

ECAD6007 : Assignment One

Word Count: 4396

“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”

Introduction:

The following assignment will be focussed around critically evaluating a specific incident, that has been observed in a year 2 primary school setting, with all observations being focussed around four lessons. All observations can be accounted for in the appendices along with four evaluated critical incidents drawn from within these lessons. Critical incident 1 in observation 2 will be analysed in this assignment.

The assignment will further explore the observational method used to gather the data and how the data was recorded and analysed. With continuous links to literature It will go onto and explore how the teacher managed the situation, while also reviewing reasoning behind why the behaviour potentially took place, and possible progression steps that could be implemented to prevent or manage the incident in relation to the teaching and the individual.

An incident is something which occurs, however a critical incident is something in which we create. This is expressed by Tripp: “Incidents tend to be ‘typical’ rather than ‘critical’ at first sight, but are rendered critical through analysis” (Tripp, 2012). This emphasising that the process of making an incident critical is by looking at a broader meaning of the incident and the significance, instead of just focussing on the immediate context that is seen as typical.

‘Critical incidents enable teachers to have control over their own professional development’ (McGrath, I., 2000).

Identifying critical incidents is a vital tool in education. It is crucial in terms of allowing teachers that professional development, as it could enhance their ideas in relation to a certain aspect of their teaching, making it preferable in specific situations (Shapira-Lishchinsky, O., 2011). Therefore, emphasising the focus on the importance of reflective practice to further success in teaching. This assignment will analyse the critical incident selected, and how potential advances can be made to enhance professional development.

School & Class context:

The age group of the observation was focussed around a year two class (6-7 years old), with 25 pupils differentiating in gender, ability, social deprivation and additional needs. “Pupils

come from a variety of backgrounds, ranging from relatively prosperous to economically disadvantaged” (Estyn, 2013). As of 2018 the percentages of FSM (Free School Meals) was 22.5% (Welsh Government, 2018). From reviewing these statistics and putting them into relation to academic outcomes, there was a significant difference regarding achieving outcome 5 or higher, between pupils eligible and non-eligible for FSM. In Wales 2018 the percentage difference regarding pupils eligible for FSM achieving outcome 5 or above in all areas of learning was 18.2% lower than pupils who wasn’t entitled (Stats Wales, 2018). The school’s pupil population is 170, with pupil and teacher ratio being 26.4 (Welsh Government, 2018).

The environment in which the incident was observed, all the children where on the carpet having an introduction for their Literacy work. Before the introduction took place, Welsh was delivered on the carpet for ten minutes in total. The incident assessed is focused on a seven-year-old boy, and his complete disengagement within the introduction, and the repercussions because of his detachment from the learning.

The schools name will be referred to as “School X” and with the incident focusing predominantly on one individual, he will be referred to as “Pupil A”. This will keep the anonymity of the refereed school and individual as emphasised by the British Educational Research Association, as researchers we take all reasonable precautions to avoid identification (BERA, 2018).

Methodology:

There are many methods used in research to collect data, formal/informal interviews, observations, surveys and questionnaires, and with there being a huge movement in wales in terms of the education curriculum, these methods are a vital tool for teachers to be able to assess, adapt and progress with the encouraging changes. For example, to reflect on one’s teaching, are they allowing the pupils an opportunity for leaners to make and learn from errors, and to build confidence and resilience (Donaldson, 2015).

Observations where used for the data collection process for this assignment. Observations allow researchers to look and analyse directly what is taking place in the specific situation, emphasising on the validity and authenticity of the data (Cohen, Manion and Morrison, 2007). With only four observations being made for this assignment, the focus of them concentrated on discovering what we believed was a critical incident within the classroom. One incident that occurs should not be put to one side, just because it’s not a reoccurring event (Cohen et al., 2007). This is the reasoning behind adopting the observation method of

using a critical incident, as it was a lot more attainable to be gathered within the time frame and number of observations as it can be drawn from one event.

A critical incident is something that is unplanned (Raj Joshi, 2019). Allowing the assignment to be assigned during the observation. Enabling an open mind approach going into the observation, and not trying to draw something from the lesson that wasn't truly displayed. This emphasising a major advantage of the technique as not being restricted. A benefit to critical incidents is that teachers can critically analyse anything, by reflecting and analysing on a specific event that has happened, in order to have success in their professional development (Raj Joshi, 2018).

Observations and critical incidents however do face complications, relating to potential change in behaviour when being observed (Kumar, 2014),. This could either be in a positive way or negative, this is known as the Hawthorne effect. "Without doubt the behaviour of research participants is influenced by observation and measurement" Philip Sedgwick (2015). Potentially resulting in the incident not being a true reflection of Pupil A or teacher. However, through the teacher initially ignoring Pupil A's behaviour, highlights it's a recurring incident.

