

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 aim of this assignment is to explore and reflect on a critical incident which I observed in a local secondary school, based on an area of research of my choice. A critical incident is an incident which is made critical when the significance of the incident is investigated (Tripp, 2012). The topics I have chosen to focus on are Attention Deficit Hyperactivity Disorder (ADHD) and discipline strategies. I will provide context about the school where the incident occurred and clarify the methodology used to carry out the observations. The new curriculum in Wales (Welsh Government, 2019a) will be implemented by 2022. Donaldson (2015) describes four purposes behind its changes. I will link this critical incident to some of those purposes and examine it in order to draw conclusions in relation to the incident.

One of the aims of this assignment is to review literature regarding ADHD and discipline strategies. This will allow me to pinpoint and integrate the core of this assignment and give context to it. I will attempt to reflect on my interpretation of the critical incident and identify potential steps which could help improve the situation which I will evaluate. These suggestions could be on how the teacher or school could approach similar situations but will not criticise any party involved in the incident. I will discuss the importance of critical reflection in observations and consider how it will benefit my personal and professional development.

To conclude, I will summarise and evaluate the approach that I took and identify its association with the duty of the reflective practitioner in Wales and the new Professional Standards for Teaching and Leadership (Welsh Government, 2019b). Attached to this assignment will be a set of Appendices including my observation field notes and my assisted reflective conclusion (ARC) models, in which I have reflected on in relation to the critical incident. These Appendices will provide cross references throughout this assignment. In order to maintain confidentiality, I will refer to the school I attended as “School B” and will not provide names of pupils or teachers in order to comply with BERA’s (2018) Ethical Guidelines for Educational Research.

Observation – School and Class context

During the bridging days, I observed lessons in a Welsh Medium Secondary School, which educates 780 pupils, aged 11-18 (Estyn, 2019). Although all pupils speak Welsh fluently, 90% come from English speaking backgrounds. Only 10.6% of pupils within this school are in receipt of free school meals, which is lower than the national average. This suggests that the location of the school does not fall into a highly disadvantaged area (Department for Education, 2018). 24% of pupils in School B are reported to have Additional Learning Needs (ALN) which is significantly higher than the national average. Martin and Alborz (2014) suggest that teaching pupils with ALN is challenging, as their needs can require a lot of the teachers' time, impacting on the attention that other pupils get in turn.

I observed a total of twelve, fifty-minute lessons during my bridging, in a class of twenty year 9 students, with differing abilities and learning needs. I was made aware of pupils with ALN, those in receipt of free school meals and any other information which might assist me in understanding incidents which may arise in the classroom. Both pupils and teachers were advised that I would be present in the classroom. This might have affected pupils' behaviour as well as the teachers approach to lessons (Weinberg and Boehm, 1997). According to Masling and Stern (1969), the more familiar the presence of an observer becomes to pupils, the less impact this has on their behaviour. I will therefore focus on the last few lessons I observed, as this will portray critical incidents which are more typical and realistic.

Methodology

Marshall and Rossman (2014) state that observation involves creating detailed notes of events which have been seen in a natural environment rather than experimental situations. I recorded field notes of actions, incident communications and objects within the lessons I observed. I believe that one of the benefits of using observation is that it provides the opportunity to assess and reflect on situations as soon as they occur. One of the benefits of using observation is that it offers a chance to collect immediate information from a real situation. This increases the reliability of the information gathered rather than relying on memory recall (Cohen et al., 2011). Cohen et al. (2011) emphasise that this creates more reliable data than other methods such as recalling situations from memory. This is supported by Cooper and Schindler (2011) who suggest that by planning your observation method, you are more likely to capture key events as well as picking up on behavioural patterns.

Examples of observational techniques include participant and non-participant methods (Briggs and Coleman, 2007). Prior to the two bridging days in the School, I had planned to use non-

participant observation as my form of data collection. Long (1983) suggests that participant observation can influence the dynamic of a classroom. Engaging in non-participant observation therefore would hopefully avoid this.

I made use of non-participant observation by situating myself at the back of the classroom to ensure that my presence did not influence the normal classroom setting. This allowed me to observe every part of the classroom and take field notes as and when incidents occurred, maximising accuracy. Lincoln and Guba (1985) suggest many forms of observation, one of which includes taking continuous notes. In order to effectively use non-participant observation, the use of field notes is critical to ensure reliable qualitative data is captured (Lincoln and Guba, 1985). A drawback to participant observation and the main reason I decided against using it, is that it can affect pupils' or teacher's behaviour or attitude within the classroom (Cohen et al., 2011). Participant observation can be useful to demonstrate insight into feelings, but it could also mean that the observation becomes subjective (Cohen et al., 2011). Non-participant observation also has its drawbacks, such as the possibility of influencing the behaviour of the pupils or teachers (Abby, 2017). However, I found it was a quick and straightforward method of gathering accurate information by recording exactly what I had observed during the lessons.

Whilst observer bias cannot be completely avoided within any observation method (Briggs and Coleman, 2007), the fact that I was made aware of it meant that I could focus on being as objective as possible when drawing conclusions. I have carried out four official observations in School B, (see Appendices 1.a – 4.c). This assignment will focus on Appendices 3.a – 3.c specifically.

