

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

It has been identified through research that relationships in schools play a huge part in affecting pupils' health and wellbeing. Pupils relationships with their peers and teachers in particular play a crucial part in the emotional wellbeing and mental health of pupils McLaughlin, C. and Clarke, B.'s research (2010). For pupils to learn to their full potential, we first need to take a holistic approach and consider the reasons behind children's actions. My case study focusses on an individual learner in the classroom environment based on a critical incident that I have observed. Throughout my assignment, I will critically evaluate and identify next teaching and learning steps that can aid the progression of this critical incident. To do this, I will explore Behaviorism, Classroom Culture and the role that these topics play in pupils learning and decision making. I will use a range of literatures and texts and talk about my observation of my critical incident and analyze the methodology behind this. Something else I will touch on is Donaldson's four purposes and how they tie into my critical incident. Wales is currently at an exciting time in Education with the new curriculum coming into action before 2022. To roll out this curriculum effectively, new teachers should be aware of the four purposes and how to implement these effectively.

Throughout this assignment I will refer to the pupil in my critical incident as "Pupil X", the teacher involved in the incident as "Teacher A" and I will refer to the school as "School Y". This is to insure BERA (2018) guidelines for anonymity explicitly are followed.

OBSERVATION

Before my observation I made sure to Refer to BERA (2018) guidelines for anonymity explicitly. The school where I based my observational experience is a mixed secondary school with pupils age 11 to 16. These pupils are primarily from neighborhoods around the school. The backgrounds of these pupils are not hugely diverse, with 98% of them coming from White British backgrounds and English-speaking homes. Around 8.5% of pupils carry a language other than English as their first language. Free school meals are eligible for around 20.2% of pupils which is above the national figure of 17.5%. Fifteen percent of the pupils live in the 20% most deprived areas in their country and the school's additional

needs register has 47% of pupils on it. 5% of pupils have a statement of special educational needs which is above the national figure of 2.4%

The class where my critical incident was observed was a Year 8 Welsh lesson. The lesson was the first of the day after registration and the class size was roughly 30 pupils. Teacher A started the class with a recap of last lessons work, this class had been covering different topics that they could include when writing about themselves. They had by this lesson covered all the topics needed, which indicated they were coming to the end of this project. The teachers aim for this lesson was for the pupils to start writing personal paragraphs about themselves using all the information they had collected in their books over the weeks. It must also be noted that pupils were told to also use peers as recourses for questions which they may find difficult.

Methodology

Observation methods enable researchers to check for non-verbal feelings or expressions of the learner and analyze or take note of peer interactions noting also how they communicate. Also, it enables researchers to take note of what activities are being taken part in and how long is spend on these (SCHMUCK, 1997).

To observe find my critical incident I used a Naturalistic Observation method. This means I observed the pupils in a natural environment where communications and behaviors were instinctive and natural. By doing the observation in the classroom it supported the natural behaviors to unfold, also it gave me a good overlook of the whole environment of the class and everything that went on, not just the one critical incident I choose to use. These were clear advantages of this method. Some disadvantages of naturalistic observation are that they are on a small scale so may limit the representation of a social or cultural group. Also, because it's small scale and the events unfold naturally, this makes them unpredictable. This means something that happens once may never happen again and we have no control over this.

A different observation method I could have used is Participant Observation. This method is a developed version of the naturalistic observation method. The difference being that with participant observation you become a part of the environment you are observing. If I used this strategy, I would have become a part of the class and interacted with the pupils instead of sitting and observing the class from a distance. Participant observation can be split into two categories. The first is "Covert" this includes going "under cover" and keeping

the researchers identity concealed from the research group. The researcher will normally pretend to be a genuine part of the group and be fully involved in any activities. The second category is "Overt", this is where the researcher shares with the group their reasons for being there and asks permission from all parties. Using Participant observation means you can become fully emerged in the culture of the group and get a more in depth understanding of the incidents occurring. This could have been beneficial for my observation as I could have gotten a richer idea of the context of the pupils and their work. Despite this, this method could have been beneficial in this instant as I would naturally stand out to a group of young students as the minority as an adult. This could cause them to disengage and not behave as they naturally would if I wasn't there. Another disadvantage of this method, especially the participant "covert" version, is that recording notes discreetly would be challenging without raising suspicions and queries within the group. This method may also cause the researcher to forget notes or points they wanted to remember from the experience. As well as this, there researcher may become too involved with the group and subconsciously steer the group in certain directions causing the research to be bias and invalid. It is always important not to include preconceived ideas, feelings or judgements in your research or use meaningless adjectives KUTSCHE (1998). This may cause research to become to bias meaning it could be inaccurate.

