



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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With an expectation for development to occur both on a personal level and professionally as one's career advances it is vital that teaching professionals are open to the evaluation of their own teaching methods and styles, recognising both the positive and negative positions they currently adopt.

When evaluating, it is important to pay particular attention to certain incidents that take place as it can often prove challenging to fairly assess a situation in its entirety. Such an incident is commonly referred to as a 'critical incident' and can at first seem insignificant but subsequently becomes critical by the very nature of subjecting it to review and analysis (Joshi, 2018, p.84). Angelides (2001, quoted in Shapira-Lishchinsky, 2010, p.649) is in agreement and relates the explanation of critical incidents directly to the educational setting, with the suggestion that the events deemed 'critical' aren't dramatic in nature but are rather minor every day incidents that happen in all schools.

When understanding how a critical incident is identified, both Brookfield and Tripp concur that it is entirely dependent on the observer. Tripp (2012, p.8) highlights the significance that an interpretation can place on certain actions or events depending on the observer's values and judgements whilst Brookfield (1990, quoted in Joshi, 2018, p.82) reiterates the significance that the incident can have causing it to be "vividly remembered" throughout a teacher's career.

In light of this, the following paper aims to discuss the study of one particular critical incident that's key focus will be the concept of reading for pleasure. Views stressing its importance and application within the education system will be considered from various angles along with perspectives that question aspects of reading for pleasure.

The research and observation undertaken for this paper have been led and conducted according to the key principles and responsibilities set out in the BERA (2018) guidelines, with a particular emphasis being placed on the right of all participants to privacy and confidentiality. For this reason, the school and all individuals involved in the observation will be referred to anonymously.

The school used to complete this observation exercise was in a primary setting in South Wales catering for children aged 3 to 11 years old. It has 395 pupils on role and has recently transformed the placement of children from classes based on their year group to be more in line with the new curriculums concept of teaching to the children's stage not their age. The class being observed for this exercise was made up of around 25 children of mixed ability ranging from 5 to 8 years old.

This school prides itself on being a rights respecting school and is set in a somewhat challenging area with 33% of pupils receiving free school meals which is higher than both the local authority (20%) and the overall average for Wales (18.4%). The overall percentage of ALN children on role is also a high 43.9% compared to the 49.4% combined averages of the local authority and Wales. This trend is continued with the level of children entering the school with English as an additional language reaching 17.1%, almost double that of the local authority's 9.1% average and considerably higher than Wales' overall average of 6.2%. (My Local School, 2019)

Despite there being a variety of primary methods that could be used to gather data, such as questionnaires or interviews Cohen, Manion and Morrison (2011, p.456) outline the unique characteristic that observation affords as a research method. They draw attention to the exclusive opportunity the observer has to capture 'live' data first hand, from naturally occurring situations rather than relying on second-hand accounts. This distinctive feature resonates with Le Compte and Preissle's statement (1993, cited in Cohen, Manion & Morrison, 2011, p.221) that "observational techniques are used extensively to acquire data on real-life settings." Given that the research environment is an animate classroom with the aim of all children being engaged with the activities, Kumar (2014, p.173) advises that it could be difficult to get participants to provide the sought-after data, illustrating why observation is at times the best approach to collecting data.

That being said one must acknowledge that the observation method does have its weaknesses. Hitcock and Hughes (1989) and Preissle (2006) (cited in Cohen, Manion & Morrison, 2011 p224-225) underline the strains that occur within any qualitative exploration, due to the researcher no longer being neutral because their beliefs, values, biases and characteristics inevitably end up entering the research itself. With this in mind a choice had to be made as to whether the observation would be performed as a participant or non-participant. Kumar (2014, p.173-174) sets out that the participant approach involves the observer taking part in the activities, whereas the non-participant approach allows the observer to remain passive and concentrate on watching, listening and drawing conclusions.

Gold (1958, pp. 219-221) expands on these approaches and describes the varying stances as firstly a "*complete participant*" whereby the observer is a member of the activity but conceals their identity from the group. Secondly a "*participant as observer*", where the observer is a full member of the group but also observing, or an "*observer as participant*" where the researcher gets involved in the activities, they see fit but with their main focus

being on data collection. Finally, Gold (1958, p.221-222) refers to the non-participant as a “*complete observer*” with Kawulich (2005) summarising that:

“of these four stances, the role providing the most ethical approach to observation is that of the observer as participant as the researcher's observation activities are known to the group being studied, yet the emphasis for the researcher is on collecting data, rather than participating in the activity being observed.”

All researchers ultimately want their findings to be valid and worthwhile whilst remaining ethical and for this reason the decision was made to follow a participant approach, but more specifically an “*observer as participant*” approach (Gold, 1958). This approach was chosen due to the context of the situation, the age range within the class and the activities being completed. However, there is still debate over which approach is actually best as a number of different writers claim as participants, we become part of the world we are researching, and therefore cannot be completely objective (Maxwell, 1992 and Mishler, 1990, cited in Cohen, Manion & Morrison, 2007 p.134). Conversely, one of the key reasons against the non-participant approach is the ‘Hawthorn Effect’ which is the term “widely used to refer to the behaviour modifying effects of being the subject of social investigation” (Marshall, 2019). In practice behaviours could present in either a more positive or negative light to the norm, increasing or decreasing the usual productivity of the individual or group being observed, thus presenting false evidence.

