

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



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Introduction

Throughout this essay, I plan to tackle the question of what the next teaching and learning steps are within the profession, analysing data gathered on an observation of a class or individual, building a case study of information from a single critical incident.

Several approaches of data gathering were employed such as participant and non-participant observations: the steps taken to mitigate the Hawthorne effect are also discussed. In some cases, it was more pragmatic to take the 'fly-on-the-wall' approach, taking notes and being a bystander within a classroom to gain the most appropriate data. In other circumstances, a more 'hands-on' approach was necessary to understand the pupils' points of views and ask the questions needed that the teacher would not have time to ask.

Four observations were taken into consideration (appendix A1), with only one being determined as useful for in-depth analysis. The topics to choose from were peer assessments as a form of AfL (assessment for learning), the use of demonstrations within the classroom, timed tasks as a tool for class behaviour management, and the use of volume over one's voice to control the level of noise within a classroom.

The critical incident chosen was the peer assessment, providing the context of the environment in which the learning took place including the consideration of the children's' backgrounds within the catchment area. This topic is then considered within Donaldson's' proposed four purposes of a curriculum.

A holistic view of the use and need of peer assessments has also been considered and followed by 'behaviour for learning' looking specifically at classroom management. This allowed for a more informed review of the critical incident and using Gibbs reflective cycle model (appendix A3), paved the way for the next steps I will incorporate and build on during my teaching career.

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Observation

During the two days of observations, it was clear to me that there were several techniques employed in the theme of AfL (assessment for learning). Peer assessment is one such topic that I took interest in as it is a common theme used post-compulsory education, with real-world applications.

The observation/critical incident I found noteworthy was that of a year 7 class after a high-energy physical education lesson: This particular class are of lower ability and as such are a small class of 10 students. Each pupil comes from a varied background with their guardians involved predominantly in seasonal employment and the majority of the class only having one parent or guardian at home – this evidence is published within the school for teacher only access and cannot be exported due to GDPR guidelines. Due to the nature of the class, there is a full-time TA (Teaching Assistant) in the classroom with them: their job is to assist with a particular statemented child, however, they are also used to aid others in the class who are struggling with the work and to control behaviour in the class such that the teacher may be as effective as possible.

The lesson was planned to introduce the transferable skill of peer reviews based on work done in the previous science lesson, aiming at 3 key points; capital letters, spelling, and use of apostrophes. A simple task that is not only about checking their peers work but also illustrates the criteria teachers and external markers seek, re-affirming the point of 'what good looks like'.

Methodology

“Case studies are collections of detailed information about a particular person or a group with 4 main formats suited to research in education” (University of Florida, 2019).

These four formats are;

- Illustrative (descriptive, using 1 or 2 instances of an event to describe a situation),
- Cumulative (use several repeated instances of an event to draw a generalized conclusion),
- Narrative (use of plot points to give an account of findings) and
- Critical incidents (1 or more situations that are used to criticize a generalized or universal assumption).

The aim was to identify a critical incident of note to reflect upon and evaluate within its context to determine the next teaching and learning steps in education.

Research and data collection can be practised through many means such as Interviews, questionnaires, video evidence, role-play, and examinations (Cohen, Manion and Morrison, 2007). To collect and evaluate data, observation strategies were employed to gain a quick overview of the children's learning in their 'natural' environment.

It is important to see how behaviour changed with an additional 'member of staff' present and simply taking physical/mental notes of the lesson and compare this to a lesson where an additional 'member of staff' was more included and involved in the pupils' learning: The direct/personal attention given to individuals or groups is now twice as likely, giving way to the hypothesis that there would be a subsequent reduction in poor behaviour (Green, n.d).

During the 2-days of observations, two different approaches were employed: Participant, and non-participant (covert) observation strategies. This allowed for a diverse data set with a comparable change in one variable. I looked for patterns in behaviour, comparing similar ability classes to each other while present and altering my role to better understand my influence (Green, n.d). This allowed for critical incidents to make themselves known and be explored as the stand-alone events they are.

It is essential to note that the validity of the results must be questioned to ensure its worth and use in context: Both qualitatively and quantitatively (Cohen, Manion and Morrison, 2007). The entire premise of observation creates an altered climate of learning which then poses many questions when reflecting and analysing the data; Are the children more likely to show off? Will the behaviour be better with an outside influence? (First 5 California, 2015)

The critical incident discussed hereafter used the non-participant observer method which then evolved into a participant-observer method, with the teachers' encouragement, in an attempt to maintain a calm classroom with focused learners. This was the perfect environment to gather data on the above hypothesis and draw conclusions on which observation method would be superior.

Ultimately, I have found each environment of learning per class will require an independent approach not limited to the aforementioned methods: Often the non-participant approach is enough and typically employed in the higher ability lessons whereas in certain contexts a participant or mixed approach has been seen to be more useful in terms of gathering data, and is usually found to be used in the lower ability lessons.

Prof. Donaldson's' Four Purposes

As previously mentioned, the critical incident I found to be noteworthy was that of a peer assessment lesson in the science department, during a year 7 class of lower ability children. The lesson was designed to deepen their knowledge of scientific principles and establish transferable skills.

Each lesson within the school follows the same template: a 5-10-minute starter task is on the board ready for the children to follow, this is premeditated to 'activate prior knowledge' and introduce the class to the lesson ahead. This is a way to immediately start increasing exposure to numeracy and literacy skills, 2 out of 3 of the cross-curricular responsibilities (Welsh Assembly Government, 2017). It may also be used to calm and focus the children, as was needed in this particular class (Laslett and smith, 2000).