The data was collected through a non-participant observation approach. Allowing observation to be carried out, without actively getting involved (Encyclopedia.com, 2019). Allowing a true reflection of how the situation is normally managed in relation to Pupil A's behaviour. However, a potential drawback being around the interpretation of the observations. As this approach focusses around interpreting the collection of data you have gathered and making conclusions (Kumar, 2014). Without the actual participant's interpretation of the incident, the results of these conclusions can be biased towards the researcher's understandings.

This drawback potentially being resolved by taking a participant approach, highlighting individual's exact feelings behind the reasonings of his disengagement and the consequences Cohen et., (2007). Being a participant observer, allows the researcher to put themselves in the role of the pupils, with or without letting the individuals know that they are being observed emphasising a truer reflection (Kumar, 2014). However, if it's not suitable for the researcher to take notes at that given time. Then the data to be collected will have to go off memory, resulting in the decrease of validity of the research (Nurani, 2008).

Four Purposes:

Donaldson puts forward the idea that there are four main purposes of the new curriculum, relating to development of young individuals. For young individuals to be “ambitious, capable learners”, “enterprising, creative contributors”, “ethical, informed citizens” and “healthy, confident individuals” (Donaldson, 2015).

The incident took place in an afternoon lesson straight after lunch. Before the introduction of the lesson, the session went straight in with a Welsh language spoken task. Looking at the Foundation Framework for the Welsh Language Development area of learning, it emphasises that there should be “enjoyable” practical planned activities, used to develop their communication (Welsh Government, 2015). The Welsh task went on for 10 minutes and was very direct in the style it was delivered. The input from the teacher was that she was stating animal names in Welsh, constantly getting the class to repeat the word after her. Being that the Welsh session was very teacher lead and pupil participation was all about repetition, it didn’t allow the learners to be ambitious or capable, it didn’t allow learners to communicate effectively or allow them to set themselves challenges (Donaldson, 2015). This may be potentially resulting in Pupils A disengagement as explored next.

After the Welsh input, the teacher went on to introducing the literacy lessons objectives, however when doing so Pupil A became extremely disengaged and went on to shout out “can we stop speaking Welsh”, even though they had moved onto the literacy lesson’s introduction. This emphasised that in relation to being a healthy confident individual (Donaldson, 2015), he was confident to participate in the lesson, however in terms of relevance, his input was very inappropriate.

The teacher turned a blind eye to the pupil and completely ignored his remark and constant fidgeting on the carpet. Pupil A then made another comment, this time towards his peers “does anyone else like despicable me”, disengaging others. This is when the teacher intervened with the behaviour and disengagement of Pupil A and therefore told him to go and sit on the “time out chair”. This section of the incident falls under one of the four purposes, for young people to develop as ethically informed citizens. Pupil A, potentially didn’t understand how his actions, had a negative impact on his classmates, as through the choices he had made, individuals became disengaged with the literacy input and further went on to ask in the lesson what they were doing (Donaldson, 2015).

However, before the teacher even finished her sentence Pupil A got up and went towards the chair, and once sat began to swing and became completely disengaged with the ongoing learning. This highlighted that in relation to being an ethically informed citizen (Donaldson, 2015), Pupil A understood the consequence of his actions, regarding himself.

Literature Review:

Tripp (1993) highlighted that there are two stages in understanding a critical incident. The first stage describes the incident that has been encountered and observed, highlighted in the previous section. The second stage draws its attention to the “why” aspect, in the potential meanings behind the incident taking place, specifically focussing on pupils’ engagement and the importance of pupil voice. Expressed by John Hattie the importance of students to be actively involved in devising the success criteria alongside the teacher (Hattie, 2012).

However, firstly with one of the vigilant aspects of the incident being targeted around Pupil A’s behaviour, and the way in which the situation was managed, this part of the assignment will draw attention to the theory of behaviourism.

