

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.

In this assignment, there will be a focus on an observed critical incident within an educational setting. The evaluation of the observed incident will explore areas such as; the reasons why this incident may have taken place, what practises were already in place for this incident to occur and what learning steps could be taken from the incident to ensure improved practise in the future for an individual learner, or a group of learners within the setting discussed.

Within society, incidents are constantly occurring but as Tripp explains below, it is the way these incidents are interpreted and analysed that causes them to become critical.

Incidents happen, but critical incidents are produced by the way we look at a situation: a critical incident is an interpretation of the significance of an event. To take something as a critical incident is a value judgment we make, and the basis of the judgment is the significance we attach to the meaning of the incidents. (Tripp, 2012: 8)

Furthermore, Tripp (2012) recognises that the use of critical incidents in education and more specifically in teaching are a powerful reflection tool as it allows for actions to be taken on the basis of what the teacher has observed. Teachers may reflect upon these incidents in differing ways but it is those reflections they make and the improvement in pedagogical judgement that remain the underlying goals from the use of critical incidents. Reflections are often motivated; for example, from “certain concepts, assumptions and knowledge” (Standal & Moe, 2013, p222) and during this assignment the critical incident in discussion will be evaluated in this manner.

For the purpose of this assignment and protecting the confidentiality of all involved, using the BERA guidelines (2018), the school in discussion throughout will be referred to as ‘School X’ and the pupil involved in the critical incident as ‘Pupil X’. To give a brief overview; school X has 494 mixed gender pupils on roll across the age range of 3-11 which includes 65 part-time nursery students after the school combined with the nursery in 2016. More research taken from My Local School’s latest report in 2018 showed that school X records having 34% of pupils eligible for free school meals; this is vastly above 19% which is the average for schools across Wales (MyLocalSchool, 2018). School X are again above average with 31% of pupils having additional learning needs compared with the average in Wales of 21%. The majority of pupils in the school come from English speaking homes and identify as being of White British ethnicity. Perhaps important to mention that the school is a pioneer school so works alongside the Welsh Government and various other schools in order to improve the curriculum and learning standards (Estyn, 2017). This is evident through the school winning an award at a ceremony in Wales in 2019 and furthermore “It also proves that the School X way of developing the future citizens of Wales is

working, due to the leadership and relationship model which is imbued in all staff, pupils, parents and stakeholders.” (Harris, 2019).

The critical incident being focused on in the assignment took place in a reception class within a working group of 12 pupils and three members of staff.

A variety of methods can be used when undertaking research; one being a case study. The focus of a case study can come from varying contexts, whether it be of an individual person, workplace, educational institution or many more. Case studies are beneficial in the fact they allow a deep insight into what is being studied and are often longitudinal which therefore gives the researcher more time to explore and revisit the case (Arthur et al, 2012). However, in the case of this assignment, time was more limited thus meaning an alternative approach was adopted; the critical incident method. When talking about critical incidents, it is important to realise they are not pre-existing entities; they are every day life incidents that occur in which the interpretation of or evaluation of such incidents renders them critical (Tripp, 1993). This method is therefore suitable for the research taking place as it is the viewpoint of the observer that is significant and the way it is reflected upon which will decide what next steps will be taken in terms of learning and teaching. The benefits of a critical incident are backed up further by Tripp (1993) who suggests they have two pivotal uses, the first being “an excellent way to develop an increasing understanding of and control over professional judgement” (p24) and secondly “a means of finding a focus for classroom action research” (p24).

Observations in research can be undertaken in many forms, one of which being a vignette. Although there are not many examples of this being used in qualitative research, its benefits are that it can elicit different responses to stories and scenarios through the use of opinions and beliefs (Barter and Renold, 1999) this being the reason it was a method in contention for this particular study. The actual method decided upon for this assignment was a non-participant observation, this technique consists of watching the learner that is the focus of the study without being directly involved in the situation as to avoid any influence on it. Though, the learner being aware of the observation could perhaps alter their behaviour which causes data to become invalid; known as the Hawthorne effect (Scott and Marshall, 2009). The Hawthorne effect has been recognised in many situations including an increased motivation in factory workers, evaluations made by physicians and more significantly for this study; children showing vastly improved behaviour when an inspector is present in the classroom (Berthelot, Le Goff and Maugars, 2011). The latter is relatable to this study; although, the child observed was four years old and the environment was particularly open with many students and members of staff present, suggesting the observer would have been a less noticeable character during the situation so would not have significantly altered behaviour.

