

“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”

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Introduction

This essay will explore a critical incident observed in a school-based setting. The incident will be described, analysed and critically examined in a bid to better understand the motivations of the child. By doing so, it is hoped that potential insights gained will develop a reflective approach to teaching; an examination of these approaches should lead to better educational outcomes both for the children and the teacher.

Tripp (2012 : 25) describes a critical incident as appearing, “typical rather than ‘critical’ at first sight but are rendered critical through analysis”. So, then, by that very definition, the incident observed may seem arbitrary but should reveal, on closer inspection, fresh insights into the motivations of a child in foundation phase.

The case study should highlight the child’s attitude, approach and resilience to learning. An examination of these dispositions within the context of a critical incident will provide the observer with data, an insight if you will, into a small portion of a child’s day in school. There are a number of other considerations in relation to the ethical implications of the case study and certainly into education theory relating to the child, but this will be discussed later in the methodology and literature review, respectively.

Observation

The school is a Catholic faith-based school in Penarth, an affluent area of Vale of Glamorgan. A 2015 inspection of the school by Estyn (Estyn.gov.wales, 2019) deemed it “good”. At the time of the inspection there were approximately 221 children on role. The school has an adjoining nursery wing which acts as a feeder for the primary school. The children at the school range between the ages of 3 – 11. It is a single form entry school. There are 9% children eligible for free school meals and this falls below the Welsh average of 21%. Out of the learning cohort, 21% have been identified as having additional learning needs, though very few children have statements. Children from ethnic and minority backgrounds make up 21% of the learning cohort and mostly all of them receive support with English as it is, for them, an additional language.

The school itself has extensive grounds, the main playgrounds off the foundation phase and key stage two building are concrete but have play structures with safety flooring. There is a large playing field for sports. The school also benefits from a meadow and a forest, which are both well utilised for outdoor learning and ‘forest school’. The school has recently benefited from a refurbishment, the classes are large, light and airy. The resources within the

classrooms are strong, stable and well laid out. As part of the refurbishment and in conjunction with an outside charitable organisation, the school shares a large purpose-built separate nursery wing. It was planned with the intention of providing a large space to grow the school nursery cohort as well as giving the children freedom to explore their surroundings.

Methodology

For an examination of a critical incident, research was conducted by nonparticipant observation. The research was carried out overtly, notes were taken as the incident played out. It was hoped that the narrative note taking would provide a “rich and vivid description of events relevant to case” (Hitchcock and Hughes. 1995. p317). There were no preconceived ideas before entering the classroom as to what to base the study on, the class was observed as a whole. On closer attention to a child sitting at the back of the class, which was later identified to be ‘his spot’, it was decided that his behaviour would satisfy the criteria for the examination of a critical incident. The participant shall be herein referred to as Child A, and so “accord them their rights to confidentiality and anonymity” (Bera. 2012. Guideline 40). The child in question did not know that they were being observed, so was unlikely to have amended behaviour. Previously, three days had already been spent in this classroom in the capacity of student teacher and the children were therefore acclimatised to an ‘other adult’ being present and taking notes. On some occasions, support was provided for them, by the ‘other adult’ to assist with their work. The organic and naturalistic element of note taking did not appear to unnerve Child A so an overt observation of typical behaviours was more prevalent.

Data was collected via unstructured narrative as this allowed a finer focus on the task at hand without any preconceived ideas or outcomes. A positive element of this style of writing is that of “general appeal (...) strong in reality” (Cohen, Mannion, Morrison. 2007. P253). The conversational, informal style means that the written material can be easily understood and engaged with, the writing is “immediately intelligible” (Cohen, Mannion, Morrison. 2007. P253).

Further advantages of this research meant that the child was unaware that they were being observed and, as mentioned previously, would be unlikely to have amended behavioural patterns. The class was also Child A’s natural environment and having witnessed many other professionals in the class would not see my presence there as alien.