According to Tripp (2012) a critical incident in a teaching environment can be any event which is made critical by a teacher's interpretation. An incident therefore becomes critical as a result of one's reflection on its importance. Cohen et al. (2011) state that a critical incident is an occurrence which highlights a particular characteristic within the classroom, such as a teaching style. Incidents are critical if they are not usually routine and can often provide an insight into those involved. Through the use of critical incident methodology, they suggest that a comprehensive analysis can be provided as a result of the observer being present. Curtis et al. (2015) suggest that these methods are able to demonstrate realistic situations and reveal emotions that may not be identified through quantitative data. A disadvantage of critical incident analysis is that the incident may be isolated and is based on a single interpretation of an event (Yin, 1984). Therefore, its significance might be debatable making it more difficult to draw conclusions from a single incident (Zainal, 2007). I took this into account when reflecting

on the critical incidents which I observed and acknowledge that my conclusions are only valid within the context of the environment of which it occurred.

One option that is available when recording critical incidents is the use of visual media such as video and photographs. This allows real events to be captured in a timely manner. Its use however would require the permission of the school, its pupils and the teacher. This would be time consuming. Also, details of the incident and the emotions generated by it could be lost (Prosser et al., 2008). For these reasons, I decided against its use.

The New Curriculum for Wales: Donaldson's Four Purposes

Donaldson's (2015) 'Four Purposes' attempts to set a foundation for the new curriculum in Wales (Welsh Government, 2019a). His report suggests how the curriculum will develop pupils' characteristics based on four purposes. The 'Four Purposes' are that all children are: -

- capable and ambitious learners
- enterprising, creative contributors
- ethical, informed citizens
- healthy, confident individuals

School B is beginning to introduce these four purposes into every part of their pupils' school life. However, there are no visual reminders of these around the school. It might be argued that the pupils are not fully aware of the types of characteristics they should be aspiring to.

I have based my observation on the behaviour of a 13-year-old male pupil (Pupil J), during a Geography lesson. Pupil J has general learning needs and has been diagnosed with ADHD. He is recognised as underachieving and sometime displays challenging behaviours. It is recorded that he has social difficulties and that his written work is poor.

At the start of the lesson, Pupil J began to distract other pupils. He left the classroom, with permission for a toilet break, but was out of the room for 11 minutes. During the course of the lesson, he also used offensive language. The critical incident is described in detail in Appendix 3.c.

Teacher D's response to this behaviour was initially to quietly tell Pupil J to focus on his own work. He also sat with Pupil J on two occasions for a minute or so in order to assist him with his work. As Pupil J's behaviour worsened, Teacher D's responses became sterner, culminating in him instructing Pupil J to leave the classroom.

Pupil J clearly had no motivation during the lesson to engage or develop his learning.

It could be argued that this critical incident links to a number of Donaldson's (2015) 'Four Purposes'. Pupil J has ADHD. Whilst it is not the role of the school to treat this condition, it should be attempting to help control the symptoms that Pupil J displays.

Pupil J's offensive language and attempts to distract other students demonstrates the need to develop creative contributors and ethical citizens.

Pupil J is an example of the type of individual which Donaldson's (2015) 'Four Purposes' aim to develop through the New Curriculum for Wales (Welsh Government, 2019a).

Literature Review

Tripp (2012) believes that in order for an incident to be critical, literature should be evaluated. The areas of research identified following the critical incident discussed, are ADHD and discipline strategies. Joseph et al. (2016) state that ADHD is a common behavioural disorder, which is usually diagnosed amongst young people who experience prolonged symptoms of hyperactivity as well as difficulty maintaining attention. More recently, Amjad (2018) suggested that ADHD can negatively impact students' learning as well as placing demands on teaching. Elmore and Lasgaard (2017) identified that ADHD can negatively impact a young person's social life, causing feelings of embarrassment and anger, which could result in individual's feeling isolated from peers. The findings discussed offer a valid explanation to Pupil J's negative behaviour in the classroom. It is reasonable to believe that his reaction was as a result of frustration.

After a discussion with the class teacher, I was informed that Pupil J is not currently taking medication for his ADHD due to the effects it had on his sleep. It was also reported that medication only had minor effects on his behaviour. Sluiter et al. (2019) found that medication used to manage symptoms of ADHD have mostly positive outcomes on individuals' behaviour, resulting in increased focus and learning performance. However, Blachman and Hinshaw (2002) suggest that more focus should be given on educating pupils in positive relationship development, which could have more beneficial results than medication has. Although this finding was based on a sample of females, Diamantopoulou et al. (2005) have also drawn consistent conclusions. It is reasonable to consider the possibility of the critical incident not occurring if Pupil J was taking medication.