In order to ensure the presentation of findings remained relative to the educational setting, a structured observation and field notes document (see Appendix 3) was used that included prompt questions specific to a classroom observation adapted from Wood (2016, p.125). Throughout the observation detailed record was made of findings, along with personal annotations to draw upon following the experience in order to aid the completion of the ARC reflections model (see Appendix 4).

The incident deemed critical for the purpose of this analysis focuses primarily on a child's statement “we don't have books in the classroom.” Although the statement in and of itself was the element that surprised and triggered one's attention, it is important to acknowledge the context in which the statement was made as it becomes critical in nature by placing it in its wider context (Tripp, 2012 p.38). After taking on the role of participant - within the ‘*participant-observer*’ approach, the suggestion of reading a story was put to the group. After some consideration it became apparent that the children weren't aware of any story books within the classroom that they could access and explore, hence the child's declaration “we don't have books in the classroom”.

Given the exciting developments in education reform in Wales, and understanding this incident has the matter of literacy at its core, it is necessary to consider it from the reform's perspective. Donaldson's (2015) review sets out four purposes of the curriculum that in their entirety should "underpin all teaching and learning in Wales" (Welsh Government, 2019). Language, literacy and communication (LLC) is one of the six areas of learning and experience (AoLE) which support all four purposes, but has also be marked out as a cross-curricular responsibility essential for confident and successful participation in the modern world (Welsh Government, 2019).

For the purpose of this document, the two areas that will be focused on in conjunction with the need for LLC are firstly, the mission to create ambitious, capable learners, ready to learn throughout their lives and secondly, the resolve to create healthy, confident individuals, ready to lead fulfilling lives as valued members of the society.

The latest draft guidance for LLC (2019) states that its full range of skills will develop adaptability and confidence to grasp opportunities, which ultimately enhances employability, thus serving the purpose of creating ambitious, capable learners. Likewise, the LLC skills are also key to expressing and articulating feelings of ourselves, and interpreting those of others in order to form positive relationships and become, healthy confident individuals ready to lead fulfilling lives. This draft guideline identifies four "What Matters Statements" related to the learning of LLC which seek to underline the unique benefits of being proficient within that AoLE. One of the aspects under review will be that concerning children's well-being and specifically how reading itself can aid that alongside the tangible aspect of reading in the form of reading environments within the classroom.

It has been said that;

"Reading is the key to unlocking every child's full potential and opens up a world of possibilities. A good education is of course about much more than just reading. But being able to read well is the foundation on which so much else depends: children first 'learn to read' and then they 'read to learn'." (Read On. Get On, 2014)

Adams (1996 p13 & 91) is in agreement and goes as far to say that reading "is the key to education, and education is the key to success" and that we must place as much importance on reading with our children as we do nurturing them because "their lives depend on it." However, The Reading Agency (2019) has identified that reading in the UK is changing dramatically due to new digital platforms transforming the ways in which people read. This means that for children today being technologically literate will be essential for succeeding in the modern world. (Gamble and Easingwood, 2000, p.97)

In its simplest form, reading is presented to most of us in the earliest stage of our life as an activity for stimulation and enjoyment. Whether it be through the discovery of images, textures or written words it is a simple form of reading for pleasure. Gibson (1989) writes in depth on literacy in the early years, describing how reading is no longer viewed as solely the decoding of print on pages but encompasses early reading behaviours, such as basic book handling skills. That being said, we must accept that the only way children will encounter experiences with books in their early years is entirely dependent on the parents and carers surrounding them.

Wade and Moore (2000) and Arnold and Whitehurst (1994) highlight the advantages that children who have been introduced to books from a young age have over their peers, and also how that increases their interest in reading later on in life (cited in Gamble, 2013, p.5). In order for parents to give their children the opportunity to experience literature we must begin with the ability to access books. Clark and Douglas (2011, p.9) report the positive correlation between the number of books a child has at home and their levels of attainment even as Clark and Poulton (2011, p.5) report that children who own books not only enjoy reading, but they do so more frequently and for longer periods of time than peers who don't possess their own literature. These facts are alarming, for while we know children's early development is primarily influenced by what parents do, we are witnessing the impact that poverty can have on a child's progress regardless of the parent's good intentions (Read On. Get On, 2014).

Not only are low income families less likely to have access to books, the financial struggles they face can naturally culminate in mental illnesses such as stress, anxiety or depression (Magnusson and Duncan, 2002, cited in Read On. Get On, 2014) which understandably lead to diminished time and effort put into educational activities with their children. Although dealing with the well-being of parents and carers is worthy, for the purpose of this review we will move on to discuss the positive feelings reading for pleasure gives children.

Studies have shown that those who read for pleasure have higher levels of self-esteem, a greater ability to cope with difficult situations and enhanced empathy and understanding for others (Billington, 2015). Whilst Dungworth et al. (2004, cited in Clark and Rumbold, 2006) reveals the most popular reason for children reading was directly linked to emotions and how it made them feel whether that be happiness, comfort or security, they are all embodiments of well-being. In contrast, it is worth noting the concerns that some have of screens taking over or indeed replacing reading on paper (Livingstone, 2019) but according to The Reading Agency they needn't fear because in an online poll over 4,000 people reported feeling more

relaxed from reading than from watching television or engaging with technology intensive activities (Billington, 2015).

