

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

This assignment will outline a critical incident which was identified through observation at a local school. A critical incident is defined as a situation we are able to analyse and reflect on to improve professional practice and development (Tripp, 2012). "Incidents tend to be 'typical' rather than 'critical' at first sight, but are rendered critical through analysis" (Tripp, 1993: 25). The assignment will discuss different methodology and observation strategies that can be used including participant and non-participant observation. The critical incident being discussed will be linked to the new curriculum and the four purposes set out in Successful Futures (Donaldson, 2015). This will be followed by a literature review with areas of potential research regarding the critical incident. Finally, a critical reflection will be carried out on the critical incident to identify feelings, evaluation, analysis and action points.

4 official observations were carried out in school x, these can be referred to in appendices 1, 3, 5 and 7. This assignment will focus on one of these observations.

The local school in this assignment will be referred to as school x in accordance to the BERA guidelines (BERA, 2018). Bera (2018: 21) states that "the confidential and anonymous treatment of participants' data is considered the norm for the conduct of research. Researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity". School x consists of 202 pupils aged between 3 to 11 years with a wide range of social backgrounds (School x primary school, 2019). School x takes on the 'Leonardo effect' which is a whole school approach to learning to develop pupils critical thinking and independent learning skills (School x primary school, 2019). School x promotes a culture of a sense of belonging and pride within the local community (School x primary school, 2019). They provide a happy safe learning environment with a high emphasis on experienced based learning for the children (School x primary school, 2019). School x has a vision for their children to become independent learners and take on challenges to become confident, tolerant and courteous young people (School x primary school, 2019). According to Estyn

data the school has a good overall performance with good prospects for improvement. (Estyn, 2014).

A case study provides an in-depth investigation of a specific situation (Cohen et al., 2011). Advantages of a case study is that it can have an emphasis on reality and show real people in real-life situations (Sprinz and Wolinsky-Nahmias, 2007). However, it is sometimes difficult to define what a 'case' is and there are some cases that may be biased (Kumar, 2014). On the other hand "in analysing events to create critical incidents, we are usually trying to confirm (verify) something we already suspected (hypothesized), but analysis can also reveal something entirely new" (Tripp, 2012: 43). A critical incident tends to be more straight forward with a more general meaning (Brookfield, 2017). Our analysis of an incident within professional practice is what makes the incident critical (Tripp, 2012). During lessons, teachers can critically analyse events that occur and reflect on what happened in order to improve current practice and/or develop new strategies (Joshi, 2018). Therefore, critical incident analysis plays an important part in teaching and can lead to successful teaching practices and professional development (Joshi, 2018).

With reference to Benjamin (1994), he believes that observing children plays an important part for gathering evidence to feed into the assessment process. DCELLS (2008) backs this up and adds that observations can help us determine where children are in their development and can help identify problems at any stage of their development. Hobart and Frankel (2009) advise that any observation carried out should be done so with an open mind and completely unbiased. There are many observation strategies that can be used when observing children, including participant and non-participant. During the observations outlined in the appendix, non-participant observation was carried out. However, before any observation there had to be an agreement between the observer and the people being observed (Thomas and Lewis, 2016). Non-participant observation is where the assessor or researcher watches a person or group without taking an active part in the activity being undertaken (Cooper et al., 2004). This strategy can sometimes hinder observations as people may act differently when they know they are being observed (Thomas and Lewis, 2016). This behaviour is known as the Hawthorne Effect (Payne and Payne, 2004). When being observed, individuals may change their behaviour and act in a way they think the observer is looking for and not as they would normally act (Payne and Payne, 2004). This could result in an inaccurate outcome (Payne and Payne, 2004). It is also worth noting that both teachers and children may be subject to the Hawthorne Effect (Payne and Payne, 2004).

For the purpose of this assignment, non-participant observations were carried out in order to gain a full perspective of the classroom environment and to observe the behaviours of the class as a whole. Using non-participant observations also ensured the assessment process was unbiased (Cooper et al., 2004).

The critical incident that will be discussed during this assignment can be referred to in a lesson observation documented in appendix 1. The critical incident involves the teacher using only closed questions to the children throughout the introductory carpet session. The children being observed were a mixed year group class, in the age 6-8 category. Throughout the rest of the lesson, the teacher continued to use closed questions to check their understanding of the tasks to be undertaken.