There are some disadvantages to this approach. It would be neither valid nor reliable as the data pool would be shallow, namely one participant, the resulting sample not being large enough to be truly representative. The notes taken were also anecdotal. As for the replication

of the observation in another classroom in another school, this also would be highly troublesome. Each observation would, by the naturalistic element of the approach, be unique and singularly representative of that moment.

Furthermore, the observation occurred organically therefore notes taken were highly subjective, being conscious of this meant that a record of notes was kept based on what was seen and what was said. This provided a factual account, devoid of opinion and conjecture. The examination of notes and subsequent comments and conjecture will come later on in the essay, though posed critically and professionally. On a positive note, the subtle complexity of the notes should allow for “a step to action ... be directly interpreted and put to use for staff and individual staff development and self-development” (Cohen, Manion & Morrison 2007 : 256). It is this ‘step to action’ which will form the base from which an analysis of a critical incident will be carried out.

Four Purposes

The critical incident observed occurred during Year 2 Science and Technology. The session was centred around the human body, with reference to disease, germs, immunities, pasteurisation and vaccines. Firstly, it is pertinent to point out that this was the second session in what would be several sessions under the topic ‘The Human Body’. The session started with a retrieval exercise, this is a whole school process and aims to build on learners ‘foundation of factual knowledge’ and it is strongly believed that the practice of recall is a ‘powerful tool for improving learning’ (New Curriculum for Wales Guide. p5). The children verbally call out as much information as they can remember, sometimes the teacher allows them to call out indiscriminately and on other times the teacher utilises an assessment for all mechanism to elicit response. The virtues of this type of practice is certainly supported by a number of key researchers. The Save the Children foundation discusses the need for children to have both their ‘cognitive’ and ‘linguistic’ (UWTSD provided PowerPoint) needs met, approaching the child holistically. The constructivist school of thinking, in particularly JB Miller, talked about the need to ‘build on previous knowledge’, to ‘construct own meaning’. This will only be covered briefly here as educational theory will be covered later in this essay when reporting back on a literature review. The amount of information recalled by the student cohort in year 2 would strongly support this. The school cultural practice of information recall at the start of every session meant that nearly all children were observed calling out facts; confidently and with ease. This in turn would suggest that the children can easily be classified under Donaldson’s ‘four purposes’ as working towards being ‘Ambitious and Capable Learners’ (Donaldson 2015).

The critical incident is centred around a child who is believed to have 'autistic spectrum disorder' but is yet to receive a formal statement of educational need. Child A sits on the same seat at the same table when undertaking work, it is their area and it supports the need for consistency and routine. The teacher has two commands when she wants Child A to return or remain on task. If Child A is wandering about, the teacher simply says, "your chair or your spot" (the chair is a fixed place by a table, the spot is a rubber mat which can be moved around and is an indicator of where Child A needs to be and this is understood.) The teacher always gives a count down from five and without fail a return to the chair or spot happens every time. This Pavlovian trained response to verbal commands is clearly entrenched in day to day practice.

On the day in question, the child was required to draw / label a human skeletal system. Child A had a visual prompt in front of and the worksheet was differentiated to allow them to fill in the gaps on the picture. When the teacher came around the table to see how the child was getting on, a penguin had been drawn. Child A was reminded that the objective was to label a human skeletal system and then the teacher moved on to the next child. The child redrew the picture paying attention to the skeletal system of the penguin. Child A had applied prior knowledge and recent picture prompt to re-draw a skeletal system of a penguin. The teacher, on her return, commented that although this was not the objective, that she was proud of the techniques that Child A had used to complete the drawing. When I spoke with the teacher afterwards, she explained that there were a number of targets in place for this child. The main ones being that they remain in class, verbally contributes during elicitation and completes tasks set to the best of ability. The fact that Child A had reinterpreted the task to fit own context did not bother her. Actually, it could be argued that, on this occasion, Child A was quite the 'enterprising and creative contributor' (Donaldson 2015).