We must however acknowledge that for some reading in general is tough and it can become a barrier to their learning, it is therefore vital that the education system positively promotes reading at the earliest stage. Reid (1998) declares “there is something fundamentally amiss if a child perceives reading as an arduous and laborious exercise – a product of classroom routine and relentless practice” resulting in the real meaning of reading being lost and books being associated with pain rather than the pleasure and wisdom they can bring.

Nell (1988, cited in Clark and Rumbold, 2006 p.6) contrasts this image of pain with the description of reading for pleasure as a form of play that “allows us to experience other worlds and roles in our imagination”. These later elements are particularly consolidated by Waugh, Neaum and Waugh (2013 p.52) who point out how stories are the key to bringing about experiences that go beyond that of a child’s own experience. First and foremost, storybooks are an instrumental tool used to introduce reading for pleasure as scarcely do children not get pleasure from them. Ellis and Brewster (2014, p.6) go a long way in setting out the unique opportunities stories provide for children, to not only become personally involved and identify with characters, but also to develop their creative powers through the interpretation of illustrations. Although storybooks are in their essence fictional, they can all too often forge clear ties with real-life situations which serve to help understand others better. What’s more, they can also help children make sense of their own lives, whether differences highlighted are physical, cultural or domestic, storybooks can present them in a beautifully balanced way.

Reflecting on some of the issues children have to overcome in order to have the prospect of reading for pleasure and improving their overall well-being, it is paramount that the education system is structured in a way that eliminates any barriers. Even though some may not have had this foundation lain at home, we must be encouraged by Sheldrick-Ross, McKechnie and Rothbauer (2006, p.244) assertion; “it’s never too late to start reading for pleasure.”

According to both the Foundation Phase (2015, p.18) and Key Stage 2 LLC (2015, p.5) frameworks children should have every opportunity to access and share a variety of texts to become enthusiastic, independent and reflective readers within the school setting. Taking into account the critical incident and its premise of ‘access’ to books, it is useful to look at what is said about the classroom environment. Gamble (2013, p.24) recommends that schools be “mindful of the spaces that they set aside for reading” understanding that everyone is different and how the reading space in and of itself can affect children’s mood

and receptiveness to reading. Chambers (1991, p.17) is of the same opinion, illustrating how we can happily read for a long time if we are settled in a comfy spot, yet if we feel uncomfortable and distracted even the “most determined reader is likely to give up quite soon.”

With the corner of the classroom being designated as the comfiest spot, and the prominence of the famous ‘book corner’ design of cushions to lie on rather than hard chairs (Gamble 2013, p.24) being generally adopted, facilitators of reading for pleasure, argue that above all else, the actual books should be the reason for children to visit the area (Campbell, 2002, p.74). Goldsworthy (2018) severely questions various aspects of the book corner and is of the opinion that book corners have the tendency to become “art installations” with more time and attention being placed on the aesthetics of what the book corner looks like. He controversially points out that the children don’t care for its appearance as much as the teacher does and the best way to achieve the objective of reading for pleasure is simply to “just open a book.” This opinion although severe, is touched upon by others who suggest that schools at times can be “sucked into performing reading for pleasure” through “window dressing” reading areas (Cremin, 2016) rather than getting to the heart of what reading for pleasure truly is.

Developing reading for pleasure has the element of choice at its core, if a child is interested, they are more likely to read that book for their pleasure (Schraw, Flowerday and Reisetter, M. 1998, cited in Clark and Phythian-Sence, 2008). Research has suggested that whilst boys prefer reading information-based texts and digitally formatted literacy, the curriculum isn’t valuing this interest, giving rise to debates around reading for pleasure favouring “print fiction to the exclusion of other genres and formats” (Read On. Get On, 2014, p.8). This is worrying as although story books present a variety of themes that can be explored across the curriculum, (Campbell, 2002, p.26) so can non-fiction books increase expertise in a range of topics. (Oatley, 2009, cited in Waugh, Neum and Waugh 2013, p.5)

We must acknowledge that there are fewer and fewer areas that digital technology has not impacted and research has actually found that those who engage with online reading activities do score well in reading assessments and are generally found to be more proficient readers. (Scottish analysis of PISA data, 2004 and OECD, 2010, cited in Department for Education, 2012, p.7) However, Gamble (2013, p.27) draws attention to a disturbing trend in recent years where library spaces have been removed from schools to make way for new ICT suites.

Fundamentally we need to reach a point within the education system that recognises the benefits of accessing a range of reading materials whilst remaining mindful of their direct effects on health, well-being and attainment.

On reflection of the critical incident (see Appendix 4) and the statement “we don’t have books in the classroom” I can certainly agree with Tripp’s (2012, p.8) emphasis on it being an incredibly personal finding. From the moment I heard the statement I immediately felt a deep reaction within, drawing my attention to the extent of my imbedded beliefs and values that I didn’t know existed. The reflection on such reactions is recorded in depth through Brookfield’s (1998) Four Lenses for Critical Reflection (Figure 1) which suggests that viewing our practice through these four lenses will alert us to the “distorted or incomplete aspects of our assumptions that need further investigation.” This in turn will facilitate our journey of continuous, professional learning and development, necessary to the ever-changing domain of education.

