

ECAD6007-C 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 group of learners, based on an observed critical incident

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This essay will identify and evaluate different learning and teaching steps that focus on a learner or group of learners based on an observed incident and relevant literature. An observed incident in this essay is an observed behaviour, practice or event that has taken place, this event may be considered out of the norm or unique and noteworthy enough to highlight a behaviour, practice or event to be reflected upon and examined critically. Critical in the context of this essay is the objective examination of the incident and literature to assess its worth to draw a meaningful conclusion.

A single incident will be examined in parallel with literature that explores the content critically to understand the potential causes and effects of the incident and how those can be explored through literature to support a teaching strategy to promote learning that upholds the ideals of the new curriculum in Wales via the 'Four Purposes of Learning' outlined in the Donaldson Report. The examined literature will be based upon theories of learning and behaviour that are relevant to the classroom experience by attempting to explain how and why behaviours occur and what promotes learning in individuals.

Critical incidents are useful in the context of reflective practice in teaching due to them being an *"Excellent way to develop an increasing understanding of and control over professional judgement... also a means of finding focus for classroom action research."* (Tripp, 2012). This means that by rendering an incident critical, and examining it objectively, it is possible to gain an understanding of underlying behaviours that can be reflected upon to create a plan for the classroom for improvement. By contrasting a specific critical incident with relevant literature concerning the psychology behind the behaviour, this essay will attempt to validate or invalidate a proposed hypothesis that suggests a behaviour cause and effect.

Contextual information regarding the school where the critical incident was observed will be provided yet details will be made confidential to adhere to the Ethical Guidelines for Educational Research (BERA) 2018. This is to ensure anonymity of all participants involved with names, places and other details being substituted to protect their identity.

The school is a mainstream state funded establishment in the Carmarthenshire local authority in South Wales that caters to mixed gender GCSE and A-Level learners aged between 11-19 years of age. According to the Welsh Government the school had 1421 pupils registered in 2018 with 17% of those pupils qualifying for Free School Meal (FSM), 22.1% of pupils identified had Special Educational Needs (SEN) with 7.7% of pupils being statemented. The class observed was a mixed ability Year 8 group aged between 12-13 years of age totalling to approximately 25 children with 2 adults present including the teacher and observer. The observation took place on the 27th of September 2019 and the critical incident took place during the second lesson starting at 10:35 AM following the first break. During the observation, notes were taken that had been adapted from questions from Fletcher Wood (2016), which had been provided by the University, this has been included in the appendices accompanied by a corresponding reflective conclusion. These conclusions are based upon the Assisted Reflective Conclusions (ARC) Model which are used to self-assess the lesson experience based upon feelings during the observation. In addition to the notes from the critical incident discussed in this essay, three other sets of observation notes and reflective conclusions have also been included regarding other observed critical incidents from the same school and class during different lessons on different days over two weeks.

Before undertaking the observation, a method was chosen from differing models that are based upon observation in the classroom. According to the Welsh Governments guidance on observation in *Observing Children* (2008) it was suggested that thought should be given to the method of observation in order to acquire the best and most relevant information needed, such as behaviour or intellectual development.

As described in *Research Methodology* observation as a primary method of collecting data can be categorised into two types: Participant and non-participant observations as well as two conditions of natural and controlled. Participant is an observer actively participating with the subjects whereas non-participant is passive observation without interaction. The two conditions describe a natural environment of normal activities, whereas controlled would involve introducing a new factor or stimuli for the subjects and observing any potential changes or reactions (R.Kumar 2014).

As the objective of this essay is to explore the underlying reasoning for a given behaviour in a classroom, the chosen method of observation was non-participant in a natural environment. This is to ensure the behaviours and actions of the children involved were authentic and routine in order to gain an accurate understanding of their natural behaviour in a classroom environment.

The method of observation used does encounter problems such as the Hawthorne effect which suggests that subjects who are being observed may alter their behaviour (R. McCarney et al. 2007). As well as issues with observer bias which suggests that the personal bias of the observer may influence the information taken from an observation (Last, 2007).