The critical incident can clearly be linked to Donaldson's four purposes. These four purposes encourage young people to have high expectations and motivate them to be successful (Donaldson, 2015). They also state that schools should equip children and young people ready for their future in a world that is rapidly changing (Donaldson, 2015). Children need to be confident, independent learners with the ability to be problem solvers and think creatively (Donaldson, 2015). According to Successful Futures, one of the four purposes states that children should be 'enterprising, creative contributors who think creatively to reframe and solve problems' (Donaldson, 2015). When assessing this critical incident it became evident that using closed questioning alone does not give children and young people the opportunity to achieve this purpose (Worley, 2015). This is because a closed question only allows children to give limited information or simple one word answers such as yes or no (Worley, 2015).

The new curriculum also states that children and young people will be 'ambitious, capable learners who are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts' (Donaldson, 2015). Linking this to the critical incident, children may be able to use some knowledge to answer closed questions with a simple answer. However, they will not be able to expand on their answer by using knowledge or understanding they may already have (Thomas and Lewis, 2016). Neither will they be able to build upon that knowledge further (Thomas and Lewis, 2016).

This critical incident can also be linked to the current curriculum as the Foundation Phase promotes independent learning and states, children should be challenged to build on their previous learning experiences and knowledge (DfES, 2015). Closed questions do not permit children to build on their knowledge and make links between existing and new learning (Worley, 2015).

The critical incident being examined had many areas for potential research. One area to consider is the use of questioning techniques. DCELLS (2008: 12) states that “the quality of questioning is vital in helping children to become independent thinkers and learners, and to extend their learning”. Open questions can stimulate children to think deeper and come up with a range of possible answers or solutions (DCELLS, 2008). However, using closed questions can sometimes be beneficial as they may encourage the less confident children to answer as they only have to provide simple answers (DCELLS, 2008). According to Shaunessy (2000) children should be engaged in higher level thinking through the correct questioning strategies. Teachers can promote children’s engagement and achievement by using the correct questions effectively in their lessons (Shaunessy, 2000). Hannel (2009) suggests that teachers have not received adequate training when it comes to effective classroom questioning. This can have a negative effect on children if they are not being challenged enough through questioning (Snyder and Snyder, 2008). The use of closed questioning techniques may prevent them from becoming critical thinkers (Snyder and Snyder, 2008). According to Kyriacou (2014) teachers need to be using effective questioning which encourages all pupils to take part. Teachers should then respond constructively to their answers in order to be able to take the learning forward (Kyriacou, 2014).

Blooms Taxonomy is a metacognitive framework to scaffold children (Athanassiou et al., 2003). It consists of 6 levels which includes; remember, understand, apply, analyse, evaluate and create (Eber and Parker, 2007). This framework can be used within the classroom to set appropriate learning objectives that children understand but will still challenge them and develop their level of cognitive achievement (Athanassiou et al., 2003). Teachers can then scaffold questions around the learning objectives to get children to use their higher-level order of thinking and assess where they are in their learning (Coffey, 2009). When it comes to assessing the children, they need to be given the opportunity to learn through higher order thinking otherwise they will not be challenged enough and they will only use their lower levels of cognition (Eber and Parker, 2007). This can be linked to questioning strategies because if closed questions are used, children are only recalling facts which they already know, which means they would be using lower level thinking and not expanding their knowledge (Eber and Parker, 2007). Whereas, if they are asked open questions, it will give children the opportunity to use their higher level order of thinking (Eber and Parker, 2007).

According to research, teachers on average only pause for 0.9 seconds after asking children questions (McCarthy, 2018). Work conducted by Rowe and Stahl showed that pausing for three or more seconds had a positive impact on children’s learning (Rowe, 1986; Stahl, 1995). Stahl (1995) also suggests that questioning strategies and the quality of questioning

by teachers improved by adding wait time. By allowing children time to pause and think gives all children a chance to be able to process the question and come up with an answer (Stahl, 1995). Questions should be used to encourage and develop children's higher order thinking skills (Duron et al., 2006). Dylan Wiliam suggests that children raising their hands to answer questions may impede learning (Wiliam, 2014). He believes that this only engages the more confident children who want to answer questions (Wiliam, 2014). He suggested one way of improving questioning was to use lollipop sticks to call a child at random to answer the question (Wiliam, 2014). By doing this it encourages children to pay attention in class and be actively engaged in the lesson (William, 2014).