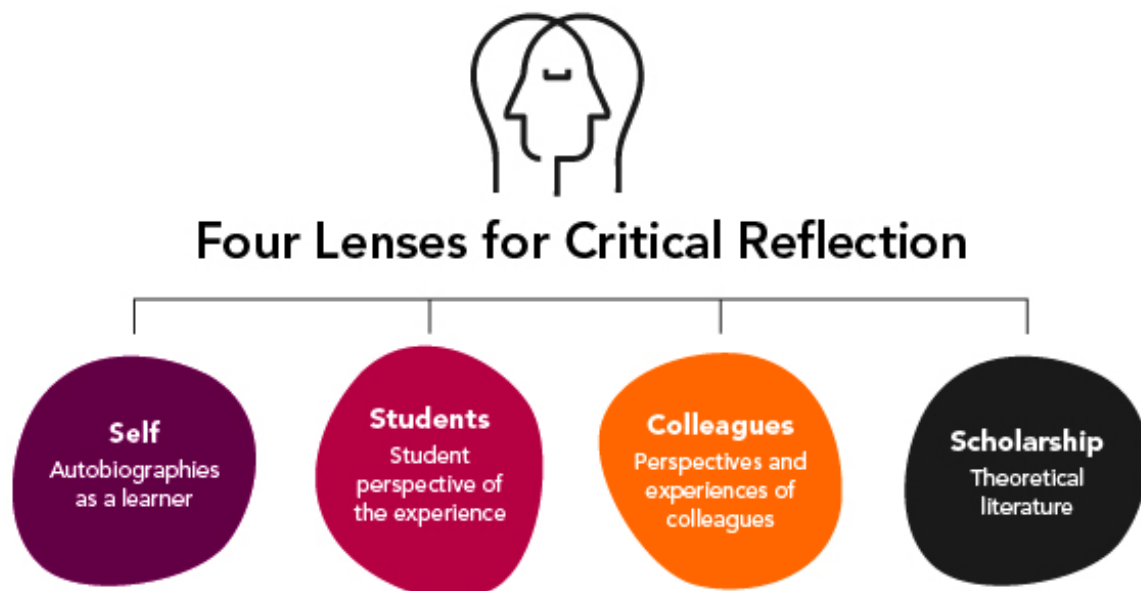


Figure 1. Brookfield's Lenses for Reflection. (Mohawk, 2019)

The first lens we are to consider our practice through is that of our own learning experience, in order to identify why we do or don't do things in a certain way and what feelings are evoked by such situations. Although I have always appreciated books and take great pleasure in reading to my children, I didn't realise that I would find such an incident so emotive. Images of my children re-telling stories to their teddies came to mind, along with remembrances of the joy I received from being read to each day at home and in school. Each of these personal thoughts and feelings culminated in me finding the incident to become 'critical' in nature clearly illustrating this autobiography lens at work.

Secondly, Brookfield (1998 p.199) urges us to look at our practice through the eyes of the learner and provides a simple example of a seemingly harmless comment by a teacher being interpreted differently by a child. Being aware of such blunders allows the teacher to apologise and amend future comments accordingly. After all, as teachers we constantly give feedback to the children yet, we are all on a continuous learning journey ourselves, and must recognise we too need feedback because we all make mistakes. The teacher also has a duty to build an environment which is open to critique as “saying you welcome critical commentary from people and having them actually believe you are two quite distinct and separate events” (Brookfield, 1998 p.199).

Thirdly, we are to allow and welcome our colleague’s analysis of our performance. Despite being a daunting prospect, we must appreciate that our peers have often had similar experiences to ours and therefore can advise on possible solutions. This lens is designed to not only broaden our understanding of different methodology but also to share in problems and realise we are not alone. Whilst a classroom having no books may be unfamiliar to me, the class teacher may have logical reasons as to why this was the case. For example, the space may have been periodically devoted to another resource such as laptops and if this were the case, I would need to commit to developing my knowledge and understanding of the various digital literacy games, apps and reading books, that can enhance children’s learning. Nevertheless, I would perhaps select a variety of books suitable for all interests and store them in a box in the classroom, ensuring everyone knows where they are and that they are free to choose any book to read for their pleasure.

The final lens is far wider reaching than the classroom, and refers to the research of literature for insight and clarification on certain issues. This lens encompasses various external factors such as political, social and economic. It can serve to encourage the teacher that errors don’t necessarily fall with them, rather they could just be a predictable consequence to one of the larger factors aforementioned. When reflecting on the critical incident through this lens I became puzzled as we know the school has a high percentage of free school meals (33%) and is set within a challenging area. Given we know from research that there is a worrying correlation between low income and access to books, one would have expected to see a vast selection of storybooks available. That being said, it is only fair to recognise that sadly at times a school may not be able to provide the suitable resources for reasons entirely beyond their control, such as financial or room size and school layout.

The more reading for pleasure was researched the more I found myself understanding its worth above and beyond the sentiments I initially associated with it. For this reason, I

believe that I will seek to raise the profile of reading for pleasure within the classroom, in the hope that it be continued at home. Appreciating the potential for success, through the use of a reflective model such as Brookfield's (1998) has convinced me that, in order to thrive within the teaching practice all teachers need to foster the habit of considering everything critically.

Considering the ever-changing nature of the teaching profession, continuous learning and development of practitioners is paramount to the successful delivery of the national curriculum. Through the reflection strategies discussed, the potential for extended knowledge, skills and understanding increases, along with the openness to challenge and change that can greatly impact pedagogy (Welsh Government, 2019).