When observing my chosen critical incident, I believed the most efficient way of recording to be that of a written one. This is as a result of not wanting to get in the way that the incident unfolded naturally or interfere in anyway, this may have caused a different outcome and would not be beneficial to my observation. A recording method that may not have worked in this scenario is that of a voice recording one, this is because it would distract from the natural events that unfold.

Critical incident linked to Donaldson's Four Purposes

The critical incident I observed occurred at roughly the middle of the lesson. The class was working with a small amount of peer talk, noise levels were moderately quiet, and most pupils seemed to be on track. Teacher A was sitting at their desk marking work when the incident occurred. The work being completed by pupils was a worksheet of questions that they had to answer, they were informed that the answers to these questions were in their task books from many previous lessons. They were also informed that they could work with peers to complete the worksheets. The incident occurred approximately 10 minutes into the given task. Pupil X was getting on with work and chatting to peers, after a short

while the pupil put their hand up and looked at the teacher, they proceeded to do this even after showing an understanding that the teacher was not looking in that direction. This carried on until eventually the teacher looked pupil x's way and addressed them.

This critical incident could link to multiple purposes of Donaldson's curriculum. Firstly, looking at the purpose "Healthy, Confident individuals". If this pupil was confident in their own abilities, maybe they would have believed in themselves and the knowledge they had already collected in front of them. Also, a confident learner may have used initiative to go and speak to the teacher or call over to the teacher rather than sitting knowing the teacher was not looking over in that direction. It also addresses the purpose "Ambitious, Capable learners". Donaldson (2015) says he wants to create individuals who set out to attain high standards and explore and raise to challenges, learner X perhaps wasn't challenging themselves enough by asking the teacher, maybe this learner should be setting themselves higher standard while learning. This purpose also talks about the learner being able to apply knowledge, this critical incident could be a good example of a learner having the knowledge from past lessons but being unable to apply it to a different context.

Another goal explored in this purpose is for learners to "undertake research", pupil X could have done this by maybe asking peers first or referring to other peers' books instead of referring straight to the teacher. This could suggest that the pupil needs more guidance to work as a group or learn from peers. The next purpose "enterprising, creative contributors" talks about learners being able to take measures risks. Learner X could have taken a risk and writing down what she thought may be the answer but did not. This may have been due to fear of failure, learners should not be fearful of risks. The learner may have also feared asking peers for answers, maybe the individual was less confident than others or perhaps the classroom culture didn't feel a safe place for the pupil to explore for the answer to her question.

LITERATURE REVIEW

Operant Conditioning was developed by Burrhus F. Skinner. It is the idea that future behavior will depend on the outcome of past behavior. This suggests that if someone gets a negative consequence because of a behavior, this will change the way they behave in future, this could be why consequences are used in a learning environment to implement good behavior models. Skinner implies that we are more likely to repeat a behavior if it is reinforced be that negatively or positively. It could be that pupils in School Y have been conditioned to believe that putting their hand up is a positive behavior Skinner (1953). Pupils may attain positive reinforcement from the teacher, this could be verbal or non-

verbal, perhaps a smile or a well done. They may also get negative reinforcement for shouting out in class as opposed to putting their hand up, or negative reinforcement for getting out of their seat. This could be why Pupil X put their hand up and waited silently for the teacher to notice them instead of getting up from their seat. From Skinner's understanding, the best way to gain a logical understanding of behavior was to first create an understanding of the causes of a process and its outcome McLeod, S. A. (2018).

Operant conditioning was developed from the ideas of John Watson's "classical conditioning". Classical conditioning is something that happens through the association of an environmental stimulus and a naturally occurring stimulus. Watson (1913) believed that you could take a newborn baby and train them to be whatever person you wished of them, be that doctor, lawyer or criminal. Watson did not believe in the mind or conscience.