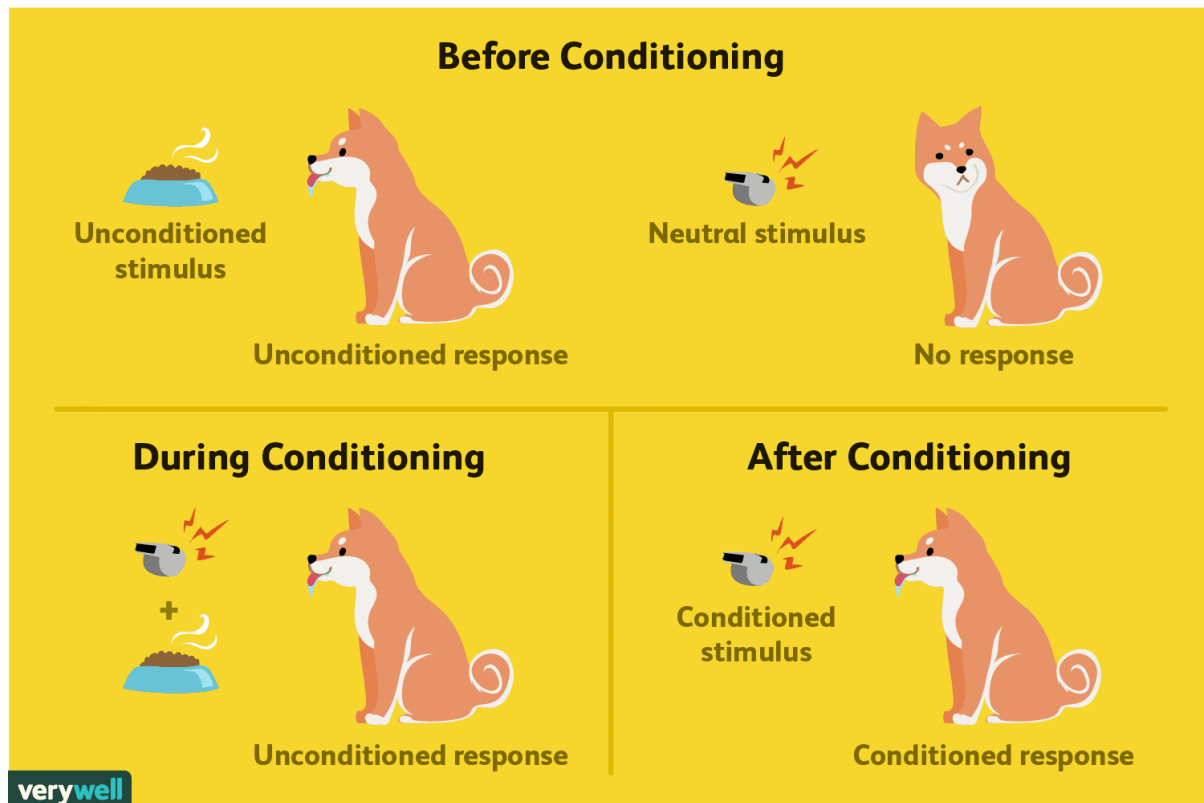
Behaviourism focuses around the idea that all behaviours are learnt as a result of the interaction an individual has within their environment as a response to a stimulus. That learning has occurred when there is a visual display of the change of a pupil’s behaviour. Emphasised by Watson (1913), that Behaviourism assumes that a learner is essentially passive, responding to environmental stimuli. In that all learners start off with a “clean slate”, with their behaviour changing as a result of positive or negative reinforcement. This reinforcement is given by the teacher, and that as a result of this reinforcement then the behaviour will be repeated (McLeod, 2017).

To challenge behaviourism, Piaget believes that children are active learners with their own interpretations. Constructed through their previous knowledge and experiences (Ackermann, 2001). Behaviourism highlights that in schools, the responsibility of learning is directly on the shoulders of the teachers, and that when providing the correct stimuli, students would not only learn, but that learning could be measured through observations of student’s behaviour (Jones & Brader-Araje, 2002). This was extremely evident in the critical incident, with the teacher being very direct and one hundred percent in control of the learning, with the effectiveness possibly being highlighted by the behaviour of Pupil A.

Behaviourists believe there are two types of conditioning in relation to the way in which animals and humans alike can be ‘taught’ to do certain things, operant and classical conditioning. Classical conditioning focusses around an automatic naturalistic response that occurs as a result of a stimulus (Pritchard, 2014). With one of the most famous examples being Pavlov’s dog experiment as presented in Fig. 1. This style of conditioning is used throughout schools, particularly used for classroom management. With classical conditioning being highly emphasised on an individual’s responses being involuntary, there is no clear

connection to be made regarding the specific incident, and therefore draws the attention to operant conditioning.

Fig. 1.



(VeryWell Mind, Joshua Seong, 2019).

In contrast to constructivism B.F. Skinner believed we could both control and predict behaviour, through applying reinforcement or punishment after the behaviour. Skinner simply placed a rat in an empty box with two levers. A random action by this rat on the specific lever would either give the animal a pellet of food (positive reinforcement) or a small electrical shock (negative reinforcement). As the result of the rat having constant positive reinforcement from the one specific lever, the behaviour of the rat altered, and the rat would only press that lever. This is known as the reinforcement stage of the conditioning. Through the results of these experiments Skinner concluded that rewards and punishments control most human behaviours, and that all human learning occurs through the principles of operant conditioning (Skinner, 1958).

Skinner went on to discover three different types of responses/operant. Neutral, which relates to there being no change in the increase or decrease in the behaviour being repeated. Reinforces, which as mentioned above it's the response from the environment that

increases the behaviour to be repeated. However, opposite to reinforcements Skinner elaborates on “Punishers”. This focusses on using punishments to have a decrease effect in the likelihood of a specific behaviour being repeated (McLeod, 2018). The teacher uses the punishment in the incident, the “time out chair” in hope to decrease the behaviour of Pupil A to happen again.

