array of possible opportunities to put into practice during placement, as per Kolb’s (1984) four stage learning process. An initial observation can hold so much information that warrants further inspection and analysis, so that reflection becomes a pivotal teacher attribute in order to inform and develop one’s own skills and experience. The ability to reflect has a direct impact on the learning process of a child, how else can you adapt and change your approach, strategies or teaching style in order to enhance or unlock a child’s learning potential?

By scratching the surface of an event can open a huge can of worms by revealing the multifaceted diversity of the class, but without it teachers would not gain such huge insight into their pupils and their learning needs, enabling them to adapt accordingly (Brookfield (2017). The Professional Standards for School Practitioners in Wales (2019) calls on core 5 values and dispositions, focussing on teachers developing a deeper professional pedagogical learning along with adopting innovative ways of developing approaches to improve them. This is ultimately where the real work starts, where reflections translate into dynamic teaching practice.

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Appendices

Appendix 1



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Year 2, Mathematics/Numeracy, Fact Families Observation focus: Communication
Classroom culture (Are the students focused on learning?) Children brought to carpet with countdown '5-1', all sitting down, silently, before 1 reached. Students sat on carpet for introduction to lesson. "1,2,3 All eyes on me", "1,2,3, All eyes on you" - attention getting for whole class at start and during lesson to recall attention when teacher wanted to show children something. Children putting up hands to answer questions, 75% hands up, 25% not. 85% of class focused on task, some children distracted and looking around, playing with other children's hair, stretching out. Teacher did not react to any of these behaviours. One child moved to sit by TA as fidgeting on the carpet, teacher advised "you haven't done anything wrong, but you can hear better there". Children engaged in specific numeracy/maths activities both independently and with teacher/TA. Good level of working noise within the classroom when teacher set children off to complete work. Children asking questions of teacher and TA, taking work books to show work and ask for 'surps'.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Teacher advised children that they would be looking at 'fact families', following on from previous lesson where they have started learning about the subject. Activities are known to children so they are able to undertake tasks with independently. Not all activities were strictly related to 'fact families'

Direction

(Are the students clear about what they are doing and how to do it well?)

Teacher provided clear explanation of each of the activities including fact families, using number bonds, interlocking blocks, tracing numbers, both independent tasks and teacher/TA led tasks.

Children undertaking independent tasks able to approach teacher/TA to show progression of work and to ask questions.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Mixed ability class. Teacher aware of previous subject attainment of children and able to target children appropriately during lesson introduction.

Recap of previous knowledge, times, tables, fact families and how to work them out.

Lesson started with group task (all recount 10X table) then moved to questioning (teacher/pupil 'ping pong') building to more challenging questions.

Tasks assigned based on ability, higher level group given individual cards to create sums, medium ability children given partitioning sums to complete with interlocking blocks available to assist - both groups of children working independently.

Lower ability children working on specific tasks with TA including tracing numbers - children colouring in the numbers rather than tracing them, saying "we don't know our numbers", TA did not correct children by advising them to trace not colour.

Some children requesting challenges from teacher/TA.

Assessment

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

Teacher engaged full class in saying their 10 times table forwards and backwards. All class engaged with enthusiasm, teacher introduced "we are really good at our 10X table now, let's see if we can all do it together" - positive reinforcement.

Teacher used 'bead bar' with TA holding at front of class to show groups of ten, used questioning of children (choosing names).

At start of lesson, regular questioning used, "What do we need to do next?" children putting hands up and teacher selecting child to answer.

Think, Pair, Share used for children to discuss a 'Fact Family' sum. Teacher selected children to answer question.

When a child wasn't sure of an answer 'phone a friend' strategy used, same child was selected later and subsequently got the answer right. Thinking time allowed.

'Dojo' rewards given to two children who got answer right.



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Teacher and TA supporting specific groups of children with specific tasks, direct questioning and challenging children in those groups. Children doing independent work able to show teacher work and ask for help.

