

A critical evaluation and the identification of next teaching and leaning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident (equivalent to 5000 words).

Introduction

This essay discusses a critical incident observed at School B whereby the students are participating in a classroom reading task. There will be particular reference to the following:

- The students finish reading the chapter, the teacher then states “lovely reading, class” and moves on with the lesson.

From this incident, an analysis of the explored themes of feedback, assessment and encouraging the learner will take place. This critical incident looks into the three schools of learning; constructivism, behaviourism and humanistic approaches which will be examined whilst also exploring theorists within these fields. Furthermore, research will be conducted into educational theorists such as Hattie (2009) and the relationship of feedback within his meta-analysis studies, along with other literature viewpoints.

In addition to this, the needs of a child and how both feedback and praise fits into the learning will be examined. This will be explored through an analysis of the works of Goleman (1995) and Maslow’s Hierarchy of Needs (1943). This essay will also connect the critical incident study to ‘Successful Futures’, the new curriculum for Wales by Professor Donaldson, examining well-being, literacy and the four purposes.

Critical Incidents are important and influential to teacher training, further learning and the development of the education system. Observing the work of Tripp (1993:40), it is evident that critical incidents can be seen as everyday occurrences, but upon analysis they can lead to further education, as seen in this quote:

“It is the unremarkable and everyday events that make up our routine professional lives that are often the best indicators of the patterns and values that underpin our practice”.

This view will contribute to my reflection and evaluation of the critical incident. This essay will also explore the use the following analysis, and next steps moving forward in professional practice.

Observation

On the 26th of September 2019 I observed a critical incident in School B. The school in question was an English medium school in a rural welsh town with a total of 800 pupils of mixed genders. School B has 9% of its roll on free school meals (EFSM) and 13.7% additional learning needs (ALN) (Estyn Report 2013). I observed the first lesson of the day, with a year eight English class (ages 12-13) with Teacher X. The class had 20 pupils in total, which were a mixed ability set within that year group. They had one teaching assistant in the class working one-to-one with a boy with additional learning needs. Teacher X has set clear rules and behaviour expectations for her class; this was clear in the classroom culture and the school’s culture on their behaviour policy, which was displayed in the classroom for the pupils to see.

They were studying ‘Macbeth’ by William Shakespeare and were reading through a scene to analyse the text as their starter activity. Teacher X allowed the children to pick parts they wanted to read and after the children had read through the extract as a class, Teacher X said *“lovely reading class, thank you”*. This feedback is what I will be focusing on for my critical incident. The verbal part of the incident focuses on themes of praise, feedback, motivation and promoting literacy. The praise used was for the whole class and was not directly aimed at the students who were reading the parts. The feedback given was encouraging yet generic from the use of the word ‘class’. The teacher’s overall goal and School B’s ethos is to actively encourage the students into reading.

Methodology

The observation is based upon a class of year 8’s and Teacher X in School B. I have referred to the teacher as Teacher X in compliance with confidentiality requirements (Bera, 2018). My observation technique with this critical incident was based upon a learning walk. I used an observation learning event sheet and an ARC model, four of

which are attached (see appendix B). The learning event sheet focused on classroom specifics, assessment, access and challenge, direction and classroom culture, this observation method was adapted from Fletcher-Wood (2016:125). Wood states that observations are a common use of teacher's development. To examine further into the critical incident I then used the learning event sheet to complete an assisted reflections conclusions (ARC) model. This model was used by Cox (UWTSD: 2019 see Appendix B) to help develop observations. The ARC model is useful in observations to examine the following further: feelings towards the experience, any aspects of the incident in context to the learning, ideas for future development with good practice and possible issues to the situation identified. This method was useful as it allowed the researcher to examine the critical incident with different views and directions.

The observation was structured using field notes, the strengths of which allowed me to look at social, behaviour and physical contexts in detail (Foster 1996). Foster believes that lesson observations can provide the educator with more intricate information about all aspects of the school.

"For example, a detailed record of the language and non-verbal communication used by teachers and students in classroom interaction could not be obtained from interviews or documents. It could only be produced by observation." (Foster 1996: 12).