In addition to the method of observation, the methodology of a case study for the use of a critical incident was also examined. The nature of exploring the underlying causes of a given incident in a critical manner could be argued as suitable for a case study, as such a study by design is often qualitative in nature and the examining of a case, such as a student's behaviour, and using that case as the means of critical examination of what that behaviour may represent with intense study into appropriate literature is an advantage of a case study as the research surrounding the incident can be in depth and yield a lot of information, however in tandem with this is the clear disadvantage that the large amount of findings from different sources can be numerous and contradictory which makes summarising the findings in a meaningful way difficult. (Gilbert 2008).

To clarify, the use of a case study design for the critical incident is suitable as it allows the study of a single moment or incident with depth. This is due to the nature of a critical incident where an incident is made critical by thorough study to provide insight which is a qualitative design. Other qualitative designs can be considered less suitable such as Participant Observation which asks that the observer participate with the subjects which would alter the students natural behaviour due to the new stimuli of the observer and requires that a significant amount of time be spent with the students rather than the single 'snap shot' in time that is a critical incident.

The Critical incident being examined took place during the start of the lesson as the first students were permitted to enter the classroom by the supply teacher. The first two students who entered immediately walked to a cabinet at the far side of the room and collected the class workbooks and distributed them according to a seating plan while all others took their seats, this was done without instruction.

Observation of this incident gave the impression that the students had done this previously and had been either taught or instructed to have this responsibility. This was due to the nature of the lesson in which a supply teacher was present yet the students followed the usual protocol for starting a lesson giving the impression they were ready to learn and were upholding the classroom culture instilled by the teacher, who even while not present, was respected. The key elements of the observed behaviour in the incident are the adherence to protocol, respect of the classroom culture and teacher and management of own behaviour independently.

This behaviour reflects two of the four purposes outlined by the Donaldson report, *Successful Futures*, specifically “...children and young people develop as: healthy, confident individuals...” and “...ethical, informed citizens...” (Donaldson, 2015) which are supported by different points that outline what that may mean for the learner. In terms of this critical incident, the linked points relevant to the individual are skills to manage an independent life, develop confidence, form positive relationships and understand their own actions in terms of consequences and impacts. With focus on their own actions in terms of consequence and impacts, it is apparent that exploration into the motivation behind their actions should take place.

These points lead to the hypothesis of this essay, that the behaviour shown by the students reflect the above-mentioned purposes and that these principles can be upheld by giving students responsibility in the classroom which can be used to improve behaviour, help them to understand their own actions and ensure children are ready to learn and be motivated. This will form the basis for the literature review to explore the nature of behaviour in the classroom and management.

Managing behaviour in the classroom is a common reoccurring issue as children are not ready to learn if they are unable to behave and focus. This can be a challenge for teachers who wish to help students manage and control their behaviour in order to learn. Numerous and opposing behavioural theories will be examined and compared to form a synthesis that will attempt to explain the nature of behaviour, why these behaviours occur and what a teacher can do to control these behaviours for a better learning environment.

It can be argued that children's behaviour can occur from different motivations and stimuli and may or may not, be within their control. According to Driekurs (1968) the Logical Consequences Model outlines four different unconscious needs that motivate a child's behaviour: wanting attention, displaying inadequacy, exercising power and exacting revenge. Reality Therapy (Glasser, 1965) shares common ground with this stance as it outlines five needs of survival, freedom, power, belonging and love, and fun. Both suggest that exercising power and needing attention are both needs that children have. However, this is where the common ground ends as the logical consequences model suggests that satisfying the first need of attention can prevent the behaviour of the other needs from appearing whereas reality therapy suggests all needs must be met. Both theories also state that children can choose their own behaviour which is also reinforced by the Assertive Discipline model (Canter and Canter 1992) which claims that children choose to misbehave and want to be caught. Each suggests that children can choose their own behaviour but have different explanations of what the underlying motivations are.