Punishments can be categorised into being negative or positive. Negative punishment is when the stimulus is removed, normally that stimulus being a favourable event e.g. missing going on the school trip (David, 2015). Webster (2019) puts emphasis on the fact that the punishments should always be based around what is seen to be important to that specific pupil. However, the use of positive punishment was used by the teacher in the observed incident. Focusing on giving a unfavourable consequence, in hope to weaken the response that follows (David, 2015). Punishments however must be used consistently when undesired behaviour is displayed, otherwise behaviour may reoccur. In comparison to this McLeod (2018) states that punishments are not always a necessarily guide towards the teachers desired behaviour as it only tells the student in not what to do, rather then reinforcement encourages the pupil in what to do.

Behaviourism only highlights a limit insight to the observable behaviour of an individual. Therefore, accepting this explanation of behaviour and constricting the idea of the impact of emotions, motivation or cognitive aspects McLeod (2017).

Research discovered by Spielhofer et al. (2009) found that in relation to young individuals not in education, employment or training (NEET), three-fifths fell into this category as a result of the barriers they face regarding their engagement in learning. Highlighting that with the use of early interventions, these young people could be prevented from becoming NEET (Earl et al., 2017).

At what point is a learner considered “disengaged”? Gobert et al., (2015) emphasises that it's when pupils have completely loss focus of the task, participating within non-lesson related conversations. In relation to the critical incident Pupil A is highlighting the key characteristics that is associated with being actively disengaged. He completely detached himself from the learning that was taking place, and as a result of doing so found it necessary to try and disrupt the whole class through disobeying the teacher and shouting above her saying “who else hates welsh!” (Way, 2011).

Pupil's engagement can be affected by the learning environment, with teachers' attitude and

delivery being a major influence (Gunderson et al., 2012). Emphasising that pupils mimic the attitudes of their teacher. Additionally, Helena Marsh of Sawston Village College highlights in relation to pupils' engagement, discovered that from conversations with pupils, they revealed a large degree of engagement was dependent on the teaching style (Marsh, 2012). The teaching style was very direct within the observed lesson, and as mentioned above there was not much enthusiasm within the delivery, therefore potentially resulting in the disengagement.

Pupils who are unmotivated to be engaged within a lesson, will tend to have a tendency towards disruptive behaviour (Baumeister, 1997). Martin (2008) expresses that engagement is the outward expression of a pupil's motivation. In relation to lack of motivation resulting in disengagement. Nneka Ikeogu (2011) presented a thesis that expressed disruptive pupils are highly motivate, however motivated to avoid engaging in educational tasks at school. Which was very evident in Pupil A's behaviour, he was motivated, however motivated to get out of the learning environment, which is what happened as his punishment.

Skinner & Pitzer (2012) elaborates that a learner's contribution towards being engaged is a result of the development of their intrinsic motivation. Intrinsic motivation relates to behaviour targeted towards internal rewards.

A possible pathway to allowing the growth of learner's intrinsic motivation is through allowing them "Pupil Voice". A useful tool to enable pupil engagement, is ensuring pupils that chance to voice their opinions and influence their own education (TheSchoolBus, 2019). From reviewing the Student Engagement Framework for Scotland (Sparqs, 2012), they concentrate on allowing pupils to shape their own experiences and outcomes they want to achieve. Allowing the focus of lessons to be centralised and targeted towards the specific students, while allowing achievable set targets, which when obtained potentially results in an increase in intrinsic motivation and the student's engagement.

However, as highlighted by Deci & Ryan (1985), if pupils are completely motivated intrinsically then it could possibly result in them only having desire to do what interests them and be disengaged to what doesn't. For this to be successful pupil-teacher relationship is vital. Donaldson (2015) states that its important that teachers engage learners' interests in relation to goals, as it can increase the "can do" attitude. However, knowledge of ability must be considered, if the teacher doesn't know the ability in which can be achieved by the individual, interest will be potentially lost due to the task being too challenging or not challenging enough (Urhahne, 2015).

A recommendation from 2013 in reference to School X was to ensure assessment for

learning (AFL) is fully embedded across the school (Estyn, 2013). AFL is known to be able to increase pupil engagement (Parsons et al., 2011). An element of AFL focusses on questioning. Questioning allows teachers to assess learning throughout the lesson through instant feedback, allowing teachers to observe engagement. Questioning allows pupil involvement within the session, and when performed in groups allows peer interaction, potentially improving overall engagement. With the focus going away from the pupil just being the listener, but now able to contribute to lesson through fun imaginative ways i.e. Basketball Questioning. The response of the teacher to the respondents could potentially increase intrinsic behaviour, as a result of instant positive feedback. Research indicates teachers will wait on average 0.9 seconds to receive a response. However, an increase in wait time to allow students to think individually and collaboratively is essential, allowing them to develop and share better answers, as this will improve engagement (Nsead.org, 2019).