No end of lesson summary/assessment/plenary.

Specifics / Critical Incidents

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

Children supposed to be tracing numbers using whiteboard and pen but colouring in numbers instead and not pulled up on this by TA.

What is the impact of this? Why is the child doing this? What could the repercussions be? Is there an underlying issue or concern here? How can these children become more engaged? Is there a lack of focus/attention/support?

No end of lesson assessment/plenary.

How does Teacher know children are on track and understanding topic? Children undertaking different tasks, is it important to summarise and gauge collective understanding before the end of the lesson? What additional AFL could take place during lesson to support learning? What plans can be put in place for next session to assess learning from this lesson?

Appendix 2



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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocus)/Critical incident (focus): Child colouring rather than tracing outline of numbers on a whiteboard during maths lesson

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I didn't feel that the child was learning anything, I felt like the child was missing out an opportunity to achieve something. I felt frustrated that the child was not being corrected by the TA. The TA was working with other children at the table, so perhaps difficult to monitor all children's behaviour as they were all doing a mixture of tasks. The child appeared comfortable colouring in, and was happy with what she was doing, to me this lacks challenge and opportunity for the child to develop her maths ability so was missing out on a key developmental opportunity by taking her out of her comfort zone.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achas yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The child was doing what she wanted to do as opposed to what she was expected to do, making her own choice (behaviouralist approach), what are the consequences of not doing what was expected both from a class and personal perspective? The child is not being challenged or stretched, the growth mindset is absent, particularly when the child in question said "we don't know our numbers". Even if this was not true, and the child was just being obtuse, the language used is negative and is not forward thinking, enthusiastic or keen to achieve. Tied together with the colouring rather than tracing, this child's attitude to learning is a negative one and needs focus.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Working in groups of children of similar ability has huge benefits as you can give much more bespoke attention to those children as well as identifying and supporting specific learning styles. The technique of tracing numbers using a white board is a strong one which encourages children to develop writing skills as well as number identification. With reinforcement from the teacher/TA about what good looks like and what they don't want to see (i.e. coloured in numbers) this can be an effective tool for learning. Reminding children of the reward mechanism in place for the class when achieving great work, is a strong reinforcement tool to keep children focused on the end goal.

Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Working with a small group of children would benefit from the task being the same for all as it would be easier to observe, manage and keep children on task. In this instance all children were of the same ability, so by focusing on one task you would be able to encourage group work, highlighting good work when it's been done so that the other children can see what good looks like. Working on the same task in a small group also allows children to focus, help and motivate each other as they work things out together. It can create a collaborative mindset
Y profiad newydd / Transformed experience	

Appendix 3



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Year 2, Literacy, Rhyming Words Observation focus: Child behaviour
Classroom culture (Are the students focused on learning?) Students sat on carpet for introduction to lesson. Teacher introduced lesson and reiterated rules for putting hands up if they have any rhyming words that they want to share. Good adherence to rules, very little shouting out, children waited patiently to be selected by teacher to answer. Teacher advised that they would be playing 'Buried Treasure' game on the interactive whiteboard. Teacher selected children who had their hands up to take a turn. Whole class engagement. Teacher sat in chair, children leading the learning. Child making clicking noises with his tongue during introduction and task, teacher did not ask to stop for some time, initially, child did stop, then continued with no further reprimand. Children engaged in literacy tasks both independently and with teacher/TA. Good level of working noise within the classroom when teacher set children off to complete work. Children asking questions of teacher and TA, taking work books to show work.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Teacher advised children that they would be continuing with their literacy tasks, focusing on rhyming words. Two groups selected to work with teach and TA, remaining children given free choice of all other tasks (humanist approach). Teacher provided clear explanation of each of the activities including using thinking wall to come up with rhyming words, using rhyming words to describe crocodile, to read a book/books of their choice, play buried treasure (to identify real words/made up words). Children aware of activities due to previous lesson knowledge (constructivist approach). Activities are known to children so they are able to undertake tasks with independently.
Direction (Are the students clear about what they are doing and how to do it well?)