This relates to the critical incident, as an investigation will be carried out into the use of feedback, praise and its effectiveness. Perhaps another observation technique that could have been used would have been audio or video recording. The benefits of this would be that the researcher might be able to re-visit the critical incident and see things they may have not noticed before (Cohen, 2007).

However one has to consider the Hawthorn effect, where the presence of the observer alone may affect the participants involved, this might create an unfair observation. The researcher carried out the observation as a non-participant, as apposed to a participant in the class's activities. This allowed the observation to adopt a 'fly-on-the-wall' approach, which would have less of an affect on the class's performance (Simpson, Tuson: 1995). However being an active participant in the classroom environment also has its benefits as it may help to look at the incident from a different perspective and outlook. One would have to consider the many

outcomes from the methods used in an observation, as they may lead to different theories and reactions to the event. Particularly looking at the relationship between a critical incident and a case study, to observe a case study would be to look at a *“more general principle”* (Cohen: 2007: 253), but a critical incident would be something more specific and provide significant insight.

Four purposes

In relation to ‘Successful Futures’ by Donaldson (2015) we can examine the four purposes; the critical incident looks into a few of these aspects. Based on Teacher X’s feedback and praise to motivate and encourage learners into the task we can analyse the idea of raising *‘ambitious capable learners’* who *‘seek and enjoy challenge’* and can *‘communicate effectively’* (Donaldson: 2015: 29). We can also consider the aspect of the learner being a healthy confident individual, and that Teacher X’s aim was to advance the students in her class’s confidence and self-esteem. Donaldson states that what we need to ensure is delivered as educators is the highest quality of learning, and that all children are given as many opportunities that are available, whilst still considering well-being is at the heart of the education system in Wales. The critical incident also identifies another purpose, for learners to be *‘enterprising, creative contributors’* who take opportunities and take part in different roles effectively. This could be seen in the critical incident where the students are participating in the class. Teacher X could be seen to be forming positive relationships with her feedback based on respect for her student’s efforts, which also links to the four purposes.

The new framework, curriculum and four purposes in Wales is a blend of all 3 schools of learning; constructivist, behaviourist and humanistic, as Donaldson looks at the development of the child holistically. If we look into the expressive arts section of the new curriculum for Wales there is a quote:

“Through exploration, creation and response to various creative works, challenging issues will be tackled and learners will be empowered to make informed decisions and communicate effectively.” (Hwb: 2015)

Donaldson in successful futures states that he wants to give schools the power to interpret the curriculum themselves, so that each school can adapt and interpret it to their individual school and environment. In regards to School B and the critical

incident they are encouraging them to adopt the skill of literacy and reading, as this will be useful in cross-curricular subjects.

Donaldson (2015) himself explains that learners need to be able to understand and communicate their listening and Oracy skills, this will give them essential attributes as they move forward through life. The report also examines the twelve pedagogical principles for good teaching and learning; he suggests that a successful requirement for this is to *“regularly reinforce cross-curriculum responsibilities, including literacy...and provides opportunities to practice them”* (Donaldson: 2015: 68). This study will examine the effect that reinforcing feedback and praise can effect how the learner is motivated, which is a skill that could be carried out cross-curriculum.

Literature review

There are multiple studies into the critical incident, one of which would be examining the three schools of learning. When looking into a behaviourist school of learning, Skinner (1953) and Thorndike (1932) examine the use of different conditioning theories in creating a change in behaviour (Pintrich & Schunk, 1996). These theories all link closely to how the connection of stimuli with responses can cause a ‘change in behaviour’ (Pintrich & Schunk, 1996). Looking into the work of Thorndike (1932) closely, his connectionism theories relate directly to rewarding consequences. Thorndike (1932 :32) cited in Pintrich & Schunk, (1996) states that rewarding consequences would result in learning, however producing *‘punishing consequences will not be learned’*. In reaction to the critical incident the verbal reward for the class participating in the task can be seen as a rewarding consequence. The expected outcome of this ties into the school’s ethos for encouraging student’s reading. Skinner (1953:34) states that the use of operant conditioning is effective in education; stimulus with a response creates consequence, and with a positive reinforcement it *‘increases the likelihood of the response re-occurring in that situation’*. Considering both these views on conditioning through rewarding consequence the critical incident could be seen as an effective way in encouraging repetitive learning.