Literature Review

Child A was the only child in the class to not follow the exact task set by the teacher. It could be argued that the task was not understood. However, the lesson objective was put on the board, it was verbally recorded into a device that could be accessed on the desk and the teacher reiterated the objective when she came to check on progress. Again, the child is believed to have undiagnosed ASD but although this would potentially alter an approach to the task, the fact that the teacher and Child A have a good relationship and have set clear boundaries means that Child A has chosen not to execute the exact lesson objective set.

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Child A has chosen to be autonomous in approach. Actually, Jean Piaget would say that Child A has assimilated knowledge learned in the classroom; that is to say Child A has activated prior knowledge of human skeleton system and reapplied this knowledge to include a skeleton system of a penguin. Child A displays characteristics with the 'lone scientist' (Piaget). Child A, through the natural course of the day, explores and interacts with the provision set out in the classroom. Much of this provision is centred around the theme of the 'Human Body', therefore provocation activities have triggered an interest in anatomy and have prompted a further exploration of penguins, as mentioned previously, Child A's chosen context. The autonomous approach predicated by environment.

The constructivist theorist Lev Vygotsky would agree, presumably, with Piaget. Vygotsky talks extensively about the interaction with the environment, like Piaget. Where it is believed that both Piaget and Vygotsky would differ may lie in Vygotsky's discussion on the 'Zone Proximal Development' (McLeod. 2019), the teacher, in this scenario, intervened, reminding Child A of the class learning objective of 'Human Body', in particular, the skeleton system and Child A then redesigned the picture to include a skeleton system, just not of the human body. Another point of disagreement would be that of the Piaget's theory of 'lone scientist' (Massey.ac.nz, 2019) the individual as a constructivist and Vygotsky's theory that we are 'social animals', that we construct knowledge through social networks.

However the similarities that both theorist share enable a more critical view of Child A behaviour, the main premise of constructivism being that the learner takes prior knowledge and builds on it to construct new meaning. That Child A would not simply be a passive bystander on the learning journey, rather an active participant, keen to both absorb and assimilate new knowledge. To take further learning and generalise this knowledge in new context, a context of own choosing. It is difficult, here, to not attribute some of the intrinsic learning goals to ASD, for research clearly outlines that people with ASD have "intense and highly-focused interests, often from a fairly young age" (Autism.org.uk, 2019). It also makes for a difficult analysis of this critical incident when trying to cite constructivist theory, well Vygotsky at least, as Child A is not really a 'social animal' rather he does 'not seek interaction with other people' (Autism.org.uk, 2019). But, certainly, consciously or unconsciously, Child A is observed displaying characteristics linked to both constructivist and humanist theory. Humanist Theory also offers some insight into the critical incident observed. This theory is the antithesis of all that constructivism stand for. John Holt believed that "children should be self-directed ... choices maintain higher motivation" (Holt 2009). Here, though, the teacher would need to be mindful of the impact of her practice. She would have to consciously allow each child to choose their area of study, select methods which support these and, without unnatural

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control and intervention, allow the learning to flourish. The learning objectives would need to be met discreetly. Also, the child would have to choose when they wished to be assessed and by what method. Child A would certainly show traits that lend themselves to this theory, though inadvertently rather than explicitly. Also, the motivation to be assessed would potentially be non-existent as ASD would mean that praise and / or affirmation for efforts would not be sought. Although, when verbal reassurance and praise was given to Child A during the observation, Child A appeared pleased.

Humanist theory offers a prosaic view of education, it's almost utopic in its reach. It could be argued that all educators strive to instil elements of this theory in their practice but that extrinsic pressures of local and governmental policy would dictate that a more provable, measured system of learning should be implemented.

