

A critical evaluation and identification of the next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.

Introduction

Wales is currently going through a curriculum reform based on the recommendations made in an independent review of Wales's curriculum and assessment arrangements, Successful Futures (Donaldson, 2015). This review was conducted on the back of previous failures within the Welsh education system which saw it score the lowest in Mathematics, English and Science Pisa Scores, when compared to the rest of the countries within the United Kingdom in 2015 (Jerrim & Shure, 2016). The new curriculum in Wales, which is planned to be implemented by 2022, will have four new purposes, six new areas of learning and three cross-curricular responsibilities (Welsh Government, 2017). This report will look to identify the next teaching and learning steps in order to help improve the holistic development, for a group of learners. This will be based on an observed critical incident with reference to the new curriculum. A critical incident is a situation within a classroom which has been observed and deemed significant by the observer for further analysis (Tripp, 1993). This report will look to link the observed critical incident to the new curriculum, in particular the four new purposes. Consequently, leading onto the discussion of whether technology can be beneficial or a hindrance within the classroom. Which again raises arguments of whether pupil voice enhances the learning experience? This prompts the question of whether a college environment or a sixth-form environment is better for learning?

School Observation

A case study was created based on observations, which generated a critical incident within a college in South Wales. The college in this assignment will be referred to as College X. College X is for pupils between the ages of 16-18 years old. College X offers 40 different A-

Level Subjects as well as 40 vocational courses and allows students to study either full-time or even some part-time courses whilst being based across six locations across the city (College X Website, 2019). The campus where the observations occurred is where A Level provision is provided (Estyn, 2018). The nature of college life is identifiable through it being said that pupils have greater freedom than in school life and teachers being called 'lecturers' within the college (College X Parent's Zone, 2019). Furthermore, according to an Estyn report from 2018 learners' results were above the national comparator, with the college as a whole being ranked 'Good' (Estyn, 2018). However, the report suggests that not all pupil's potential is achieved with some pupils being left behind (Estyn, 2018). Furthermore, only a few learning areas encourage linguistic development for the Welsh language (Estyn, 2018). The specific classes being observed were AS Level and A2 level classes with a range of twelve to twenty mixed-gendered pupils in each class.

Methodology

To identify, understand and evaluate the next teaching and learning steps for the students, it was important to adopt an observational approach to the research. An observational approach sees a retrospective or prospective study where the investigator observes the natural course of events with or without control groups according to the National Institute for Health and Care Excellence (National Institute for Health and Care Excellence, 2019). Observation studies are linked with an ethnographic methodology to research and aim to provide a detailed understanding of the environment and context the observations are taking place in (Bryant, 2015). Furthermore, observations are not confined to one topic area and is a flexible research approach due to the two types of observational methods (Blandford et al., 2016). Observations are also cheap and quicker to do compared to an experimental research approach (Mann, 2003). The study was a non-participant observation, which is when a researcher observes a situation from the outside, looking onto the unfolding situation (Davies, 2007). The advantages of using non-participant observational studies include being more focused and being less obtrusive, leading to lower levels of bias when compared to using a participant observation research method (Social Research Methods, 2019). However, disadvantages of using the approach include, not

having full understanding without complimentary interviews to put meaning to the observations made and the 'Hawthorne Effect' where participants behaviour alters or changes due to the presence of someone observing their usual environment (Blandford et al., 2016). Furthermore, if observations are not followed up or not taken regularly, the observations result in being cross-sectional piece of research which lacks the depth observational studies aim to provide (Mann, 2003). This is because observations of the target population are at one point in time and this lack of detail results in a difficulty to distinguish between cause and effect between variables which have association (Mann, 2003).