Once the register had been completed, and the starter had been finished (indicated by increasing level of noise), questions were asked to determine who understood and to also locate children's' boundaries on the topic. This effective questioning allowed for the start of the lesson to be pitched to the correct level.

The first task was to swap books with the person sat next to you, or closest to you if you were sat alone. The class was already of high energy, which hadn't altered by using just the starter task, and this opportunity gave them a chance to increase their energy levels again. The class of 10, with 3 members of staff, was already starting to feel a little overwhelming within the first 15 minutes of teaching. Seating arrangements not only assist in behaviour management (Ruhl and Wannarka, 2008, pp.89-93), but the use of one here would have reduced the movement of the pupils as they would have been sat in pairs - instead of left to find a seat of their choice - and thus kept their energy levels on the decline (Ruhl and Wannarka, 2008, pp.89-93).

Once back in their seats, the 3 aims (to check and correct capital letters, spelling, and use of apostrophes) were explained audibly, model answers were shown and left at the front of the classroom, spellings of commonly misspelt words (based on the teachers experience) and scientific terms were printed and presented to each table and left for reference. This task took the whole lesson.

Time wasn't a factor here, more the lessons learned by the pupils. The aim was to help pupils see the benefit of marking their work, equipping them with assessment criteria and illuminating gaps in their knowledge. (Brown, Earlam and Race, 1998, pp.38-40).

It encourages the learners to reach their potential and become confident, ticking 2 of the 4 boxes of the purposes from the new 2022 curriculum for Wales (Welsh Assembly Government, 2015) being introduced by Prof. Graham Donaldson. This task concerning the new curriculum aimed to:

*“create ambitious, capable learners, ready to learn throughout their lives” And
“healthy, confident individuals, ready to lead fulfilling lives as valued members of society”.*

The reading ages in the class were vastly below their chronological age, hence the reason for all 3 members of staff within the room becoming actively involved in the lesson. The high literacy element mixed with very low ability and very high energy children created many opportunities for those who couldn't access the learning to misbehave.

Literary review

After collecting the evidence in field notes (see appendix 1), I was able to identify and investigate two clear topics of conversation linked to peer assessments that piqued my interest; 'assessment for learning', and 'behaviour for learning' looking specifically at classroom management. Each topic supports the need for and thus introduces strategies to improve teaching the skills needed for peer review.

The purpose of using assessments is to measure achievement vs. potential and evaluating an individual's/classes strengths and weaknesses (Cohen, 2007). This encourages a conversation between a student and the teacher and leads to a more tailored and informed lesson plan (Black, et al. 2011).

"Pupils can only achieve a learning goal if they understand that goal and can assess what they need to do to reach it" (Black, et al., 2002).

Black suggests for success during an assessment (be it formative, or summative), there must be clear targets. For example, to be asked to draw a house without any guidelines, and then have it marked to see if certain criteria are hit, this will result in a varied percentage pass rate without a route to then improve the results of an individual or class. Knowing what went wrong is only half the representation of the learners' knowledge, knowing what's missing or correcting the work is how pupils will improve and focus their learning. They will now know what to aim for, as Black states in the quote above we can analyse how peer assessment must be structured and have set goals

Peer reviews are a more successful tool in assessing any learning that has taken place for two important reasons: continuous and good quality feedback is now more easily achieved having 'mini teachers' in the classroom, and feedback is more readily accepted from a peer due to the nature of their relationships and language used, opening up the door to questioning and discussion around any disagreements to the marking (Black, et al., 2002).

There are limitations to introducing peer assessment later on in the curriculum, such as at a GCSE-level, where the onus of marking has been solely on the teacher. Initial understandings of peer review can be misconstrued, leading to students believing that it is a way to compare themselves against each other, therefore, not participating fully, as opposed to its true purpose of gaining an understanding of what went wrong and learning how to improve (Black et al., 2011).

Not only this, if this task is to be completed without the success criteria, the feedback is not useful due to peers possibly teaching each other incorrect/inaccurate information. Peer/self-reviewing example questions beforehand allow pupils to see what success 'looks like' and aim towards the correct standards and expectations (Clarke, 2008).

I fully support this practice of peer assessment being introduced as early as year 7 (if not earlier), along with the mark scheme or success criteria, as it is easier to introduce the correct specific scientific terms at the start of a pupils learning career and allow them to access the full curriculum (Green, J. (2019), as well as reinforcing the transferable literacy and communication skills than to evolve their vocabulary during KS4 (key stage 4) (Geithner, & Pollastro, 2016).

To teach skills such as these in a classroom, the class itself must behave appropriately for the learning to take place – Behaviour for Learning. Behaviour management aims to reduce/extinguish undesirable behaviour.

“Students may experience increased levels of anxiety, stress, or agitation leading to low motivation and disengagement in the classroom when barriers to learning have not been identified and removed” (Ministry of Education, New Zealand, 2018)

Disruptive individuals take the focus of the teacher from delivering a lesson to managing individuals or groups behaviour: this is time-consuming and prevents the class from engaging and moving forward (FutureLearn, 2019). To understand the behaviour, a conversation must be had with each individual to understand the root problem (Brown, Earlam and Race, 1998). This, in turn, is time-consuming but can happen after tasks are set where the majority of the class will then be engaged, freeing the teacher to gather the information behind this poor behaviour. Behaviour is a form of communication most commonly employed to either obtain or avoid something (Ministry of education, New Zealand, 2018).