Skinner's outlook was contrasting to Watson's. Skinner admitted that we do obtain such a thing as a mind, but that it is simply more productive to study observable behavior rather than internal mental events. This could be because Skinner's literature is more modern than that of Watson's. A change

in time could explain this more open idea to the mind and how it works because of developments in psychology between the 1920's and 1937.

This literature could suggest that Pupil X has been conditioned to raise their hand when they need something.

Mellor (2005) suggests in his book that attention seeking behavior does not come just from the child but is formed from the child's experiences, environments and relationships.

Morgan and Ellis (2011) agree with this as they imply that children develop negative attention behavior as a result of receiving no praise or positive affirmation for good behavior. Erik Erikson (1995) could be seen to disagree with these statements as he suggests that it is only a natural human instinct to want the attention of others. This may imply that children raise their hand in class to get some form of attention be that from peers who recognize this action or teachers who react to this.

This makes the child want any attention be that for good or bad behavior, they will get it however they can. These two theories could suggest that a child with a need for attention may learn that putting ones hand up in class will usually gain the teachers attention because of the classroom culture that has taught this. Also highlighted by Mellor (2004) is the role played by parent's in attention seeking behavior, he implies that the way parents think about their children can affect the child directly, for example, if a child knocks their head, this may or may not affect them but if the parent treats them differently as a result, this could lead to differences in the child's behavior. This is backed up by case studies

carried out by Mellor (2000) where he compares two children both with attention seeking behavior, both parents show “protective attitudes” towards their children from a young age due to medical problems.

It appears Mellor has less importance placed on finding the route of the cause of the behavior, this could be because in case studies by Mellor he finds there is no one clear trigger for this behavior Mellor (2003). Despite this, Morgan and Ellis (2011) imply that attention behavior cannot be dealt with properly until the route of the problem is found, they suggest that we first must find the reason why the behavior started and gather as much information as we can. This could include speaking to past teachers of the pupil or possibly speaking to parents or guardians too.

Mellor (2004) implies the best way to do this is to ignore the attention behavior. This may be why in “Critical Incident S” the teacher ignored the pupil for an extensive amount of time and looked the other way. It could be that Teacher Z” was tactically ignoring the pupil X as this is said to be the first step to take in solving attention seeking behavior in accordance to Wolfgang and Glickman (1986). Morgan and Ellis (2011) also seem to agree with this technique as they refer to ignoring the child with attention seeking behavior as a “powerful strategy”. They suggest that this strategy is only efficient if praise is then used when positive behavior is demonstrated by the pupil. They also highlight that sometimes ignoring the attention seeking behavior could become hazardous, if pupil’s behavior escalates too far, other pupils and members of staff may be put at risk.

Denis Lawrence (1996) suggests that if children’s self-esteem is low, they will not work to their full ability. He also comments on the correlation between children’s self-esteem and their level of achievement. This could suggest that pupils with better self-esteem may feel less inclined to check their answers with their teacher, therefore spending more time moving on with the task in hand. If Pupil X had higher self-esteem, maybe they wouldn’t have put their hand up, or maybe pupil x would have had the confidence to ask a peer or walk over to the teacher who was not looking.

Lawrence (1996) also talks about the correlation between high achieving pupils and good behavior, it could be that pupils with good behavior give themselves a better foundation to learn, or that teachers respond or communicate more productively with these pupils.

Lawrence say’s that pupil and teacher interaction can have a negative impact on the pupil if the teacher has low self-esteem. He says that this could in turn mirror through the child. Despite this, Burns (1982) say’s that teachers with a high self-esteem can have a positive effect on pupils with low self-esteem by bringing them up to the same high level as the teacher. This could be a positive interaction between pupil and teacher and could possibly

in turn have a positive effect on learning in the classroom. Although both BURNS and Denis suggest that the teacher has such a huge impact on pupils, Nuthall (2005) suggests that the biggest impact on a pupils learning is their peers. He describes the learning environment in three spaces, the whole classroom, the space you share with peers and the space in your own mind and thoughts. This image could suggest that the teacher is furthest away from learning.