Another possible explanation for Pupil J's angry outburst, could have been due to his inability to read emotional signals. Elmoose and Lasgaard (2017) found that individuals suffering from ADHD are more susceptible to confrontations and conflict as a result of being unable to interpret others' emotions. His use of offensive language could suggest that Pupil J felt embarrassed that he wasn't receiving attention from a fellow pupil. A study conducted by Hoza (2007) found that children suffering from ADHD are often disliked by fellow peers and are rejected from social groups as a result of their bad behaviour. It was apparent through observing classroom dynamics that Pupil J was not very socially involved with fellow classmates. As suggested by Hoza (2007), this could result in Pupil J feeling unfairly treated and possibly behaving worse than he usually would in certain situations. Although these findings echo my observations, Elmoose and Lasgaard's (2017) study was conducted amongst student with sever ADHD in a school for children on the Autistic Spectrum. School B is a mainstream school with mixed ability classes. These findings though are worth considering.

As Teacher D was assessing all pupils' work, Pupil J acted confidently whilst discussing his work and when asked if he understood, he replied "I'm awesome at this work, Sir". Following a discussion with Teacher D regarding Pupil J's work, it was made clear that he struggles with most work and does not usually realise when he has made mistakes. It has been implied by Owens et al. (2007) that this is common amongst children with ADHD, who often overestimate their abilities. This is known as the Positive Illusory Bias (PIB) and according to Climie et al. (2019) it can lead to pupils with ADHD overestimating their ability when they are likely to be lacking in competence. This supports findings by Hoza et al. (2004) and Diamantopoulou et al. (2005) who found that pupils with ADHD tend to overestimate their ability in subjects that they struggle with the most. Although many studies have drawn this conclusion, there exists some limitations in their methodologies. Owens et al. (2007) and McQuade et al. (2011) stress that it is very difficult to measure PIB. There is no definitive scale that can be used to ensure consistency across these studies and therefore their results need to be considered carefully. However, as demonstrated by Climie et al. (2019), we can still grasp whether or not pupils with ADHD are overestimating their ability by comparing their graded academic outcomes. Ohan and Johnston (2011) and Bourchtein et al. (2017) also suggest that PIB is present when comparing self-perceptions with achievement scores or performances. Conversely, more research needs be done to compare pupils' self-estimations against quantitative measures. This would help to confirm that PIB is common amongst pupils with ADHD.

During the same lesson discussed in Appendices 3.a – 3.c, Teacher D made use of various discipline strategies to deal with Pupil J's increased misbehaviour. Pupil J arrived 3 minutes late to the lesson Teacher D did not respond or draw any attention to him. During the first half

of the lesson Teacher D spoke quietly to him in order to draw his attention back to doing work. He frequently used positive reinforcement and encouraged Pupil J to focus on his work. Amjad (2018) believes that pupils with ADHD will have better learning experiences if their teacher interacts with them frequently throughout lessons. This finding suggests that positive interaction between teachers and pupils with ADHD, could improve individuals' attention and suppress their hyperactivity. Amjad (2018) also implies that in a non-friendly, boring classroom environment, pupils with ADHD can experience deterioration in their attention. Williford's et al. (2016) model of Individualised Teacher-Child Relationship (ITCR) provides a framework to help teachers promote their pupils' emotional health and learning. Amjad (2018) used this model in his study and found that the use of positive feedback helped pupils to succeed in their academic work. It is reasonable to believe that giving appropriate praise and encouragement to pupils with ADHD could result in them thriving in their work. Positive reinforcement was found to work best alongside the provision of support for students. This could help reinforce success criteria. Amjad (2018) concluded that the ITCR strategy was a good support for teachers that were teaching pupils with ADHD. It not only assisted in controlling pupils' behaviour, but improved learning outcomes. An advantage of this study was that the data was gathered from a formative assessment within a classroom. This meant that real data was obtained prior to and after the implementation of the ITCR method. A criticism of this study is that the amount of positive reinforcement given to each pupil is difficult to measure and can therefore vary in each case. However, the initiative of using encouraging feedback with pupils with ADHD remains the same and has been found to be beneficial for their behaviour and learning. This could be a vital strategy for Pupil J's teachers to consider in their classrooms.

Talking quietly to Pupil J was utilized as a type of discipline strategy. It initially controlled his behaviour, but this was short-lived. As Pupil J began distracting students across the classroom, Teacher D raised his voice at him, making it clear that his behaviour was unacceptable. Banzon-Librojo et al. (2017) found that harsh teacher discipline could result in an increase in a pupils' vulnerability to bullying. They suggest that pupils interpret their teachers as models of how they should act and could view the use of forceful voice as acceptable. James et al. (2008) agree with this and suggest that individuals with ADHD could get used to being talked down to and may develop an opinion that they do not deserve any better. Diamantopoulou et al. (2005) who discussed the presence of PIB in pupils with ADHD, also found that when forceful behaviour is used in front of the classroom, antisocial behaviour is more likely to manifest amongst pupils. This offers a positive correlation between teachers using forceful discipline strategies and pupils' symptoms of ADHD worsening. If Pupil J is regularly disciplined in a forceful manner, his symptoms of ADHD could be exacerbated.