Donaldson (2015) outlines in his 'Areas of Learning : Health and Wellbeing' and his 'Four purposes ; Healthy and Confident Learners' the importance of treating children holistically. That they are recognised as needing all areas of their lives nourished that educational assessment is not just the priority. A view shared by Kirsty Williams AM and Professor Hargreaves, in a recent live YouTube lecture hosted by the 'Education Welfare Council' on 'Equality and Inclusion', both agreed that education is not just about 'exam results'. That education needed to 'value diversity and respect relationships'. Professor Hargreaves went on to discuss that the educational system in Ontario, Canada, has a culture of 'take care of people, take care of everything. Maybe Humanist theory could offer more to the British schooling system than originally thought. It is clear that a change of ethos and culture, and a radical overhaul of the educational system is needed. Otherwise, why would Wales repeatedly score the lowest of all nations in the internationally recognised Pisa results.

The Successful Futures report written by Donaldson outlines many suggestion areas covered by popular educational theory, government policy and already successful European and International education policy. It shifts emphasis onto holistic teaching and imports the value of a more child led curriculum.

Child A, as mentioned previously, has undiagnosed ASD. It is extremely probable that a diagnosis will be given as one has been given previously, in another country and other professionals recognise characteristics (teacher, learning support assistant). It is difficult to attribute negative characteristics to non-complaint class behaviours and expectations as it can be argued that Child A does not deliberately set out to break rules. However, treating Child A with equality would not mean ignoring behaviours but managing them in a way that meets their needs and the overarching needs of the class and school. Sarah Jayne Blakemore (2012)

gave a TED talk on the 'adolescent brain' she disputed previous thinking that the adolescent brain was only most active in its formative years but that the brain continued to develop and re-develop right into adulthood. Certainly, the child's formative years have the highest period of intense activity and when synapses seem to form and re-form when learning new things. It stands to reason, then, that Child A, like other typical children, if not challenged will see a decline in new synapses developments and in terms of education growth make limited strides. It would seem more important then ever, with intense support and intervention, to challenge Child A's typical thinking and behaviours. The UNCRC, (Unicef UK, 2019), article 3, would support this argument, "Everyone who works with children should always do what is best for each child". There is conflict here, though, the Humanist theorist, Holt, would surely agree with this article in the UNCRC but would argue that what is best is for the child is to explore what comes naturally and without direct intervention from a significant other.

Reflection / Evaluation & Next Steps

The ability to reflect on a number of situations relating to own practice and to assimilate this into your typical day never seems more pertinent than it does in the Donaldson (2015) era of education. He advises that children, during their school career and onwards should be "ethical, informed citizens of Wales and the world". It can be argued that the ability to be 'ethical' and 'informed' would solely rest on one's ability to reflect; to consider something from someone else's point of view. The ability to suspend our own personal beliefs, allowing for the potential for change of view or at the very least a consideration of, should surely make a person a better citizen. A better teacher.

Lindgren (Lindgren 2016 : Page 136) talks about the main benefit of reflective practice as " ... a set of methodologies to allow practitioners (...) to intensively explore an individual teaching issue in a structured way". So, then, the responsibility for reflection lies not only with children in school but educators also. I chose to structure my critical incident via observation, I outlined in my methodology the advantages and disadvantages of my method. I looked at a number of theorists surrounding 'Reflective Practice' namely; Dewey (1933) and Gibbs (1998) but decided on Rolfe, the simplicity of his reflective practice methodology "What? So what? What next?" (Rolfe 2001), really appealed to me, and as a method easily remembered and to put into practice.

What? I undertook an observation. On reflection, the critical incident and its prompting of further evaluation have been illuminating. From the simple starting point of Child A selecting

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own context, asserting autonomy and my exploration of what this means in terms of both educational context and health and wellbeing, have left me with much to think about.

So what? I critically analysed the narrative data in line with educational theory. The main theme for me was that of the constructivist approach to learning. In class, Child A employed many strategies to enhance a personal learning experience. In quasi-collaboration with the teacher, Child A used prior knowledge, applied it to what the teacher outlined in lesson objective and re-constructed an own outcome.