From a humanistic view of the critical incident, the way the task itself was structured could be seen as emphasizing people’s *‘capabilities and potentialities’* (Pintrich & Schunk, 1996:52). The students were given a choice if they wanted to read by

putting their hand up, then parts were given out. The teacher praised and congratulated the whole class for their reading. Humanist theorist Rogers (1959: 56), cited in Pintrich & Schunk (1996) suggested that humans' need 'for positive self-regard' develops through positive experiences and that when applying this to a classroom we should 'encourage personal growth by providing students with choices and opportunities to initiate learning activities...' In considering the potential outcome of the critical incident the use of encouragement could be seen as highly influential in promoting the school's motivation for getting the students into reading. However as the children picked the roles themselves, one would have to consider that it might not have given all the children in the class the opportunity to develop their Oracy skills.

Looking at 'cognitive development through social interaction', constructivists Vygotsky and Piaget as cited in Murphy, (1999) examine what children gain through the day-to-day engagement with adults. Piaget (Murphy, 1999: 72) further suggests that social influence and interactions can affect cognitive 'equilibrium in their understanding'. Vygotsky (Murphy, 1999) also has similar views stating that social interaction can influence a child's development. With reference to the critical incident, the teacher giving the student positive, regular praise and feedback would aid their social interactions and cognitive development. This tool would also act as a feedback method to formatively assess the child, which may help contribute to a summative assessment for learning.

Taking all sides of the three schools' of learning into account, this allows us to look at the learners holistically. Considering this, next the work of Maslow and Goleman will be explored, in regards to the needs and emotional intelligence of a child. When looking into Maslow's Hierarchy of Needs (1943,1954) we can examine the five needs of motivation, which are shown within a pyramid structure(McLeod, 2007). Looking at the top 3 needs of the pyramid; self-actualization, esteem and social, we are able to link all three to the critical incident. The use of the positive feedback for the whole class could cause the child to realize and access their full potential in their reading, again being encouraging, which relates back into the constructivist approach to development through social interaction. Brophy (1983) expressed that children have a need for achievement (Paris, Olson, Stevenson 1983), which connects together Maslow's second need on the pyramid, self-esteem. Self-esteem could be seen in Teacher X's intention to provide the students with an interest in reading, by providing them with positive reinforcing feedback. This approach could be seen as a classical conditioning technique having examined the work of Skinner (1953) and

Thorndike (1932). Pintrich & Schunk (1996: 205) state that students esteem needs must be met *'by gaining approval and recognition'*. The third need on the pyramid is social, the need for belongingness, love and security (Pintrich & Schunk 1996). The way Teacher X thanked the whole class instead of the individuals who read the extract aloud could be seen as giving the students a sense of belonging.

Goleman's study on emotional intelligence (1995) looks into *"self-consciousness, emotions control, self-motivation, empathy"* and *"the capacity of creating relations"* (Danciu: 2010: 2228). Goleman (1995) cited in Richburg (2002) that motivation is associated with flow, and that flow could create a;

"state of self-forgetfulness and a representation where the ultimate harnessing of emotions created an optimal experience in performance (Csikszentmihalyi & Csikszentmihalyi, 1990)" (Richburg: 2002: 3).

Considering Goleman's theories (1995) he states if emotions of a child are positive, this amount of emotion leads to accomplishment as the individual is consumed by the motivational act. However Locke (2005) as cited in Lobaskova (2015) states that Goleman's emotional intelligence model is subject to criticism as Locke does not believe that emotional intelligence even exists, and that emotional intelligence could be applied to any emotional sphere in life. When examining this in regards to the critical incident, the motivational verbal cue from Teacher X could be a contribution to the student's emotional intelligence, particularly self-motivation and self esteem.