Diamantopoulou et al.'s (2005) study involved a community-based sample of 12-year-old participants with ADHD and therefore it is reasonable to assume that its findings can be applied to my critical incident. Since Teacher D only resorted to using this type of discipline when Pupil J behaved offensively, I believe that he would not usually use forceful strategies.

The literature reviewed and evaluated during this assignment provides context for the critical incident focussed on. ADHD and discipline strategies have been investigated and their main points have been identified in order to consider the critical incident observed. It is evident that although sufficient support has been found to identify these key points, there is need for further research into the use of different discipline strategies with pupils with ADHD.

Reflection, Evaluation and Next Steps

Critical reflection within pedagogy is defined by Saric and Steh (2017) as the act of teachers investigating the effect of their teaching on students' learning. This can be done by investigating an incident without bias and making decisions on their teaching methods based on the result of these incidents. They believe that critical reflection is vital in improving the quality of teachers' work and therefore needs to be done now in order to evaluate the focus of my critical incident.

Boud et al.'s (1985) triangular representation is a simple reflective model which suggests that reflection is the principal step in enhancing learning. However, it does not provide clear guidance on what needs to be done within each step. Gibbs' (1988) reflective cycle involves a set of prompting questions which aids learners to consider their feelings and thoughts during an experience in order to create proposals for future events. He explains that his cycle can be used to reflect on a variety of methods including case studies. Potter (2015) supports the use of Gibbs' (1998) reflective cycle amongst practicing teachers as it allows them to constantly seek opportunities to improve their students' learning.

During my observation process, I made field notes on four separate critical incidents and used an Assisted Reflective Conclusions (ARC) models in order to reflect on each one (see Appendices 1.c, 2.c, 3.c, 4.c). This ARC model guided me to discuss the incident, reflect on my feelings and evaluate what could be kept the same and what could be done next time to resolve the issue identified. Gibbs's (1988) reflective cycle has a similar systematic routine to the ARC model and I will therefore be using it to reflect on the focus of my critical incident and identify potential next steps.

I will reflect on the causes and outcome of the critical incident. Pupil J's behaviour was disruptive throughout the lesson, as discussed in Appendix 3.c. The situation escalated when

he used offensive language towards another pupil and Teacher D raised his voice at him and sent him out of the classroom. Moreover, the critical incident has been described thoroughly whilst discussing its link to Donaldson's (2015) 'Four Purposes'.

As mentioned in Appendix 3.c, I felt slightly uncomfortable during the lesson in which the critical incident occurred. This was due to Pupil J's disruptive behaviour and use of offensive language which was clearly resulting in Teacher D being frustrated. As Teacher D began to use more forceful discipline strategies, which other pupils could observe, many of them would turn to look at me in order to see my reaction. I attempted to avoid making eye contact with any of the pupils, as Weinberg and Boehm (1997) state that this could affect their behaviour during the lesson. Again, this caused me to feel uneasy in the situation. Teacher D succeeded in keeping Pupil J on task for the majority of the lesson by giving him regular attention. It was evident that he had built a trusting relationship with Pupil J over time, which is vital in achieving teaching and learning success (Martin and Alborz, 2014). Therefore, Teacher D acted appropriately with Pupil J in order to control his behaviour and to keep him engaged.

Pupil J's disruptive behaviour throughout this lesson was a result of his ADHD. Following a discussion with Teacher D, it is evident that Pupil J's angry outburst was due to him not receiving attention. In order to avoid similar situations in the future, it could be beneficial for both students and teachers if Pupil J is given frequent reassurance during his lessons. This could potentially avoid the escalation of Pupil J using offensive language. However, if this situation arose again, I believe that the discipline strategy used could be modified. It is understandable that Teacher D resorted to using forceful discipline in this situation, as he was shocked. However as stated by James et al. (2008) this type of discipline should be avoided with ADHD pupils. Therefore, asking Pupil J to leave the room quietly could be an alternative to this strategy, in order to create less embarrassment (Elmose and Lasgaard, 2017). Another possible solution to deal with Pupil J's outbursts could be for him to receive some of his lessons in smaller classes, allowing him to receive more attention whilst learning. (Sluiter et al., 2019). This could have avoided the escalation leading to the use of offensive language.

Conclusion

The focus of this assignment was the critical incident, how it was identified, how it has been reflected upon and what are the next steps in response to it. As suggested by Tripp (2012), there are two steps in creating a critical incident. The first step is to observe the critical incident. I decided to use non-participant rather than participant observation in order to create field notes on four incidents observed in School B. These observations have been documented in

Appendices 1.a – 4.c. I have focused on one of these incidents in order to make it critical for the purpose of this assignment. This is the second step in creating a critical incident (Tripp, 2012).

The critical incident has been linked to two of Donaldson's (2015) purposes, in order to consider the type of situations which the New curriculum (Welsh Government, 2019a) aims to resolve. I have discussed that Pupil J currently lacks ambition and has a case of PIB, so therefore needs to be educated in a way that will improve his capability. Also, I have considered the factors that caused Pupil J to behave the way he did during this incident and the way that School B could use his education in order to help him to be a more ethical and informed citizen. Relevant literature on ADHD and discipline strategies has been reviewed in order to identify potential causes of the critical incident. Suggestions have been made on how this literature could help provide context to avoid similar incidents from occurring again.