What next? As the session was on 'Human Body' and the 'skeletal system' would it be possible to provide the children with not only a lesson objective that applies to the human skeletal system but to other animals as well. Considering the co-construction of learning outcome as an assessment for learning activity, Black and Wiliam's (1998) suggests "standards can be raised only by changes that put into direct practice by teachers and pupils in the classroom". The activity could be posed as an extension activity. This would not only allow children to show that they can take knowledge learned and apply it in other areas but to generalise this knowledge leading to deeper learning. Child A, due to undiagnosed ASD will naturally want to challenge authority, this will be done unwittingly as Child A does not fully understand social cues and collective school behavioural compliance. In consultation with the class 'Learning Support Assistant' it might be possible to support and encourage own learning with a simple change in language and in the way that the learning objectives are set. That is not to say that Child A does not complete tasks set of him but that they are restructured in a consistent way. Perhaps suggesting, "once you have done this, then you can do this". Child A is already aware of the use of 'now' and 'then' boards as these are used with the class teacher. Child A uses them for other class transitions, e.g. moving from drawing to class work time (as otherwise Child A would choose to draw over any activity set). This concept of 'visible learning' is not a new concept, John Hattie recommended that all teachers include this in their practice to achieve more favourable results from their students.

Although Child A behaviours are not always desirable in the classroom, they are manageable. The behaviours, to a greater or lesser extent aren't that different from class peers. Child A's experiences are divorced from the class and peers due to undiagnosed ASD. It is therefore imperative that expectations are explicitly laid bare, support needs to be given to experience success and enable full engagement in class. Something which should be afforded to every child, irrespective of disability.

Conclusion

The title of this essay, in brief, was to conduct a case study review of a critical incident. When I went into class to undertake my observation, I really had no preconceived ideas on what I intended to write my essay on. This was important for me, as this meant that I was instantly open to the idea of conducting an analysis on an incident of which I had little or no prior knowledge of. On choosing my incident I struggled with the dichotomy of learner autonomy versus that of suspected non-deliberate choice of a child with ASD. There were many theorists who supported learner autonomy, the constructivists believed that Child A was taking prior knowledge and applying it to new context, leading to deep learning. The humanist theorists believed that Child A was simply following their own chosen educational path.

It led me to an examination of theorists, you tube lectures, popular theory and personal opinion. It was that personal opinion which was the sticking point for me. As professionals everything that we say and do must come from a point of expertise. I'm not an expert. Yet. I'm not saying that I have a problem with being a professional, only that this case study examination was the first time that I have had to really think about how my personal research, my reflection of that research and how the potential for practical applications would impact on me as a trainee teacher.

There is so much now that I have to include in my practice if I'm going to bridge the connection between child centred education and excellent outcomes. Thankfully, this is not a task for me to complete in isolation. With the advent of Successful Futures (2015) and the 'new professional standards for teaching and leadership in Wales' (gov.wales) it has never been a more challenging and exciting time to be a teacher in Wales and as long as all professionals engage in, "on-going professional conversation in the pursuit of positive impact upon learning", the pursuit of excellence will not be so lonely a journey.

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OBSERVATION / FIELD NOTES

Date: C) 2'	2	English	LLC
: Retrieval practice : Nouns : Verb Lesson details: Adjectives			
Classroom culture (Are the students focused on learning?) ~~Start a board~~ Sitting on bottom, got a little disruptive during physical activity game but teacher got them back in track via 'stop', 'track'!			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) 1. Story on board , children verbally re-told story Sequencing , re-telling			
Direction (Are the students clear about what they are doing and how to do it well?) Yes - verbal explanation / visual explanation gives. Split into groups green square, yellow triangle, blue pentagon, red circle Introduced - toprefer next day (checked initial underst			

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Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

- lot of strategies employed
engagement.