As previously mentioned, this class is a lower set and low ability, with specific learning needs, and a very low reading age (some of 5 years and 6 months, which is 7 years below their chronological age): all ingredients that would ordinarily promote unwelcome behaviour in a classroom, such as; talking, singing, fighting etc. (Leyba, 2017). The evidence on each pupil enrolled in the school is captured and used by teachers to alter their lesson plans.

It's important to remember this lesson took place after an energetic physical education lesson, leaving them all at very high energy levels. As such, the importance of behaviour management and behaviour for learning became an interesting topic to me along with different strategies teachers employ, both successfully and unsuccessfully within the context of different learning environments.

There are 3 typical styles employed by teachers to manage a classroom: 'The Drill Sergeant', the 'Best-friend', and the 'Firm, but fair'. The 'drill sergeant' is very militant, using a chalk and talk method of teaching alongside ensuring they are automatically given respect and sees punishment as a consequence of any incidents of failure or poor behaviour.

The 'best-friend' relies on planning a lesson thoroughly and ensuring a wide variety of differentiation, they follow a flow chart from asking and negotiating to show frustration as a means of controlling a class. Finally, the 'Firm, but fair' style of teaching set boundaries, understand that 'perfect' isn't always achievable and there are factors outside of their control that are conducive to poor behaviour but must be dealt with when the children are under their care (Hook and Vass, 2011).

Unfortunately, teachers are human beings themselves and are consequently fallible. Not every teacher can use the same style each day when teaching nor is it beneficial to always use the same style. Each class needs to be approached with strategies that will benefit them the most, which can only come with building relationships with the students (Moon and Mayes, 2013)

During my observations, there were several teaching styles and approaches used in managing a classroom. In this particular case, a positive attitude with a calm and collected demeanour was at the forefront of engaging the class – a 'Firm, but fair' style. The term has only just begun and the relationships between the teacher and students are still being formed and understood. Certain routines are used school-wide to set the standards and expectations of the students and help to manage the time effectively (Dean, 1996)– there is only 1-hour to teach.

Lining up outside the door and waiting to be allowed entry only when everyone is quiet and having a 'starter' task posted at the front of the classroom ready for the students to receive are 2 such routines: This allows for the teachers authority to be shown as well as imparting good-manners (Cooze, 2006).

A seating plan would have had a great impact on the class as they are 'boy-girl' pairings in this school, as far as is reasonably practicable, and sit in 'co-operative learning teams', a term which here means a group of four learners; a high achiever, a low achiever, and two middle achievers (Plevin, R., 2016).

Seating plans have many benefits such as peer-to-peer relationship development, and timesaving for the teacher as the high achiever will aid and influence the low achiever. They also aid in learning the names of the students and controlling behaviour if they are seen to be flexible instead of rigid (Brown, Earlam and Race, 1998). If there are repeated instances of poor behaviour, switching a couple of students around can have a large impact as the threat of being moved away from a friend is now very real. An alternative is to allow the students to show you how they behave over a few weeks, then implement a seating plan. This doesn't have the same effect as the discipline has now been introduced late as opposed to setting the expectations from the very first meeting (Smith and Laslett, 2000). This lesson would have benefitted from a seating plan as it would have meant no-one would need to move around the classroom to swap books.

Further to this, three other strategies were used in the classroom; Clear instructions were given but in a calm and reserved manner, this was clearly a 'lead by example' using non-threatening body language, a low volume suitable to be heard but lower than that of the disruptions and the pace reduced to infer how the children should be behaving (Plevin, 2006). Directions were given instead of the use of questions as to prevent any miscommunication or further increase the energy of the classroom with unwanted discussions on what to do (Moon and Mayes, 2013). Third, answers were modelled and left for reference on the whiteboard at the front of the class allowing for access to the success criteria. Only one example for each topic was provided so that the learning needed to be applied instead of simply copied down (Case, 2013).

Reflection and evaluation

After gathering the data and analysing what has been found, the next step is to use this information and plot a course towards the improvement of my teaching practices. Continuous monitoring and self-evaluation lead to revised and enriched teaching (Boyle and Charles, 2014). Using the 'reflection on action' as opposed to 'reflections in action', further reading allows to compare ones' actions in different contexts to learn where they may better have been applied and learn what has been successful already within the environment of observation (Schon, 1987 & 1988).

Using my field notes during the observations (appendix A1), I was then able to take this away and use Gibb's reflective cycle (appendix A3) to explore what happened in further detail and complete an assisted reflective conclusion sheet (appendix A2). Figures A2.1a and A2.1b of the appendix are individually unique in their aid to assist me through my feelings, understanding, analysis and action planning (University of Edinburgh, 2019) from the peer assessment critical incident initially discussed.

Throughout the observation, I noted feelings of being overwhelmed and of immediate exhaustion. The energy levels with which the students arrived was far too high for a final lesson straight after lunch. On the surface, I maintained a calm disposition and assisted in the completion of routines. I remember the impression of the noise erupting from such a small class: I tried to understand the layout of the class and find out who were the particularly 'worked-up' students as they took to their seats. There was a lack of evidence around a seating plan that I found unusual as they were commonplace in all other observations, I was a part of.

Overall, the lesson was a success in the skills being transferred to each of the students with proven evidence captured in peers' books that were marked secondly by the teacher, myself, or the teaching assistant (TA) present. Use of examples allowed the children to see 'what good looks like', clear dictation of the tasks along with the firm and fair style of management halved the energy levels of the class within the first half of the lesson. It seemed impossible to be reduced any further and the second half of the lesson was a case of ensuring the newly established level of noise and disruption would be maintained, dealing with any issues on a case-by-case basis.