Professor Graham Donaldson is introducing a new curriculum in Wales that is still under evaluation but is looking to be fully implemented into schools in 2020. The overriding aim of the curriculum is to ensure every child leaves school equipped to enter the world and thrive in their own individual ways; however varying those ways might be (Donaldson, 2015). Within the new curriculum,

Donaldson outlines four purposes of great importance; these have been constructed so they can “directly influence decisions about curriculum, pedagogy and assessment” (Donaldson, 2015, p23). This is important in the context of this assignment as the critical incident will be reflected upon to see how practice can be changed for future incidents.

The critical incident holding the focus of this assignment can be found in more detail in the appendices by referring to ‘Observation 1’. The incident took part during a reception class’s lesson where the pupils had an hour of outdoor learning and exploring in any area they wished. The types of stations in their outdoor learning environment included a construction area, a muddy kitchen, a bug-finding area, built in climbing frames and tunnels, a playhouse with fancy dress and a water tub. To an outsider of education, it may be perceived that the pupils are simply playing; however, they are actually gaining vital learning experiences that contribute to Donaldson’s four purposes. An example of this is the construction area where the learners are using numeracy to count how many poles they need to build their invention; this directly links to Donaldson’s aim of children being “ambitious, capable learners who can use number effectively in different contexts” (Donaldson, 2015, p29).

The critical incident occurred at the ‘water station’ where pupil X was playing and the teacher told them they could not stay at that station unless they put an apron on. Pupil X refused to put the apron on so the teacher reiterated that they would have to move away from the water station if they did not comply. Pupil X refused and left the station to go and play elsewhere. This rule was being enforced by the teacher which Donaldson (2015) would recognise as teaching the pupil how to be respectful and comply to rules and subsequently would branch out further and guide them to becoming an ethically informed citizen of Wales. Whilst this is a clear positive from the incident, there could be an issue of Donaldson’s other ideas being overlooked by putting rules first. To explain further, child X was happily playing at the water station using different tubes, funnels and measuring jugs which was developing their creativity, numeracy and real-world experiences; this is an integral part of the pupil becoming an ambitious, capable learner. Pupil X was exploring new materials and gaining knowledge about something they were interested in, therefore the rule being imposed is preventing pupil X from exploring and learning further through play. This leaves room for debate between different aspects of Donaldson’s purposes and what is considered more important for the pupil to progress both in their learning and as a citizen of Wales.

This section will focus on different areas of research that are relevant in connection to the critical incident that occurred. As previously stated, Pupil X refused more than once to comply with the rules and wear an apron at the water station so took themselves away from the situation, this is a sign of resilience. Resilience is a concept that has been defined as overcoming stress from a challenge or risk that may threaten one’s stability or development (Sapientza and Masten, 2011). This definition is similar to that from Bowes and Jaffee (2013) who recognise resilience may be recovering in relation to an environmental risk. Resilience can be affected by the level of stress an individual may be feeling; in this case Pupil X responded to the implementation of rules by removing themselves from the opportunity for further conflict with the teacher. This supports Horner’s (2017) idea that it can be physiologically and psychologically beneficial for an individual to