A noted precursor of learning is the child's motivation and willingness to learn (Toyn, 2011) (Brown, 2000) meaning that if a child is not motivated to invest their time or effort into the endeavour of learning then they will not learn. Motivating children to learn and managing their behaviour is a key element to learning. In the context of the classroom, it would seem apparent to motivate students to learn by ensuring their needs are met to minimise negative behaviour and disruption.

According to B.F. Skinner's operant conditioning, behaviour can be conditioned by a stimulus that follows a given behaviour. For example, a positive stimulus (a good response) or a negative stimulus (bad response) can be used to reinforce a given behaviour of the operant (Day, 2016).

These are highlighted in the Assertive Discipline model which suggest using negative consequences for unwanted behaviour and positive consequences for desired behaviour based on the assumption that children will misbehave. Dreikurs expands on the element of consequence by suggesting behaviours can result in different consequences such as

natural, arbitrary and logical. These consequences can be both negative and positive, depending on the behaviour. This element is not present in Reality Therapy which suggests consequences are optional and that meeting the five needs are the priority in behaviour management.

While these models suggest the use of consequence as a possibility, Kounin (1970) suggested that the use of negative reinforcement is not always effective. The High School Experiment which involved the use of 'desisting techniques' in an attempt to prevent unwanted behaviour could have unintended consequences, it outlined that when a pretrained pupil misbehaved and was reprimanded the more severe the technique (such as verbal or physical restraint) the more students felt the issue more serious, a disruption and uncomfortable whereas a more simple reprimand resulted in students believing the teacher to be 'fair' and were reported to pay more attention in the lesson after the event. This is supported and pushed further by the Ginott Model (1971) which suggests that punishment can incite further bad behaviour and that negative language can invite confrontation and outright rebellion. This could be due to the use of these tools can incite the need to exercise power as children feel powerless and repressed when confronted, as outlined by Dreikurs and Glasser who both support the idea that children must be able to exercise a degree of power which can help manage behaviour.

When managing behaviour, it is important to identify the different types of negative behaviour students can exhibit in the forms of isolated and pattern behaviours (Cangelosi, 1993). Whereas isolated behaviour is negative behaviour, it is also out of character and a single isolated incident, compared to pattern behaviours which are disruptive and are part of an ongoing series of similar behaviour that are part of a student's habit. It is vital to consider that dealing with a single isolated behaviour will require a different strategy of intervention than habitual pattern behaviour.

With these concepts in mind, it could be considered conclusive to suggest that positive reinforcement is more beneficial than negative reinforcement which can conflict with the unconscious needs of the child and negatively impact behaviour. In tandem with exercising power is the need for attention, these two elements can be combined into the directing of responsibilities onto a child as a means of managing their behaviour as it has the capacity to satisfy these needs as outlined by Glasser who suggested meeting these needs is key to behavioural management and giving responsibility and attention can meet the needs of power and belonging. It could also be concluded that this strategy could be effective in managing the behaviour of students who have incorporated a habitual pattern of bad behaviour as a means of meeting their needs and changing their pattern of behaviour.

When giving responsibility to students, such as the duty outlined in the critical incident, it can have a positive effect on their behaviour by providing them with the unconscious needs of power and attention. In addition to this, by using students to help prepare the classroom it can motivate the class to be more engaged by ensuring a smoother transition into the class and between tasks which can reduce disruptive behaviour and distractions. According to Cangelosi the reduction in transition will free up more time for students to become engaged, which in turn can improve student performance in the lesson (Brown & Saks, 1986).