Any misunderstanding was hard to manage within the first part of the lesson, once I had got involved in the second part along with the TA, and the teacher, issues were more easily ironed out one-on-one as per the hypothesis proposed within the 'methodology' above.

There are only 2 further strategies' I have come across I would try within this class when faced with the experience myself. The first is to implement a seating plan using the majority of the space available to keep distractions to a minimum.

The other would be to incorporate a movement break of sixty seconds between tasks such as a set number of star-jumps. This allows for the energy they have to be burnt up slightly whilst having the children engaging both parts of their brain and integrating the learning across both hemispheres, it introduces a clear break into the lesson to prevent information overload, and bring an element of fun into the classroom without undermining your discipline (Cassie, 2017).

Being qualified and being competent are two individual topics of discussion. At the end of my course I will be qualified but only by frequent self and peer review will I ensure that the skills I practice are effective (Cowley, 2009). There are very personal reasons as to why I have decided to undertake a career in teaching. They underpin each progression I choose to take to ensure I become a well-rounded teacher, able to offer the skills and the help that wasn't afforded to myself during my schooling.

Professional development is more than the progress one makes in their career climbing the corporate ladder. Several activities to achieve 'greatness in teaching' is not only attending an INSET day but to offer to run a workshop and ask to be observed/provided with feedback. This is a peer evaluation in a softer setting but allows for my foundations in teaching to be improved during the early days of my career. In the coming years, this same practice allows for me to be tested and ensure progress as well as build on new areas that take my interest (Brown, Earlam and Race, 1998). The priority is to be a good or even great teacher, with the ambition of heading towards headteacher status.

Conclusion

Using a mix of participant and non-participant observations I was able to understand just how much the Hawthorne effect came into play during my observation of this particular critical incident. This allowed for precise analysis and reflection to determine what the next teaching and learning steps are within the profession and more importantly during my teaching career.

It was found that there is no unique approach to observing a classroom that is considered the best, however, there are a vast variety of strategies' that may be used and with this, the most suitable one must be identified on an individual basis and subsequently applied.

Studying peer assessments as a form of AfL (assessment for learning), and learning about behaviour for learning, the greatest epiphany was around how truly unique each pupil, and therefore, the class is. This is no doubt the case for every school and is influenced by social and political ideals in the catchment area: outside forces dictate what internal and external resources are readily available to educate.

For learning to take place, there must be appropriate behaviour. There are innumerable strategies to implement, each with an array of benefits and limitations, and as with the observation methods, a tailored approach to classroom management must be engaged: It is the strength of the relationships held between teacher and each pupil that allows for the most appropriate strategies to be used.

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Appendix

A1: Observation / field notes filled out during observations

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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19
Lesson details:	Intro to scientific terms Peer assessment
Classroom culture (Are the students focused on learning?)	Yes. Clear direction
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	APL + L.O.
Direction (Are the students clear about what they are doing and how to do it well?)	Yes
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	T.A. Peer lines ADHD chrs after an active lesson, stand up!

Figure A1.1 – Field research notes of a critical assessment around peer assessments

Soft eble (2)

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19
Lesson details:	Separation methods
Classroom culture (Are the students focused on learning?)	starter due to on entry videos
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	yes. Long equipment names & types of filtration
Direction (Are the students clear about what they are doing and how to do it well?)	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	- Call & answer - Tipped trucks

Figure A1.2a – Field research notes of a critical assessment around use of demonstrations in the classroom (page 1 of 2)



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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?

Use of QR codes &
phone app

"Plickers"

Specifics / Critical Incidents

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

videos & then real life
demo

see a Sac Joe

Figure A1.2b – Field research notes of a critical assessment around use of demonstrations in the classroom (page 2 of 2)

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Scott Clarke ③

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19
Lesson details:	Starter task, classroom ergonomics.
Classroom culture (Are the students focused on learning?)	"Timed" tasks "3, 2, 1," to reset focus Group tasks Individual tasks
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	3 tiers of learning Following through booklet
Direction (Are the students clear about what they are doing and how to do it well?)	Examples w/ visualizer Sudokus instructions, visual prompts
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	✓ Extensions given where available Challenge teacher when his answers are wrong

Figure A1.3a – Field research notes of a critical assessment around use of starter tasks and APK (page 1 of 2)



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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?

call & answer

Specifics / Critical Incidents

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

- adapted starter task to complete previous work based on marking book
- Timed tasks
- Examples
- "3, 7, 1"

Figure A1.3b – Field research notes of a critical assessment around use of starter tasks and APK (page 2 of 2)



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Scott Clarke (4)

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19
Lesson details:	• Atomic structures. • Atoms & Electrons.
Classroom culture (Are the students focused on learning?)	Order fish on board Singing clues to settle themselves Use of names.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Directive on board. Example shown. Always shown
Direction (Are the students clear about what they are doing and how to do it well?)	Shown what 'good' looks like.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Challenging class. All students complete work Aimed at set level

Figure A1.4a – Field research notes of a critical assessment around use of voice control to manage classroom noise (page 1 of 2)

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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?

with accounts
Call of answer
peer assessment

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

- Volume control in voice
- Use it to be above class
then start to lower.

Figure A1.4b – Field research notes of a critical assessment around use of voice control to manage classroom noise (page 2 of 2)

A2 : Original ARC model sheets and Microsoft word documents based on Gibbs model using the observation/field notes and ARC data.