During the critical incident observed the teacher only used closed questions to check children's understanding of tasks throughout the lesson. From an assessment for learning perspective, this does not give a true representation of what the children understand as they are only answering with simple answers. Another problem is that children will often give an automatic response when they are asked 'does everyone understand?'. Children will automatically answer with a simple 'yes' (Thomas and Lewis, 2016). This does not give a true reflection as most of the time there will be some children within the class who do not understand and are not confident to question (Thomas and Lewis, 2016).

Another area for research is the theory of constructivism which states that learning is a physical process (Fosnot, 2005). Constructivist school believes that children learn by doing, which helps them make sense of the learning outcome and understand how it can be applied to real life situations (Fosnot, 2005). Neurons within the brain need to connect to make a network between existing knowledge and new knowledge (Fosnot, 2005). Rote learning is where the existing learning does not connect with the new learning (Kember, 1996). The deeper learning is where children can connect the new and existing learning (Kember, 1996). Once children make these connections, they will be able to transfer between new and old knowledge giving them a deeper understanding and learning experience (Boghossian, 2013). This also means that they have a greater understanding of what they have learnt and can pass that knowledge on to someone else (Kember, 1996). This theory of constructivism can also link in with the 16 habits of mind. One of the habits of mind is 'applying past knowledge to new situations' which links in with the deeper learning of constructivism (Costa and Kallick, 2005). Constructivist theory also has links with Jean Piaget and his stages of development (Pound, 2006). For children to be able to learn new concepts they need to be at a particular stage in order to do so (Pound, 2006). Piaget used the term schemas which means the transferring of learning from one place to another, which is similar to connecting existing and new knowledge (Pound, 2006). He also stated that children need to be presented with situations which stimulate higher order thinking and

includes open-ended questions (Pound, 2006). On the other hand, Lev Vygotsky was a social constructivist and believed in having a more knowledgeable other in order to scaffold children's learning (Pound, 2006). He believed that children sometimes need help to learn rather than Piaget's theory that learning was dependent on the child's readiness to learn (Pound, 2006). Vygotsky also had a theory of the zone of proximal development which is the gap between what the child can do independently and what they can do with help from an adult (Pound, 2006). This is where scaffolding needs to take place, children need to be given social experiences in which they can learn from a more knowledgeable other in order to be challenged and progress in their learning (Pound, 2006).

Constructivist strategies include giving children challenging questions and higher order thinking tasks (Fosnot, 2005). Smith (2005) states that children need to be active in their learning rather than learning through passive teacher talk. Geoff Petty also believes in active learning for children to develop and improve their own performance (Petty, 2004). There is also a sense that children learn through trial and error where they check their own work or understanding and identify where they have gone wrong (Smith, 2005). This will also lead them to use their problem-solving skills to explore their mistakes and correct them (Smith, 2005). This would also link in with Donaldson's four purposes of children becoming ambitious, capable learners who enjoy solving problems (Donaldson, 2015). It is suggested that teachers may use poor or wrong answers in order for children to explore any misconceptions (Fosnot, 2005).

Another area for research to consider is the humanistic school which takes into consideration the emotional needs of learners (Allender and Allender, 2008). The high focus it has on child-centred learning has influenced our curriculum today (DCELLS, 2008; Donaldson, 2015). John Holt believes that children are often afraid of failing or being rejected (Holt, 1964). This results in children not being able to adapt to the environment which can result in emotional instability (Holt, 1964). This will happen especially if children are experiencing failure over and over again (Holt, 1964). According to the UNCRC, children have the right to an education that enables them to achieve their full potential (Unicef, 2010). Children will not be able to reach their full potential if they are entering class in fear of getting things wrong (Holt, 2017). Holt (2017) suggests that there is little open-ended questioning within classrooms which prevents children being more independent. As discussed previously open-ended questioning provides children with no right or wrong answer so therefore, will be more likely to be confident enough to give an answer (DCELLS, 2008).

