

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.

Word count - 4391

This essay focuses on an observed critical incident in a foundation phase class and will evaluate the incident in order to identify next teaching and learning steps for the individuals involved, through a process of reflection. The critical incident will be grounded in its context and a consideration of different observation strategies and methods are given. An overview of the critical incident is given and linked to Donaldson's Four Purposes (Donaldson, 2015). A review of literature will situate the critical incident in context. An evaluation of the critical incident is given and the use of reflective models to identify next teaching and learning steps. Included within the appendices are annotated lesson observation sheets and critical incident reflection sheets. Four formal lesson observations and reflections were carried out; however, this assignment will focus on Appendix 1 and 2.

Critical incidents can occur both inside and outside of the classroom. Tripp (2012) refers to most critical incidents as being routine, mundane and straightforward events. Events may appear 'typical' but become 'critical' through analysis (Tripp, 2012). Incidents happen, but critical incidents are created by the way we look at an incident and the significance placed on that event in its context (Tripp, 2012). A critical incident is created through a process of conscious reflection and evaluation (Richards and Farrell, 2005). Tripp (1993) identifies the two phases involved in critical incident reflection – a description phase, where an incident is observed, and then it is expanded in its context in the explanation phase (Farrell, 2013). Reflective practice enables personal and professional development, as teachers use reflection to deepen understanding and transform practice effectively.

The observation took place in a maintained Primary School in Swansea (School website). For the purpose of this assignment, I will refer to the school as 'School X' in accordance with BERA research guidelines point 40 (BERA, 2018). The most recent data source shows that there are 222 pupils in School X aged 3-11 years (My Local School, 2018). The lack of social deprivation in the area is evident in the statistics for Free School Meals – 5.1%, which is significantly below the average in Wales - 20.0% (My Local School, 2018). Furthermore, the percentage of children with an Additional Learning Need (ALN) in the school is 9% and is also lower than the average for Wales - 14.4% (My Local School, 2018). To raise education

standards in Wales, the Welsh Government put in place the National School Categorisation System (Categorisation System, 2019). In terms of how much support a school needs, four support categories were created, green needing the least support and red needing the most (Categorisation System, 2019). School X is a 'Green' school (My Local School, 2018). This reflects the effectiveness of teaching and learning and management and their capacity to contribute to the support given to other schools (Categorisation System, 2019). The observation was conducted within a mixed Year 1/2 class. There were 30 children in the class, 1 teacher and 1 teaching assistant. There were no ALN pupils highlighted in the class. It is significant to consider the implications of the class being mixed, as it is vital that teachers are conscious of the ways age and development differences can affect children's performance (Dean 2002).

Observation is a purposeful way of obtaining information as it takes place (Kumar, 2014). A non-participant observation was carried out. Non-participant observation involves 'watching and recording without personal involvement in the context' (Burns, 1999, p.82). In the lesson observation, the non-participant observer had little involvement in the children's activities (Kumar, 2014). Non-participant observations allow the observer to interpret with more neutrality as they are not participating. This enables more objective observations, as the observers note what they see as it happens (Sharma, 1997). A weakness of non-participant observation is the Hawthorne effect, whereby individuals may adjust their behaviour because they are aware of being observed. This may mean data is unrepresentative (Kumar, 2014).

There are many ways of recording observations. One useful observation method is PMI which considers positive, negative (minus) and interesting points about an observation (de Bono, 1993). The positive, minus and interesting aspects of an observation are categorised under these headings. A strength of the PMI method is that it is an attention directing tool and it is a clear way to organise judgements (Sharma & Saarsar, 2017, p.976). However, the structure may influence an observer to look for 'good' and 'bad' points, instead of organically recording, which makes data subjective.

Notetaking observation method records information captured from another source (Makany, Kemp & Dror, 2008, p.1). Notetaking requires observers to assess and question what parts of an observation are relevant to record and take note of (Gimenez and Pinel, 2013, p.3). One approach to notetaking is aide-memoires (Papatheodorou, Luff & Gill, 2013) which can trigger memories when an observer re-assesses their notes. A strength of the notetaking method is that aide-memoires, such as key words or abbreviations provide a systematic recording of notes, enabling an in-depth observation record to be developed afterwards

(Delmont, 2002). A weakness of notetaking as an observation method is that it is likely that some information will be un-noticed, as a level of concentration is given to notetaking sequentially (Papatheodorou, Luff & Gill 2013).