With a transforming curriculum in Wales demanding teachers to modify their practice, it is essential that both new and current approaches are analysed critically in order to establish whether they are actually going to or have the potential to work (Joshi, p.85). As we have taken into account throughout this paper, children are individuals and each has their own backgrounds, interests and struggles. We must therefore be mindful that even though a strategy may work with one particular child or class, that does not mean it should be indefinitely applied across the board. Everyone is unique and responds in different ways making the consistency of critical analysis, both personally and professionally vital.

It is paramount to pedagogy and well-being that all children are given the opportunity to achieve the best they are able to, especially within this particular area of literacy that underpins all learning. All practitioners must be committed to each learner's development and have high expectations for them regardless of their backgrounds, endeavouring to make the greatest impact they possibly can.

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Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Thursday 26 th September, 2019
Lesson details: • Morning session – welcome into class, registration and daily challenge. • Maths session.
Classroom culture: <i>(Are the students focused on learning?)</i> • Calming music is playing as children enter the classroom with a daily challenge (Real & Nonsense Words) shown on the large screen. As children enter, they “check in” by putting their lollipop stick - with a picture of themselves on - into a plant pot that coincides with how they are feeling. All children appear to know what the expected format for entry is with each child collecting a small white board, sitting on the carpet and beginning the word challenge independently. • The teacher randomly pulls out 3 or 4 lollipop sticks with pictures on. Each child stands at the front of the class and answers the question “Sut wyt ti? This allows those particular children to get something off their chest ready to engage in the learning process. • Finger yoga is performed calming children ready for learning. Maths: • Session starts with 2 times table song on YouTube - all children appear geared for ‘numeracy learning’.
Objectives: <i>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</i> • Initial purpose is to welcome each other into class – register is completed with the teacher saying “Bore da” to the 1st child on the list and that child saying “Bore da... Insert Name” to the 2nd child on the list and so on. Maths: • Tens and units recap and children are split into groups based upon ability and sent to different workstations. • Learning objectives are stuck into books – higher ability group has ‘I can partition 2 and 3 digit numbers’ and the lower ability ‘I can order numbers 1 to 10 or 20’. • Remaining groups are sent onto Maths Whizz or On the Button on the laptops, whilst the other has free choice.
Direction: <i>(Are the students clear about what they are doing and how to do it well?)</i> • During the ‘Real and Nonsense Words’ challenge most children understood the challenge with reinforcement from the teacher and are engaged with it. One child however, was drawing various pictures on her white board. • Class timetable is set on the bottom of the whiteboard showing how the day is due to run and what activities the children will be undertaking. • After the class timetable is set the teacher checks their understanding by asking the children “Ydy hi’n amser Cinio? Ydy hi’n amser chware? Ydy hi’n amser...etc.”. to which all the children respond “No” until “Ydy hi’n amser Mathamateg?” is reached with a resounding “Yes”. Maths • Children engaged in the clapping and tapping of the 2 times table rhythm as soon as the song appears on the large screen – this is repeated at the end of the session. • The number 20 is written on the white board and children are asked to tell the teacher something about the number - recap of tens and units. • Class teacher remains with the higher ability group where children write their answers on the prepared sheets first and then copy them into their books. Dienes are used as a visual representation to aid learning. • Teaching assistant stays with the lower ability group cutting and sticking images of Numicon in order. • Children directed to the maths task involving laptops could choose whether they did Maths Whizz or On the Button and were working independently however, quite a few of the children encountered problems with logging on and accessing the correct areas of the programme.

Access and challenge:

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

- All children are able to engage in the 2 times table song activity but some children weren't verbally repeating the numbers clearly. The clapping and tapping techniques are challenging for all as they practice good co-ordination and rhythm skills, although at points some children give the impression of being off task by clapping and tapping with their partners in a mindless manner as fast as they can.
- When asked to explain the number 20 written on the white board all students engage with a partner to discuss their thoughts and ideas.
- One child in the free choice group took it upon herself to fill a number of small white boards with various numbers and proceeded to illustrate the hundreds, tens and units within each particular number.

Assessment:

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

- Children self-mark their order of the real and nonsense words. Two peers were then sent around the classroom and directed to look for good handwriting and spaces. They both chose one child each to award a DoJo point to for the work they deemed to be good.
- The teacher reinforces and illustrates the children's understanding of the class timetable by teasing them throughout the day asking questions in Welsh such as "Ydy hi'n amser cinio?" The children then exclaim "no" or cheer 'yes' depending if the activity the teacher has stated is correct.

Maths:

- Children explain the figure 20 to one another using think, pair, share.
- Teacher asks children with their hands up to answer questions. Hands up are referred to as "confident hands" although if a child is asked and is unsure of the answer, they are given the option of "pass to a friend".
- Teacher makes purposeful mistakes for the children to correct her on.
- One child appeared confused with the 'On the Button' programme and was clicking on every number displayed on the screen until it showed it was correct. This child was brought to the attention of the teacher which enabled the teacher to engage with her and explain that the object of the game was to make number bonds to 10. The child then continued - with guidance - to interact with the game which gave her immediate feedback on whether her answers were correct or not.
- To conclude the session just before play, 'On the Button' was played as a whole class to practice their recall knowledge of the 2 times table. The children were allowed to shout out the answer if they knew it.

