

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 accordance with the Bera ethical guidelines (2018, p.21) *“the confidentiality and anonymous treatment of participants’ data is considered the norm for the conduct of research.”* The name of schools, teachers and children will not be used to keep in form to this.

Critical incidents are an important aspect of ongoing professional learning and *“incidents tend to be ‘typical’ rather than ‘critical’ at first but are rendered critical through analysis”* (Tripp 2012, p.25). This will be outlined throughout the assignment as I will be evaluating the things I saw within the observation, processing my opinion as to what extent I agree and disagree with my findings and using theorists and sources to back this up. From this I will reflect and identify any ideas for learning and next steps that will help and support the children and develop their learning if I was to do this activity in my own teaching, extending my own professional development. I will also link the observation to Donaldson’s four purposes in the new curriculum, as well as questioning skills, classroom behaviour and scaffolding children’s learning, thinking about how learning can promote better ideas. (Sutton trust, 2014, p.2), throughout activities set and the classroom setting, tuning into children’s individual needs and creating a variety of interesting and creative learning opportunities. It has been said that for educators to be effective in their practice they are continuously reflecting on what they have administered and achieved (Fisher, 2008, p.190). Using the critical incidents will help in planning and preparing the lessons and activities and aim to create the best environment for all. Also helping my future professional development. Because the classroom environment is multi layered and multifaceted (Fisher, 2008, p.190), having reflection on practice from the critical incidents will benefit everyone and everything holistically and will help adopt effective practice helping to achieve happy, informed learners.

School x is an urban school located in South Wales. It is an English medium school with 471 pupils, 65 nursery placements, with age ranges of 3 – 11 years. Schools x holds a breakfast club for the children to attend free of charge, as well as a variety of after school clubs. (School x, 2019) School x is two form entry and is a pioneer school, working with the

Welsh Government and other schools to take forward developments relating to the curriculum and professional learning. School x has “36% pupils eligible for free school meals, which is well above the average for Wales 19%. 31% have additional learning needs, which is higher than the national average of 21%.” The last Estyn inspection school x had was rated Excellent. Breaking it down they received a good in both standards and teaching and learning experience and receiving excellent in well - being and attitudes to the learning, care and support and guidance and leadership and management. (Estyn, 2017). School x is green in the school categorisation system in Wales. Not only will they receive 4 days of support, being green means, they are a highly effective school and they also have a track record for raising standards and have the capacity to support other schools to do better (Wightwick, 2019, Walesonline). Four official observations were carried out in the nursery at school x and can all be found in the appendix section - one to four, at the end of the assignment. This assignment only focused on one and that can be found in appendix one.

There are a variety of observation models that can be used when observing a learner or group of learners. Observations can be used to obtain information for AFL, AOL, behaviour and to *“look at specific aspects of a child’s development, including how they access activities independently and whether there are differences in behaviour at different times of the day”* (Basford and Hodson, 2011, p.120). These models can range from narrative - what is said is written down there and then, checklists – where you tick off when a certain behaviour or skill has been seen, systemic observations – can be used to observe behaviour as well as other key priorities using a schedule or list, anecdotal records – are directly observed but the information is written down after the observation is finished, and many more.

Throughout the observation non - participant observation was going to be used. This is where the researcher watches what is going on without taking on any roles or becoming involved (encyclopedia.com, 2019). However, participant observation did become involved in the process that was unavoidable and there was engagement with the children shown. (Clark et al, 2014, p 131).

A critical incident is an *“unstructured observation that records incidents that take place spontaneously”* (Cohen et al, 2010, p.427) and allow the observer to view certain behaviours or look at learning strategies. They can also be classed as descriptive and detailed accounts. Ayres, 2013 states that an *“incident becomes a critical incident as a result of our critical thinking about it”* (learning and teaching, 2013). Sharing what was thought about different scenarios and what can be done to prevent or adapt them. It has also been said that critical thinking can make sure that the delivery of the curriculum is effective (Cooper, 2012, p.197), resulting in all of this being considered the best option to be used. They were

used for this observation as they can unfold a variety of behaviours or insights only once, but on occasions one event can reveal important insights into that situation or person (Cohen et al, 2011, p.464). Allowing the teacher to be aware of these important insights and have provisions ready in case they occur at a later date. It has been said that critical incidents can be time consuming as well as time wasting (Cohen et al, 2010, p.427), however I felt that they gave me a better insight and provision to gain the best results from the observation as possible.