Nuthall also says that the classroom has unspoken rules that we all comply with without even realizing, he call's these "classroom rituals". These rules form a set pattern of verbal and non-verbal communications between teachers, pupils and peers. The critical incident I am focusing on may have been a result of these unspoken rules where the pupil has been conditioned throughout the education system to raise their hand to speak to the teacher. Nuthall suggests that the underlying rules of classroom culture could be a negative thing, this is because teachers are having a false sense of attainment in pupils, they believe that because pupils are nodding and smiling, this means they understand, which is not always true. Despite this, the article "Creating a Culture: How school leaders can optimize behavior" suggests that clarity of culture in schools is a feature of the most successful learning environments. This may tell us that Pupil X putting their hand up was a part of the wider culture of the school that has been instilled in all pupils.

Chris Watkins (2005) implies that classrooms should be more community focused and encourage the collective outcomes of the class. If this theory was applied to the classroom where my critical incident was observed, maybe Pupil X would not have felt so isolated and may have asked her peers. Despite Watkins (2005) suggestions, Nuthall suggests that we should focus more on each child as an individual and take a more holistic approach to learning, this would not be possible if learning was done solely in a community with other learners who have different needs and abilities.

REFLECTION

In this section, I will reflect and evaluate on the focus of my critical incident and identify next steps. The role of critical reflection is important in ensuring we are constantly developing as teachers and learners. This type of reflection will inform not only our professional development but our personal one too. Critical reflection enables us to set goals and learn from real life situations, it helps us to consider outcomes and evaluate things that have been successful or unsuccessful.

Babara Jaworski (1993) highlights the importance of research and reflection being done with other, not just alone. She suggests that having others involved in the process, be that

colleagues or the researcher, makes the process a more challenging and fulfilling one. I think this may be because having someone to speak to about your process opens different ways of thinking and different angles to see the situation from. It also provides support throughout the process.

When I first reflected on my critical incident, I was very intrigued to understand the logic behind the actions, I felt that Pupil X was not very independent and I questioned why Pupil X would sit and wait for 'Teacher A' even though they were not looking. I also wondered why Pupil X wouldn't use initiative to go over to teacher A. I feel that through the literature I have reviewed, I found some potential answers to my questions and some reasons that may explain this critical incident within the classroom.

To take note of the classroom environment I used a field notes template shown in Appendix A. This was helpful as it put my immediate thoughts into appropriate categories and made notes easier and more efficient to reflect on before writing in my Assisted Reflective Conclusions model, see Appendix A. I found that using an "ARC" model was a very effective way of recording data. This method ensures not only thoughts are recorded but also feelings. Gibbs suggests in his writing that there is no point having an experience if you do not plan on reflecting and developing from it (Gibbs, G (1988)). I feel that having experience of using these reflection methods will be beneficial for my own professional and personal development as it is a consistent way of recording and reflecting that can be followed through as a process throughout my career.

The literature I have read has given me many things to think about. It has given me lots of possible answers to questions I may have had about the critical incident I witnessed and has open my mind up to many more possibilities. One of the questions I wanted to explore was "Why did pupil X put up their hand even though Teacher A was not looking?". This question has many possible answers but the literatures I read suggested that the pupil may have been conditioned to put their hand up to ask a question, they may also have been conditioned not to get out of their seat in class. Another possibility that the literature suggests is that the pupil has learned that if they put their hand up, they will get the teachers attention. These are just two possibilities that have been explored.

Going forward, I think next time I may use some other observation strategies such as "Participant Observation". I think this works well as it immerses you in the full experience of the group and gives you an up-close view of any incidents that may take place and a more in depth understand of the context. Something else I came across while studying the literature for this assignment was reflective models other than Gibb's "ARC" model. One that interested me was "Reflection before, during and after a learning process" Schön, D

(1983). I felt that this model made more sense to my own way of thinking and noting experiences, I like the table structure of it and would like to put this into practice in future reflection processes. Compared to the “ARC” model, I feel it more rigid making it easier for me to reflect on after the experience.