be exposed to low levels of stress as they build their own personal methods of coping. On the other hand, Rutter (2012) suggests there are many other contributing factors to a child's resilience such as higher cognitive ability, psychological hardiness, respect and esteem for others and good peer relationships. In this instance, Pupil X firstly did not acknowledge the teacher enforcing the rule of wearing an apron but the second time listened and moved to another area; this matches Rutter's idea of respect as Pupil X identifies their teacher as holding authority over them and decides to respect the rules by listening to them. Rutter (2012) also mentions having good peer relationships, this was evident during the incident as Pupil X moved to the sandpit and instantly began playing and talking with classmates happily. Had Pupil X not possessed this relationship with peers, a different outcome when responding to the enforcement of the rule may have occurred. On the other hand, research shows there are risks to a child's resilience; Sattler and Font (2018) found that children who have experienced maltreatment pose an increased risk of developmental problems and would struggle more to overcome adversity. Though, also expresses that if resilience was promoted throughout their childhood they refute the idea of such issues to continue to display positive development. Having said that, Sattler and Font (2018) state being self-regulatory as a protective factor was found to be more prominent in children aged 8-18 therefore considering Pupil X is only 4 years old, this may not have been an associated affect of their resilience during the incident. In connection to Donaldson's Successful Futures, the word 'resilience' is referred to a number of times in relation to the development of a learner. For a child to progress into a healthy, confident individual they must develop their "confidence, resilience and empathy" (p30). This shows the choice Pupil X made in response to the rule being enforced was enhancing their personal development of building up confidence and resilience in situations and therefore, fitting with one of Donaldson's purposes. Furthermore, Donaldson does not just limit resilience to learners, he states that teachers also need to be resilient in order to learn from mistakes and errors. To put this into context within the incident, the teacher was told 'no' by Pupil X after enforcing the rule once but did not react to this and repeated for a second time which was successful; this is a sign of teacher resilience.

Another area to be focused on for the critical incident is the idea of learner autonomy which was evident in the environment and setup of the lesson for the pupils. The idea of autonomy has been developed from the notion of one's language; in this instance language not referred to as a subject but that as a means of developing a world as a learner from other peoples' worlds (Ceylan, 2015). In addition, the learner must realise that they are at the centre of the process and are responsible for learning the language and relating it to their own personal goals and achievements. Ceylan (2015) expresses the importance of the changing role of a teacher and how teachers are developing to no longer be recognised as simply "a genius who knows all" (p86) to in fact present themselves as a "guide" (p86) that can help learners find their own ways to adopt knowledge after being shown where to find it. In this case, Pupil X was given the freedom to choose to explore in any area outdoors which allowed Pupil X to think independently and create their own adaptations to knowledge they might gain whilst investigating. However, the teacher then interrupted this process by enforcing the rule of wearing an apron; this is counterproductive if trying to encourage

Pupil X to experience independent learning through making their own choices. This is exemplified further by using one of Dickinson's (1992) six ways of promoting learner independence which is to give them "successful experiences" (p330); Pupil X was trying to learn independently at the water station by playing and exploring with different objects but the teacher broke this process by enforcing a rule and therefore Pupil X may have gained negative connotations with self guided learning from having to leave the area. On the other hand, children still need boundaries in place and although seemingly dated research, the theory behind what Maslinoff (1969) discusses is still relevant now; he stated that humans generally regard birds as being free to roam even though they are constricted to certain territories and need those in place to survive. In relation to the incident, Pupil X was being given freedom to learn independently; however, in order to somewhat survive and progress in the school setting, rules still need to be adhered to. A well known contributor of autonomous teaching was Maria Montessori whose idea of wanting children to be "active learners, needing choice and independence" (Isaacs, 1949, p1) is indented in Donaldson's purposes at present. She helped shape the future of pedagogy which is evident in the incident where Pupil X was able to choose which station to play at, what resources and materials to use that the teacher had provided and having the freedom of choice. This method helps teachers prepare future lesson plans after seeing what the pupils were most engaged in and what stations were not so popular, therefore this could help the teacher create ways of getting Pupil X to wear an apron so they can play at the water station (Isaacs, 1949).