An observational approach to research is the best approach to undertake the studying of what is recognised as a 'critical incident'. A critical incident is produced by how the observer views and interprets what they deem a significant situation within the classroom based on their observations (Tripp, 1993). These situations can be formulated previously as a hypothesis or could be unexpected within the classroom environment (Tripp, 1993). Critical incident analysis can help improve a teacher's professional judgement which includes improved reflection, interpretation and wisdom (Tripp, 1993). Furthermore, it provides context-rich, first-hand perspectives on human activities and their significance (Hughes, 2007). Nevertheless, it does lack strong theoretical underpinning when compared to other research methods whilst also lacking generalisability due to it being a cross-sectional research method where a classroom environment is studied in one place at one time (Hughes, 2007).

The analysis of a critical incident helps create a case-study which is a common research method when interpreting qualitative data (Montes-Rodriguez, 2019). A case study can be defined as an intensive study about a person, group of people or population which aims to generalise to a wider population (Heale & Twycross, 2018). There is no single way to create a case study and can use multiple methods, demonstrating flexibility to the approach (Social Research Methods, 2019). Moreover, it can provide rich qualitative information (Heale & Twycross, 2018) as well as access to investigations which would otherwise be impractical (McLeod, 2019). However, despite the aim of a case study is to attempt to generalise, it is difficult to generalise to a wider population. Furthermore, like critical incident analysis it is

cross-sectional (McLeod, 2019). Additionally, they are not reliable, are time-consuming and can be heavily impacted by researcher bias (McLeod, 2019). The case study in this study cannot be triangulated, unlike in a normal case study, as only one research method was used.

Critical Incident Linked to Donaldson's four purposes.

The incident chosen involved a teacher in a A2 class. A question was asked by a pupil which the teacher could not answer as they did not have the knowledge. It is important to note, that the college has a culture where pupils have their phones out on the desk even if they are not using them. This itself creates challenges where phones and the distractions they create are right in front of the pupils. In order to help answer the knowledge gap, the teacher allowed a pupil at the front of the class, near to where she was standing in the classroom, to go on their phone and use the internet to find out the answer. The pupil achieved this and informed the rest of their peers of the answer. This demonstrated the pupil using a peer teaching method within the classroom. This relates to one of the four principles of the new Welsh curriculum where the education system helps to create ambitious capable learners (Donaldson, 2015). This is due to the learner matching criteria such as demonstrating the desire to overcome the challenge of learning from searching online, having the capability to problem-solve, being able to explain the concept and information learnt to their peers and using technology to able their learning through analysing the information online, deciding the credible sources and teaching the information to their peers (Welsh Government, 2015).

However, once the peer teaching was complete, the pupil continued on their phone whilst smiling. This occurred as the teacher was explaining the next task to the pupil. Through the pupil smiling at their phone and not giving eye contact to the teacher, this demonstrated that the pupil was not engaged with the teacher's explanation. When the pupil started the task, they disrupted other pupils as they did not know what the task was as they were not engaged with the teacher's previous explanation. This proves that the pupil did not match

the criteria of being ready to learn throughout their lives which is a part of the criteria of being an ambitious capable learner (Welsh Government, 2015). However, without the use of the phone the pupil would not have been able to contribute to the giving of their skills to the benefit of others which is a part of the criteria of learners being enterprising, creative contributors, another of the four purposes (Welsh Government, 2015). Although, if the learner continued on their phone as they did in the classroom in a workplace, they would not achieve the criteria of being able to play a full part in work. Being able to play a full part in work, is part of the criteria of being enterprising and creative contributors (Welsh Government, 2015). This is because, as demonstrated in the classroom the pupil was not fully engaged in the task at hand. As shown, the pupil involved could achieve some aspects of the four purposes by originally engaging in helping their learning and other pupil's learning. However, by staying on their phone, they were not engaged with the task at hand. This would result in the pupil not achieving any of the four principles, let alone being an ambitious and capable learner.

Literature Review

Based on the observed critical incident, three key themes emerged which will be looked into in further detail, Whether, technology is beneficial or a hinderance within the classroom? Does pupil voice enhance the learning experience? And finally, if a sixth-form environment or a college environment is better for learning?

Is technology beneficial or a hinderance within the classroom?