Specifics / Critical Incidents:

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

Maths:

- Use of checking children's understanding of the timetable throughout the day.
- As children are split into their maths groups for the rest of the session's activities one child sighs "Ahh" and verbalises that he wants to do written work rather than use the laptops. The teacher comments on how great it is to hear them wanting to do work in their books rather than the task of Maths Whizz on the laptop or free choice and how grown they are.
- When playing 'On the Button' as the maths plenary activity one boy in particular knew almost every answer and shouted it out quickly and loudly each time. It was very interesting to watch some children mimicking whatever he said seconds after him whether he had the correct answer or not.
- One child couldn't understand the learning objective 'I can partition 2 and 3 digit numbers'.
- Lots of DoJo points handed out in recognition of good behaviour/good work etc.

Appendix 2

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

Dyddiad/Date:

Thursday 26th September, 2019

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

As children are split into their maths groups for the rest of the session's activities one child sighs "Ahh" and verbalises that he wants to do written work rather than use the laptops. The teacher comments on how great it is to hear them wanting to do work in their books rather than the task of Maths Whizz on the laptop or free choice and how grown they are.

Profiad/ Experience	
Teimladau/Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I was initially aware of being attentive to the teacher's response, as on my first day in the same class I observed another child react in a very similar way when sent to the laptops or free choice. On both occasions the response was along the same lines of how great it was to hear the children sighing at those options and wanting to do 'work' rather than the opposite way around. I felt confused as to why they didn't view the maths program on the laptop as 'work' too. I was also conscience of how much laptops were used as one child had been in a group guided to engage with a laptop in every session that day.
Cofio a Deall/Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	Children are all split into groups for the maths session. One group does a tens and units task with the teacher whilst the other undertakes sorting Numicon shapes 1 to 10 and gluing them into their books. The remaining two groups are given the choice of playing Maths Whizz or On the Button on the laptops or free choice. The child in this set of groups sighs "Ahh" and explains he wants to do work. The teacher then comments on how great it is to hear the children sighing because they want to do work rather than Maths Whizz or free choice and goes on to congratulate the child on being so grown up. More language of praise such as "I'm so proud of you" is given.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	Maths Whizz provided an aspect of immediate assessment enabling children to feel praise from getting something correct. These programs also provide many easy to access options of increasing or decreasing levels according to ability. For those who need more of a challenge a competitive element could be brought into play as well.
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>	Possibly a more regulated or structured approach to screen time within the classroom may be beneficial. Although the concept of free choice within the class has the ethos of listening to pupil voice one could use this scenario to question whether pupil voice really is listened to? Would it have been detrimental to allow this particular child to engage in some mathematical sums using pen and paper? In response to the comment encourage the child to see every activity in school as learning that's also fun.
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: Thursday 26 th September, 2019
Lesson details: • Mid-morning session – English.
Classroom culture: <i>(Are the students focused on learning?)</i> • Calming music is playing as children enter the classroom with children sitting on the floor performing finger yoga immediately.
Objectives: <i>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</i> • English begins with the teacher asking questions about instructions and why we may need them. The conversation then progresses to talking about recipes. • Children are split into three groups doing the following: ○ Recipes – the teacher takes a group into another room to discuss recipes. ○ Commotion in the Ocean – shared reading with the teaching assistant. ○ Reading Eggs – final group on the laptop. • Introduction as a whole class related to the activity/objective of following recipes.
Direction: <i>(Are the students clear about what they are doing and how to do it well?)</i> • Children with the teaching assistant are directed to sit in a circle on the carpet and how to look and listen for certain pictures and words within the story. • Children within the Reading Eggs group took a while to settle as they couldn't remember or find their login's or access the internet on a number of laptops to enter the programme. Due to this unsettled start some children from the Reading Eggs group moved into the free play area and began engaging there. • Some children on Reading Eggs appeared to be clicking random buttons until being guided to the correct area for their level. • Whilst on the Reading Eggs programme one child displayed a neediness for continuous guided supervision.
Access and challenge: <i>(Are all students able to engage in the lesson? Are all students challenged?)</i> • Initial questions with regards to instructions and recipes are answered by children putting their hands up – 'confident hands'. • Children listening to the story on the carpet all appear to be engaged. The teaching assistant guides certain children to move position in order to be inclusive and allow others within the circle to see the book clearly. • Children on the carpet were disrupted from their story as the teaching assistant had to help solve the laptop login, connectivity and charging issues. • Once all issues with Reading Eggs were solved the majority of children appeared to be engaged and on task. • One child was in the corridor occupied with continuing the free choice activity they had been doing at the end of the maths session and not engaging in the English task.
Assessment: <i>(How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)</i> • The teaching assistant asked general questions about the book 'Commotion in the Ocean' such as "What do you think it is about?" Questions like "Whose names are on the front?" and "What is the writing on the back called?" were posed in order to assess their level of understanding but also teach those features of the book that some in the group may not yet be familiar with. Questions were continuously asked, and tasks given to spot or count certain things throughout the reading of the book. • Reading Eggs gave continuous assessment indicators throughout the programme and this was clearly illustrated with cheers from the children when they answered correctly. • One child was witnessed closing down a game after giving a number of incorrect answers. He was then guided on to the correct area and task for his ability.