Critical reflection is a process in which we can take a situation and analyse it in order to develop (Smith, 2011). We can use critical reflections to support our own professional

development and improve practice (Smith, 2011). We can also use critical reflections as a way of problem solving in regards to a certain situation (Smith, 2011). It is important to reflect on our practice to keep up to date with new strategies or improve the way we teach children (Thomas and Lewis, 2016).

During my reflection I used the Assisted Reflective Conclusions (ARC) Model which can be referred to in appendix 2. The first step to consider in the ARC model is the actual experience which would be the critical incident discussed throughout the assignment. The next step focuses on feelings regarding the incident. Throughout the lesson I observed I gathered mixed feelings. There were some parts of the lesson that I felt went extremely well such as student engagement, routine tasks and student independence. However, when the teacher kept asking children closed questions such as 'do you understand?' after explaining each activity, it became repetitive. I felt the children were no longer engaged and automatically answered with a simple 'yes' answer in order to speed up the explanation process and get on with their activities. The next step of the ARC is to remember and understand. I believe the incident of closed questions only allows children to activate their lower level of thinking to be able to recall simple facts and give simple yes/no answers. In the context of learning, I feel that children are not being challenged enough through the use of open-ended questioning and restricts them to use higher level thinking. Evaluating and analysing is the next step in the ARC. This is where I began to reflect deeper, I had to take into consideration that I was only seeing part of the carousel activities. These activities would be carried on throughout the week in order for all children to access them. This meant I had only seen a snapshot of the whole lesson which did not really give me a true reflection of the whole lesson plan. It was also the start of the new topic which meant that the children would be building upon their knowledge throughout the week. This made me realise that the teacher may ask open ended questions as the week progressed to challenge them on their knowledge and understanding. The final step considers the conclusions and actions. During my reflection I believe it would be beneficial to observe the whole week to see the full cycle of the carousel. At the end of the carousel, the plenary would take place at the end of the week to make sure all children had access to all the activities. I questioned whether this may be where the teacher would ask open ended questions. My next steps would be deeper research into open and closed questioning and different questioning strategies to use within the classroom. I could expand the research by carrying out further observations using different age groups to establish if my findings apply across all age ranges. I could also explore if there is any training that currently exists for teachers, which includes questioning techniques. It will also be interesting to observe different teachers and what questioning strategies and techniques they use within their classrooms.

During my reflections I also used Gibbs's reflective cycle which also provides structure to be able to reflect and recognise strengths and limitations (Gibbs, 1988). Reflecting on practice is vital in order to make changes in order to improve our own professional practice (Reed and Canning, 2010). Gibbs's reflective cycle consists of 6 steps (Gibbs, 1988). It is very similar to the ARC model used in appendix 2. However, it divides evaluation and analysis into two steps rather than one seen in the ARC and also divides conclusion and action plan up into two separate steps. When reflecting I found this useful as the steps of reflection became clearer. It is important to be able to use different reflection models as some models may be best suited for different reflections (Reed and Canning, 2010).

To conclude, critical incidents and reflection on these are important in order to be able to improve our professional practice (Reed and Canning, 2010). Using solely closed questions within a lesson can become critical because they restrict children's learning, limit their creative thinking and prevent them building on knowledge (DCELLS, 2008). Kyriacou (2014) has made it clear that questioning strategies need to be considered and used effectively in lessons. These questioning strategies need to be used appropriately to suit both children's needs and the lesson objectives (Kyriacou, 2014). There needs to be a greater emphasis on teachers questioning skills as Hannel, (2009) stated that teachers received inadequate training in this area of expertise.

The approach of non-participant observation was used to enable an unbiased approach and gain an understanding of the whole class behaviour (Kumar, 2014). However, if using this strategy the Hawthorne Effect needs to be considered as this may sometimes hinder the observation as individuals modify behaviours when they know they are being watched (Payne and Payne, 2004).

With reference to Hwb (2019) the new professional standards for teaching and leadership they intend to enable practitioners to be reflective within practice and identify any areas for continued professional development. One of the five professional standards for teaching is taking professional learning and pedagogy deeper by consistently extending knowledge and skills (WG, 2019). Another professional standard is innovation where teachers develop techniques and approaches to improve pedagogic outcomes (WG, 2019).