I have critically reflected on the focus of the incident in order to identify potential next steps in my teaching practice. The use of both the ARC and Gibbs' (1998) reflective models, has helped me to reflect on every aspect of the incident.

The approach taken during this assignment reflects the Welsh Government's (2019b) requirements of today's educators. Its five standards for teaching and leadership are pedagogy, collaboration, professional learning, innovation and leadership. These five standards are intended to compliment educational practitioners in their day to day work. It aims to support career-long professional learning by summarising what effective practice should look like. It is vital, therefore, for all teachers to recall these standards whilst teaching to ensure that pupils are receiving the best possible education to ensure successful futures.

Appendices

Appendix 1.a

Appendix 1.a



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	Thursday 26 th September 2019.
Lesson details:	A 50 minute Mathematics lesson with a Year 9 set 1 class from 1:30pm - 2:20pm. The topic of the lesson was percentages, which the students would have covered briefly before in KS2. There are 30 students in the classroom, sitting in tables of four, and one pair.
Classroom culture (Are the students focused on learning?)	AS soon as the students enter the classroom, it is clear that teacher C has authority and that all of the pupils obey the rules. The students choose where to sit, and one table of 4 female students tend to whisper throughout most of the lesson. All other students were facing the teacher and seem to be listening to her instructions. When tasks are set, all pupils in the classroom are able to work independently, but there is talking.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Teacher C discusses percentages with the whole class, and how they are used outside the classroom. This was the first lesson on this topic, and so teacher C was clearly trying to gauge what the pupils' current knowledge was, so that she could alter the pace of her lesson accordingly. All activities were progressing in difficulty.
Direction (Are the students clear about what they are doing and how to do it well?)	When setting tasks during the lesson (worksheet or discussions), teacher C was repeating her instructions slowly, to ensure that all pupils are clear about what they needed to do. During the lesson, not one pupil asked again what needed to be done, showing that teacher C had made this very clear. The worksheet was a set of questions on percentages all progressing in difficulty and teacher C emphasized the importance of including their methods in their answers in order to gain the most marks.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Since this was a set 1 class, the work prepared for this lesson had already been tailored to the pupils' ability. Therefore, no pupil was left behind or unable to complete the initial worksheet. Set this was clear to me, since all pupils were on task, and seemed to be working independently. The students had 15 minutes to complete their worksheet before teacher C went through the answers in front of the classroom. After 10 minutes, student M had finished his worksheet and began distracting others from their work. Teacher C noticed almost straight away, when passing, and provided him with an extension task. He needed challenging more.



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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?

At the start of the lesson, teacher C used a starter activity, where pupils had to answer basic questions on percentages (which they would have covered in previous years) by holding up their mini whiteboards. This allowed teacher C if the class had enough knowledge to proceed with the lesson as planned, or if anyone needed more support than others. Following the starter, teacher C gave an explanation of the work that was to be done in the lesson, including worked through examples to give the pupils model answers for their work. The students were then given a worksheet to complete individually, but were told they could discuss with others. During the 15 minutes of doing the worksheet, teacher C circulated the classroom looking out for any students who needed extra support, and scanning all pupils to gauge what understanding each pupil had of this work. After the 15 minutes, teacher C went through the answers and the pupils self-marked their work. This allowed them to spot what they possibly didn't understand. In the last 5 minutes of the lesson, teacher C was asking questions, and pupils were answering on mini whiteboard again. (Formative Assessment used throughout)

Specifics/ Critical Incidents

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

During the 15 minutes where pupils had to complete their worksheet, pupil M finished after 10 minutes. All other pupils took the full 15 minutes to do the worksheet. Pupil M began distracting pupils around him from doing their work by trying to talk to them. He also stood up from his chair and was about to start wandering around the classroom, but teacher C noticed that he was distracting others and asked him why he wasn't working. This resulted in teacher C giving pupil M an extension worksheet to do. After the lesson, I found out that pupil M is a MAT pupil and therefore needs to be challenged within lessons. This could have been a critical incident, since pupil M could have began distracting others because he wasn't receiving any attention, or because the work was too easy for him and was getting bored. This also could have shown that he's unable to stay on task for too long, or that the work he was doing just wasn't interesting him at all. Also, if he would have continued to distract pupils, it could have caused many other critical incidents such as classroom management.

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

Dyddiad/Date: Thursday 26th September 2019.