The observed critical incident demonstrated that technology can be both beneficial and a hinderance within the classroom. Technology is defined by the Cambridge Dictionary as the practical use of scientific discoveries (Cambridge Dictionary, 2019). Past studies have shown technology in the classroom to be limited to just computers (Cauley, et al., 2010), however,

more recent studies have even included virtual reality and augmented technologies into the classroom (Matheson, 2018). Technology has been deemed 'essential' and is highly recommended to be used especially in the subject of mathematics (Sheehan & Nillas, 2010). In the case of the critical incident, the technology used within the classroom was the pupil's mobile phone. The critical incident demonstrated both an advantage, as a pupil was able to fill a knowledge gap and peer teach to others, and a disadvantage, as this technology then distracted the pupil from their task, to the use of technology in the classroom. This is also demonstrated through Muir 2007 who showed that technology in the classroom can lead to innovation in teaching and learning but it can cause issues due to its ease of access (Sheehan & Nillas, 2010). Furthermore, most K-12 schools in the USA ban the use of mobile phones due to the perception that they are disruptive (Blanche, et al., 2015).

Another, advantage of using technology in the classroom is that it offers the teacher a wider range of teaching techniques, whether they decide to use direct teaching or more interactive teaching strategies which can include the use of self-directive software (McLeod, et al., 2012). By providing a different teaching technique this can help change the learning environment which has shown to increase participation and productivity within lessons (Sheehan & Nillas, 2010). However, the same paper also considers the disadvantage of using technology as according to Mechele Seville, having too much technology within the classroom can enable pupils to cheat and plagiarise pieces of work (McLeod, et al., 2012). Furthermore, other disadvantages considered by the McLeod paper include teacher's having a lack of training for technology and the technology itself becoming a distraction within the classroom (McLeod, et al., 2012). This was illustrated in the observed critical incident. Nevertheless, this paper was written in 2012 and does not consider recent developments in teacher education where digital competency is considered key in the new curriculum in Wales (Donaldson, 2015). Additionally, this paper was written from an American perspective and does not consider the curriculum developments made in Wales. Although, the paper does make good links to teacher training, which has been made a prerequisite of how well technology is integrated into a classroom environment according to Ertmer et al 2012, alongside resources and the teacher's attitudes and beliefs (Chien, 2013). The paper further explains how well technology is integrated into the classroom is what determines whether it is a hinderance or beneficial within the classroom (Chien, 2013). Further

demonstrated by other literature which suggests texting can improve student's vocabulary and reading ability as well as encouraging collaboration between students and teachers (Blanche, et al., 2015).

Does pupil voice enhance the learning experience?

Alongside technology within the classroom, what created the observed critical incident was the pupil having a voice and using that voice to help teach other pupils within the classroom environment. Pupil voice refers to the ways of listening to the views of pupils and/or involving in pupils in the decision-making process within the school environment (Department for Education, 2014). Pupil voice links to social constructivism where knowledge is gained through collaboration, unlike constructivist theory which suggests knowledge is gained individually (Alt, 2017). Pupil voice has a greater impact now, compared to previous decades, as technology enables students to easily access and challenge information (Sulla, 2013). Also known as coproduction, pupil voice aims to help break the cycle of disengagement for pupils (Wybron & Paget, 2016) whilst also helping to give disadvantaged pupils a voice (Flutter, 2007). However, student success is still dependent on structures within the schooling system and a teacher's guidance and feedback (Sulla, 2013). The study done by Wybron & Paget in 2016 showed by giving pupils power, pupils felt more involved and more active in school life due to their increased amount of interactions (Wybron & Paget, 2016). This is because pupils are treated as a partner in learning instead of a passive recipient (Wood, 2011). Moreover, it also encouraged roles such as 'strict teacher' and 'naughty student' to be challenged and meant that some relationships were established or improved (Wybron & Paget, 2016). Similarly, case studies were carried out at other schools which found that pupil voice had a positive impact on student's enjoyment, confidence and educational attainment of specific subjects which introduced a pupil voice approach compared to other subjects who did not (Flutter, 2007). Furthermore, pupil voice enables teachers to be reflective about their practise and can help teachers improve their own practise (Flutter, 2007).