Children undertaking independent tasks able to approach teacher/TA to show progression of work and to ask questions. Most children focused and working.

Children aware of tasks set as continuation, tasks have been available throughout the week.

Some children distracted and going off task; dangling fish words and swinging these toward another child's head, a child flicking a word block at another child. This was towards the end of the lesson.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Carousel of activities around the classroom, children rotated based on groups, working independently and with teacher and TA, each group got the opportunity to work with teacher and TA.

Some children requesting challenges from teacher/TA.

No rubbers available to the children, they have to ask teacher or find alternative ways of changing something (crossing out, sticking something over the top).

One child undertaking independent task flicked small block at another child, not spotted by teacher or TA, during free time once tasks completed.

Assessment

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

During introduction to lesson, teacher asking children for words that rhyme with the word produced by the 'Buried Treasure' game. Children put their hands up and selected by teacher.

Teacher questioning children with their hands up for other words that rhyme with the word on the screen. One child offering multiple words.

Teacher and TA supporting specific groups of children with specific tasks, direct questioning and challenging children in those groups. Children doing independent work able to show teacher work and ask for help.

Specifics / Critical Incidents

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

Child making clicking noises with his tongue during introduction to lesson and the interactive whiteboard game. Why was he doing this? What was his trigger? He didn't noticeably impact the children around him, but could the children have been distracted by his behaviour and therefore have been less engaged by the task. Could the teacher have advised him to stop sooner than she did, was she allowing the behaviour to continue as this is not the first time he has done it and has identified that it is better to say nothing and let him stop naturally? Is there a deeper issue with the child, does he have learning difficulties/ALN?

Appendix 4



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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Focus)/Critical incident (focus): Child making clicking noises with his tongue during introduction to lesson and the interactive whiteboard game.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	During the teacher's introduction to the literacy lesson, a child started making clicking sounds with his tongue, this continued as the whole class started playing an interactive whiteboard game. The clicking was annoying and I was concerned and frustrated that it took both the teacher and TA such a long time to ask child to stop. It was important for me to consider the reasons for this, as they child could have ALN, which the teacher and TA would be aware of. The clicking noises did not overtly appear to have an impact on the children's learning as they all still seemed engaged, which made me wonder whether this was a regular occurrence that the children had become desensitized to. The child making the clicking noises did not appear to be engaged, but distracted and looking around, this perhaps could have been due to the child not fully understanding what was happening which made me instinctively want to call the child over to sit with me so that I could explain and encourage a more inclusive engagement of the task.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dydd?" "Can you list the aspects of the incident in the context of learning?"	I believe that the child was displaying ALN as they were unable to focus on the task and seemed to be taking comfort in the noises he was making. Non-assertive discipline (Marlene and Lee Carter) approach appeared to be taken by teacher/TA, implying that this is a common behaviour for the child to undertake. This was followed after a while by assertive discipline where the child was asked to stop in a calm, clear manner, which the child then adhered to, for a while. The children did not appear distracted by the clicking sounds and remained on task, which was a positive reinforcement of the fact that the children were interested in the lesson and were enjoying themselves as well as paying attention so that they could get a turn at using the interactive whiteboard.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gwiliaf ni gada yr un fath i sicrhau addysgu o ddydd ei wthio/ yn y dydd?"	The handling of the incident by the teacher/TA seemed appropriate as they know and understand the child in question and appeared to know the best approach to take in managing the situation. As mentioned above, the children did not appear disadvantaged by the noises, but this could just be on the surface, with the distraction having a deeper issue for certain children, which could unravel further into the lesson or subject.