Reflection:

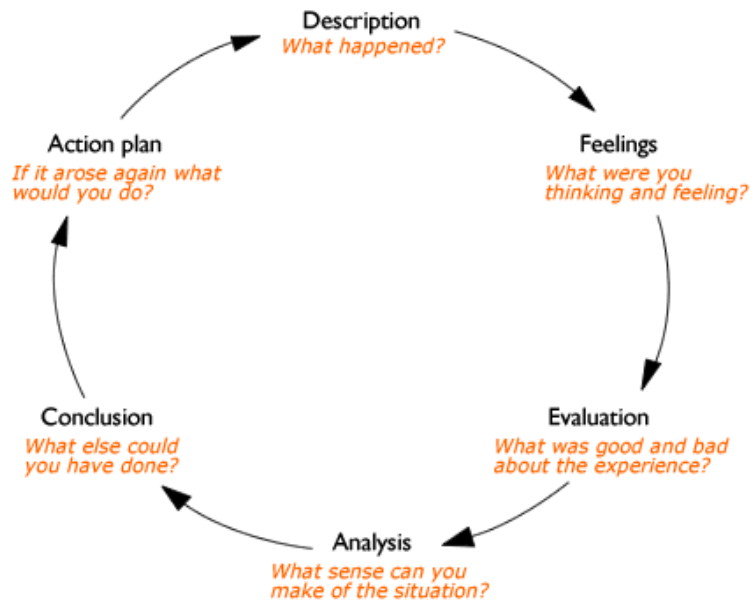
Reflection focuses around an individual's experience and behaviours, and through this, meanings are made and interpreted from what they are reflecting on. Proceeding to how the overall reflection can inform future decision-making (Howard, 2003).

Regarding incorporating the critical aspect within this reflection, the Reflective Cycle adapted by Gibbs in 1988 as presented in Fig.2, will be used. The importance of critical reflection being emphasised by Larrivee:

“Unless teachers develop the practice of critical reflection, they stay trapped in unexamined judgments, interpretations, assumptions, and expectations”
(2000, p.293)

Highlighting that just through reflecting alone the judgements that are concluded potentially haven't been examined, resulting in the reflection being potentially un-specific or broad.

Fig. 2.



(Gibbs, 1988)

Description:

Description of the incident is highlighted within the section of the assignment “Four Purposes”

Feelings:

My feelings towards Pupil A's actions is that he is actively disengaged with the learning, through his consistent movement on the carpet and peer targeted irrelevant conversations. Through the teacher ignoring the actions and behaviour of Pupil A, he became more disruptive, and as conveyed in the Logical Consequences Model (Dreikus, 1968), I felt that his inappropriate behaviour was motivated by his unconscious need of gaining attention. Which elaborated on by Dreikus, if that need for attention was satisfied the rest of the behaviour would not have manifested. Through observing Pupil A's response to the punishment, firstly it felt that he knew he was going to go to the time out chair, because he got up and went towards it before the teacher had actually finished her sentence, possibly reflecting it's a recurring consequence. Secondly his visual expressions expressed he was more than happy to sit out of the way of the teacher and still attempt to get attention from peers.

Evaluation & Analysis:

Teacher was possibly ignoring the behaviour of Pupil A, due to its severity and initially it having no impact on the others learning. I think it was a way in which the teacher was showing her authority in knowing if she did speak to Pupil A then that's what he potentially

wanted, that attention. However, through analysing the result of ignorance, behaviour became more disruptive. The teachers approach in teaching was very direct and the questioning used was very closed, potentially influencing the disengagement of Pupil A, as there was no motive for him to interact with the learning. The use of the “time out chair” seemed to be ineffective. The individual knew what punishment was coming, and if anything, potentially worked in his favour as he got out of the learning. Therefore, relating to behaviourism and Skinner, the “time out chair” could potentially be the teacher unknowingly giving Pupil A, a positive reinforcement as a result of his actions.

Conclusions & Actions:

In conclusion I believe that there was no true plan to behaviour management. The punishment seemed ineffective and was used as a coping mechanism to get Pupil A out of the learning task. The “time out chair” appeared to be a conditioned punishment, as Pupil A got up to walk to the chair before the teacher finished telling him to do so. The punishment was not specific to that individual, Pupil A did not seem phased by the consequence of his actions, instead he got what he wanted, which was to be disengaged with the learning and to obtain attention, resulting in it being counterproductive (Webster, 2019).

A suggested next step could be implementing the use of “Negative Punishments”. Emphasising the teacher taking away what is seen to be considered favourable to Pupil A i.e. Break Time. Instead of adhering to what potentially Pupil A wanted which was to remove himself from the learning. A behaviour chart could also be implemented to control the behaviour, with potentially the success criteria to be structured by both pupils and the teacher, allowing it to be more personal to specific pupils or class, also highlights the use of setting clear boundaries. This incorporating the operant conditioning approach.