Despite the idea of students having a greater voice and responsibility within the classroom being embraced by many educators, it is rarely fostered (Sulla, 2013). Likewise, if it is fostered, it has been found that only those who are more articulate and confident will have their views heard (Flutter, 2007). Nevertheless, by using pupil voice it has been found to help those who are less articulate and lower-achieving and can also help achieve a consensus of what a suitable learning environment is (Flutter, 2007). Although, it has been suggested that greater levels of pupil voice can undermine a teacher's authority, as it can alter the power relationships within a school (Wood, 2011). Additionally, it can clash with what is considered dominant, yet effective, teaching methods (Wood, 2011). Not to mention, that it has been suggested that there is a serious risk of pupil voice becoming the latest in a long line of educational ideas which come into favour for a few years which eventually fade away when the next big idea comes along (Flutter, 2007). However, based on the observed critical incident, pupil voice and participation are both still evident within classrooms. Furthermore, it is expected to play a big part in the new curriculum in Wales, as greater independent learning is to be encouraged (Donaldson, 2015).

Is a sixth-form or a college environment better for learning?

One area which currently will not be impacted by the upcoming curriculum changes in Wales in 2022 will be the provision of education for those aged sixteen and over (Donaldson, 2015). As previously mentioned, the observed critical incident occurred in a college which is designed for pupils aged 16-19 (Lumby, 2003). In Wales thirty percent of publicly funded A-Level provision is provided within Colleges (Estyn, 2018). However, sixth-forms offer an alternative educational provision for those aged sixteen to nineteen (Lumby, 2003). Sixth-forms' account for the further 70% of publicly funded A-Level provision within Wales (Estyn, 2018).

One of the main differences and reason as to why there are differences between colleges' and sixth-forms' is their origins. Colleges' tended to evolve from former technical education

sites, whilst sixth-forms' evolved from secondary schools and grammar schools (Lumby, 2003). This can be seen as College X in the critical incident offers both A-Level Provision alongside vocational courses which are more skills based (College X, 2019). Whilst sixth forms' tend to reflect traditions of schools (Lumby, 2003). This has had lead to what Lumby 2003 described as a 'colleage culture' and a 'schooly culture' (Lumby, 2003). A 'colleage culture' involves staff often being a fragemneted workforce, being more relaxed in their relationships with students and also expect students to have a range of abilities and attitudes (Lumby, 2003). In comparison, a 'schooly culture' involves staff being a unified workforce, having formal relationships with pupils and expect students to have a strong work ethic (Lumby, 2003). This has also been found by Gardner 2007 who found that that school sixth-forms' have a more aggressive nature as teachers were not able to 'turn off' from the disicplined approach used on younger year groups (Gardner, 2007). Moreover, it has been found that staff within these institutions saw their contributions in different ways as staff within sixth-form's saw progression to higher education as their biggest contributor whilst those in colleges saw it as their lowest contribution (Gardner, 2007). Despite, the differences between the different cultures it was found that regardless of the institution attended, young people were generally positive about their experience (Gardner, 2007). However, this study does not take into account sixth-forms' and colleges' in Wales and the study was done over ten years ago. In terms of results, however, sixth forms' have been found to help students achieve higher above their projected grades given from their GCSE attainment in comparison to Colleges' (Stoten, 2014). Through gaining higher grades, sixth-forms' see eighty percent of their year thirteen leavers go to university in comparison to fourty percent of year thirteen college leavers (Estyn, 2018). However, it has been found that sixth-forms' do not provide students with the skills to undertake independent learning at university (Stoten, 2014). On the contrary, colleges are more effective at finding jobs for their leavers as employers have been found to view those aged seventeen to eighteen college leavers better prepared for work compared to those who went to sixth-forms' (Association of Colleges, 2015). This was illustrated within College X as pupil voice and independent learning was evident.