Specifics / Critical Incidents:

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

- Discussion on following instructions included “its naughty to ignore instructions and put them to one side because we must follow instructions.”
- Statement “we don’t have books in the classroom.”
- Whilst the children line up to go for lunch one boy is given instructions by the teacher - from a distance – to add DoJo points, what buttons to press etc.

Appendix 4



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date:

Thursday 26th September, 2019

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

Statement – “we don’t have books in the classroom.”

Profiad/ Experience	
Teimladau/Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> “What are your feelings regarding the experience?”	From the moment I heard the statement I immediately felt a deep reaction within of surprise and sadness at the lack of books for children to independently engage with. It brought back memories of my own experience with books as a child and that of my own children making me wonder if these children were missing out by not knowing where they could find a story book to explore.
Cofio a Deall/Remember and Understand <i>“Allwch chi restru elfennau’r achos yng nghyd-destun y dysgu?”</i> “Can you list the aspects of the incident in the context of learning?”	A number of children directed to Reading Eggs game on the laptops couldn’t find their login details within the classroom, the laptop batteries were depleted and the internet wasn’t connected on a number of them. This all resulted in a disrupted start to their independent task and a number of the children became disengaged with the English session. I therefore suggested reading a story and after some consideration and looking around it became apparent that the children weren’t aware of any story books within the classroom or the corridor that they could access and explore. This culminated in the child’s statement “we don’t have books in the classroom.”
Gwerthuso a dadansoddi/ Evaluate and analyse <i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i> “What could be kept the same to ensure effective teaching and learning in the future?”	The Reading Eggs game is clearly a useful literacy tool that provides instant AfL feedback to the children and can be easily adapted for a wide range of abilities. The use of the laptops is a good digital practice for the children.
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> “What are your possible solutions to the issue identified?” “What could be done next?”	Given that the Reading Eggs task was meant to be independent it may be useful to ensure all children know or have easy access to their login details beforehand. Making sure the laptops were charged, set up and ready to go could also limit any disruptions to getting the activity started. Giving access to books for the children to naturally explore would be of high importance, even if it was just keeping a box of storybooks in the classroom or in the corridor for the children to delve into whilst on free choice or after completing their work.
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: Thursday 26 th September, 2019
Lesson details: • Afternoon session – registration. • Topic lesson.
Classroom culture: <i>(Are the students focused on learning?)</i> • Calming music is playing but children are loud and boisterously chanting as they enter the classroom. • The same boy who was previously given instructions on how to upload DoJo points onto the computer has seemingly taken it upon himself to open a new window on the teacher's laptop and persists in trying to get a cartoon playing on YouTube before progressing to try and load up the DoJo programme. • Registration and finger yoga commence with a pair of children responsible for handing out DoJo points to peers for good behaviour and participation in the activity. • Tooth brushing activity commences with the song playing as all children engage fully in the activity and chat about healthy teeth with one another. • The children join in with the Phonics song whilst doing the actions – an activity that appears to be increasingly familiar to them at this time of day.
Objectives: <i>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</i> • Lesson seems a mix of activities rather than topic work as stated on the class timetable. • Same group from the previous English lesson is taken out of the classroom to continue and complete the recipe task with the teacher. • Teaching assistant gets the same group as in English but completes a task about healthy eating. • Remaining groups are directed to the laptops for Reading Eggs.
Direction: <i>(Are the students clear about what they are doing and how to do it well?)</i> • All children appear to know the majority of the phonics song and its actions. • Continuous praise is given throughout the song encouraging deeper involvement and participation. • Some children appear a little confused by what is depicted in the small images given to them for the healthy or unhealthy food activity.
Access and challenge: <i>(Are all students able to engage in the lesson? Are all students challenged?)</i> • All children are engaging with the singing activity and performing the actions. They get particularly animated when the teacher reinforces the letter sound with their corresponding individual names. • A number of the Reading Eggs group instantly display disengaged attitudes towards the task and head straight into the free play area. Two children ask if they can get colouring books from their bags because they had already been on Reading Eggs in the previous session. With the teacher's permission these children were allowed to engage in colouring outside the classroom whilst others were able to be drawn back to the Reading Eggs task. • Stumbling blocks were met with regards to logging in on the Reading Eggs programme as the children's login details could not be found. • One child continued to complete his creative task in the corridor that he'd been doing in the previous session.
Assessment: <i>(How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)</i> • At each point in the phonics song the teacher pauses it to ask the children what sound the letter makes. Some children raise their hands to answer but many are shout out.
Specifics / Critical Incidents: <i>(Are there particular telling moments and examples which it would be helpful to discuss?)</i> • One of the children in the pair awarding DoJo points took the responsibility very seriously with her comments seemingly mimicking a typical teacher's statements.

- Laptop login details unavailable.
- Year 3 child goes out to play with the year 1 and 2 children instead of staying inside as told.
- One child was directed to occupy a laptop again despite using one as her activity in every previous session.
- Movement of the teacher and teaching assistant – teacher sat with the higher ability group whilst the teaching assistant sat with the lower ability groups for the duration of all activities.

Appendix 6



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:

Thursday 26th September, 2019

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

Year 3 child goes out to play with the year 1 and 2 children instead of staying inside as told.