Another area to explore in connection to the critical incident observed is B.F Skinner's development of operant conditioning. This method is where learning occurs by giving rewards or punishments for behaviours and Skinner introduced the idea of reinforcement whereby behaviours being reinforced should improve whereas those not being reinforced will be forgotten (Bouton and Balleine, 2019). This has been shown to be an effective method of learning through experiments done on children improving their continuous speech (Salzinger, 1962) and parents' night training their children (Benjamin, 1971). However, whilst testing the theory of operant conditioning, it was found that it did not always work if the reward for the learned behaviour was changed; for example, a rat learned to press the lever to receive sugar and would do so but when the taste of the sugar was changed the rat reduced their pressing of the lever (Bouton and Balleine, 2019). This illustrates issues with operant conditioning as the subject needs to remain motivated in order to practice the behaviour. The issue with using operant conditioning as a positive reinforcer with Pupil X is that it would have to be ensured they were continuously motivated to play in the water station in order for the conditioning of putting on an apron to be effective, this is perhaps not the simplest method for a teacher when planning as they would have to think about each individual child's motivation in relation to be positively reinforced which is time consuming. In the case of the critical incident in discussion, the rule being repeated to Pupil X utilised the punishment aspect of operant conditioning so Pupil X learned that unless an apron was worn, the punishment of not being able to explore the water station would occur. The problem with conditioning through punishment in this situation is that instead of Pupil X having to put an apron on, they can simply go and play at any other station during the lesson which is not directly conditioning them to wear the apron. Pupil X

needs to learn why they should wear the apron in the area instead of being conditioned to do so as this will have a positive impact across other contexts where being conditioned may not occur. Through observing the critical incident it is clear to see that many areas of research can cover different aspects of what was identified and these are all open for interpretation depending on the individual undertaking the observation.

In studies it is important to reflect on the information that has been discovered in order to make changes and improve for the future, this is noted by Pretorius and Ford (2016) who describe reflective practice as being a “key skill in many professions” (p241). Reflections often occur when something, perhaps out of the ordinary, happens within the day and causes a person to ask themselves questions in relation to that incident. The reflection becomes critical when the questions reflected upon turn from more general thoughts to thoughts about why the situation may have occurred and what could have/can be done to alter that same outcome. These meaningful reflections are what will allow for the greatest development as a teacher and what will help provide the most effective practice (McGregor and Cartwright, 2011). To reflect on the critical incident in discussion throughout the assignment, Gibbs’ reflective cycle will be used as it has been recognised as being a helpful tool to find a deeper meaning behind incidents and allows both the individual who observed the incident and people reading to gain an insight into how it made them feel (Potter, 2015).

A more detailed description of the critical incident can be found in the appendices (ARC Model One) but to give an overview; Pupil X was playing in the water station and was told they had to put on an apron otherwise they would have to leave the area. After a second time of asking, Pupil X left the water station and went to another area. In this situation I felt that the teacher had stuck to the rules and I understand it is important to implement these rules and to conform at a young age because it prepares Pupil X for the world across different contexts. On the other hand, I felt slightly disheartened for Pupil X as they were engrossed in playing in the water station which I viewed as an important learning experience. I then questioned whether or not wearing an apron was that important as Pupil X was missing out on something they enjoyed exploring over a seemingly more minor issue. Looking at the situation now, I feel rules are more important and Pupil X will progress further as a good citizen of Wales through being sanctioned in this way.

To evaluate and analyse the incident, if taking the approach that Pupil X listening was the main objective then it was implemented well and the teacher repeating themselves was successful in getting Pupil X to conform to one part of the rule. The negative side of implementing the rule was that Pupil X decided to leave the water station instead of actually putting on the apron and continuing to play. I believe there could have been extra steps taken to gain a positive outcome for both the teacher and the pupil. I do not think it went as well as it could have because Pupil X was never asked why they did not want to wear the apron, it was just assumed that they were being disobedient whereas there may have been an issue that could have been worked on. Therefore, although the teacher got Pupil X to follow the rule, I believe further effort could have been made to ensure Pupil X could continue to play at the water station and continue their enjoyment of exploring. From observing this incident I learned that more can always be done to maintain a

pupil's desire to learn and not to take away from any experience they may be having because it is all important in them building up their own foundations of knowledge. Using an action plan to make changes for the future, I may discuss with Pupil X throughout the day the rules and why these rules are important and need to be adhered to; for example, getting soaking wet in the water station can lead to being cold and getting ill which also expresses the rule in a real world context. I would also have a discussion with Pupil X to check there were no other issues with wearing an apron and if so, whether alternative arrangements could be put in place, perhaps bringing a spare change of clothes to school or wearing a rain mac. These are all important to consider because every learner should feel comfortable in their environment otherwise it may hinder their desire to learn and therefore reduce the speed of their development. This method of reflection will help me in my own professional development as I can draw upon situations and make an understanding of where patterns may occur in my teaching and how to pick out what I need to rectify or what is going well and how I can progress it further to ensure I deliver effective practice both to benefit myself and my learners.