Taking all three schools of learning (behaviourist, constructivist and humanistic) and the needs of a child (Mazlow and Goleman) into account we can begin to look at the critical incident holistically. Considering the critical incident at hand, one must consider the praise and feedback given to the students and whether it is considered to be effective. Hattie (2009: 173) looks into feedback as part of his meta-analyses and states that *'feedback is one of the most powerful influences on achievement'*. Hattie (2009:176) created a diagram to show how feedback should be given to reduce the gap between *'current understandings and the desired goal'*. In this case, Teacher X's goal and the school's goal was to encourage and motivate the students into reading, and to feedback positive comments to the class. Teacher X could have been seen to be following this in their feedback to the class, particularly looking into the question of feed back within the diagram, *'how am I going?'* This relates back to Thorndike (1932) in regards to rewards for consequence, the class finished reading

and Teacher X gave a verbal reward. Brophy (1976:291) in Paris, Olson, Stevenson (1983), states that teachers and educators can get maximum performance results by nurturing through *'praise, encouragement, expression and appreciation for effort'*. It would appear that Hattie (2009) and Brophy (1976) agree in viewpoints that feedback and praise are interlinked. However Dylan William (2011) as cited in Didau (2015) states that feedback can back fire and can actually cause students to make less effort, aim their aspirations lower and abandon goals. Didau (2015) then explains that feedback given generically and not specific to the task or goal may not be effective to the learner. In regards to this, the critical incident could be argued that the feedback would need to be more specific, as it was generally addressed.

When investigating the work of Dweck (1999:128) and her views on growth mindset, focusing on self-esteem she states that self-esteem is something you experience when you *"master challenges, to learn, to help others"*. Considering this to the critical incident the verbal reward for the class reading was positive, as if to boost the class's self-esteem. Looking into how self-esteem connects with motivating the learner Dweck (1999: 134) argues that motivation is a *"drive-like force that are shaped by experience."* Therefore Teacher X giving the students the task of reading could have been an experience with a motive of achievement. Thus, this theory ties into Hattie's (2009) whereby a goal-orientated task (the reading of the chapter) is stimulated with positive re-enforcing feedback (the verbal comment). The feedback in the critical incident then seems effective to motivating and encouraging the learner into the task. On the other hand Didiu (2015) questions Dweck's view on praise's effect on self esteem and gives explanation that praise could lead to 'learned helplessness' and that students become dependant on praise, which could then lower their self-esteem. Educationalist Kohn (2015) is mentioned in Didiu (2015: 330) and states that praise could be considered as an *"abuse of power"* and have a patronising affect, which could lead to low engagement and effort. However Didiu later suggests agreeing with Hattie (2009) that if praise is specific, genuine, create a competitive goal and to praise what the learner does, then it becomes effective. Dweck also supports this view as she states, *"a way to a growth mindset is to praise pupils' effort rather than their ability"* (Didiu: 2015: 334). McClelland (1961) as cited in Dweck (1999) describes motive as a need connecting achievement and affiliation, and that experience drives a learner to reach their goals. Teacher X providing students in School B with feedback after the task, regardless if they read aloud or followed along, pieces together the students desire to achieve and with reference to Mazlow's (1943) need for social belonging. Subsequently we can begin to understand the

connection between praise and feedback in relation to the learners needs. This could also be seen that the feedback given in the critical incident could have been effective.

Reflection

In reflection and evaluation of the critical incident I will be looking into the overall effect this had on the classroom climate and how the feedback given affects the learners motivation and promotion of self-efficacy. I will also relate this to my own professional practice moving forward, with possible next steps and solutions.

In regard to the classroom climate, Teacher X and School B's goal was to create a positive learning environment that encouraged the learner into the task at hand, reading. When considering the classroom climate, one has to consider the atmosphere created and its psychological, social and emotional factors (Pintrich and Schunk, 1996). The feedback and praise given in the critical incident would indicate elements of all three of these factors. The effect of praise as discussed in the literature review is psychologically effective, raising self-esteem and motivation. The student to teacher interaction is a social factor, which would also create a relationship within the setting. The emotional factor has been discussed in the child's needs and the effects it plays in regards to emotional intelligence and self-efficacy.