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical Incident (Focus): Peer assessments of my teaching

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Overwhelmed & yet at once Exhausted & yet calm. Sense of calm by taking feedback.
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?"	Noise & confusion would have been reduced with more organised layout of classroom. All alone or all in pairs.
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?"	Use of examples & prior prep. Classroom routines for entry & starting the classroom.
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 would make sure all pupils are paired up. Introduce a movement break to snap their focus in fast
Y profiad newydd / Transformed experience	

Figure A2.1a: Original ARC (Assisted Reflective Conclusions) Model based on peer assessment critical incident

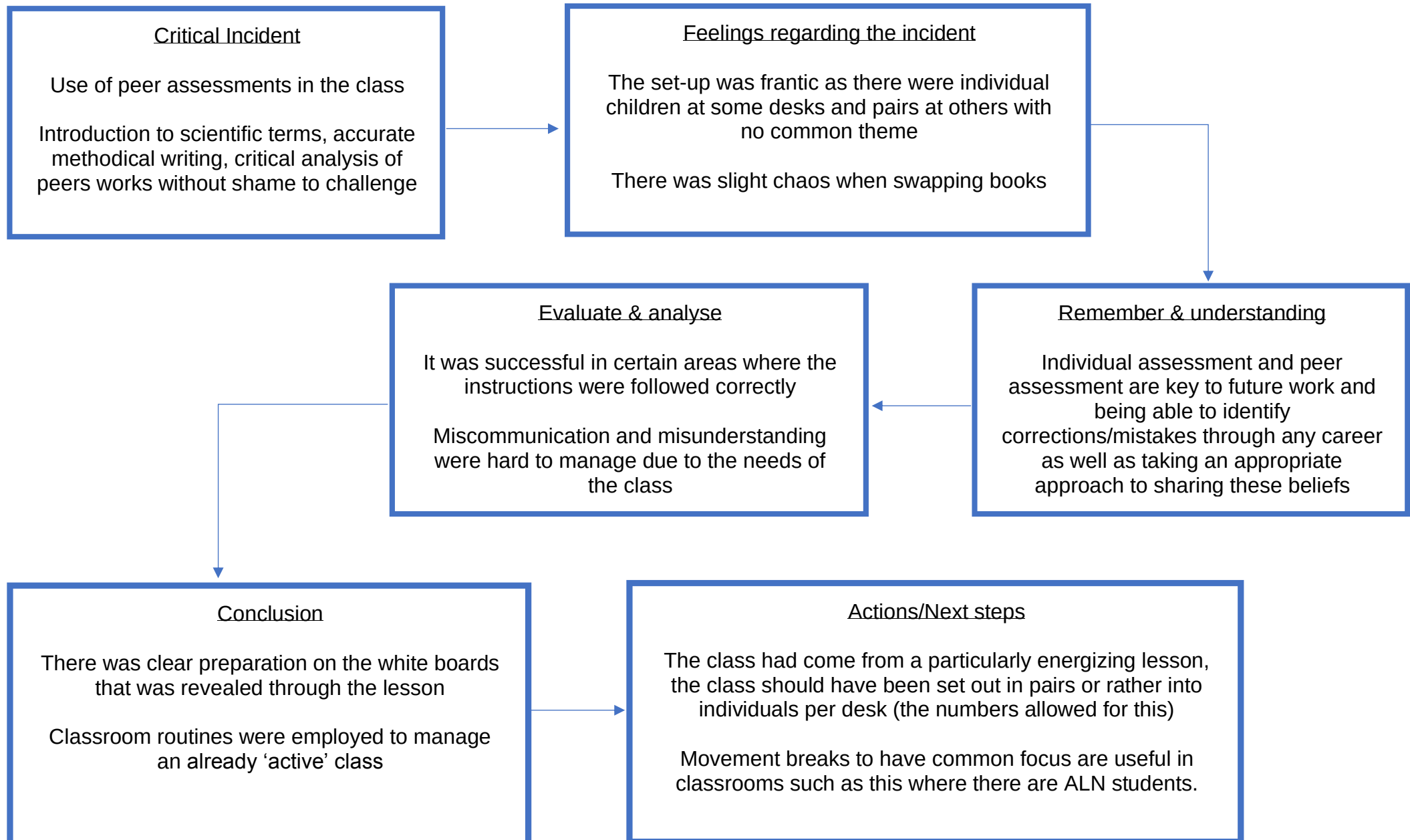


Figure A2.1b: Microsoft word documents of Gibbs' Cycle Model based on the field notes and ARC on peer assessments

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Having students observe a demo

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	This is slow this is boring The kids aren't paying attention my focus is split
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?"	It is supposed to excite a love of learning as well as show the theory in the real world.
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?"	Ask the children to walk past & observe the equipment. Watch - video demo. (then the children point to the individual equipment & name 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?"	Probe their knowledge of real world application & show real world examples.
Y profiad newydd / Transformed experience	

Figure A2.2a: Original ARC (Assisted Reflective Conclusions) Model based on use of classroom demonstrations