Digwyddiad critigol (Ffocws)/Critical incident (focus): MAT pupil requiring an extension worksheet during a Mathematics lesson, after finishing the first one and distracting others.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	During this lesson, I felt comfortable since Mathematics is the subject I will be teaching. Therefore, I felt like I could focus specifically on incident 1 in the classroom, rather than trying to understand what the lesson was about. There was silence throughout most of the lesson and all students listened to the teachers commands, so I did not feel uncomfortable sitting in this lesson.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	When pupil M began distracting pupils around him, the talking seemed to have a "ripple effect" along his table. When teacher C noticed this, she called his name aloud in front of the class. This could have caused pupil M to be embarrassed and potentially made his misbehaviour worse. However, he became silent and sat down. The teacher then provided pupil M with an extension worksheet to challenge him and ensure that he was no longer distracting others.
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 C has clearly established a good relationship with her year 9 class, as they all respected her and she had authority over the whole class. Teacher C had prepared an extension worksheet since pupil M usually finishes his work before others. This ensures that everyone in the class has the opportunity to be challenged in order to meet their full potential. The use of mini whiteboards in the classroom was effective in engaging students in the lesson, and they seemed to enjoy learning when using them.
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?"	In order to avoid a situation like this from happening again, with pupils becoming distracted from their work, teacher C could have provided pupil M with the extension sheet sooner (or straight away) so that he had no time to distract others or be taken off task. Teacher C could have also asked pupil M to support other pupils with their work by explaining the answers in order to deepen his understanding. Another possible solution would be to provide more questions to many of the pupils and allow them to work in groups to reach a solution.
Y profiad newydd / Transformed experience	

Appendix 2.a



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Thursday 26th September 2019.
Lesson details: A 50 minute lesson with a mixed ability Year 9 class from 9:00am-9:30am. This was a 'venture' lesson which Year 8-9 students have once a week to develop perseverance and willingness to overcome problems, to develop independence and mentoring skills.
Classroom culture (Are the students focused on learning?) During the lesson, pupils had to read a piece of 'Macbeth' by Shakespeare and interpret it into their own words. Many of the students in the class worked in pairs to complete this task, and I could hear them discussing their interpretation. Other students who found the task difficult were not staying on task and were talking to others. These pupils were not focused on learning, as they weren't able to engage.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson was to improve perseverance. The task was meant to be challenging for everyone; and they were meant to develop their problem solving skills by reading through the complex English in Macbeth and putting it into their own words. The pupils were learning to problem solve and work independently and together.
Direction (Are the students clear about what they are doing and how to do it well?) When teacher G set this task, he explained what the pupil needed to do, and wrote it down on the whiteboard so that they all were sure about what they had to do. Teacher G explained that the purpose of this task was for them to find the best way for them to retain information; to use a revision technique. Teacher G explained that the pupils will do well if they are able to explain the 'Macbeth' piece in their own words, by using a technique best for them.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) As mentioned above, the task was meant to challenge all students. The piece taken out of 'Macbeth' was 3 pages long, and nobody reached the end. Therefore, the task was differentiated by outcome, since all students had the same task but were expected to reach different points and produce different levels of work. Although all students were challenged in this lesson, they were all also able to engage in it. Some pupils may have needed more support for this task than others, and so teacher G would approach them to provide scaffolding. Some pupils were able to work in pairs, and some independently.



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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?

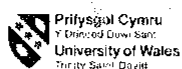
Since this subject is implemented into the pupils' timetable out of the school's choice, the pupils are not summatively assessed on it. However, the main form of formative assessment that teacher G used was questioning in the classroom. At the start of the lesson, teacher G asked the pupils "how do you all revise if you have an exam?". The pupils raised their hands to answer and teacher G chose 4 pupils to answer. 3 of them said "read over my notes" and one other said "rewrite my notes". The teacher then introduced the revision technique of rewriting their notes in their own relatable words. When the students were on task, teacher G was walking around the classroom to check that everyone was on task and to look at pupils' progress during the lesson. He occasionally questioned pupils on how they were finding the work and offering help where needed. Throughout the lesson, he was noting down how far students reached in the task. At the end of the lesson, teacher G spent 5 minutes with his class discussing what they've learnt during the lesson (AFL).

Specifics / Critical Incidents

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

During the lesson, teacher G asked the pupils many questions. Each time a pupil wanted to answer, they would raise their hand in the hope that they would be chosen to call out their answer. This shows that his teacher and the pupils use a 'hands up approach' in the classroom. This approach in the classroom raises a question of what motivates a child to raise their hands in the classroom environment, and why some pupils decide not to participate in this. Many of the pupils who raised their hands during the lesson seemed to be more confident characters. The pupils who didn't raise their hands at all tended to be pupils who were shy characters, or they had some additional learning needs. This could imply that they are insecure about exposing their misconceptions or about getting an answer 'wrong'. It was clear that pupils who raised their hands liked to receive praise from the teacher, and may feel the need to have attention from others to be able carry on with their work. This could highlight social issues too.