A critical incident was chosen over a case study for this observation – however the differences are very slight. Case study research can involve a single case study as well as multiple studies involving a small number of cases that are related in some ways (Arthur et al, 2012, p.107). Leading case studies to possibly bounce off each other or blend together and back each other up in a variety of ways. Having just one observation to focus on and research, showed me that a critical incident may provide a deeper look into it. Case studies also involve a *“relatively open ended, exploratory approach”* (Clark et al, 2014, p.112), that aim to document the distinctiveness of particular cases as well as their similarity to one another.

The critical incident (appendix one) that was observed was linked to a Literacy session identifying name recognition. A group of six children – age three, were asked to find their name from a variety of other names that were spread across a seating area. The session took place in a small learning environment where the children were on the floor, sitting on a mat, with the HLTA sitting on a chair looking down. The aim of the session was explained to the children and they understood that they had to find their own name. Each child was to do this individually. One child stood up and shouted out his name, using the letter names and quickly sat down again before the teacher could say anything. Each child stood up one by one to look for their names, but while one child was looking some of the other children were wriggling or crawling around and not listening. The HLTA praised children sitting nicely but also questioned the other children's behaviour, rather than shouting at them. The HLTA asked a lot of questions to help the children who were struggling to find their name and who were unsure of what it looked like, but a lot of praise and prompts were used. The majority of children were unsure or couldn't recognise their names. Once the children had picked their name card they had to stay on the floor, holding it until everyone had picked one. The name cards had just their name on. The final child didn't have any to choose from as their card was the last one. Throughout the session the HLTA was constantly praising, talking, questioning and explaining things to the children, helping and guiding them through the

activity. At the end of the session, when all the children had their name cards in their hands the children were asked to hand them in and move to the next part of their learning day. Donaldson's four purposes are intertwined throughout the observation. Starting with *"ambitious, capable learners, the children were "setting themselves high standards and seeking and enjoying challenges"* (Donaldson, 2014, p.29). So even though they may have needed some support the children were still enjoying what they were doing and weren't fazed if the challenge seemed a little too hard for them. The children could also *"communicate effectively in different forms and settings"* (Donaldson, 2014, p.29), expressing if they were not sure or needed assistance clearly and confidently without getting upset or worrying. Next is "enterprising, creative contributors" and the children that were observed *"give off their energy and skills so that other people will benefit"* (Donaldson, 2014, p.29). This was achieved by encouraging each other and all getting excited when each one had found their name. Giving each other the confidence and praise and making the smiles on their faces even bigger. Finally, *"healthy, confident individuals"* (Donaldson p.30). This one shone through the observation with the children, even as young as they were, *"having the confidence to participate in performance, face and overcome challenges and have the skills and knowledge to manage everyday life as independently as they can"* (Donaldson, 2014, p.30). Each child got up independently and confidently to try and find their name regardless of if they were sure or not. Giving themselves a chance to do it independently first and then be prompted if necessary.

Through the observations three areas had been identified and were chosen to be discussed and evaluated further. These are questioning, behaviour and scaffolding children's learning. Below these are reviewed.

Questioning is constantly used as a central part in everything that is done within the learning environment. The reasons that teachers use questions according to Cohen et al (2010, p.280) is *"not only for cognitive/intellectual reasons (concerning the subject matter of the lesson) but for emotional, social reasons (cater for different personalities) and for the managerial reasons (minimise unwanted behaviour) and to keep pupils on task."* Vygotsky (cited in Mooney, 2000, p.92) has helped teachers see that children learn not only by doing but also by talking, working with friends and persisting at a task until they get it. This is interesting to see that by asking questions children will develop and keep pursuing and trying to achieve the end result of the task, no matter what barriers stand in their way. With that being said Basford and Hodson (2011, p.95) talks about *"adapting questions to enable the child to succeed."* Giving the individual child the correct age/ability stage for them, to