"What could be kept the same to ensure effective teaching and learning in the future?"	
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> "Beth yw'r atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	A child with ALN could need more 1-2-1 support to keep their mind and listening on task. By asking the child to sit near the TA would allow the TA to step in and notice much sooner that the child was distracted in order to encourage them to regain focus and to play a fuller part in the lesson. By letting the child sit wherever they want could allow for distractions that take them away from engaging and getting the best out of the lesson for themselves. Sitting the child nearer the teacher or TA would also allow a quicker reprimand of any noises to avoid creating further distractions for the rest of the class.
Y profiad ~~newydd~~ / Transformed experience	

Appendix 5



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES



(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Year 2, Welsh - Helpwr Heddiw Observation focus: Communication
Classroom culture (Are the students focused on learning?) Session led by TA as supply teacher covering for teacher advised he was not comfortable with Welsh. Students sat on carpet for introduction to lesson - 4 children chosen by TA to stand at the front of the class and lead the Helpwr Heddiw session. Children asking questions in Welsh and pointing at children sat on the carpet, to answer (ping pong). Voices were very quiet throughout both from children asking and children responding. Not all children fully engaged, daydreaming, looking around, prodding and whispering child next to them. When Welsh songs sung, whole class engagement.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Child led learning to encourage children's confidence in communicating in Welsh. 4 Chosen children asking questions and selecting other children to answer, building listening and speaking skills in Welsh.
Direction (Are the students clear about what they are doing and how to do it well?) Child led, with TA supporting and encouraging the questions and responses. Daily task that children undertake, children aware of how they should engage and expectations.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most children asked either 'pwyr wyt ti?', 'sut wyt ti heddiw?' or 'sut mae'r tywydd heddiw?' by one of the 4 Helpwr Heddiws.



Yr Athrofa
Addysg a'r Dyniaethau
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Most children able to answer questions, if unsure, TA provide a prompt/help.

TA stepped in to ask questions and repeat the questions asked by the 'Helpwr Heddiw'.

Hard to hear children's questions and responses, very quiet.

Welsh songs sung confidently and loudly.

Assessment

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

Continuation of 'Helpwr Heddiw' daily tasks, building on children's previous knowledge to build confidence (constructivist approach).

TA listened, repeated and if necessary, corrected the Welsh questions being asked during session.

Whole session was done very quietly, hard to hear anything anyone was saying, including TA.

At the end of the session, TA encouraged children to sing 'Pwy Wyt Ti' and 'Sut Mae'r Tywydd Heddiw' songs, which the children did comfortably.

Specifics / Critical Incidents

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

Children speaking quietly during whole class, pupil lead learning.

Would this have been a louder more confident lesson if class teacher had been present as opposed to supply and TA?

What are the implications of children speaking quietly during pupil led tasks? How could this have been improved? Why did volume and engagement change when pupils started singing songs?

Appendix 6



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

Dyddiad/Date: 26/09/19

Dyddiad critigol (Focus)/Critical incident (focus): Children speaking quietly during whole class, Welsh 'Helpwr Heddiw' pupil lead learning.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	The entire session was extremely frustrating as the children were being challenged on their Welsh communication with no enthusiasm, projection, confidence or fun, it seemed like a tick box task that had to be done, as opposed to one that could help the children build their Welsh and their verbal communication. The session was being run by the TA as the supply teacher advised that he was not great with Welsh, so this probably wasn't a typical example of how the class are usually engaged with the 'Helpwr Heddiw' tasks. The TA interjected quite a lot, asking questions for children, or pointing at a child to answer, which deviated from the pupil-led aim of the session. This could have been due to the lack of confidence of the class with Welsh, which the TA would be aware of and want to support. The Welsh songs that the children went on to sing at the end of the session were sung with much more confidence and enthusiasm than the conversational tasks, which made me feel much happier and more comfortable with the children's understanding of the language that they were using.
Cofio a Deall/ Remember and Understand "Allwch chi restru affennau'r achos yng nghyd-deddf y dydd?" "Can you list the aspects of the incident in the context of learning?"	Pupil-led learning, 4 pupils stood at the front of the class asking the rest of their class questions; Pwy wyt ti? Sut wyt ti heddiw? And sut mae tywydd heddiw? Each child at the front of the class took turns to use 'ping pong' strategy, pointing at a child sitting down to answer the question. The verbal projection of each child, both asking and responding to questions was poor, displaying no confidence or excitement in the activity at all. There was a lot of repetition, each question being asked at least 12 times, helping the children to remember the words and equally what they mean. Constructivist approach as building on learning that has already happened, but how engaging is this approach? Children keen to put their hands up to be selected to answer the question (around 65% of class) but not with any enthusiasm, how can this session be made more exciting? Conditioning, children put their hands up to answer, whether they know the right answer or not, to get attention.