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Appendices

Appendix 1 – Lesson Observation 1



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19 AM
Lesson details: - Mixed class - Year 1/2 29 children 1 Teacher, 2 TA's
Classroom culture (Are the students focused on learning?) - Teacher on focused task 1 TA focused task 1 TA focused task - All children allocated tasks or areas
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Rainforest theme - Carousel of activities - Teacher led - Rainforest place value - children to recognise place value and be able to write correctly on whiteboards - TA led - Tedi Twts rainforest hunt - TA led - Papaya ink and watercolour study - Independent Tasks - Ephemeral art, Digi-Leaves close up, mud hut playdough models, layers of rainforest in lego, natures spelling trail, rainforest explorers role play
Direction (Are the students clear about what they are doing and how to do it well?) - Teacher explained all carousel activities to the class on the carpet before the lesson. - Children allocated tasks or areas to begin their learning. - Models of playdough huts for them as a guide at the table. - Poster of the layers of the rainforest for children to refer to in the Lego area.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Clapping rhythm to re gain children's attention throughout the lesson. - Children challenged in teacher focus task - children to recognise the place value of the numbers shown then had to write in the correct order on whiteboards. - Teacher differentiated place value activity according to ability. - Children had choice when it came to independent tasks.



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

Questioning - closed question to check everyone understood what they were doing.

AFL - traffic light system - hands up 'how do you think the lesson went?' Red, yellow, green.

- Children questioned before activities 'Does everyone understand what they are doing?' they responded 'Yes'.
- Maths - Children had to hold up their whiteboards so teacher could check children's understanding of place value.
- AFL - at the end of the maths activity, teacher asked children to draw a face on their whiteboards about how they felt the activity went.

Specifics / Critical Incidents

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

- Teacher used closed questions throughout the carpet session and to check children's understanding of tasks.
- Questions asked also didn't allow children enough time to process and respond.
- Teacher sometimes asked 2 questions following each other without waiting for a response for the first question.

Appendix 2 – ARC Model 1



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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher uses only closed questions throughout the lesson.



<u>Profiad/ Experience</u>	
<u>Teimladau/ Feelings</u> Beth ydych chi teimladau wrthych y profiad? "What are your feelings regarding the experience?"	At the beginning of the lesson I was impressed with how the children were engaged in the introduction on the carpet. Children clearly understood the morning routine and reminded the teacher what comes next after they had taken the register. After the daily routine the teacher started to explain the morning tasks to the children. After each task explained the teacher would ask the children 'do you understand?', in which the children would answer 'yes'. I began to feel that this may influence their learning experience as their understanding is not really being checked. Children tend to automatically say 'yes' so that they can get on with the activities. The explaining of activities took about 20 minutes which disappointed me as this was eating into valuable learning time. While observing the children started to become agitated and fussy on the carpet towards the end of the explanations. The teacher only used closed questions throughout the lesson to get a simple response or a yes/no answer from the children.
<u>Cofio a Deall/ Remember and Understand</u> "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Closed questions allow teachers to receive a quick and simple response from the children. These can be used effectively during the lesson but should not be the only questioning strategy used. I found this disappointing as some children within the class wanted to extend their answers and give more information during the lesson but the questions being asked limited this.
<u>Gwerthuso a dadansoddi/ Evaluate and analyse</u> "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 could still use closed questions within the lessons to gain quick simple responses. However, I question whether children can be challenged at times with open ended questions in order to encourage higher order thinking. There were a few things I had to consider: • This was only one lesson observation, which means the teacher may use open ended questions within other lessons or activities. • It was the start of a new topic (rainforest), do the children need to build up some knowledge first? • The lesson observed is part of a carousel – which means these activities will take a few days to get through the whole class – no plenary during this lesson as all children need to complete the activities first. • Plenary will take place on a different day – will there we open ended questions during this?

~~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?"	To determine a true reflection of the lesson it would be beneficial to see the full cycle of the carousel throughout the week and to observe the lesson plenary at the end of this. Next steps would be to research open and closed questioning and when to use them in the classroom.
~~Y profiad newydd/~~ Transformed experience	

Appendix 3 – Lesson Observation 2

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 27/09/19 AM

Lesson details:

- Welsh Lesson - Children to answer Sut wyt ti? - Use of achos to extend their answer.
- 1 teacher, 1 TA.
- 28 children
- Mixed class Reception/Year 1

Classroom culture

(Are the students focused on learning?)