give them the confidence and show progress in their learning. This links with Bloom's taxonomy, which Hansen (2011, p.45) said was an attempt to classify forms of learning suggested through a hierarchy of six major classes of learning. It is said Bloom provided us with the taxonomy to help us to compose questions for the children, creating different levels of thinking (Dalton and Smith 1986, p.45). The model levels have been adapted by Krathwohl and Anderson to bring in the needs of the 21st Century, although some theorists have said they have not changed a great deal, but that change has made a slight effect to their learning. The levels, starting from the bottom are remembering, understanding, applying, analysing, evaluating and creating. Each level develops the children's thinking from a lower order thinking up to a higher order thinking. However, even though the taxonomy was seen as a good model of learning by many schools and used in a variety of ways, Hansen (2011, p.46) stated that *"it is important to appreciate that Bloom's taxonomy is meant to be a guide and not a rigid formula."* There are a variety of question types that teachers could use depending on what they want their learners to discuss. Kerry (1982) stated there was a wide variety of question styles that could be used. Styles such as *'data recall, observation, give reasons, problem solving and many more'*. There are also different styles of questioning that could be used as well, such as open divergent questions – many possible answers to the question, with not just one correct answer and closed convergent questions – single answers. Using these varieties of different styles and types of questions can help and adjust questions and questioning to be formulated to match the needs of the individual children (Cohen et al, 2010, p.281). Differentiating to each child's individual needs. It has also been said that questions are not simply a device for recalling and retaining knowledge but should also improve learning (Cohen et al, 2010, p.279), moving the child forward.

A variety of behaviours were shown within the observation. Getting children to sit and become involved in an activity can be a very difficult process. The activity needs to be thought about carefully and needs to be fun, creative, interactive and not too long for the child to stay focused. There is also a need to have the work set out at the child's individual level otherwise disruptive behaviour will occur as the child will act unacceptably in order to avoid doing the work that he/she may find too difficult (MacGrath, 2002, p.92). There are many reasons for a child's behaviour to change during the activity and these need to be thought about and carefully approached and dealt with appropriately. Hansen (2011, p.229) states that *"the reasons for children's appropriate and inappropriate behaviour are extremely wide"* and there can be a lot of reasons for this. She believes that possible causes for inappropriate behaviour could be "uninspiring lessons, low levels of motivation, low self-esteem, emotional problems" and the list goes on. This behaviour – even low-level

rolling/crawling around or standing up and down needs to be combatted at a young age. Montessori carried out a number of observations and these led her to believe that *“children were capable of great concentration when they are surrounded by many interesting things.”* (p.30) Researchers have also conducted various studies into the use of positive behaviour management and praising, rewarding and acknowledging acceptable behaviour and behaviour that is wanted and ignoring unacceptable. (Arthur and Cremin, 2010, p.44) With this strategy there is hope that the acceptable behaviour will be noticed and repeated by everyone and the unacceptable behaviour will die away (p.45). This links with what Cohen et al (2010, p.192) emphasises and that is that *“behaviourism lays emphasis on the external rewards”* such as test scores and working to avoid being told off and pleasing their teachers and parents. On the other hand, they also state that dealing with behaviours can become *“very mechanistic, dehumanised and reward orientated.”* Possibly losing the effect that is intended through these awards and becoming robotic and unappreciated. With that being said Lafferty (cited in Dowling, 2014, p.25) suggests that *“praise comes from outside the child and is an external judgement of approval, while ‘encouragement’ is about motivating the child within and creating an ongoing desire to learn”*, questioning whether encouragement is better to use rather than praise. Also, Gura (cited in Dowling, 2014, p.25) suggests that the *“constant use of praise can be high on warmth but low with regard to information, especially when praise is general”*. This is intriguing because Dowling (2014, p.157) discusses that the children may feel that any attention they receive, whether negative or positive is better than no attention for them and may constantly seek this through behaviour that may be difficult to ignore.

The adult is the *“most precious resource as he/she has a direct role in helping children to be creative”* (Dowling, 2014, p.183). This was linked with many theorists agreeing that the adult's role is vital and it was the adult who needed to provide the children with tools and resources to help them. Cohen et al (2010, p.236) emphasises that the *“availability and use of resources in the classroom are of the greatest importance in the part they play in children's learning”*. Children on occasions may need resources to assist them with their learning, giving them extra support that they may require. Resources such as pictures and name cards that will stimulate their learning. The use of a range of learning experiences such as visuals and verbal into sessions and activities is of great importance and provides children to be challenged in different ways. (Arthur and Cremin, 2010, p.381) These findings appear to link to Bruner's term scaffolding, which implies *“support without constriction.”* (Dowling, 2014, p.183). This could be through the means of offering *“appropriate stimuli:*

through the provision of sensory experiences, aiding memory skills, fostering imagination or the provision of materials" (Dowling, 2014, p183). Suggesting that it is not just resources that help children find answers to questions but also to develop other senses.