(Questions adapted from Fletcher Wood (2016))

ing)



Assessment

How does the teacher assess student understanding before, during and after the

Game (after for noun, adjective, verb)

Carousel

used in their teaching?

Checking in

Direct questioning

marking

lesson? How is this

Specifics / Critical Incidents

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

Child 'A' wants to be teacher, picked
flip chart - was separate to her class

discuss?

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02. 10. 19 Y2 English

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child wanting to be teacher

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was encouraged by the child's desire to learn, and of the fact that she showed leadership qualities.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The teacher was introducing the topic and questioning children. The child took a clip board and started writing 'motor' and was interrupting teacher. Child wanted to be teacher
Gwerthuso dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Teacher to ~~remind the child~~ gently reminded child to sit in 'star' position Continued on with topic Focussed on engaged children Praised enthusiasm.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl Yr mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Remind child that s/he need to sit in star and track her. Let her know the academic purpose and the benefits of listening Advise that paying attention now will assist with task completion.
Y prof- e dd / Transformed experience	

cymru Yr

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

Addysg a'r Dyniaethau

Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02-10-19	MATHS
∴ Maths retrieval Counting on / back Lesson details: number sentences	
Classroom culture (Are the students focused on learning?) All sat nicely, straight back and facing forward looking at board. Teacher reiterated sitting in 'star' and track children, for the most part, paid attention	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) 1-8 questions on board - Questions posed - Differentiated Plenary - revisited 'Singapore maths'.	
Direction (Are the students clear about what they are doing and how to do it well?) Yes - on board, they also have a worksheet. Class teacher circled around class. Set challenges for some children	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Yes - (modelled) - Strategies posed and children remembered how to do it. - Further differentiated activities	

Prifysgol Cymru Yr Athrofa

Y Drindod Dewi Sant

University of Wales Addysg a'r Dyniaethau

Trinity Saint David Education and Humanities

Assessment

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

Teacher was checking whiteboards, intervening 1:1 with children to clarify understanding / set challenge and give positive praise

Challenge on board for those children who finish early

Children were asked to 'star' / 'track' and then when they were ready, held up their boards.

WAGOLL.

questions and reiterated strategies → multiple labelled strategies

Strategies employed, extension activities

Set.

Language used: 'numbers' + 'symbols'

Specifics / Critical Incidents

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

One child was not completing work, he is drawing pictures. First drawing then maths discuss?

One child stood up and told teacher she was finished — all other children were sitting nicely. Teacher continued to give the child she was working with her full attention.

Child did not become put off, she kept saying she was finished.

My critical incident —
walked off — played

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

Dyddiad/Date: 02.10.19 Y2 MATHS

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

Shouted up and was talking
Some time as teacher

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was surprised that the child was not bothered / concerned about standing up and talking to teacher whilst all children were sitting quietly.
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?"	• All children were sitting nicely and working on their white boards. • Teacher was kneeling with another child helping. • Child stood up and called out that she was finished. • On getting no response, child walked across the room and stood before teacher. CAJ repeated she was finished.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	• Teacher visually acknowledged child and indicated for her to sit down - polite body language. • Teacher ignored child as school ruler not being followed. • Gave her full attention to child she was working with.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	• The child knew that she would not get a response. • She returned to her sitting position and continued with her work. • Afterwards (after some time had passed) speak to child about her behaviour.
Y tad newydd / Trans ranea experience	

Prifysgol Cymru Yr Athrofa

* Y Drindod Dewi Sant

University of Wales
Trinity Saint David

Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02-10-19
Lesson details:	Religious Education Signs and symbols of faith / relating to signs in different contexts Re-enactment of liturgical play
Classroom culture (Are the students focused on learning?)	Sitting in (stall) facing forward Drama - quite excitable, needed re-focussing / prompting
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Visual cues on white board Relating signs back to R.E. Re-enactment - recitation
Direction (Are the students clear about what they are doing and how to do it well?)	teacher explained the activities for each section Re-enactment - Children had previously been given lines and had to recite them. Home / church / home sign
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Students had an opportunity the class and had to explain. Waiting patiently