CONCLUSION

My focus on my critical incident is that *Pupil's should be more confident and /or independent*. This aligns well with one of Donaldson's four purposes, “Healthy, Confident Individuals” where he suggests that pupils being not only physically healthy but mentally healthy means they are learning can reach its full potential. After studying my literature, I believe this could be one of the key points to identify next steps. The two areas I focused in on were “Behaviorism and Classroom Culture”. In my opinion, both literatures highlighted that children's well-being has a huge impact on their learning in education. As Denis Lawrence (1996) suggests, if children's self-esteem is low, they will not work to their full ability. These literatures have informed my own professional and personal development by giving me a bigger focus on children's health and well-being in the learning environment. Without a happy and healthy pupil, full learning potential will not be obtained. Other literature I would like to put into practice is the step by step plan to solve attention seeking behavior by (Wolfgang and Glickman 1986). This framework seemed interesting to me as it made me question my first thoughts about my critical incident. It made me wonder if Teacher A had instead been tactically ignoring Pupil X because of attention seeking behavior as recommended by Wolfgang and Glickman.

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Wolfgang and Glickman (1986) figure 2 - teacher behavior continuum - emotional and behavioral difficulties - theory to practice - paul cooper, colin J. Smith and graham upton

Appendices

Appendix A

Prifysgol Cymru
University of Wales
Prifysgol Cymru

Yr Athrofa
Addysg a Dysgwylau
Education and Humanities

OBSERVATION / FIELD NOTES

(Statistics adapted from Fletcher Wood (2002))

Date: 02/10/19

Lesson details:
Wednesday/Wednesday/1st lesson
Year 8
Large Class

Classroom culture
(Are the students focused on learning?)
Waiting for teachers
Lots of chatting
Books out ready to work

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Clear Direction Given
Open book project
Collaborate with peers
all answers in book

Direction
(Are the students clear about what they are doing and how to do it well?)
Have been given guidelines of what to do and how to achieve this
given multiple versions of help including peers, their books, others books etc.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
all children given the same tasks and the same resources
given structure to follow by teacher

Assessment
(How does the teacher assess student understanding before, during and after the lesson?)
How is this used in their teaching?
asked to self assess and peer assess and help each other out throughout the lesson

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Yr Athrofa
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Specifics / Critical Incidents

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

- pupil interrupts and gets bent out by teacher
- boy sleeping in class
- pupil misses half the lesson because of music lesson so has to come back at break time
- while teacher talks to other staff, pupils talk more
- pen tapping to get friends attention
- pupil gives encouragement from T.A.
- hand up and looking at teacher even though the teacher is not looking
- whistling and looking at teacher

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*3 before me.

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

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Flows)/Critical Incident (Focus): Pupil putting hand up to ask question when class is silently working & teacher not looking

Student communication
- Verbal / non verbal
- com with adults

Planning
- Michael
- Hattie
- Nuthall
- Social patterns
- Role play
- Authority
- Discipline

Attention
- Behaviour
- Sweller

Profadi/ Experience

Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	Surprised at the logic in this and interested to dig deeper. something recognised from personal school/class experiences
Cofio a Deall/ Remember and Understand Atwch chi restru'r apweddau ar y profiad dysgu a oedd yn ddad? "Can you list the aspects of the learning experience that went well?"	Pupil was unable to continue work as they were trying to get teachers attention. Pupil followed classroom culture even though she could have just asked the teacher a question.
Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	Is the silence & patience of the pupil a good thing? Classroom ritual Are pupils too fearful of teachers? Is there too much of a divide? Should they be treated more like young adults when they become adults interacting?
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?"	Thus could suggest that: - children need more independence? - children should be more equal to teachers? Mutual Respect. - Children are restricted in the classroom environment?
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?"	
Beth ydych chi mynd i'w wneud nesaf? "What will you do next?"	

Y profiad newydd / Transformed experience

Autonomy

Thorndike - Reward for reinforcement
Nuthall
Skinner - rat
Watson - Behaviourist

Skinner's 1968 novel
Daniel Goldman's characteristics
Mazlows high

Appendix B

Prifysgol Cymru
Y Ddwyddol Ddiwedd
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): When winning a class game pupil tries to hide that he is happy with his performance.

Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	- Why didn't he openly celebrate his achievement? - Did peers have an influence? - Does teacher shape this? - Not been taught to celebrate achievement?
Cofio a Deall/ Remember and Understand "Allwch chi wneud effennau? a chyswrt ym nglyd dacton y dydd?" "Can you list the aspects of the incident in the context of learning?"	- Game was being played - pupil was very competitive. - Whole class was getting involved. - Very engaging. - Pupils stood at the front of the class by the interactive whiteboard (2 pupils winners) when chosen peer in class would read out Spanish noun. 2 pupils at the front would have to race to point to the word.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gwneud yn fath i sicrhau addysgu a dysgu effeithiol ym y dydd?" "What could be kept the same to ensure effective teaching and learning in the future?"	- Task was a good starter for pupils because it was engaging - transition to next task would need to calm them down. - Do the pupils need more praise for achievement? Or is that a bad thing if too much? - How do they learn to positively celebrate things? - Is the pupil not confident to stand in front of class? - Teacher could give more praise. - Pupils can encourage peers. - All achievements shared with family/careers. - Pupils should stand/speak in front of each other more often?
Casgliadau a chreu/ 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?"	

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: 26/09/19

Lesson details:
Spanish (1st lesson) (Year 8)

Classroom culture
(Are the students focused on learning?)
Run & fuck through last week's work / talk
Choices game & test
- competitive
- confident to speak up

Classroom rituals
- name on board
- question time
- non verbal warnings

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
- Game recaps and practices language.
- listening test.
- what is LC? continued from last lesson

Direction
(Are the students clear about what they are doing and how to do it well?)
- using structure charts to help
- listen task twice in English
- Board used
- How is praise used? has it moved on when some haven't understood?

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
- All engaged in game.
- Same drill out/hands up.
- Difficulty level? do task diffract different pupils, do they need to?

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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?

- Interactive game on whiteboard - children say Spanish sentence
- listen to person talk - write down what they say to hit right answer.
- During - Answers on board
- circulates class.
- Questions asked/how much answer time?

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

* Girl hand up - teacher doesn't notice - hand down
- X = do you have a pen? Y: No X = looks around, gives up.
- when given the choice to do game or test - 3 children wanted test.
- boy gives 2 pages together / tries to persuade miss not to make him do it again
* When winning game, X tries to hide smile
- when hand up children shake hand.
* X takes pen apart during lesson.
Y says "vaping day" / no one hears - he says it again.
- T says no talking X talks
- X shouts out multiple times and is ignored
- It's easy - one of the 4 tasks.
- X "we've still got 40 minutes" writes while teacher talking
- X "have you assessed the class"
- I bet she's just assessed your question.
- X asks what number 0 is when 0 is on the board.
- F wants to read a Newspaper thought lesson.
- air boxing during Tongar discussion
- work when teacher with them, stop when T is gone.

Appendix C

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

Dyddiad/Date: 25/09/17

Digwyddiad critigol (ffocws)/Critical incident (focus): Boy sitting alone at desk while all other pupils have a group.

Profiad/Experience

Teimladau/Feelings Beth oedd eiddoedd eiddoedd y profiad? "What are your feelings regarding the experience?"	- High ability class with lots of peer interaction - Interesting that pupil sitting alone had least interaction with pupils
Cofio a Deall/Remember and Understand "What do you remember about the incident?" "Can you list the aspects of the incident in the context of learning?"	- A boy sitting alone (only pupil not to be next to someone) - Why is he alone / how does this effect learning? - Teacher only went over once (very confident pupil when working in group)
Gwerthuso a dadansoddi/Evaluate and analyse "What do you think of the incident?" "What could be kept the same to ensure effective teaching and learning in the future?"	- How did this effect learning? - Was it because he was disruptive - Will this help his learning? / hinder - Less interaction with peers.
Casgliadau a chamau gwelltredol/Conclusions and actions "What are your conclusions about the incident?" "What could be done next?"	- Being away from peers could be isolating - could move pupil - Learning from peers - Independent learning - Stretch and Challenge - Less interaction with teacher

Y profiad newydd / Transformed experience

- behaviour
- Children with specific needs
- Does this continue in future lessons?
- Social

Solution: - Go to work on group tasks through work.