In conclusion of the assignment, it is important to revisit the way it was undertaken and the how this stage has been reached. It started with attending a school and making observations during the time there, many incidents were noticed during this time but only four were looked into in more detail; of which can be referred to in the appendices. The study was carried out using a broad case study methodology with a focus on critical incidents as this worked best with the time frame given. The actual observations used a non-participant method as to try best to not interfere with any situation or become an influencer of some sort. One incident identified was then chosen to be the main focus and become the critical incident, it became critical through the analysis that was to follow. The critical incident was explored using a variety of literature to delve into areas that may have been relevant to the incident and provide context to the assignment. This built up to the use of Gibbs reflective cycle to accumulate everything learned throughout the observations and research to provide a reflection and steps for the future. This whole approach was taken on in alignment with the new Professional Standards for Teaching and Leadership in Wales and how this will be consistent with the implementation of the new curriculum (Hwb, 2019).

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Appendices:

Observation 1:



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Reception class. Hour of outdoor learning/lesson. 12 children.
Classroom culture (Are the students focused on learning?) Students allowed to choose what activity they want to do for an hour around different set up stations. Constantly learning through play using different skills e.g. gross motor skills to climb a frame and maths skills for vegetable stall.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Purpose was to enjoy and explore different parts of the outdoor area where they feel comfortable. They are not pushed to do/try anything they don't want to.
Direction (Are the students clear about what they are doing and how to do it well?) Students told how long they'd be outside. Given ideas about what they could do e.g. sandpit, water tub, construction area. They were given praise when they were doing things well.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Lots of options available to suit every child. Some dressing up, on the scooters, finding bugs etc. As the lesson was quite self directed the pupils could challenge themselves as much as they wanted. However, challenge pupils further by using questioning e.g. what the bug they have found is called?
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Lots of closed questions during the outdoor learning, e.g. how many bugs are in the bucket? how much water is in the jug? Teacher sat the group together when they went back inside and asked a few pupils to go to the front and discuss what they did outside. This helps to know if pupils have been exploring and understanding what they have done.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? There was a particular incident where a pupil was playing in the water tub and a teacher came over and said "you need to put an apron on otherwise you can't play in the water". The child didn't listen and continued to play. The teacher then repeated themselves by saying "remember in this area you need an apron". Instead of putting the apron on, the pupil left the area and went to play at another station where other children were also at. This meant the pupil wasn't doing the activity they wanted because they didn't want to wear an apron.

ARC Model 1:

Model Beimiad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I understood that rules are in place for a reason but it made me think about the bigger picture and that the pupil was missing out on something they enjoyed by not wanting to wear an apron.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghydestun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The pupil was learning that rules are rules and this is positive because in society you have to conform. However, this rules was preventing the child from playing with water and disrupted their exploration of the water which could damage their learning process.
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 water station was a great learning tool as it contained funnels and measuring jugs and buckets which allowed the pupil to experiment with water and role play in different ways. The environment was beneficial to all learners in the class. The question I asked myself was "are rules more important than learning?" <u>Autonomy - Are we taking it away?</u> <u>Rules - consequences and reward</u>
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?"	Perhaps talk to the pupil throughout the day about why they should wear an apron e.g. to avoid getting too wet. Could be arranged for a change of clothes to be brought in. Offer a different waterproof. Use sticker charts to reward is pupil wears the apron. Put up little tick charts so pupil can visually see they need to wear one and tick it off themselves once they've put it on.