Appendix 2.c



Yr Athrofa
Adfyfyrio'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: Thursday 26th September 2019.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Use of the 'hands up approach'.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	During this lesson, I felt slightly apprehensive, because I wasn't very confident in what the lesson was about (since 'venture' is a new lesson in the school). I therefore was trying to engage in the lesson and try to understand without the task well. However, when teacher G explained the task, I felt as though I could focus on any potential critical incident.
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?"	If pupils wanted to answer a question that teacher G had asked, or to ask a question about the work, they would raise their hand. This tended to be the same pupils every time; which shows that they could have been listening more, or could have been more engaged in the lesson. The pupils raising their hands most were the more confident ones and they wanted to have attention from teacher G.
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?"	This 'hands up approach' allowed me quietness in the lesson to be maintained, since pupils knew what they should not shout out loud. This approach also allowed teacher G to see which pupils are succeeding in the subject, and which pupils are enjoying the lesson. However, this approach does leave room for students to not participate in the lesson. For example, pupil E did not put her hand up once in the lesson. This could restrict her from making progress in the subject; and she would be affected left.
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?"	I think that this approach is beneficial in keeping noise down in the classroom, and in choosing different pupils to talk during lessons. However, the limitation lies when the same few pupils raise their hands all the time. Also, it helps the teacher to identify which pupils are confident in the subject and which may need more support. In order to overcome the possible style of some pupils never interacting in a lesson (e.g. pupil E); teacher G could use this approach as well as choosing pupils to answer. This allows everyone to participate.
Y profiad newydd / Transformed experience	



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	Thursday 26 th September 2019.
Lesson details:	A 50 minute Geography lesson with a Year 9 mixed ability class from 9:30am - 10:40am. The aim of the lesson was to develop numeracy skills and the objectives were to draw climate graphs based on given data, and then summarise it in writing.
Classroom culture (Are the students focused on learning?)	AS soon as the student entered the classroom, teacher D shows that he has authority over the pupils and the pupils remain silent while taking off their coats and getting out their books. While teacher D is explaining the work, all pupils face him, apart from pupil J, who is swinging on his chair facing side on to teacher D. When pupils have work to complete in the lesson, pupil J asked if he could go to the toilet. It's clear he wanted to avoid doing work.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	AS soon as the pupils had settled in the lesson, teacher D explained that they had to create climate graphs; following on from the last lesson. It was clear that teacher D had planned this lesson in order to develop the pupils' numeracy skills and implementing their subject knowledge to other tasks.
Direction (Are the students clear about what they are doing and how to do it well?)	Teacher D had explained how to draw a climate graph in the pupils' previous lesson, so he gave a quick recap on what needed to be done. Then he set the task, listing for which countries the pupils had to do the graphs on. Teacher D circulated the classroom when students were working on their graphs, checking if everyone understood what needed to be done. If any misconceptions were noticed, he stopped the pupils and cleared that up.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All students were able to complete the climate graphs but some finished much sooner than others. Therefore, Teacher D set them an extension task to analyse and describe what their graphs were showing, to show that these pupils fully understood the work. If they also finished that (which only two pupils did), teacher D asked them to sit with student who were finding the work hard, and were struggling slightly with the numeracy in the lesson this allowed them to practice their mentoring and collaboration skills.

Appendix 3.b



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Yr Athrofa
Addysg a'r Dyniaethau
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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?

At the beginning of the lesson, teacher D discussed with the pupils the work they had previously done on climate graphs. He stated that he was hoping to see progress in the work that they were going to be doing during his lesson. This implies that teacher D already had information of pupils' marks in previous similar work. This shows that he'd used that assessment formatively so that his lesson could be planned accordingly. During the lesson, Teacher D was going round to check that all pupils were on task and to see if anyone needed support or were holding any misconceptions and allowed him to formatively assess the pupils' progress during the lesson. At the end of the lesson, teacher D told the pupils that he would be marking their work and creating a homework sheet that they would be set next lesson. Therefore, he was using formative assessment again, by marking work and creating a homework sheet based on what needed improving and practising.

Specifics / Critical Incidents

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

During the lesson, pupil J was very excitable and was struggling to focus on his work, due to his ADHD. He firstly arrived 3 minutes late to the lesson and sat in his chair with his coat on and his bag on the desk, until teacher D told him to "Speed up". Throughout the lesson, pupil J was swinging on his chair, shouting out guesses to answers and attempting to distract other students from their work by shouting across the room to them or by staring at them. After catching one pupil's attention, who shouted back "What are you looking at?", pupil J shouted offensive language across the classroom and the room became silent. Teacher D held pupil J's stare before shouting at him "excuse me, don't you ever use language like that in my classroom! Get out!" whilst pointing towards the door. While the other pupils continued with their work, teacher D went outside to talk to pupil J. I did not hear this conversation. Pupil J then apologised to the whole classroom.

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: Thursday 26th September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): The behaviour of a pupil with ADHD.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	During this lesson, I felt slightly uncomfortable, because pupil J was misbehaving all throughout it. Every time Teacher D would discipline pupil J, a few of the pupils in the class would turn to face me at the back of the classroom. I did not want to show them any reaction to the situation as this could affect their behaviour. Therefore, I carried on working so I felt nervous at times.
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 J clearly wanted to avoid doing the work. Teacher D told me that his numeracy skills were strong, so I think pupil J's reasoning behind his misbehaviour was his ADHD or potentially him being bored with the work. Any time a task was set, he would ask to go to the toilet, or distract others or misbehave in some way. This made it difficult for teacher D to teach a strong lesson, and for pupils to stay on task.
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 disciplining pupil J, Teacher D began by quietly approaching him and drawing his attention back to his work. He allowed him to go to the toilet, and pushed his seat upright, so that there was no confrontation, and not to draw any additional attention to him. As pupil J's behaviour got progressively worse through the lesson, Teacher D began to use stricter discipline strategies, until finally shouting at him. I think that teacher D responded well to his behaviour.
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?"	Since pupil J has ADHD, it is difficult to control his behaviour. However, since Teacher D has been teaching pupil J for 3 years, it was clear that he knows how to deal with certain situations. I think that not drawing much attention to him worked well, but when he used offensive language it was appropriate to send him out of the class. A possible solution to this would be to change where pupil J sits during the lesson so that he has less opportunity to be disruptive. Also, Teacher D could use a behaviourist approach with pupil J.
Y profiad newydd / Transformed experience	