In relation to classroom climate, educators would have to consider motivation as another factor when examining behaviour management (Pintrich and Schunk, 1996); pupils who are involved in misbehaviour and receive consequences are likely to be 'not motivated' on the task at hand. This view is supported by Thorndike (1932) in regards to reinforcing rewards as a consequence, and that the use of punishing consequences will not result in learning. Considering this in my practice it would be effective to incorporate praise and feedback into my behaviour management, as discussed it could affect the overall learning experience and effect on the classroom climate.

When evaluating the use of praise and motivation in this essay, it was interesting to see the effects it could have upon a learner. Looking into how I would use this moving forward in my own professional practice I would examine how I would use praise. It is important to consider Hattie (2009) when reflecting on the critical incident, as the praise given was to the whole class. On one hand this is considered too

general and not specific enough. Hattie (2009 : 176) recommends when giving feedback and praise to follow a certain model, whereby feedback must be specific to the goal and be effective. Perhaps in the feedback given to the class Teacher X could have been specific about the actual achievements she witnessed, for example: “Lovely reading class, particularly during the iambic pentameter, and good listening and following skills to those reading actively along with us”.

It is important to consider the motivational side to the critical incident. As the time of the praise and feedback was given directly after the task had finished, this could be seen from a behaviourist point of view as classical conditioning in giving a reward consequence (Thorndike, 1932). With the reward in place as a consequence for the task this may contribute to operant conditioning (Skinner, 1953) whereby the event is more likely to reoccur with positive reinforcement. This approach to giving feedback could be seen within Donaldson (2015) in regards to the four purposes, where as educators we want to enable learners to ‘seek and enjoy challenge’.

Having researched the work of the relationship between motivation and human needs, in my professional teaching practice I believe it would be an intrinsic way to interest the learners into their set tasks. Through structured, specific, positive praise and feedback this would adhere to a students needs. If we refer back to the work of Mazlow’s hierarchy of needs (1943, 1954) whereby the top three needs are self-actualization, esteem and social; giving effective praise and feedback would satisfy the needs of the learner within the classroom environment. Appropriate praise and feedback would also stimulate a relationship between the student and teacher, which would affect the learner’s progress and performance. Whilst the praise within the critical incident is considered formative assessment, this could have an out-weighing result on the summative assessment. The continuity of feedback would be effective in my professional teaching practice as it could be used to monitor the assessment for learning within the classroom.

Conclusion

To conclude, the critical incident has allowed an investigation to explore into the effectiveness of Teacher X’s feedback to the class. The research has examined the themes of praise, feedback, motivation and self esteem and how these all form relationships within each other. The exploration into the four purposes (Donaldson, 2015) in relation to the critical incident allowed the research to make connections

within the new framework for Wales, looking particularly within the principles of effective learning.

To complete the thesis of this essay as the researcher I would agree that Teacher X's comments were in fact useful and effective. This theory can be supported in the view that when feedback and praise is specific as mentioned by Hattie (2009) and adhering to the needs of the learner (Mazlow 1943, 1954), this can result in motivation which could increase performance as a result of the learner increasing their self-esteem and self-efficacy. This could encourage and motivate the learner to re-occur the learning and the event in question. This research into the critical incident has been useful in reflection of carrying the theories discussed into my own professional teaching practice.