Reflection

Despite, doing critical incident analysis and identifying three key themes from the incident, there were many other themes which could have been discussed based on other observations and incidents within the classroom setting (see Appendices). However, similar themes are apparent in the classroom, such as use of mobile phones (see Appendix Five). Although, it is not just pupils who get distracted by technology, as one of the observed teachers were distracted by their computer. This resulted in them not noticing that pupils had finished their work (see Appendix Seven). Other observations could potentially further look into the differences between colleges and sixth forms. This is due to a few incidents which would look at the less formal relationship between staff and pupils, with pupils being able to leave the classroom whenever they please (see Appendix Six), as well as one of the teachers apologising to a pupil for speaking before them (see Appendix One). A further theme could focus on different teaching methods, as an observed teacher tried to teach individual pupils by speaking to them at eye-contact level compared to a usual method of direct teaching a whole class (see Appendix Two).

Based on the observations and literature review, some potential suggestions could be made for the next learning and teaching steps for all students doing A-Levels within College X. Firstly, as mobile phones can provide a distraction to pupils (McLeod, et al., 2012) within the classroom, I would suggest that they are at least not allowed out in a classroom setting, unless instructed by a teacher. Despite, the benefits where mobile phones can help integrate a wider range of teaching styles (McLeod, et al., 2012), I believe based on my observations that they provide too much a distraction at college level. However, this would require a college wide policy as it is the principal of the college who decides educational matters within a college (Hill & James, 2017). Additionally, the issue of a 'collegey culture' (Lumby, 2003) makes this difficult to implement this type of policy within College X due to the less formal relationship between staff and pupils (Lumby, 2003). Furthermore, as staff are a fragmented workforce (Lumby, 2003), this could make consistency of a new rule difficult to implement. This is why, to accompany the ban of mobile phones within a classroom setting, I would also suggest that the college tries to adopt a culture change towards a 'schooly culture' (Lumby, 2003). By adopting a 'schooly' culture this would mean that staff are held together more tightly (Lumby, 2003), meaning that it is possible that rules

would be more likely to be reinforced across the college and that relationships between staff and pupils would be more formal (Lumby, 2003). This, I believe, would improve educational attainment within the college alongside the expectation of pupils to show a good work ethic (Lumby, 2003). This could increase the percentage of students going to university from colleges in Wales. However, this approach could give more power to teachers and see a reduction in pupil power and voice.

This study has only been achievable through the use of the Assisted Reflective Conclusions (ARC) model (see Appendix Nine). The ARC model requires me as a teacher to mention my feelings towards an experience, remember it and understand the experience, evaluate and analyse the experience and conclude and suggest actions towards the incident. The ARC model is very similar to Kolb's Learning Cycle (Kolb, 1984). This was all achieved through reflecting on my observed critical incident. This links to the new curriculum and my own personal development as a teacher as by reflecting and having an openness to challenge my own practise, this can help develop my own pedagogy (Welsh Government, 2017) and be able to embrace new ideas based on the newest research (Welsh Government, 2017). Through using the ARC model, it has helped me identify barriers to learning within College X and help me identify the type of teacher I would like to be. Furthermore, through reflection, this will help me look to embed cross-curricular responsibilities and Welsh Language Skills which can benefit me in everyday life in Wales whilst encouraging innovation within the classroom.

Conclusion

To conclude, in order to identify the next teaching and learning steps based on an observed critical incident, the following process occurred based on the ARC model. Observations occurred within College X to look for a potential critical incident, after the observations a critical incident was created after analysing the observations. A literature review was written based on three key themes which stemmed from the observed critical incident. Following on, a reflection of the critical incident lead to suggestions within College X to restrict mobile usage in lessons as well as adopting a 'Schooly Culture' for A-Level Students.