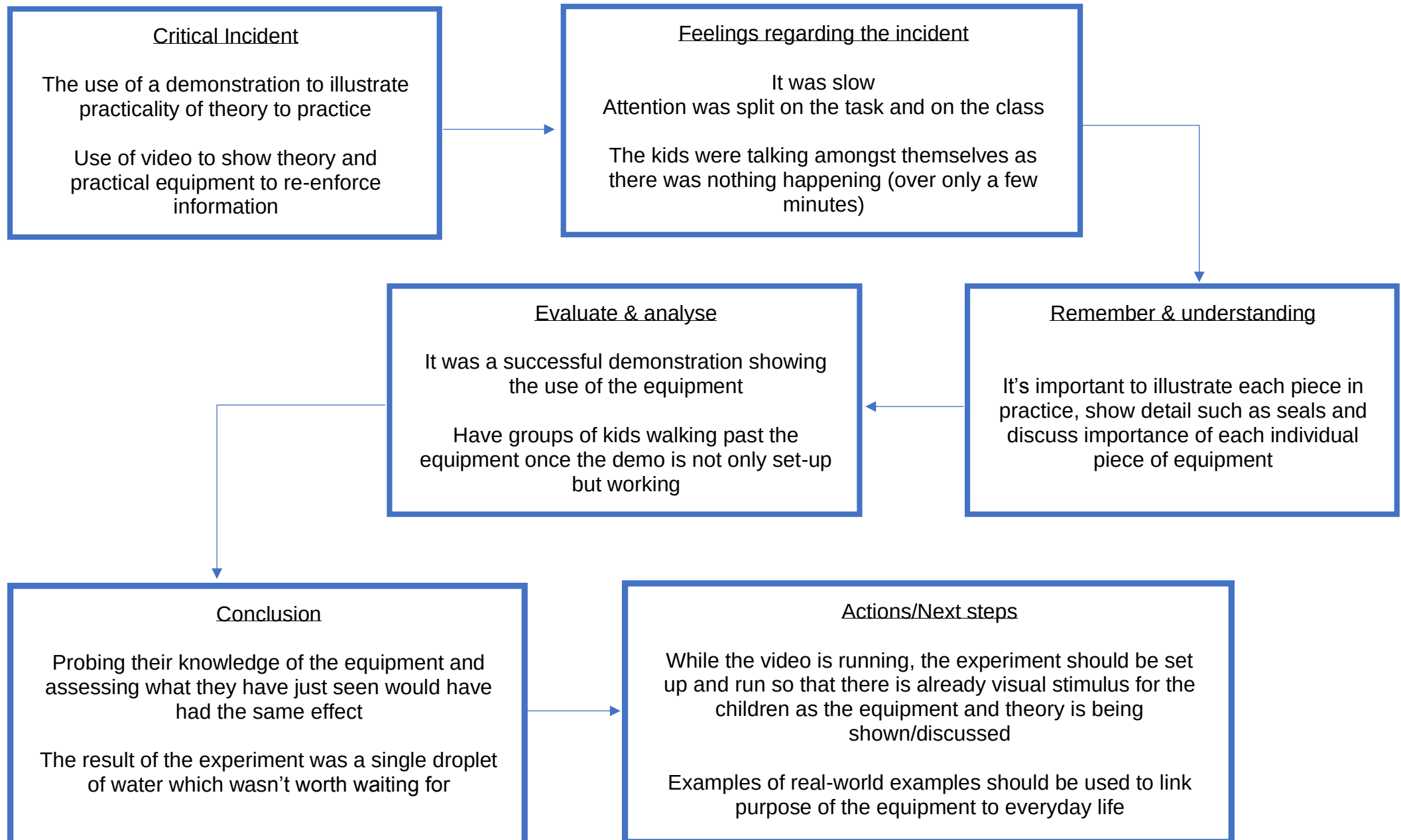


Figure A2.2b: Microsoft word documents of Gibb's Cycle Model based on the field notes and ARC on of demonstrations in the classroom

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

Dyddiad/Date: 26/9/19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt under pressure constantly Uncomfortable with the pace felt more about content not quality
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	There's a great deal to cover There are some challenging behaviors in the classroom.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The structure & format overall was supportive. Timed tasks did work Fidgety increased towards end.
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?"	Pick & mix strategies. Don't use a timer constantly Have set goals to reach that are attainable & enjoyable for the kids.
Y profiad newydd / Transformed experience	

Figure A2.3a: Original ARC (Assisted Reflective Conclusions) Model based on the timed tasks critical incident