It has been suggested (Petty, 2014) that the first five minutes of a lesson can set the scene and atmosphere in terms of behaviour, motivation and engagement for the whole lesson. It is therefore vital that students are motivated from the start of the lesson to ensure that a positive environment is established early on where children are ready to learn and behave. The first few minutes of a lesson can be considered a transition period as the students are moving from one place to another and preparing to engage in a new activity. Much like all transition periods these segments should contain an activity to fill the gap as it can improve behaviour and focus (Gnagey, 1981), this is due to the suggestion that empty periods will be

filled by students misbehaviour due to boredom and not being engaged or motivated. Employing a strategy of activity during these periods can lower the level of misbehaviour a class may exhibit and even out into a manageable amount. Whereas failure to provide activity during transition can result in unmanageable behaviour increasing over time.

With regards to more mature students, they prefer more control over their learning environment and arranging the classroom to support this with responsibilities can support the students (Lemlech, 1999). Giving students a measure of control and satisfying their needs can improve their intrinsic motivation where they feel 'they want to do' tasks or responsibilities. This intrinsic motivation can be supported by ensuring tasks are worthwhile, relevant, display competence and are part of a student's choice to do so (Griffith & Burns, 2012).

It is conclusive that student motivation and responsibility are entwined with behaviour and engagement. As stated, students who exhibit a consistent pattern of negative behaviour can benefit from increased personal responsibility that satisfies their unconscious needs for attention and power. This can be coupled with positive reinforcement such as praise, when appropriate, can change their long-term behaviour and help create a student who is engaged and ready to learn. In addition to this, by filling these transition periods with activity and occupying disruptive students it can create a classroom wide atmosphere that is engaged and motivated without distraction. In the case of the Critical Incident, the responsibility of the students to collect and distribute the class books encourages positive behaviour, occupies their time during transition, ensures students have the materials they need as the lesson begins and promotes intrinsic motivation where a student feels they want to learn.

On reflection of the critical incident, students entering the room and handing out the class book as part of their responsibility, had key areas of focus which were behaviour management and motivation, which could be applicable to both the individual and class wide. Drawing on the evidence from the case study, it could be concluded that behaviour management and motivation play a critical role in learning and engagement in learning. Assigning responsibilities as a means of meeting student needs, behavioural management and instilling intrinsic motivation does have credibility when the principles are drawn from models proposed by Glasser and Driekurs which promote meeting needs such as attention and power, even if in different ways.

As for further steps, a good suggestion would be to expand upon these principles and assign duties to students who appear to crave attention by displaying inappropriate behaviours in the classroom. Not only this, but to include the students involved in the decision-making process of what duties and responsibilities they could take on as a means giving them greater ownership of the task and a sense of power. Giving children a role in the decision making process can have a positive effect on their behaviour, as outlined by Glasser who suggested that children who are involved in the decision making process can better understand their own behaviour and help them make better choices through that understanding.

Reflection as tool, both by students and teachers, can be useful in improving performance as suggested by Dewey (1910) which concluded that the use of reflective techniques can have a positive impact on students, particularly in areas such as critical thinking and developing of personal values. There are differing models of reflection which have evolved with different strengths and weaknesses. One such model is collaboration whereby a group of professionals, or students, can pool their collective experiences and reflections for peer-review and assessment. As found by (Schon, 1983) who examined several professionals and found that the best performers were those who often had difficulty articulating all they know into practice and used a method of improvisation and reflection as a group to increase

their creativity. This has been expanded further by Valli (1992) who suggested that any reflection model should try to avoid becoming echo chambers and consider alternative viewpoints. This concept has been supported by the findings of Mezirow (1998) who concluded that considering opposing ideas and views can enrich the reflective process and can produce a stronger result.

The process of reflection and its use as a practitioner can have a large impact on personal and professional development. With the role of reflection being a core principle of the Professional Standards for Teaching and Leadership in Wales, it would be appropriate for these to inform one's own development in these areas through the use of provided tools such as the PLP Professional Learning Passport which can be used to store all relevant documentation as evidence for further professional development as well as provide support for reflection that are applicable for growth.