This also helps improve my own personal and professional development as a teacher through being reflective. Reflection links to the new Professional standards for Teaching and Leadership within schools in Wales as through reflection, leadership can help pedagogy to grow within a school, pedagogy can also develop and go deeper, innovation then can move pedagogy forward and collaboration can help good pedagogy to spread quicker according to the Welsh Government (Welsh Government, 2017). The reasoning for a reflective model, is to help to improve teacher's practise which in turn can improve Wales's education system. This will help successfully embed the new curriculum, which is focused on flexibility, a blend of learning styles and developing good pedagogy (Donaldson, 2015). The use of a Professional Learning Passport where the reflective process will be achieved continuously will help all teachers in Wales grow professionally (Welsh Government, 2017) . Furthermore, this will enable teachers to take responsibility for their own teaching (Welsh Government, 2017) and help improve standards within Wales. This report has identified how the reflective process of teaching practise can help improve teaching standards along the scale of classroom to all of Wales.

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Appendices

Appendix One- Observation Notes One



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/09/19
Lesson details:	Focus on Migration and exam technique.
Classroom culture (Are the students focused on learning?)	Majority of the time Students were engaged although Mobile phones provide distractions and Booklets. Exemplary behavior in classroom.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Clear purpose was to go through Migration graphs to identify trends of migration whilst practising exam technique. This was achieved. Although lesson objectives were not clear at the beginning.
Direction (Are the students clear about what they are doing and how to do it well?)	Instructions of delivery was clear - hand gestures and links to resources on wall helps explain the lesson and principles to Students.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	There was no differentiation, although it seemed like none of the Students were struggling. More able Students could be pushed more.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Students fed back to the teacher either looking at the resources and during the discussion.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Student went on mobile phone right in front of the teacher. Nothing was said, despite the teacher looking directly at the pupil. Teacher also apologized to one pupil for speaking ahead of her.

Appendix Two- Observation Notes Two



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/09/19
Lesson details:	Coursework lesson for pupils with a laptop.
Classroom culture (Are the students focused on learning?)	Very talkative, despite it being about work the pupils distracted one another. Teacher was going around helping one pupil at a time so did not have much control on class.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	• Pupils to continue writing and researching their context + methodology for their coursework. • This was said at the beginning of the lesson & pupils knew before lesson.
Direction (Are the students clear about what they are doing and how to do it well?)	• Pupils were clear about what they were meant to be doing. • Could have had an exemplar to help template good practice.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Not all pupils were engaged. Pupils coursework is challenging for them but Classroom Culture meant not all challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	There was no real assessment during the lesson. Just an assessment of where pupils had to get scores which was verbal.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Teacher was down on one knee so was eye level with pupils when one on one. Pupil just got up and left the classroom without asking.

Appendix Three- Observation Notes Three



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02/10/2019
Lesson details:	How the Earth's orbit affects seasons.
Classroom culture (Are the students focused on learning?)	Students were quiet but unsure if focused on learning.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Learning objectives were displayed at the start of the lesson and repeated at the end of the lesson. The objectives were achieved throughout the lesson. - Although they were not met when completed.
Direction (Are the students clear about what they are doing and how to do it well?)	Students were clear what to do as instruction was clear but there was not a focus on how to get marks for the exam question.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	There was no differentiation of task. All students were engaged in task as they were allowed to speak to one another if unsure. Students who finished early were not challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Exam question towards end of lesson There were no questions to see prior knowledge. Only one question during lesson only minimal.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Pupils finished work - Teacher was at computer and did not see they were finished - They sat there doing nothing in silence for 5 minutes.

Appendix Four- Observation Notes Four



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02/10/19.
Lesson details:	Lessons on trade barriers of Bangladesh.
Classroom culture (Are the students focused on learning?)	No they were not - Some students continuously messed around.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	There were no learning objectives, but the lesson activity made it clear what was going on within the lesson and promoted what the students need to know.
Direction (Are the students clear about what they are doing and how to do it well?)	The students were not clear what was going on as they were disrupting one another and were not listening. This impacted on the quality of their answers.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	One student struggled to engage as there was a lot of reading and he was severely dyslexic. All students were challenged as they got on with the work whilst asking questions.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Teacher uses cue and response to check understanding which works well. After each activity she tests understanding.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	Engagement of a pupil to use a plan to answer a question in English knowledge but student stayed on floor after answering the question.