Bronfenbrenner (cited in Dowling, 2014, p.35) followed many theorists and *"reminded us that young children do not develop by themselves"*, however it is not just teachers that can do the scaffolding but also teaching assistants are available to support children and guide them through what they can't do unaided (Cooper, 2012, p.62). Scaffolding and the use of resources can not only be used for children that need that extra support but also as Dowling (2014, p.35) states that the adult can *"offer specific and bespoke support to help that child achieve a more challenging task"*, linking with Bruner (cited in Bruce, 2011, p42), who suggests that scaffolding can *"support children in moving from where they are now to where adults want to take them"*. This is intriguing as Anna Freud (cited in Bruce, 2011, p.42) emphasises that scaffolding as stated above by Bruner is *"different from a situation where the adult goes with the child and helps them learn about something that fascinates them"*, suggesting that the adult has a variety of roles to uphold and on occasions certain procedures don't interlink. This links with what Bruce (2011, p.50) suggests and that is that *"adults need to develop skills in recognising what children need to be independent and when they need help"*. These findings appear to link with Vygotsky's (cited in Cooper, 2012, p. 26) thoughts that, *"children are not naturally motivated to learn academic subjects and that the motivation to do so comes from the environment for learning provided by the teacher"*, showing that motivating through lessons with resources is as vital as creating the perfect environment.

Reflective practice is carried out all the time in the education setting. All four observations that were carried out were reflected on and these can be found in appendix section – A to D. Reflective practice consists of reflecting on what you do throughout the sessions, activities and the day/week in your setting. It has been said that it is closely linked to the concept of learning through experience i.e. through observation and critical incidents, in that you create time to think about what you did, what happened and then you can decide what you want to do differently next time. (skills you need, 2019)

There have been a variety of reflective models that have been drawn up and established to be used. Reflective models give educators a chart or cycle to follow, to encourage and support them in drawing out as much information and reflection as they can to improve their teaching and activities as they move along. Not to list all the models but a variety are Gibb's

reflective cycle (1988), Kolb reflection cycle (1984), Driscoll model (1994), Rolf et al's framework for reflexive learning (2001), Brookfield model (2005) and John's model for structure reflection (2006). (lifelong learning with OT, 2016)

To help me structure my reflection I have chosen to follow Gibbs' reflection model. This model has many advantages and disadvantages – like all the models – but I felt this chosen model was easier to use and will allow oneself to learn over time based on my own experiences. (Expert program management, 2018)

Description

From observing, to drawing out ideas and then onto linking to theorists and other sources, I have gained extra knowledge and developed my previous knowledge of situations and procedures. Carrying out the observation which took place in a classroom off the main area of nursery, first thing in the morning, I was unsure of what may come to light. However, when it had finished after roughly 10 – 15 minutes, I was surprised with how much information I had obtained. As the children were only three years old they had worked extremely well and the HLTA worked in line with their needs and adapted things accordingly.

Feelings

Leading up to the observation I felt very tentative about what was going to be drawn from the observation. During this observation I became a lot more relaxed and was enjoying it more, even though there was a lot to write down and concentrate on. After the event I was excited about what I had seen and the process and different incidents that I could adopt and adapt into my own future teaching.

Evaluation and analysis

Throughout the observation and critiquing it, I have come across a variety of theorists who I strongly agree with in the particular areas – questioning, classroom behaviour and scaffolding – that have helped me develop my thinking within the classroom. Having looked into all three areas deeper, I feel they have all become intertwined and interlinked with each other to help become a positive aspect within the classroom. Each area is a powerful tool when used individually. However, questioning can enhance positive behaviour as agreed by Cohen et al (2010), as well as minimise it. Using scaffolding can also minimise the behaviour as Dowling (2014) stated previously, using materials, and aides will help develop children's learning and this could be linked as children who may struggle with some of the work can show disruptive behaviour, but if they have resources that might keep them on track and focused. Bruner also stated that scaffolding can help the children move forward in their learning and questioning can also provide help as the questions can be adapted to the child's need, showing a link between both areas to develop learning.

Conclusion and action plan

If I was to complete an activity like this when I am teaching I will come down to the children's level, sit on the floor and join in with them. The resources that were used I will also adapt and transform. I will add a picture of the child to help them distinguish between their photo and their written name. Helping them to find it even if they are unsure of their letter sounds. Also, to be changed would be the colour of the initial letter of their name, so that when I'm saying it begins with a certain letter they can differentiate the different letter because it stands out. I will also keep adding more names to the pile, so that the last person to go still has to identify their name from a number of cards not just theirs that is left.