- 1 child with language barrier (English as a second language)
- 1 child with Autism
- Teacher and TA on focused task on carpet area.
- Independent tasks around the classroom for children
- All children focused on task either engaged in focus task or on other activities such as role play.

Objectives

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

- To create a Lego figure and record welsh using app on iPad. (Chatterpix)
- Teacher or TA asks Sut wyt ti? Children to respond through their Lego figure and extend their answers using 'achos' (because).

Direction

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

- Teacher began with circle time to refresh Welsh question and how to answer.
- Teacher modelled activity to children to give them a visual understanding of what they had to do.

Access and challenge

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

- Child with language barrier found it difficult to respond to welsh question.
- All children challenged during task to use 'achos' to extend their sentences.

Assessment

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

- Routine questions during the carpet session.



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- Checked children's understanding by getting children to answer 'Sut wyt ti?' during the circle time.
- AFL - pupil use faces to assess their learning after the activity.

Specifics / Critical Incidents

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

- After focused activity with the teacher the child with language barrier not engaged in any independent tasks - just sat back and watched other children

Appendix 4 – ARC Model 2



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

Dyddiad/Date: 27/09/19 AM

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child with language barrier not engaged in independent tasks – just sat back and watched other children.



Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau wrthych y profiad? "What are your feelings regarding the experience?"	During the lesson I was impressed with the teacher and how she engaged the child with the language barrier. During the carpet time she made facial expression and gestures to make sure the child was engaged in the lesson. When it came to <u>asking</u> the child questions she made eye contact to engage and interact with them. The teacher fully engaged him in the focused task by sitting next to the child and kept checking in to make sure they were on task. The teacher then helped the child with the welsh part and modelled feelings on picture cards for the child to point at. When the child had finished the focused <u>activity</u> I felt disappointed as the child just sat to watch the other children in the class and didn't engage in any activities.
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?"	Further into the lesson the TA tried asking the child what they wanted to do but they just shrugged their shoulders and didn't seem to want to join in with anything. I had to remember that the child is still young and because of the language barrier they will find it difficult to <u>socialise</u> and join in with their peers.
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?"	When <u>analysing</u> this, I considered how important it was for the child to observe others as they can watch and pick up things from their peers. The child will interact and engage in their own time when they are ready.
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?"	To conclude, the Teacher and TA in the class made sure the child was engaged in focused activities with their help and did try to help him engage in other independent activities. Next steps will be to boost the child's self-esteem and confidence in order to encourage them to join in other activities, even if they do it independently and not interact with their peers. My action points will be to research strategies and ways to encourage this and how to overcome language barriers within the classroom.
Y profiad newydd / Transformed experience	

Appendix 5 – Lesson Observation 3

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OBSERVATION / FIELD NOTES

 (Questions adapted from Fletcher Wood (2016))

Date: 27/09/19 PM

Lesson details:

- Numeracy lesson - matching numbers to correct pictures showing that amount
- 1 teacher, 1 TA
- 28 children
- Mixed class Reception/Year 1

Classroom culture

(Are the students focused on learning?)

- 1 child with language barrier (English as a second language)
- 1 child with Autism
- Teacher on numeracy focus task
- TA floating
- Independent tasks for children around the classroom
- All children focused and on task.

Objectives

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

- To recognise numbers and touch count objects in the picture.
- To match numbers with the correct pictures.

Direction

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

- Teacher starts lesson with counting up and down from 0-10
- Counting along the counting stick modelling moving up and down.
- Also models activity by showing them on the board - writing numbers and drawing pictures.

Access and challenge

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

- Child with Autism would not move away from the doll house throughout the session or share the dolls with any of her peers.
- All other children engaged in tasks around the classroom
- Teacher challenges children throughout numeracy task by asking questions and checking their understanding. Pushes some reception children by asking what number comes next?



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Assessment

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

- Children use traffic light colours in their books for self-assessment - red, yellow, green.
- Teacher constantly questioning children to challenge or check understanding.

Specifics / Critical Incidents

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

- Child with Autism left to play with the doll's house.
- Teacher tried to reason and distract the child with other activities or toys.
- The child would not move from the doll's house and screamed and cried when other children wanted to come to play and share the dolls.
- The TA had to sit with the child at the doll's house to monitor and try to reason with the child.