Profiad/ Experience	
Teimladau/Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> "What are your feelings regarding the experience?"	I felt sorry for her as it was only 3 weeks into term and a lot had changed within the school with regards to the class set up.
Cofio a Deall/Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> "Can you list the aspects of the incident in the context of learning?"	The class is a year 1, 2 and 3 mixed ability class with the school policy being that only Reception and years 1 and 2 get an afternoon break and their free milk. Years 3 – 6 carry on in lessons throughout the afternoon. Year 1 and 2 children are asked to line up ready for playtime. After a short while the children highlight that one of the year 3 girls is not there and the teacher states to the teaching assistant that she's gone out to play 'again'. Another child and the teaching assistant go out to the yard and a short while later return with the girl when the teacher raises her voice and says this is the 2 nd time she's been out to play when she knows she's not meant to and if she does it a third time all her plays will be gone.
Gwerthuso a dadansoddi/Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> "What could be kept the same to ensure effective teaching and learning in the future?"	The benefit to the Year 3 children staying inside and having time to go through more age appropriate topics alone with the teacher. Depending on the child's previous behavior this may have been the best response, we don't know if she had been pushing boundaries or ignoring instructions set by the teacher leading up to this incident.
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> "What are your possible solutions to the issue identified?" "What could be done next?"	Do a head count or some kind of register to ensure only the year 1 and 2 children go out to play or make the year 3 activity more engaging to instill a desire to want to stay in and learn. Depending on previous behavior I maybe would have taken her to one side and explained that she was a big girl now and needed to learn lots of fun new things and even come up with an agreed strategy to help remind her of the new routine.
Y profiad newydd / Transformed experience	

Appendix 7



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Wednesday 2 nd October, 2019
Lesson details: • Afternoon session – registration. • Topic lesson.
Classroom culture: <i>(Are the students focused on learning?)</i> • Calming music is playing as children enter the classroom. • Afternoon registration is completed with the same process as morning i.e. teacher saying “Bore da” to the 1st child on the list and that child saying “Bore da... Insert Name” to the 2nd child on the list and so on. Registration was wrapped up with “Bore da pawb”. • All children join in with the phonics song and appear to even more enthusiastic and familiar with it compared to last week’s observation. • Everyone in the class listens and has the opportunity to sing along and learn the words of the Harvest Samba. • There is a slight disruption in the afternoon’s session as the majority of children were having their school based dental treatments.
Objectives: <i>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</i> • Class timetable indicates topic work is to be completed. • Children are split into groups as follows: ○ Commotion in the Ocean – the teacher specifies that they will be adding the comments in their books linking in to their previous work. ○ Letters & Sounds – the teaching assistant takes the children of a lower ability into another room to practice using alpha blocks as a visual aid. ○ Remaining groups are told to go on the laptops and do Reading Eggs or free choice. • Whilst year 1 & 2 are having their play time, year 3 children have an introduction into tomorrow’s ICT task.
Direction: <i>(Are the students clear about what they are doing and how to do it well?)</i> • All children appear to know the majority of the phonics song and its actions. • Children go to their stations and seem to begin to engage in their task. • The teacher explains exactly what the year 3 children will be doing for their ICT task and models it on the large class screen for the children to watch.
Access and challenge: <i>(Are all students able to engage in the lesson? Are all students challenged?)</i> • Teaching assistant repeatedly asked the children to sit nicely to enable others to see clearly and gave the group a chance to answer together but also went around the group giving individuals the chance to gain DoJo points for correct answers. All children answered correctly and were mostly engaged with the task for the whole period. • Teacher couldn’t find children’s logins for the laptops. • All year 3 students display excitement at ICT task and are engaged with the questions posed to them.
Assessment: <i>(How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)</i> • During the letters and sounds group activities the teaching assistant assesses whether the children can remember the action that goes along with each letter from the phonics song they have been learning as a class. Clues are given to aid them at points but all children join in the singing of each song and participate in the actions. • The children finish the letters activity by in turn picking out the next letter of the alphabet in sequence from start to finish.

- During the year 3's ICT introductory session the teacher asks a number of pointed questions as to why we would or would not contain certain information in the text about ourselves. A point is then made by a child regarding internet safety and a discussion begins along the lines of e-safety and storage of the document on Hwb.

Specifics / Critical Incidents:

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

- Child calls out "you never pick me" following the teacher asking a question and others raising their hands.
- Ongoing theme of missing login details for the laptops.
- The variety of poses a year 3 girl makes to the laptop camera.

Appendix 8



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:

Wednesday 2nd October, 2019

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

The variety of poses a year 3 girl makes to the laptop camera.

Profiad/ Experience	
Teimladau/Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> "What are your feelings regarding the experience?"	Although it was quite funny at first, I suddenly realized how young this little girl was and felt troubled witnessing her make the stereotypical social media poses and trying to adjust her look as it were.
Cofio a Deall/Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> "Can you list the aspects of the incident in the context of learning?"	Whilst the year 1 and 2 children were having their afternoon break, the year 3's had their introductory ICT lesson. The teacher modelled what kinds of things they were going to write about themselves in this profile and directed them closer to the laptop camera to show how a photograph is taken. One girl immediately began to strike a variety of poses that were akin to those you see on some social media accounts and adjust her hair and expressions for the photo.
Gwerthuso a dadansoddi/Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> "What could be kept the same to ensure effective teaching and learning in the future?"	The introductory lesson had a good focus on the safety aspects surrounding the information and images we put online.
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> "What are your possible solutions to the issue identified?" "What could be done next?"	Potentially focus on body positivity along with the dangers of social media.
Y profiad newydd / Transformed experience	