The variation of questioning styles could be used to heighten engagement, with focus on using open style questioning, resulting in a true reflection of that individual’s engagement. Provide an option to an answer by potentially stating if you think it could be this answer stand on one leg, if you think this answer, roll up into a ball. Adding that level of animation and fun, while also providing a sense of comfort, as if they didn’t have an idea of the answer, they now have a potential shot of getting it right. Another potential strategy could be the use of group discussion and for the teacher to pick a person from that group to discuss the answer, resulting in engagement with task to be needed in order to respond to an unpredicted choice of respondent.

Another potential progression step could be the change of environment. The introduction

and Welsh task did not implement the smart board, so why was the carpet approach used. Therefore, a suggestion could be to vary the location in where the introduction is delivered i.e. present outside, freedom sitting to potentially enhance engagement.

Regarding my own professional development, a possible way in which to record and achieve this is with a reflective log. Which will allow help to reflect on my ongoing teaching, by noticing what works and what doesn't. Allowing myself to notice patterns and analyse the way in which students positively respond to specific events.

Conclusion:

In conclusion this assignment has allowed the exploration of literature, focussed around the learning theory of behaviourism, drawing close attention to the work of Skinner. While also looking at the description of pupil engagement, discovering potential reasonings behind lack of engagement and exploring potential strategies behind increasing it. With the literature being explored as a result of the observed critical incident, allowing myself to make a critical reflection on providing relevant potential progression strategies in order to advance pupil engagement. While creating opportunity to allow learners to develop in areas focussed around the four purposes (Donaldson, 2015).

In relation to the Professional Standards of teaching in Wales (Welsh Government, 2018). This assignment has highlighted the importance and practicality of reflective practice. Highlighting the opportunity to make constant advances in my professional development in the world of teaching, allowing you to make strategic changes if something isn't working well. With a strong focus on the management of the learning environment, to promote positive learning habits and behaviours. While also touching upon the importance of the use of imaginative teaching approaches for the benefit of each learner, and how it's vital to listen to and take account of the views of learners in order to engage and encourage them as active participants.

To develop this study the use of interviews could have been implemented into collecting data, with their use potentially uncovering hidden meaning to the why aspect in Pupil A's disengagement exploring external factors such as home life influence. This potentially providing a more holistic approach toward the individual.

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Appendices:**Observation 1**

 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. (Observation 1)	
Lesson details: Daily Sound 'ow', Then onto Letter writing Read. Write. Inv.	
Classroom culture (Are the students focused on learning?) - "Lovely sitting" - fingers on lips straight back. - Ping pong affect - Repetition of sound. - Year 1 - Year 4 in the one lesson. ↳ Based on R.W.I Assessment. ↳ was going to include Year 5 but decided against it because of stream	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Teacher expresses what is wanted from her, to be repeated verbally instantly *3 then writes what is wanted on the board. - Constant reinforcement of what is needed. As a whole and 1 to 1. - Flash cards.	
Direction (Are the students clear about what they are doing and how to do it well?) - Teacher uses ~~with~~ visual expressions when expressing what to do. - Use of prior learning and understanding. ↳ "Think about yesterday" - look at your work from yesterday" - Use of buzz words.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Constant interaction with pupils. ↳ "Hands up if you have a cat" * Turn to your partner, and discuss. Teacher chose who would answer. No hands up. - "Can't see the board" - uses a table board to mirror what's on the board - they finished 1st * If students finished, prompt with other working outlets * Students are all engaged but with closed questioning.	



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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?

* AFL, immediate feedback to individuals who were sitting "nicely"

* Momentous mistake
↳ Instant correction.
↳ Self evaluation. } - AFL - child autonomy.

- Check of everyone's work before moving on
↳ quick scan
↳ make sure right direction.

* Dojo points rewarded
o@ 12 for morning success. ↳ extrinsic feedback delayed.
owe will sort it out later

- Show the success of Dojo, class competition

- Positive comments, no external praise.

↳ Focussed on ~~extrinsic~~ intrinsic feedback.

- "Come back to class at play and i'll give you a sticker"

Specifics / Critical Incidents

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

* As soon as they come into class, they all express how they are feeling through placing pictures on the sul wgt ti display - pupils who put "krist" got immediately asked "why" they were sad.

* 2 pupils start the day with "bore da" to every pupil and ask lunch or sandwiches. Pupil → Pupil.

- "Looking for Dajos" - To enforce behaviour and co-operation.

- "Miss you said no rubbing out" - corrected work on white board.

- Using another pupils misinconvinience (waiting to speak), to stop other pupils speaking.

- Pupil A - "obviously my feet touch the floor" "well I know that answer", willing to always answer. Tries to enforce that teacher style attitude on her table, refuses to be helped, started work before told to do so. Year 4 in Year 2 class.