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Appendix B:

Critical Incident – Field Notes:

OBSERVATION / FIELD NOTES <i>School B</i>		<i>Incident</i>
(Questions adapted from Fletcher Wood (2016))		
Date: <i>26/09/2019</i>		
Lesson details: <i>Lesson 1</i> • year 8 • 20 pupils in total • Higher band - but mixed ability		
Classroom culture (Are the students focused on learning?) • Teacher waits quietly at front • Seating plan • Teacher stays mainly at the front • Hands up to answer a question.		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <i>Let's have some hands up on what we can remember last time?</i> <i>↳ starter 4 APK 4 Build on adjectives to describe Lady Mac</i> <i>Role play - pair work - persuasion - reasoning - switch opinions - 30 seconds</i>		
Direction (Are the students clear about what they are doing and how to do it well?) <i>Role Play - getting into pairs - 2 girls can't decide who's A and who's B so teacher decides for them.</i> <i>Feedback between tasks - positive</i> <i>Going to read a scene + look at persuasion in Cuchy Macbeth</i>		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • All children are engaged in role play • Discussion as a class on techniques of persuasion • Any student is allowed to choose their own part. • In read along some students are disengaged. • TA working 1:1 with boy. • Children loved reading the scene - gutted when finish		



Assessment

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

- APK Questioning as starter
- Picking pairs to show their work what techniques can you pick out from it
- Asking following questions to get children to explain/delve deeper.
- Plenary - goes over key words brought up + explains.
- Gets students to read out + listeners + tracks their reading.
- Gives positive feedback
- TA's use traffic light system - if students need help

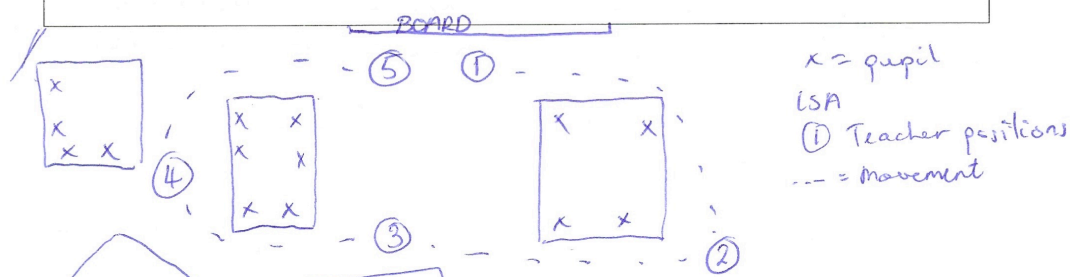
Specifics / Critical Incidents

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

"The teacher asks a question, a child shouts out the answer, the teacher asks her to put her hand up to answer." - autonomy - learned behavior.

"As the teacher reads through Lady Macbeth's speech she ticks off the key words the class came up with" - securing the learning - assessing answers - showing how it's relevant

(Teacher gives positive feedback after reading and thanks learners for contributing.)



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

Dyddiad/Date: 26/09/2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I loved this lesson the teacher was so enthusiastic The teacher used humour + was very calm. It was a well rounded lesson.
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?"	Lots of questioning was used. Praise and feedback Teacher gives positive feedback after reading and thanks learners for reading. Assessment for learning → Hattie → Behaviour management → Literacy → Donaldson eliminates built up.
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?"	A good balance of feedback and questioning. Wellbeing - encouragement. Oracy checks.
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?"	Learners feel encouraged and kept on task. Students were allowed to choose if they wanted to read - Constructivism. Donaldson - wellbeing - literacy - encouraging reading -
Y profiad newydd / Transformed experience	

"The students finish reading the chapter, the teacher says 'lovely reading class, thank you'."

Other Observations:



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: 25/09/2019		
Lesson details: School A	• Year 7	• x2 TA's
• Lesson 4	• Mixed band	↳ x1 EAL
• History	• x4 EAL	↳ x1 VI
• 21 Pupils in total	• x1 ALN - VI	
Classroom culture (Are the students focused on learning?) • Lesson Objective on board + success criteria • Seating Plan • Planner + Pencil Case • Quiet for register in Welsh in quiet - hand up		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) LO: "To show chronological awareness" Literacy: Spelling + Writing Plenary: Define 'chronological'		
Direction (Are the students clear about what they are doing and how to do it well?) Does a re-cap activity on the whiteboard, waits + counts 54321 to start. Writes words on board to guide - century - decade - literacy Uses scaffolding for spelling literacy - millenium, 21's, 1n. Direct teaching - teacher places herself in middle.		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • x2 TA's - x1 VI - enlargement camera, different color paper ↳ x1 EAL - supporting x3 - x1 EAL student does explain in own language to peers in row in front. • Use of APK in white board task • Student x1 has to be told to turn round + focus (drawing on whiteboard)		