	Welsh songs are key to helping children join in together and remember meanings, sounds and terms. Undertaking the task daily creates operant conditioning (Art Costa), with the schedule of reinforcement happening at set times which encourages deeper learning.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadau yr un fath i sicrhau addysgu a dyngu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	'Helpwr Heddiw' task is a strong way of teaching Welsh sentences, to teach the letter sounds and words as well as meanings in order to encourage incidental Welsh into the school day. 'Who are you?', 'how are you today?' and 'what's the weather like today?' are good questions that children become familiar with through repetition and explanation particularly as they need to learn how to respond in Welsh. Allowing the task to be pupil led is a strong way of building confidence and encouraging children to step out of their comfort zone and be the teacher! Children enthused by singing Welsh songs, singing helps development, creates endorphins, stimulating the brain and gets oxygen flowing.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw'r atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Teacher needs to drive enthusiasm of subject, perhaps starting lesson with singing to engage and enthuse children, singing the specific songs will act as a reminder to the sentences that will be covered in today's session. Helpwr Heddiw could ask teach the question first so that the teacher can show what a good response looks like, to set expectations and success criteria. Welsh 'da iawn' stickers could be given to children who respond correctly with enthusiasm, providing encouragement to all, offering a reward for being successful (children learn through reward/conditioning. Thorndike) Ensure questions are rotated/changed regularly to encourage broader learning and challenging.
Y profiad <u>newydd</u> / Transformed experience	

Appendix 7



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Year 6, Welsh, Helpwr Heddiw Past / Present Tense Observation Focus: Teacher/Pupil Communication
Classroom culture (Are the students focused on learning?) First lesson of the day, children returning to class after the daily mile, after minor fussing and chatting with friends, all children returned to their seats. Teacher told the class that they were going to do a new task today and that she had something fun for them to do. Most children engaged and interested in this idea wanting to know more. 4 children displaying disruptive behaviour as they moved into their lines; one child spinning erratically on the teacher's chair, another child leaning on wall with legs directly out in front of him, third child continually tossing and bouncing a large ball (class resource with welsh words on it), fourth child weaving in and out of his line. Teacher did not call out any of these children on their behaviour. The rest of the class continued to listen to the task and objectives and did not really pay much attention to the disruptions. Once task started all children engaged, child stopped spinning on chair and took part in task, with teacher overseeing and providing positive encouragement. Child with ball continued to use throughout task but he still completed objective, answering then asking his question. Once task was over and the children were asked to return to their seats the child returned the ball to its home and sat down.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Teacher advised children that they would be learning to ask and reply to; 'What is the weather like tomorrow' and 'What was the weather like yesterday?' Practical activity, competition, class split into two teams with each child having the chance to ask then answer a question. Teacher observing.
Direction (Are the students clear about what they are doing and how to do it well?) Teacher split class into two and asked them to stand in a line on each side of the classroom. Once split teacher advised that the front person of each line was going to ask their question in Welsh (one team had past and one had future tense) to the next person in their line who would then respond to the question then turn and ask the

question to the next person and so on... The first team to get to the end of their line and all sit down would win the challenge.