- Pupil B ~~stereotyping~~ Stereotype views of boys and girls culture. "I love blue and hate pink"

"So I'm on the boys team"

"Loads of girls are on the boys team"

Observation 1: Critical Incident 1

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

Dyddiad/Date: 26/09/19 (observation 1)

Digwyddiad critigol (Ffocws)/Critical incident (focus): The use of extrinsic & intrinsic feedback.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	From observation one, it came clear the constant use of immediate feedback. With it being very driven towards intrinsic feedback, and by doing so I was very much taken back by the eager attitude from the students to receive that internal praise.
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?"	The teacher conveyed the aspect of "Marvelous Mistake". This is when the pupil would make instant correction to their own work, promoting the concept of student autonomy. Being able to self evaluate and allowing them to become "confident individuals".
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 really enjoyed the idea around intrinsic feedback being given to the pupils, as it creates that idea of completing given tasks for self fulfilling rewards.
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?"	An issue that could occur from the constant feedback is that if a pupil does achieve a set task, but not immediately given feedback (what they are used to) could have a negative impact. If you are constantly getting positive feedback for everything now can then distinguish the effect of it by then having a "well done for good listening" or having a well done for writing 3 paragraphs.
Y profiad newydd / Transformed experience	

Observation 2

 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: 26/9/19 (Observation two) 14:00 - 14:40 Straight after lunch.	
Lesson details: o Literacy - To answer the questions from previous week. o To create memory boxes (Teaching Assistant).	
Classroom culture (Are the students focused on learning?) - Start lesson with Welsh - Question and answer - all teacher led. - Refer to pupil X - complete disengagement on carpet.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Short explanation of focussed task. - Two separate activities - When finished "Free time"	
Direction (Are the students clear about what they are doing and how to do it well?) - To write in full sentences - "What's a full sentence" - Teacher asks waits less than 1 second before giving them the answer to write. - Pupil X asks what to write, given answer straight away.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Pupil X totally disengaged. "Can we stop talking Welsh" "hands up if you like Dispicable Me" - No distinct distinguish between ability levels. - Once finished "Free choice". - "Just have a go" - Teacher questions for whole class answer.	



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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?

- Pupil takes book to teacher to get immediate response and set areas of improvement.
- "Do we all know what to do" - Teacher "Yes" Lclass.
- Pupil X Constant compliments on small achievements. Ignoring bad behaviour, Praising good.)
- Pupil → Pupil feedback
 - "wow that's amazing"
 - "Your box is so good."

Specifics / Critical Incidents

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

- "How do we sit nicely" - conditioned behaviour.
- Many children finished work within 10 minutes.
- "Time out chair" - Pupil X
 - ↳ Went to chair even before teacher finished what the punishment was.
 - ↳ Didn't know what to do when the teaching started on the tables - "What shall I write"
- Pupil X disruptive behaviour on carpet ignored. Until just before teacher sent Pupils to get on with task.
- Pupil Z Wanted constant one to one support as he knew when completed could go and have free choice.
- Pupil X distracting all pupils on carpet. Lcarpet time over 15 minutes.

Observation 2: Critical Incident 1

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

Dyddiad/Date: 26/9/19 (Observation Two) (Critical incident 1).

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil sent to "time out chair" because of disruption.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Pupil X was completely disengaged with input on the carpet. Trying his best to distract others from learning. Pupil X was sent to "time out chair". I don't feel like this was an effective solution as he was still disrupting the children.
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?"	Pupil X's bad behaviour could have been influenced by the carpet time or delivery style of teacher. Class sitting on carpet, Teacher standing next to board. The consequence of being on the "time out chair" resulted in negative behaviour and attitude towards other 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?"	- Consequences need to be enforced, therefore should still manage behaviour and not get into the notion of ignoring it.
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?"	There was no visual behaviour management plan. No visual rules or consequences of rules. However the "time out chair" seemed conditioned going off Pupil X's response. Teacher! "right pupil X..." before Teacher finished pupil X made his way to the chair. My solution would be a change of behaviour strategy and consequences. It's obvious it a recurrence so prevent instead of dealing with it.

Y profiad newydd / Transformed experience

Observation 2: Critical Incident 2

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

Dyddiad/Date: 26 / 9 / 19 (Observation 2) (critical incident 2).