Observation 2:

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 27/09/19
Lesson details: Year 4 class. Two groups of 6 working in the classroom. Lesson theme of relationships. 45 minute lesson slot.
Classroom culture (Are the students focused on learning?) All students were engaged from the beginning as the teacher used questions to get them involved. Throughout the lesson the children remained focused on their task, they helped each other in their groups and asked teacher if they did not understand something.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Clear objective was set. Main objective was to be filmed speaking about the question they have to answer in their groups. Activities were put together and questions handed out that guided the pupils with things to answer and discuss.
Direction (Are the students clear about what they are doing and how to do it well?) Students were clear as they were put in their class working groups and then split down further into their cooperative learning groups. This allowed to help each other a lot more with the questions. The teacher repeated what they had to do throughout the task to give them verbal reminders and also held up examples of the work that would help them with what to discuss in the video.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Every single student had a question each to answer so they all had a part to play in the video. The students were all challenged and could push themselves as much as they wanted. For example, a pupil who wasn't as confident with what to say could read a poem they had done previously in the topic in the video. Whereas other pupils had paragraphs or prompts written on paper and were happy to discuss these further in the video.

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 the teacher used closed covert questions to jog the class's memory of the topic. Asked questions such as "What activities did we do on the visit to the park?" and "What words did we use to describe relationships?". During the lesson the teacher moved around the classroom to help all groups. If anyone was having trouble understanding she called them over into a small group to explain to those pupils again. The teacher also used visual prompts, for example, mind maps they had done during the topic previously. After the videos were filmed, at the close of the lesson, the teacher put the videos on the screen for all the pupils to watch. She gave verbal feedback and praised the pupils whilst they watched. The video was also a way of checking the understanding of the task leading up to filming because they would not have been able to speak in the video if they did not understand the tasks set.

Specifics / Critical Incidents

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

During the lesson the class were split into their working and cooperative learning groups. They were instructed to find a space to work together. This was the only instruction they received and the rest of the onus was put on the pupils to work out what space they would need in order to complete the tasks together. They could sit on the sofas, on the floor, at the tables or move any furniture/tables in order to make the environment suitable to the needs of the task. This made them comfortable whilst learning.

ARC Model 2:

Assisted Reflective Conclusions (ARC) Model

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt positive when I saw this taking place because it was pupils using their initiative and creativity in an environment to adapt it and make it suited to them in order to enhance their learning.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	Moving to a particular area of their choice allowed them to use their creative side and they were learning how environments can be altered for differing reasons e.g. group work may require a number of tables to be moved together- they had to work this out themselves.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	I think the incident is something that should continue in the classroom because it is positively contributing to their overall learning. The teacher could move the classroom around into more difficult positions to see if the pupils will still alter them to suit their own needs.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Issues could arise if the pupils don't want to move the furniture / chairs / tables or if some groups wanted to work in the same area. You would then decide whether to intervene or allow them to mutually agree what they would do themselves in that situation which would help them in the outside world. To improve this further there could be different group areas created to make sure the pupils have a comfortable environment to work no matter where they are in the classroom or school.

Observation 3:

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/0919
Lesson details: Year 4 class. 30 children. Morning lesson doing maths.
Classroom culture (Are the students focused on learning?) The students all began by being engaged in the lesson and answering questions on the carpet before being told what their task was and going to sit and their tables and start their work. They knew exactly what they had been asked to do.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson was to practise their maths doing the 'thousands'. There was a clear purpose as the teacher discussed at the beginning that by the end of the lesson she wanted them to be able to round up and down in the thousands. The one sheet handed out needed to be completed and this was directly linked to the purpose.
Direction (Are the students clear about what they are doing and how to do it well?) The students were asked if they understood on the carpet before they were sent off the their tables and to check the teacher asked them a few test questions. The students know to have had a good lesson they need to complete the sheet to the best of their ability.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students could engage in the lesson and those that may not have been able to do the sheet were given separate tasks to focus on e.g. looking at 'tens'. If students finished they were provided with more questions on the board.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher asked questions on the carpet before they started the task. The teacher then stopped midway through the lesson to see if anybody needed help. The teacher was constantly walking around to check pupils' understanding. After the lesson the teacher discussed with the class whether they thought it was difficult or not.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? During the time on the carpet one pupil was prodding another pupil so the teacher asked them to move to a different spot on the carpet. The teacher said at the same time "do you think that is a nice thing to do?". The class then sat at their tables but the teacher would constantly go back to that same pupil to ensure they were doing their work. The teacher would help that pupil if they needed help but also stop that pupil from sitting doing nothing and tapping other people with a ruler.