Appendix 4.a



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: Wednesday 2nd October 2019.
Lesson details: A 50 minute Mathematics lesson with a Year 9 class. There were 29 pupils in the lesson, and they were revising Pythagoras' Theorem before they had a test on it during the following lesson. The lesson was from 9:50am - 10:40am.
Classroom culture (Are the students focused on learning?) All students seemed very engaged in the lesson, as they knew that they had a test coming up. It was clear that the pupils were eager to get as much as possible out of this lesson so that they felt confident going into their test. Teacher R included interactive group activities in this lesson, which all of the pupils took part in. Pupil A was hesitant at first.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Teacher R made it clear that this lesson was very important for the pupils, as it would help prepare them for their test. The pupils were aware a week in advance about the test, and so many of them had come prepared with questions to ask.
Direction (Are the students clear about what they are doing and how to do it well?) Since this was a revision lesson, Teacher R explained that she wanted everyone to leave feeling confident for the test, and so encouraged them all to ask as many questions as they wanted to. Teacher R had printed off practice questions along with modelled answers to help the pupils understand what was needed for them to do well in the test. She also spent time with Pupil A who preferred working independently.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Since this was a lesson at the end of a unit of work, all pupils had the required knowledge to participate in the revision activities. Since there was games and group activities involved in the lesson, most of the pupils were very excited to begin. Pupil A was very quiet and liked to sit alone most of the time. When she did join in, she was capable of doing the work. The purpose of the lesson was for the pupils' knowledge to be stretched and so there was tasks which challenged every single student.



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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?

Since this was a revision lesson, a lot of Assessment for Learning was used. As pupils were answering practice questions, Teacher R was circulating the classroom and looking to see if pupils were answering questions correctly and to check pupils' understanding. When pupils were participating in the game during the lesson, they were testing their own understanding. Since they would move a step ahead if they got a question correct. This was helping students see what questions they were getting wrong. They then had to use self-assessment to realise where they'd gone wrong and find out how to reach the correct answer. During the group activity, pupils were testing each other's knowledge and so they could see where each other were going wrong and help them to correct their answers. The whole lesson was centered around assessment for learning, since they were being assessed in order to improve for the next lesson.

Specifics/Critical Incidents

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

As mentioned, Pupil A usually does not enjoy working in groups and prefers sitting completely alone. Since not parts of the lesson involved working with others, she seemed very apprehensive. Pupil K noticed that Pupil A was not sat in a group and so she approached her and asked "do you want to join our group?". Pupil A nodded and smiled as she went to sit in a group with pupil K. It was clear that deep down, Pupil A wanted to interact with other students but doesn't always have the opportunity to do so, or to initiate it herself. This shows that pupil K was aware of the importance of inclusion within the classroom and she showed that she cared about her fellow pupil. This shows the type of pupil that the new Curriculum aims to shape. One of Donaldson's four purposes is to create ethical, informed citizens who respects the rights of others, as a member of a diverse society. Pupil K showed that she understood and himself for inclusion.

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

Dyddiad/Date: Wednesday 2nd October 2019.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Inclusion of pupils within a lesson.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	During this lesson, I felt comfortable since Mathematics is the subject I will be teaching. Therefore, I felt like I could focus specifically on incidents in the classroom, without having to try to understand the context of the lesson. The lesson was very busy, and there was never a silent moment, so it was difficult to focus on all students and areas within the room.
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?"	Since pupil A had to part-take in working with others in order to get the biggest learning benefit from the lesson, it was clear that Pupil K got her involved. As the lesson progressed, Pupil A became more comfortable in her group and showed that she began to enjoy more. It was also obvious that she was beginning to learn more as she felt more included and began feeling confident.
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?"	I think that the lesson was very well planned to serve the purpose of revising. Even though Pupil A felt shy and preferred working alone before this lesson, it was good that Teacher R included group work and games in the lesson, as this encouraged pupil A to interact with others more and she definitely became more confident. The use of engaging and fun activities within the lesson ensured that the pupils were learning a lot from 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?"	The more frequently Pupil A has the opportunity to participate in groupwork, the more she will become more confident and included within her school community. Something that could be done next is to allow Pupil A to choose her own group to work with so that she can improve her confidence even more and so that she could feel like she has a choice of who she works with. Building good relationships would allow Pupil A to focus more on her learning.
Y profiad newydd / Transformed experience	

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