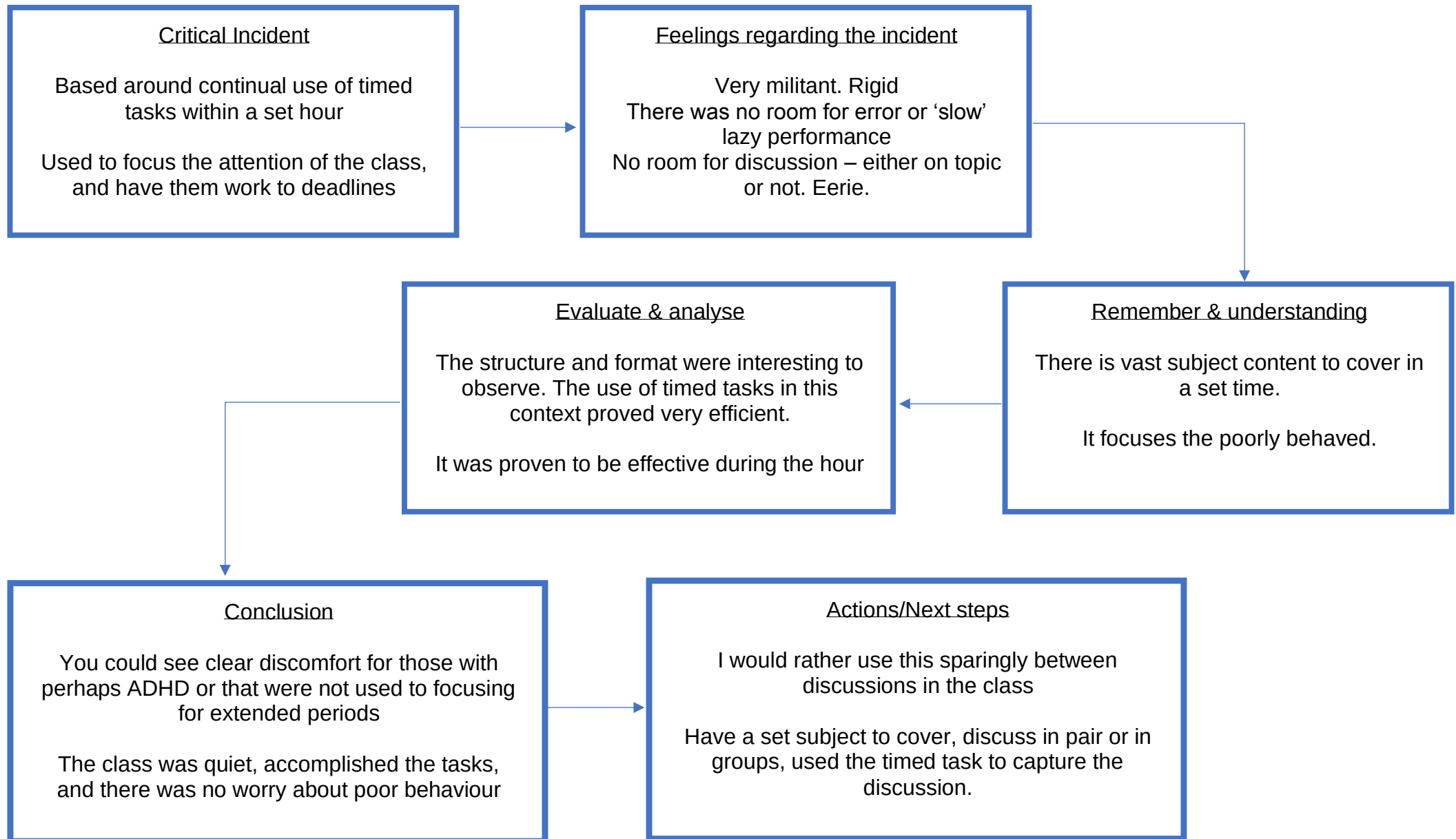


Figure A2.3b: Microsoft word documents of Gibb's Cycle Model based on the field notes and ARC on use of timed tasks

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Voice control to command class

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	Unsway Tired As if I could adopt it
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?"	focus straying from task at hand while conversations started during teacher speaking
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?"	It worked so well but had to be repeated a number of times
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?"	Make the class aware of what is happening Introduce consequences as a whole such as 5 minutes off lunch etc.
Y profiad newydd / Transformed experience	

Figure A2.4a: Original ARC (Assisted Reflective Conclusions) Model based on the use of voice volume to as a classroom management tool