Boy
A



Assessment

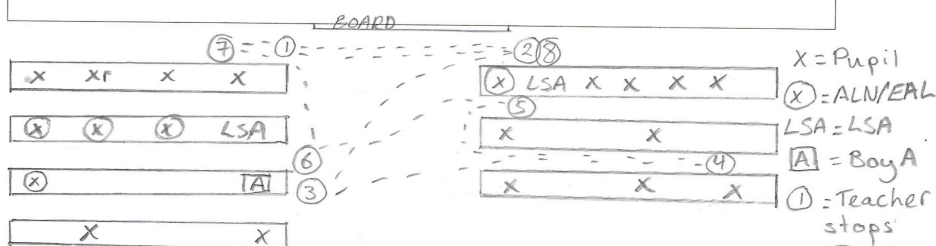
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- Explains lesson objective before register.
- APK - Using whiteboards to challenge the teacher:
~ walks around room (see below)
~ checks individually - on task
~ checks spelling - non verbal + verbal - rewards Boy A ^{high five}
- Plenary re-caps the learning - previous lesson - corridor
- BOYA - sits on his own - positioning - middle
- puts his jumper on head - calls rambo - removes it
- asks trivial direct questions - with positive encouragement "very good start, Da Iawn"
- Left assessment of ALN + EAL to TA's to monitor.

Specifics / Critical Incidents

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

- Handing out whiteboards - giving A responsibility he drops them, teacher asks boy in middle opposite A not to help himself to pens + to wait for them to be handed out.
- Hand up - class focus on this at start of lesson to do register. Teacher uses again + again to bring class focus back as they start talking.
- EAL - girl explains whiteboard task to her friend in front in her own language. Teacher waits for her to finish then calls pupil in front to focus back as she gives class instruction in English.





School A

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

Dyddiad/Date: 25/10/2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Find I could write a lot about the boy A. Interesting, enthusiastic teacher. Good experience Friendly group, very mixed in terms of ability & personality. Lots to observe.
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?"	• Assessment for learning • Teacher positioning / pupil position - seating plan • Rewarding - positive • Behavior check - humour • Communicating verbally + non verbally. • Spelling check - literacy
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?"	• Teacher movement • Literacy checks • Wellbeing encouragement + feedback ↳ Hattie - instructions • Referring back to L.O in plenary to child
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Perhaps Boy A needed <u>attention</u> - behavior management pp IA in front of ALs distraction Centre positioned to track progress Perhaps he may move seats in future depending on progress? Why are kids sat on their own? seating plans.
Y profiad newydd / Transformed experience	

one avenue - behavior -
jumper on head



OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Details of learning event: School B Lesson one Library Lesson English Roughly 16 pupils in class Year 8
Learning culture (Are the pupils focused on learning?) Library Lesson - in silence reading Some sat on their own some sat in corners, some sat in little groups. Some have the books in front of them but aren't reading - they just look as if they are.
Objectives (Is there a clear purpose to the learning event?) To improve their literacy. Practicing their reading in quiet spaces. To get the children immersed in reading
Direction (Are the pupils clear about what they are doing and how to do it well?) Quiet reading for all pupils except those who were away last lesson - they are catching up on their lesson they missed. The teacher models reading for the class, she also finds a book and sits down to read.
Access and challenge (Are all students able to engage in the learning event?) Some friendship groups have formed. Some students talk in non-verbal signs to each other.
Assessment What is the pupils' understanding before, during and after the learning event? Individually walks around each table/ group / person on their own. Asks what they are reading and why. For those who are catching up on work she goes to more than once to check up on. Scaffolding techniques for these. Having spoken to Teacher X believes that praise is important to motivate learners. Librarian calls in individuals one at a time to read to her and she feeds back to the Teacher.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Silent Reading - Pupils autonomy in reading as they entered the library. Very focused space, this happens one a fortnight. Boy A puts his hand up to ask the teacher a question - Autonomy The teacher models reading for the class, she also finds a book and sits down to read. - Copying practice, teaching methodology, pedagogy.