In conclusion, I feel that the methods that I used throughout the observation and critical incident were appropriate and worked well and I would not change them if I was to repeat this again. I feel they gained enough knowledge and insights into what the children were doing and how the session was being addressed. They helped me gain extra knowledge and understanding to help me build on existing knowledge and develop these areas further within my professional development. Helping me establish a broader and in-depth file to use when a certain problem or similar challenge arises. There were a variety of areas that could have been drawn from the observation but I feel that the three I chose to delve deeper into were the ones that I feel would help me more at a later date in my career. Being able to reflect on what was done and on my own practice helped to develop and extend my thinking and attitudes to areas, using theorists to expand on what was being said. This links with the new professional standards for teaching and leadership who state that *"the teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy"* (professional standards for teaching and leadership, 2019, p.16). Reflection is an important model to try to do every day or every week as it will keep you re-assessing what you are doing making sure it is relevant and in line with the individual children you have but also keep your own mind open to new ideas.

Word count: - 4193

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Appendix one



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.9.19
Lesson details: Name recognition. To find their name card.
Classroom culture (Are the students focused on learning?) Small group and individual work. Some students are focused – some are still talking, crawling and wriggling around.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Clear purpose – to recognise their name.
Direction (Are the students clear about what they are doing and how to do it well?) Teacher gave clear instructions about name recognition – what their name was – did they know what it began with and repeated several times to ensure everyone was clear about what to do.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students can engage in the lesson but different levels of support will be offered i.e. those unsure will be helped with first initial sound. Those that knew their name was asked if they can help their friend.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Questions Before – Can they recognise their name? During – Observing which one they choose, assist them with prompts if needed. After – if not correct more questions asked.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Movement – teacher was upon a chair and watched the children from above. Communication – very enthusiastic, gave lots of praise, tone was calm and relaxed, repetition of name and sound. Questioning – lots of questions – one-word answers, if one child was unsure asked peer to help – peer support Behaviour management – Spoke to children in a calm relaxed voice if they were not listening or shouting. (didn't raise voice)

Appendix A



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26.9.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Questioning, behavior, scaffolding

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Good behavior management skills, positive and calm environment, interaction levels were fantastic, children could have been more engaged in the activity, great chance for peer to peer support.
Cofio a Deall/ <i>Remember and Understand</i> "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Opportunities for personal achievements, recognize individual potential, cognitive skills used – problem solving and focus and concentration, confidence, motivation, determination and resilience and communication.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> "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?"	• Behaviour management. • continuous questioning and small group interaction. • Resources to help the children. • Relaxed and calm tone. • Praise and encouragement the children received.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> "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?"	• Down to their level. • Picture next to their name. • Initial letter (first sound) in a different colour. • Play – can they see anything else that begins with that letter, more interaction.
Y profiad newydd / Transformed experience	

Appendix two



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 26.9.19
Details of learning event: Playdough area
Learning culture (Are the pupils focused on learning?) The child chose to go in the playdough area and play with the playdough, using their imagination and props to make something.
Objectives (Is there a clear purpose to the learning event?) The children are given playdough, cake cases, rolling pins, cutters and sticks.
Direction (Are the pupils clear about what they are doing and how to do it well?) To use their imagination and own experiences to find what they want to do in the playdough and how to use accessories around them.
Access and challenge (Are all students able to engage in the learning event?) - Open to all students - Up to them how they use equipment - Child led
Assessment What is the pupils' understanding before, during and after the learning event? - Teacher will question at any time, when they see them using the playdough. - Questions - what they have made? how they did it? What could make it better?
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - Child led activity - Teacher would go over and ask questions – what have you made? - Teacher would bring in real life experiences – “I use two hands with a rolling pin, do you think it is easier?” - May give ideas to develop. - One child was working in solitary play in the playdough – when a child went over to ask him to play he said – “I just need to finish my cake”.