Y Drindod Dewi Sant Yr Athrofa

University of Wales Addysg a'r Dyniaethau
 Trinity Saint David Education and Humanities

Assessment

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

Multi approach

Drawing: sign / symbols

Writing: action story

Reading: parables

Physical: playdough

Recreation: Dramatisation of parable

Production of written / visual work

Specifics / Critical Incidents

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

Child was telling everyone their lines
other children were becoming agitated
as they knew their lines

Yr Athrofa

Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02.10.19 Y2 R.E Dramatisation	
Digwyddiad critigol (Ffocws)/Critical incident (focus): Dramatisation of Parables	
Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Humorous — child knew her lines and wanted to help others The child was 'showing off' / 'being helpful'
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?"	• Children were all sat on the benches • Children were reciting their lines • One child was mouthing the words • One child was then telling people their lines • Children were becoming agitated.
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?"	• Child had learnt everybody's lines and knew which order they were to be spoken. • Teacher stopped the recitation until child realised that the instant interjection was unhelpful. • Continued with recitation.
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?"	Before recitation remind all children that they must only say their lines Praise them for knowing all lines Remind all children that sometimes other children need more thinking time • Remind children of Jesuit principles of respect, patience.
Y priffrâm newydd / Transformed experience	

Prifysgol Cymru Yr Athrofa

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.09.19
Lesson details: Retrieval / R.E YR 2 The Human Body Diseases / germs / immunities / pasteurisation / vaccines
Classroom culture (Are the students focused on learning?) Tract me - watch teacher low level disruption Sat face forward 'tract' & Locuc,)
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes - retrieval - re-cap from previous lessons Were advised that they would be study Human body
Direction (Are the students clear about what they are doing and how to do it well?) Probing questions Aim put on board Marking scheme employed
Access and challenge (Are all students able to engage all students challenged?) in the lesson? Are tasks were outlined board and explained Stations relating to teacher details / objectives Cross curriculum CA Lcq Dock—cc's directive approach

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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?

Think pair share

— retrieval practice — what do you remember about body?

Teacher went into pairs and probed learning

Cold calling — what do you want to share

Thumbs up — thumbs down

Recitation

4,
checking on 'read aloud' information

Specifics / Critical Incidents

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

Deliberate rule breaking — child was given a 5 second count down, chose to carry on hugging up.

2 girls inside a hula-hoop running around yard
no diagnosis

ALN — find your chair
chair or carpet spot

5, 4, 3, 2, 1

first/then

visual timetable

colour band /
identified space

small sensory
chair with picture

needed a lot of
assistance with literacy

but was motivated to
draw a penguin and

then draw a penguin
skeleton —

context was human
body but animals!

Penguins are his
current focus of ref

<u>Communication</u> Session scripted Question	<u>Movement</u> Front right moved around class, into Carousel	<u>Question / wait time</u> Posed a question, wait 3 seconds allowance for responses then clearly said the word. Thinking time
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Model Beirniad Wedi Adfyfrio (BWA)

Assisted Reflective Conclusions [ARC) Model

Dyddiad/Date:

26-09-19

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

Walking around Heli during a discretisation

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Children were fully engaged so, as an observer, it was helpful to see how they responded to instruction.
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?"	- Child sat in spot and was half listening / playing with blocks - Child began fidgeting after 5 minutes, got up and played own game on benches - Child returned to spot when prompted - Child sat briefly and repeated previous actions
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Teacher had planned session well. Prior to session teacher pre-taught some of the expectations whilst in Heli. In Heli teacher was consistent with dealing with low level disruption.

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?"	Knowing that a particular child would struggle with test and learning behaviour required teacher could have set an alternate test for child as LSA in classroom. When child is required to take part in his distraction he could've then been brought in to help.
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