In Conclusion, it can be argued that the use of behavioural management techniques that are supported and underpinned by the principles put forward by different behaviour models such as Glasser and Driekurs can have a positive effect on individual behaviour and classroom culture. This conclusion is supported by a review of the literature investigated as part of the case study surrounding these behaviours that were presented as part of the Critical Incident. The use of the observation and reflective models discussed are appropriate for the nature of the incident and its investigation, this is due to classroom environment which requires a rapid means of recording observation and quick reflection that uses a snapshot of thoughts and feelings as the foundation. Using these approaches, in tandem with other methods such as collective collaboration with both the likeminded and opposing views, can create a rich product for self-review and be used to support the reflective practitioner in Wales. This can be due to the role of reflection in the new Professional Standards for Teaching and Leadership in Wales, two of which are Collaboration and Professional Learning, which draw upon the reflective practice of teachers as a means of professional development and supporting standards. These two standards play a significant role in promoting pedagogy by ensuring practitioners are working as part of a collaborative team to promote learning and ensuring that reflection plays a role in professional learning as a means building skills and knowledge while being open to challenge.

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2.10.19
Lesson details: English, Yr 8, 9:20. Lesson 1 Romeo & Juliet
Classroom culture (Are the students focused on learning?) Students were greeted at door and reminded of expectations. Focus was established quickly and room settled.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Lesson objectives is recapred and establishes the aim of the lesson. Activities are broken down into steps and are presented ordered for reference.
Direction (Are the students clear about what they are doing and how to do it well?) Instructions are on display for students after they were explained. Teacher visited each table to confirm understanding and give advice. Some students explained task to peers.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Information and tasks provided ensured ease of access. Challenge had numerous levels and followed with self-evaluation for gradual improvement.



Assessment

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

- During the initial recap questions were asked to assess knowledge.
- During the lesson, teacher visited each table to give advice, assess understanding and ask for ideas and info.
- Teacher was self-assessed at end of lesson with simple checklist.

Specifics / Critical Incidents

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

C.1 - All students stood up when a Senior staff member entered the room

Behaviour, Culture + response? : School policy

Why? break in focus? or reinforce order + behaviour?

no lingering or other effect in terms of behaviour.

Do students learn why?

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

Dyddiad/Date: 2.10.14

Digwyddiad critigol (Ffocws)/Critical Incident (focus): Students stand by Senior Staff

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Students were grumpy to meet and perform required behavior. No distraction as result reinforce good behavior, respect and culture.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Support this establishes respect and reinforces good behavior. Emphasize students are always behaving and focused on the 'new'.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Keep this policy in place to ensure attention is being given by students. Senior staff are watching and overlooking students.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Possible distraction? Make visits regular but random to ensure consistent behavior. Students should understand why this behavior is expected.
Y profiad newydd / Transformed experience	



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	2.10.19
Lesson details:	Maths, Yr 8, 11:35, Lesson 3 25 children
Classroom culture (Are the students focused on learning?)	Students are placed into seating plan with silence as the lesson aim is explained. Seen focused with most catching board.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Objective is present on board from the start followed with explanation. This was repeated. Worksheet on angles was simple/clear to understand.
Direction (Are the students clear about what they are doing and how to do it well?)	Students appear to be clear on expectations. A WAGOLL has been provided as an example, followed by Q's as to why it's a WAGOLL.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	The topic is new, this presents challenges. Students are allowed to discuss and help each other to complete tasks.



Assessment

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

Questions about specific terms are asked at start. "Estimate - what does it mean?"
Example questions are provided with formula to give context and how to use.
Students were asked to give + justify their estimates at end of lesson.

Specifics / Critical Incidents

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

C.1. - Student on phone. Teacher asked it to be put away and stated we are due next comment on behaviour when others interrupted.

School Policy?

Classroom Management
→ Avoided distraction
to whole class.