Appendix B



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26.9.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child led/solitary play

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I feel that the child was very quiet, but seemed to be enjoying working in the playdough on his own, using all the equipment to himself. It helped me see how children can use their own initiative but seeing the enthusiasm that the child was showing made me feel happy and relaxed that they were enjoying themselves even though they were by themselves. My first feeling was to question why he is on his own.
Cofio a Deall/ <i>Remember and Understand</i> <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>	• Develop a range of skills. • Child initiated. • Drawn into exciting area, with a variety of equipment to choose from.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <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>	• Child led activities. • Good questioning. • Lots of praise. • Letting the child learn.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <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>	• Question why the child is playing alone. Are there any issues? Is the child ok • Playdough was one colour – can more colours be added.
Y profiad newydd / Transformed experience	

Appendix three



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

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.9.19
Lesson details: • Baking session. • To bake cupcakes following instructions. • Teacher and small group.
Classroom culture (Are the students focused on learning?) • Working in small kitchen area of the classroom. • A variety of activities happening around. • Busy/loud classroom. • Children focused but easily distracted by what's happening around them.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • Clear purpose – to make cakes. • Child led – so they wanted to bake that day, so went to that activity.
Direction (Are the students clear about what they are doing and how to do it well?) • Clear about what they were doing. • They chose the activity. • How to do it well - take turns, share, listen and follow and having deep discussions about what they are doing.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • All students able to engage in lesson. • Picture prompts to back up writing instructions. • Enough room for everyone. • Only small groups, so when full they know they have to wait. Challenge - variety of skills required, can complete independently or with help i.e. cracking eggs, using a whisk.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

Before - asking a lot of questions. Whether the children had made cakes before or if they knew what they needed.
During - constant questioning, praising the children and showing encouragement.
After - show other teachers what they made, who ask them questions about what they made and how they did it.

Specifics / Critical Incidents

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

Movements

- The teacher moved around the table to interact and help the children.
- Crouched on times to be the same level as the children.
- Very energetic and enthusiastic - other children coming to watch.

Communication

- Lots of facial expression.
- Tone is calm and relaxed.
- Encouraged each other. Peer to peer, teacher to peer.
- Positive reinforcements.
- Praise
- Good hand gestures.
- Used words such as team work and collaborating.

Questioning

- Questions from teachers and peers.
- Waited adequate time for answers
- Closed and open questions

Behaviour

- Explained in a calm voice not to do anything unkind or wrong e.g. spilled a little flour, dropped an egg, tried to take a turn when it wasn't theirs.

Appendix C



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26.9.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Questioning during a baking session

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	- Fantastic use of questions. - Both closed convergent and open divergent questions used. - Calm and relaxed voice. - Children seemed to really enjoy it.
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>	- Develop a range of skills - Drawn in by exciting environment. - Show personal development. - Learn through each other. - Cross curricular.
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>	- Questions asked - Enthusiasm from teacher. - Differentiation. - Cross curricular.
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>	- A lot of distractions around, can the area be moved to a quieter area or louder areas moved around. - A lot of children wanted to bake is there a possibility to make the area bigger to try and involve more children. - Change item to bake

Y profiad newydd / <i>Transformed experience</i>	

Appendix four

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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.9.19
Lesson details: Listen to a story
Classroom culture (Are the students focused on learning?) Children focused and excited for the story because teacher explained it was her favourite story.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Purpose - calm ending before the children go home. - Get them sitting and listening to stories. - Interest and join in with the story
Direction (Are the students clear about what they are doing and how to do it well?) Children sitting on the rug facing the teacher/book, ready and eager to listen. Explanation of how to sit, look and listen given to everyone.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children can engage in lesson by copying teachers actions/word phrases. Challenge - questions asked about what may happen next, predict the ending.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Questions Before - Has anyone heard this story before? Can they tell what may happen just by looking at the pictures? During - questions throughout After - what was their favourite part?

Specifics / Critical Incidents

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

Movement - sat on small chair in front of children, very energetic, child moved to help concentrate.

Communication - Great facial expressions, Hand gestures, positive reinforcement, child involvement, pauses or stops when they need attention from children.

Questions - used to think about behaviour, lots of questions about the book, some children asking questions.

Appendix D

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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26.9.19

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Excellent use of dealing with behavior issues. Positive and calm environment. Stayed quiet when waiting for children's attention.
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>	- Learnt behaviour – moving around, shouting out - What are the reasons for mis behaving/shouting out, do they understand, are they bored, are they challenged.
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>	- Calm and relaxed tone. - No shouting. - Explaining to children why not to do something.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <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>	- Find something the child is really into to stop behavior- maybe giving a fiddle toy when sitting on the carpet. - More challenges - Check social and emotional issues.
Y profiad newydd / <i>Transformed experience</i>	