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

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): School B, English, Silent Reading

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I really enjoy this teachers class, she uses a lot of different methods to encourage the learners. Today the class had a library lesson so they had to enter the Library (Which is a quiet space) and start reading in silence. The students seemed happy to be there and stayed on task the majority of the time.
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?"	Autonomy – students automatically went quiet in the space Encouraging reading through modeling the practice and the task Learners understanding a learning zone Could analyze where they sat Looking at how they use the library as a strategy for learning and for catching up on absent work.
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 teacher models the reading for the class. She walks round the room to make sure all the pupils are kept on task. Students put their hand up in silence to ask for teachers help – non-verbal cues. The use of silence space within a learning environment.
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?"	Students will be encouraged to read, and learn about working in a quiet space.
Y profiad newydd / Transformed experience	



OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019
Details of learning event: School B - History Lesson Lesson 2 22 Pupils x1 LSA - circles the class- not directly with one pupil - whole class.
Learning culture (Are the pupils focused on learning?) Starter re-caps APK on lesson objective - Henry Tudor. Teacher uses a lot of physicality. Has a joke with a pupils - Use of humour Teacher notices volume going up and asks 2 pupils to quiet down this quiets down the whole class.
Objectives (Is there a clear purpose to the learning event?) Henry Tudor - city Numeracy based questions Students set their own assessment for their writing.
Direction (Are the pupils clear about what they are doing and how to do it well?) Teacher uses a lot of physicality cues to prompt the class. Goes over key facts they learnt last lesson. Students are tasked to work out how many help sheets they need each - self-assessment - LSA assists pupils with this. Models on board.
Access and challenge (Are all students able to engage in the learning event?) The class is to assess if they can finish the sheet and where is an acceptable place for the class to get to. They then pair share to discuss what level they can get to. Teacher notices volume going up and asks 2 pupils to quiet down this quiets down the whole class. Students discuss a lot in pair share. Teacher picks up on those not in pair.
Assessment What is the pupils' understanding before, during and after the learning event? Asking direct questions, gives options "How many years ago was he king? 400? 500? 600? 700?" Uses physical cues to get answers. Repeats correct answers. Asks questions on assessment to children, asks directly the children who are less focused. - The class is to assess if they can finish the sheet and where is an acceptable place for the class to get to. Teacher uses a lot of digital competency for assessment. She marks their books through highlighting from the success criteria and then prints notes she's spoken through Google docs and sticks in their groups. Gets students to think why they didn't reach their target.
Specifics / Critical Incidents Are there particular telling moments and examples, which it would be helpful to discuss? Class is to assess if they can finish the sheet and where is an acceptable place for the class to get to. Introduction, hero section and the switch sentence. Teacher notices volume going up and asks 2 pupils to quiet down this quiets down the whole class. Teacher says " I shouldn't have to raise my voiced because you should be so busy working"

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

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): School B Lesson 2 History

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	"Teacher notices volume going up and asks 2 pupils to quiet down this quiets down the whole class." This creates a classroom culture
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Teacher notices class are off task so picks 2 pupils who are being the loudest and advises them to quiet down. She points out that she has noticed that they are off task and that she should not be able to notice this.
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?"	Teacher uses verbal cues to manage behavior but physical ones to manage the learning at the start of the lesson. Teacher then patrols the area that the 2 pupils are in and stays near there – behavior management technique? The whole class goes silent not just the 2 being told to quiet down – social constructs. Looking at classroom behavior management – whole class responses.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Teacher noticed a build up on volume and managed the situation well by implementing some behavior strategies to help with this issue. Teacher then does check ins with students who seem off task. Students had to pick their assessment for their work; perhaps they could also pick an assessment for the volume/staying on task.
Y profiad newydd / Transformed experience	