Appendix 6 – ARC Model 3



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

Dyddiad/Date: 27/09/19 PM

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child with Autism refused to move from the doll's house and was left to play there throughout the lesson.



Profiad/ Experience	
Teimladau/ Feelings Beth ydych chi teimladau wrthy chi y profiad? "What are your feelings regarding the experience?"	Overall the lesson went really well. All the children involved in the tasks around the classroom. The introduction was beneficial for the numeracy activity as it introduced counting and number recognition. During the main session, one factor may have influenced children's learning experiences when the child with Autism started to be disruptive. This happened as a result of being encouraged to try out another activity within the classroom. I felt this became a distraction for the other children trying to focus on the numeracy task.
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?"	Effective teaching throughout the lesson with the teacher asking challenging questions. I had to understand that children with Autism have special interests which in this case, was the doll's house. Teacher and TA tried to redirect the child away from the doll's house but were not successful.
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?"	TA was able to sit by the doll's house to monitor play and behaviours as they did not have a set focus task to carry out and were floating around the classroom. However, this meant that other children taking part in other tasks in the classroom were not being engaged and challenged by the TA.
Casgliadau a chreu gweithredoedd/ 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?"	Research Autism to gain a further understanding, with focus on special interests. Suggest or try out new strategies to engage the child in different activities by making them appealing and fun. Present a visual timetable of daily events so that the child is aware of what's coming next and can have access to the timetable throughout the day to check.
Y profiad newydd/ Transformed experience	

Appendix 7 – Lesson Observation 4



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19 PM
Lesson details: • Mixed class - Year 1/2 • 29 children • 1 Teacher, 2 TA's
Classroom culture (Are the students focused on learning?) • Teacher taking P.E session • 2 TA's supporting session on different stations.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • To develop gross motor skills through jumping, hopping, skipping, running etc. • To develop co-ordination skills and working as part of a team.
Direction (Are the students clear about what they are doing and how to do it well?) • Teacher models the activities on each station which have already been set up by the TA. • Children placed into groups and told where their starting stations will be. • These were rotated every 10 minutes until all stations were complete. • Laminated picture cards and words ~~laved~~ ^{laid} out for children to familiarise with actions and words e.g. jump, hop.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Before the rotation of the activities the teacher would set them a challenge at the station.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? • AFL - thumbs up or down if you understand - before • Thumbs up or down if you enjoyed the station -after each activity. • At the end children had to go to stand by the activity they enjoyed the most.



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Specifics / Critical Incidents

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

- One child being disruptive throughout the lesson
- Not on task and decided to do different actions to what was being asked
- Child did not stay with their team throughout and kept swapping and changing.
- Teacher reinforced behaviour expectations and the P.E rules.
- Child continued to be disruptive and was then asked to stand out the front to watch other children carry out activities.

Appendix 8 – ARC Model 4

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

Dyddiad/Date: 26/09/19 PM

Digwyddiad critigol (Ffocws)/Critical incident (focus): One child being disruptive throughout the P.E lesson.



Profiad / Experience	
Teimladau / Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	To begin with, the lesson was well organised and structured. All children seemed to be engaged and ready to take part in the lesson. However, one child decided to be disruptive and go off task during the main session. I felt this was overlooked by the teacher and the TA at first and I began to think whether they were used to this happening. This was disappointing as the child was disrupting all the teams and their activities.
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?"	All children engaged throughout the session apart from one child being disruptive. The teacher was pre-occupied with other children with additional learning needs so overlooked the child being disruptive. <u>This effects</u> other children being able to achieve their full potential as they were being distracted by the child's behaviour.
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 realized the child was being disruptive so reinforced the behaviour expectations and P.E rules so that they were clear. The child, however, continued to be disruptive. I had to take into consideration: Was the child being disruptive because they didn't understand? Or was it because they did not like P.E? I would also question whether the child is disruptive in any other lessons.
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?"	Conclusion – the child was asked to stand out the front to observe other children carry out their activities and how they were behaving. Action points – to research behaviour strategies and to find out why the child was being disruptive by questioning them. Different strategies and techniques could be used next time to see if there is an improvement.