Children clear on task, children comfortably asking questions of teacher to ensure they fully understood the objective. (Questions being shouted out, no hands up)

One child initially refused to stand up and join his team, instead stayed in his seat. Teacher did not force him to move, he decided to join his line in his own time then proceeded to pick up a large ball and play with it for the duration of the task.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Teacher started with present tense question that children already knew to warm them up, children positively engaged as able to complete the task. New challenge set to learn past and present tense so changing elements of the sentence, building on children's knowledge - scaffolding.

All children able to engage, 1-2-1 (child to child) Q&A with broader team of children able to help. Sentences written on board for those children unable to remember them. Teacher providing ad-hoc support to both teams by dipping in and out as the question travelled down the line.

Assessment

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

Teacher started the lesson using questioning ping pong, asking 'Sut mae'r tywydd heddiw?' also asking the children what that meant and to give her some answers in Welsh. Most children able to answer, teacher provided positive, encouraging feedback.

During the task, children worked with each other using the whiteboard prompts and classroom displays to aid them. Teacher observed children, providing direct feedback to those who were struggling, helping them with sounds, also praising those who were doing well.

After the lesson, the teacher asked the children to collectively ask the questions then praised their effort advising that we will have another go tomorrow, continuing to build on new vocabulary.

Specifics / Critical Incidents

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

During the task, one child continually bounced a ball, teacher did not ask him to put it down, ignored the primary behaviour. Child still completed the task (his team were the first to complete) so he contributed to a positive outcome. Child voluntarily returned the ball to where he had taken it from and sat back in his seat after the task. Whilst distracting and being disruptive, the child did what was asked of him. Teacher ignored behaviour, what could have happened if she had called the child out on it? Conscious decision by teacher to ignore certain behaviours. Is there an underlying issue with the child (IBP, ASD, ADHD, ALN?).

Appendix 8



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

Dyddiad/Date: 02/10/19

Dyddiad critigol (Focus)/Critical incident (focus): Child tossing and bouncing a large ball during a competitive group task.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	My initial feelings were frustration in that teacher hadn't spotted the child with the ball and also that the child should be asked to put the ball away as he was being disruptive. Upon reflection, and further observation during the lesson, it became clear that the teacher had spotted the behaviour but had chosen to ignore it.
Cofio a Deall/ Remember and Understand "Allwch chi nodwch effimiau'r achos yng nghyd-ddestw y dyngw?" "Can you list the aspects of the incident in the context of learning?"	Child did not want to stand up to take part in task, so ball was picked up in anger, 'logical consequences model' (Dreikurs), looking for attention which teacher chose to ignore. Child still contributed and completed task; he did not let his team down – 'social development theory' (Vygotsky). Behaviour did not disrupt anyone's learning. Child voluntarily returned the ball to where he had got it from, conditioned to put it back once he had finished with it, then returned to his seat.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dyngw effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Teacher knows child and what makes them tick, picking her battles and allowing certain behaviours to fly under the radar, this worked in this instance as child did not disrupt his team and he completed the task regardless. My natural reaction may have been to ask the child to put the ball away, which could have resulted in the child becoming totally disengaged or creating a further problem. Knowing your children and being able to focus on the right things i.e. setting task objective and questions from the rest of the class, as opposed to one inappropriate behaviour that was in turn, harmless and probably helped the child remain focused on the task anyway.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nes?" "What are your possible solutions to the issue identified?" "What could be done next?"	My initial solution would have been to ask the child to put the ball away and ask him to come to the front of the line, closer to me, but upon reflection, the child did what was asked of him so does his behaviour need to change. There is a consideration about the behaviour being seen by others in the class as 'why is he allowed to do that, when I'm not?' which may need to be considered and managed. Focusing on the teacher/pupil relationship and identifying whether the child has AUN will allow the teacher to determine what behaviours are acceptable versus those that are not.
Y profiad ~~newydd~~ / Transformed experience	