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3 Elicity Gardner

OBSERVATION / FIELD NOTES
(Questions adapted from Fletcher Wood (2016))

Date: 25/09/17

Lesson details: Science Classroom / Bleeding with ICD & DT.

Classroom culture
(Are the students focused on learning?)
- coming in - hands up / Pause straight away
- stayed up beat.
- hands up worked thought.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
- outlined end goal at the beginning of lesson.

Direction
(Are the students clear about what they are doing and how to do it well?)
- 10 minutes to do starter
- clear instruction of what and how to do
- Talk in pairs - then talk as table

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
- Engaged in task
- some peer talk
- children clarify points with teacher

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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?

- Starter assessed student learning
- goes around and answers questions
- Are they the same? No
- asking to expand

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

Who did bidding in year 6? - Pupils put hands up / why no verbal?

Shouting Students: X - wait give me one
Y - Yes I did
T - (over) X one, thanks X for giving
out

- One pupil sitting alone reflecting to environment
- Pupil doesn't know where to sit / asks teacher
- "I need a pen" teacher you should say please may I have a pen miss" (followed by explanation)
- Drawing on hand.
- when told to work in pairs - look eyes with peer

(Monitoring Classroom) culture

- teacher - not giving judgement at answers
- child nominating someone to speak immediately
- okay okay okay Good Okay okay
- 1 pupil starts to move to group while teacher speaking

Appendix D

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Orddeddiad: 02/10/19

(Discussed official Photos) (Cohort incident focus) Pupil with teaching assistant question he already has the answer to

Profile/ Experience	
Terminology/ Feelings How do you feel about the experience? What are your feelings regarding the experience?	maybe seeing other lessons would create better context (are lessons could be one off doubting self - pupil more confidence possibly)
Can it be a trial/ Remember and Understand What did you learn from the experience? What did you learn from the experience? What did you learn from the experience?	pupil wrote down the answer to the question by copying off the board pupil still asked to what the answer was after writing it down in their book - TA gave the answer again - maybe satisfaction was needed - this could be good for pupil - is this the pupils fa? or pupil next to them or both
Give them a decision/ Evaluate and Analyse How do you feel about the experience? What did you learn from the experience? What did you learn from the experience?	maybe pupil could try working more independently - pupil may work better with higher ability group - could try peer help instead - maybe giving a structure could help pupil - attention behaviour - behaviour - decisions healthy capable individuals

Completed a theme/ Conclusions and How do you feel about the experience? What did you learn from the experience? What did you learn from the experience?	could try different seating plans is work too hard? is work too hard? is work too hard? is work too hard? is work too hard?
Verified new/old / Transformed experience	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19

Lesson details:
 Year 8 Lesson (RE) large class (after break)

Classroom culture
 (Are the students focused on learning?)
 - Come into class excited after break.
 - Going through register asking for homework.
 - focussed on task
 - engaged with DVD

Objectives
 (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
 - explained at the beginning of lesson.
 - 3 main tasks
 - watch film - fill out booklet / DVD stop and

Direction
 (Are the students clear about what they are doing and how to do it well?)
 3 Tasks - All do #1
 - most do #2
 - some do #3
 - watching documentary
 - filling in booklet
 - questions gone over by teacher.

Access and challenge
 (Are all students able to engage in the lesson? Are all students challenged?)
 - classroom discussion led by teacher.
 - Challenged by other peers
 - Teacher questions and then expands on explanation.

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

- Questions
 - Asks for hands up to give answers.
 - They have booklets to fill in individually
 - Asks if everyone understands.
 - Stops DVD thought to assess understanding.

(How are quieter pupils assessed? Booklets?)

Specifics / Critical Incidents
 Are there particular telling moments and examples which it would be helpful to discuss?
 - Student debates point with peer
 - Student asks teaching assistant a question he already knows 'Is this a pen'
 - Boy dancing in chair while teacher explaining work.
 - Pupil asked to close blinds goes the longest way to blinds possible
 - Pupil poking peer in the head, peer continues to ignore.
 - Pupil wants to laugh at something on DVD but doesn't and she looks eyes with another pupil to laugh with.
 - pupil watching DVD sitting backwards on chair.
 - Pupil twist their back to watch DVD instead of turning their chairs around.