Appendix Five-Assisted Reflective Conclusions Model Number One

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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Student going on mobile phone in the middle of the lesson. The teacher said at did nothing.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I Was Shocked. The Culture Within the Classroom of Mobile phones being present next to pupils was a shock and when they started using them in front of the teacher, I thought she would discipline even if quietly but this was barely ignored. This meant the pupil in question who not engaged during the discussion.
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?"	There was a discussion going on at the time meaning the student was not engaged in the debate. No learning occurred. The teacher said at the end she when pupil retaking the year - may have a negative label! - It so could end up hampering (pupils) (pupils)
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?"	The teaching methods were appropriate. However, classroom management needs to improve - students have too much autonomy and freedom. This resulted in the student not being engaged in the discussion which could improve learning. Although may not have been engaged as discussion was not challenging enough. Hard to distinguish cause + effect.
Casgliadau a chymau 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?"	- Removal of mobile phones from desks and put away - whole school policy not just in class. - Or say no going on phone except if an emergency - If discussion was not engaging enough, teacher should ask more challenging questions!
Y profiad newydd / Transformed experience	

Appendix Six- Assisted Reflective Conclusions Model Number Two

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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil got up and left the classroom without asking.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Like the previous incident I was shocked, Seemed like there was no or little Classroom Management. It was surprising as the teacher is a good teacher but School Culture makes this a norm.
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>	This meant the pupil was not at their laptop doing their coursework for their A-level. This could lead to them feeling behind on their coursework but could also cause disruption to others who may view it as acceptable behavior and do it themselves, which could impact on learning of whole class.
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>	I think the pupil should have to ask to leave the classroom. The Classroom Management could be improved. However, this was over but why though the lesson which meant the pupil may have been bored. Due to lack of group discussion and teacher focusing on one pupil there was a lack of engagement throughout the class.
Casgliadau a chymau 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>	School policies could be looked at and improved. Teacher could have included group discussions to keep pupils on task or checked on behavior throughout, as one to one work was time consuming. Teacher could have set tasks and objectives to be achieved by the end of the lesson to keep class focused.
Y profiad newydd / Transformed experience	

Appendix Seven- Assisted Reflective Conclusions Model Number Three

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

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil sitting still not doing anything for 5 minutes as teacher wasn't looking at computer.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was frustrated with the incident as it could have been avoided if the teacher had set a time limit for the task or even had been watching the pupils. The pupils should have had an extension task but it wasn't in their booklet.
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?"	This meant pupils wasted 5 minutes learning time when they could have been challenged further to improve their knowledge or skills. Although basic learning was achieved this could have been developed further.
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?"	I believe the task was an adequate one for the lesson as it helped pupils understand discrete graphs for rivers and helped students ~~match~~ react to graphs and help them prepare exam technique.
Casgliadau a chymau 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?"	Get the pupils to have an extension task. Teacher to look at pupils instead of computer.
Y profiad newydd / Transformed experience	

Appendix Eight- Assisted Reflective Conclusions Model Number Four



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

Dyddiad/Date: 02/10/19.

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Conflicted as the pupil used the phone to initially help the classes understanding. However, afterwards he disrupted his own learning by going on his phone.
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>	It helped the learning of others when they were stuck on a question. However, afterwards when he disrupted his learning at least he was not fully engaged in the task.
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>	I believe the pupil should be encouraged to share information and look up the teacher knowledge gap for pupils to fully understand.
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>	The teacher to improve their subject knowledge. Or to ask the pupil when finished to put the phone away. This would ensure learning was not disrupted. Pupils could use textbooks to answer instead of a phone.
Y profiad newydd / Transformed experience	

Appendix Nine- Assisted Reflective Conclusions (ARC) Model.