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil disengaged on carpet, trying to get attention of peers.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- Teacher ignored behaviour, gave of the feeling it was a reoccurring act. - Pupil wanted that attention as a result of being ignored. behaviour and disengagement got worse. - I felt carpet time was too long. Resulted in disengagement.
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?"	Linking incident to literature, I could look at: - Type of deliverance e.g. questioning - Teaching Style - Behaviour Management as being ignored and "time out chair" did not work. - Pupil Autonomy - it was all teacher led.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei godw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	- Tried to keep all other pupils engaged. - Teacher didn't engage in bad behaviour, yet rewarded constantly on small achievements of pupil. - Used questions to engage learners.
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?"	- Set clear boundaries. - pit stops - Change of behaviour management strategy. - Carpet time was all teacher led, all closed questions. So change of questioning techniques. - Change of environment - did it have to be on the carpet? - Pupils came straight in from lunch, maybe use a meditation 5 min technique to start off.
Y profiad newydd / Transformed experience	

Observation 3

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19. (Observation 3)
Lesson details: Phonics - Read, write, ink.
Classroom culture (Are the students focused on learning?) - 3 different activities focussed around the one sound - entrances focus. - "1,2,3" - pupils still didn't listen, behaviour strategy repeated again to regain focus.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Lesson activities on the carpet all ^{relate} ~~correspond~~ to lesson objective. - Progression of activities - just the sound - the sound used in a word - put into story.
Direction (Are the students clear about what they are doing and how to do it well?) - Visual timetable for the whole day - "What am I doing" - Teacher to pupil misbehaving - to copy the actions of the teacher.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - All students are responding all together on carpet task. (3 pupils not responding) (pupils waiting for other pupils to respond) challenged? - Giving responsibility to individuals as a pair - "If you are stuck ask your partner first, then put hands on head to get a teacher to help"

- LSA Swapped throughout lesson to work with low abled pupils.



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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?

- Self assessment
- Repetition of sound to teacher.
- Peer assessment.
- 3 members of staff moving all around the class to monitor everyone's direction in the task. AFL.
- Pit stops used
- different styles of questioning.
 - ↳ Ping pong
 - ↳ discuss in pairs
 - ↳ "what do you think will happen"

Specifics / Critical Incidents

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

- * Health & well being → The walking bus
 - One day a week →
 - ↳ specific stops parents drop off.
 - ↳ Rewarded for walking to school with raffle tickets.
- * Pairing Year 4 with a Year 2.
 - ↳ Pupil Year 2 tends to have lack of concentration
 - ↳ Pupil Year 4 tends to incorporate the teacher role.
 - ↳ structured pairing.
- * Giving children responsibility
 - ↳ "You are now in charge of the lollipop stick."
- * Turn to your partner and discuss, before giving answer / response
- * Pupil A & B giving high five to each other when they got answer correct.
- * Positive Feedback consistently to Pupil C from Teacher.
- * "don't forget to praise your partners."

(NO ARC follow up).

Observation 4

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OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date: 2/10/19 (observation 4.)	
Lesson details: Diary Writing	
Classroom culture (Are the students focused on learning?) - Member of staff sat at all tables.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Yes there is a clear purpose to the session - Example given on board, before they set off to focus task.	
Direction (Are the students clear about what they are doing and how to do it well?) - Q and A on carpet to know pupils understand what is needed.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Higher ability not noticeably challenged. - Pupils grouped in abilities.	



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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?

- o "who can tell me how to start a diary"
- Initial understanding
- All student led.

Specifics / Critical Incidents

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

- Carpet time at start 5 minutes.
- All pupils engaged.
- Feedback from previous session asked for straight away. Gives feedback to teacher where they are at, and can they move on.
- Pupils aware pupil A is missing, pupil A usually disrupts learning.
- Teacher and pupil relationship.
 - o Sat at student
 - o Teacher is very engaged with pupils. involved.
- Rubbers are allowed.
 - o "Marvelous Mistake" - Not enforced.
- Teacher left group to answer phone
 - o Straight away all focus of all students lost.
- "Do you want to go on me thinking chair"
- Pupils aware of success criteria? No
- Teachers look at back to have feedback of how they are doing. 1
- Pupil X imitating teachers voice and questioning.
- "I don't know what to do" - By numerous pupils.

Observation 4: Critical Incident 1

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

Dyddiad/Date: 2 / 10 / 14 (Observation 4).

Digwyddiad critigol (Ffocws)/Critical incident (focus): Students being unaware of Success Criteria.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I feel that the explanation of the task was delivered well and efficient. All pupils seemed engaged on the carpet as carpet time was only for just over 5 minutes. Being just having one example to go off and it being from a selective few. Not all students knew what to do.
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?"	Linking literature to this incident I could go onto look at : • Teaching strategies • using PITT steps to assess understanding and review success criteria throughout the session. • The use of visual prompts. • Assessment for • Differentiation in a classroom. Learning.
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?"	• Great incorporation of the pupils at the beginning of lesson. All pupil lead, what they said teacher wrote.. • carpet time was superb, all pupils were engaged. • Feedback straight away from last session. Allows teacher know if they can move on.
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?"	• Even though the initial input was pupil led, it was the same pupils answering, the pupils not answering may not understand. Incorporate group discussions. or use strategies such as snowballing. • Visual step by step success criteria, allow success to be throughout, not just if they finish task.
Y profiad newydd / Transformed experience	