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

Dyddiad/Date: 2.10.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Phone away

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Feelings indicate this is affecting school policy. We try tactic to avoid a prolonged distraction as we kept focus.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Potential distraction was avoided when students attempted to engage in the issue. Students were quickly reminded of task and refocused.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei godw 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?"	Tactic used to diffuse situation and avoid further distraction. Ensured all were focused on our work. This could be employed in other situations.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Employ this tactic often when the potential for distraction occurs. This can ensure other students do not engage in the behavior and they all remain focused on learning.
Y profiad newydd / Transformed experience	



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25.09.19

Lesson details: Science G6, Yr 7, 13:25, Lesson 4
Post lunch break, 23 children.

Classroom culture

(Are the students focused on learning?)

Students are focused & excited for lesson
Equipment is already in place - no distractions
Students are working in teams - 2-3 peers

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Very clear purpose of completing 'shelters' made
of straw on an island. Tide so to be
tested by replicating environmental conditions.

Direction

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

Students understood and are engaged. Working
in teams, all know what to do.
Aim of lesson is being repeated to class
along with a cartoon.

Access and challenge

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

Most if not all seem engaged in lesson.
Task requires teamwork and creativity, meaning
all are engaged and have room to improvise
design and try ideas - challenging themselves.



Assessment

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

- Asks questions regarding topic with reference to past lessons.
- Examples are provided by both teacher and a student who is performing well.
- Drawing upon C.C knowledge
- Questions are proposed to class for answers before, during and after task.

Specifics / Critical Incidents

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

- Use of a raised hand for silence
- Grim removed w/ warning - School policy?
- Use of hush-up for questions.
- Use of verbal warnings + names in hand

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

Dyddiad/Date: 25. 01. 19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Hand up for question, don't interrupt

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt this had been previously been established in class as a method of behavioural management.
Cofio a Deall/ Remember and Understand "Allwch chi restu elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Child A had a question and raised his hand to ask. As teacher over-looked, Child B interrupted. Teacher reminded Child B the rules before responding to Child A.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gwadw 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?"	Teacher was firm and repeated the rules of the class. we could 're' state the 'you' to reinforce group unity.
Casgliadau a chamanu gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	• Non-verbal response • Address A before B • Ask leave to remind self of rules + manage our behaviour
Y profiad newydd / Transformed experience	



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	27.09.19
Lesson details:	Geography, 10:35 AM Supply teacher present, lesson 2, post break Year 8, 25 children
Classroom culture (Are the students focused on learning?)	Students are focused from start of lesson. CI Objectives left on clear with resources provided. Students who were unsure had support from peers. Brief recap of previous lesson by students.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Clear purpose, we provided text to explain formation of waterfalls. Label picture using diagram, Reading comprehension - Literacy.
Direction (Are the students clear about what they are doing and how to do it well?)	Most students are clear on task, some had aid from peers - Deliberate seating plan? Most are able to complete task with ease.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Most are engaged. Second activity of labelling provided to those who finish/need challenge.



Assessment

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

Initial assessment in form of lesson re-cap to clarify on topic and knowledge. Engagement with students during lesson to ensure understanding in form of simple, relevant questions.
End of lesson included a basic Q&A session of task to present the answers to whole class.

Specifics / Critical Incidents

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

C.I. - Assigned students attend class and handed out workbooks without * prompt.
* This is in tandem with seat plan.

* without prompt
↳ Classroom culture
↳ predetermined plan
↳ Teacher respect
↳ behaviour?
Clear classroom responsibility

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

Dyddiad/Date: 27. 09. 19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Handling of 8 work books

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Initial feeling is that this is not a class. The specific students selected the books like others who selected. Deliberate class management.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Classroom + behavior management. Transition from break to class requires means of focus + motivation to ensure students are ready to learn. Student needs are met as they enter classroom.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	we responsibility and setting plan. meeting the needs of students as early as possible prepares them to be engaged and increases learning time.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Expect on principles linked to models. we further responsibilities for students who struggle to engage. Cannot manage behavior. Bring focus to the lesson in these areas and increase motivation.
Y profiad newydd / Transformed experience	