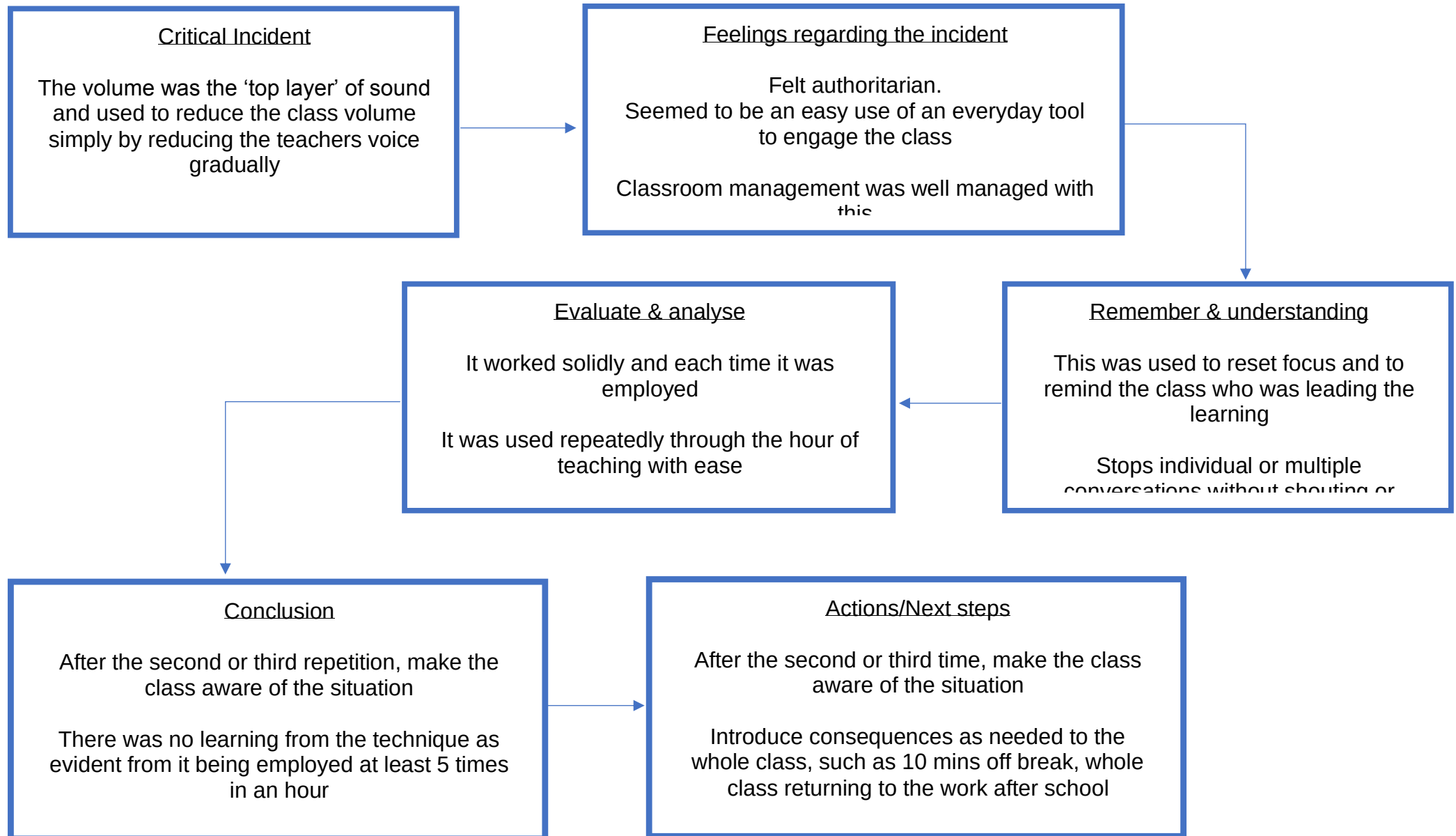


Figure A2.4b: Microsoft word documents of Gibb's Cycle Model based on the field notes and ARC on use of voice volume to as a classroom management tool

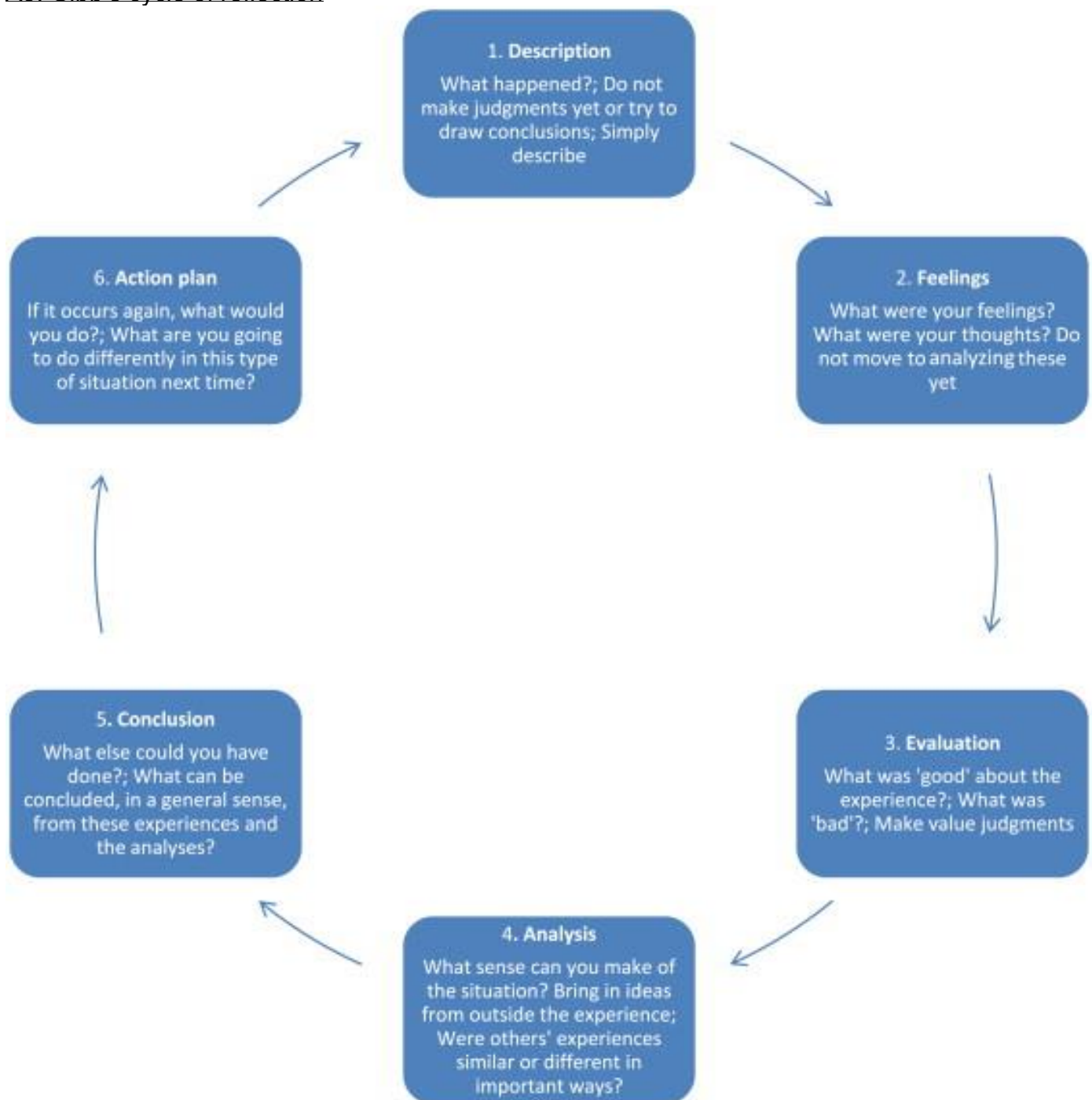
A3: Gibb's cycle of reflection

Figure A3: An illustration of Gibb's cycle of reflection (The University of Edinburgh, 2019)