ARC Model 3:

Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I thought it was good that the pupil was moved into a different spot on the carpet as it stopped them from taking away from another pupil's learning. The teacher always going back to check on that pupil was letting the pupil know they could not get away with doing no work and tapping people with a ruler.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghydestun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The pupil was learning that they need to conform to the rules otherwise there will be punishment. The pupil also learned that they will be moved away from their friends if they do not concentrate on learning. This constant reinforcement from the teacher should eventually make the pupil understand what they are doing is wrong and cause them to behave better in the classroom and want to learn.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The idea of the child being in a different spot on the carpet could be kept the same because it may stop them from being a further distraction. The teacher could also continue to check on the pupil as they may be behaving badly through struggling with their learning as opposed to being simply defiant.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	The pupil could be given a permanent spot on the carpet in front of the teacher so they are less likely to be a distraction because they know the teacher can see them better. Another way may be to take the pupil aside and ask why they are not listening during carpet time and see if it is because they are struggling with understanding. The pupil could be grouped with pupils in the class who are known to do their work well and behave so the pupil is sat around positive influences within the classroom.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/0919
Lesson details: Year 4 class. 30 children. Afternoon Welsh lesson after lunch.
Classroom culture (Are the students focused on learning?) The students all began by being engaged in the lesson and answering questions and were listening throughout the teacher's explanations.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson was to learn a new sentence structure in Welsh and how to answer it. This was told to the class at the beginning. The verbal questioning and answering allowed children to achieve this purpose.
Direction (Are the students clear about what they are doing and how to do it well?) The students were mostly clear about the welsh sentence they had to learn but if they weren't the teacher was repeating it to them and getting them to say it back to practise. The teacher praised if they said the sentence and answer right but corrected their pronunciation etc if they were wrong.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The students were all able to engage as the teacher did a think, pair, share technique to get the pupils to practise with each other meaning everyone was involved not just pupils being picked by the teacher to repeat.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher used quick fire questioning, for example pointing at a pupil and saying "pwyt ti?" waiting for their answer and quickly moving around the room to check if different pupils understood.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? During the time on the carpet, the teacher pointed at a particular student and asked "pwyt ti?" but the pupil just sat and looked blankly back. The pupil's peers that were sat next to them then quickly started to help the pupil and explain what the question meant and how to answer it. The teacher allowed this to happen and the pupil was then able to give the teacher an answer.

ARC Model 4:

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt this gave the pupil in the incident a very positive experience in the end. They may have felt nervous about answering or embarrassed when they didn't know but the fact the pupil's peers helped may have made them feel happy and more confident to answer in the future.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghydestun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The pupil was gaining a better understanding through help from peers. Sometimes teacher cannot get through to pupils how their own peers can and this is why they are such a powerful tool to each other because they can explain things differently. This may have given the pupil a better learning experience and confidence to answer a question in the classroom in future.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The teacher allowing this peer to peer process to occur whilst she was waiting for answer was helpful to the pupil because it made them know the teacher cared to hear their answer and wanted to wait until they understood instead of just moving on and asking someone else instead. The teacher gave time for the pupil to answer and sometimes this is needed because pupils can't think and respond straight away, they need time to remember what they need to say.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	To avoid any pupils feeling embarrassed or nervous to answer a question the teacher could stop using the quick fire questioning because it could cause pupils to become nervous about time on the carpet. The teacher could use the think, pair, share method so the pupils have time to learn and practise with each other before being questioned and then if a pair wanted to share with the rest of the class they could. If the child was nervous about answering in front of a whole class, the pupil could be allowed to whisper to their peer what the answer is and then their peer say the answer out loud for them. This would show the teacher that the pupil understands the work/sentence.