The observation method chosen was notetaking, because it is a thorough and organised method. It allows for a lot of objective detail to be recorded, which is essential for the elaboration of critical incidents.

In terms of methodology, a case study is defined as the study of a particular (Stake, 1995). A case study is a detailed study of a real-life event that can only be described and analysed within its context (Cohen et al, 2011). Therefore, I argue that a critical incident is a case study as it is an in-depth interpretation of a single event in context.

A strength of critical incident methodology is that it provides an in-depth investigation which allows more detail to be obtained when analysed. (Cohen et al, 2011) Another strength is the emphasis on reality (Cohen et al, 2011). Critical incidents offer insight into real-life, mundane routines in which the reality of events can be interpreted and reflected upon (Joshi, 2018, p.84). A weakness of critical incident methodology is that results may lack generalisability as it investigates a single incident and can't be generalised to all instances like these. (Cohen et al, 2011) Another weakness is that results may be prone to problems of observer bias, as incidents are dependent on evaluation and reflection, they would likely be interpreted differently.

The critical incident was observed towards the end of the lesson (Appendix 1). The teacher was directing a whole-class activity on the carpet when the incident occurred. The teacher stated that beats would be played on a drum and the children would have to count how many beats were added to a particular number. The teacher stated that only children with their hands-up and not shouting out would be selected to give their answer. This rule was kept to by the teacher for a few answers. The rule was then discarded and the teacher accepted answers from children who were shouting out. It was evident that this frustrated some of the children who did not shout out answers. Some shrugged their shoulders and became disinterested. After the activity had ended, the teacher stated that the children who were sitting the nicest with their arms crossed would be dismissed first for lunch. This rule was also not adhered to by teacher, as the teacher turned to a computer, distracted and called out names. Some children who were not sitting nicely were rewarded by standing in line first. The children who were 'sitting nicely' became visibly upset and began to fidget.

Donaldson (2015) has identified four purposes in the new draft curriculum for Wales 2022. These four purposes aim to underpin all teaching and learning in Wales (National Mission,

2018). In relation to the observed critical incident, there appears to be implications for these four purposes. The new curriculum aims to create 'ethical informed citizens' who are encouraged to think about how their actions affect others (Donaldson, 2015). The implications of the incident for this purpose is that the children shouting out appeared to lack an awareness of how their actions impacted on others in the class. It could be inferred that the teacher also did not consider how the shouting out may have made the other children feel undervalued. Within this purpose, children should respect others' right to speak (Donaldson, 2015). During the task, some children continued to shout over others. This meant that some children were not given an opportunity to share their answers, leading to an equity imbalance. Also, some children who were not 'sitting nicely', were not showing respect for others who were adhering to the rule. Donaldson's four purposes also proposes that children develop as healthy, confident individuals (Donaldson, 2015). The implications for this purpose is that the incident negatively affected children's ability to feel confident, as those who had their hands-up adhering to the rule, were not chosen to answer. This may discourage confidence in the children who were willing to contribute with their hands up and may be hesitant to give answers in future. This may affect their sense of self (National Mission, 2018). The incident has positive implications for the 'ambitious, capable learners' purpose as the children were eager to offer answers (Donaldson, 2015). However, some children's good behaviour was seemingly not recognised or praised. Therefore, discouraging children's ambition, lowering confidence and potentially resulting in them doubting their capabilities.

From the critical incident, two key areas were identified for research: behaviourism and classroom management. There are many theories of learning and in terms of the critical incident, behaviourism theory is evident in the teaching and learning displayed. Behaviourism is a psychological approach to learning and behaviourists such as Skinner (1957), emphasised the consideration of observable stimulus-response sequences. Learning is viewed as a change in behaviour through interaction with the environment (Cremin and Arthur, 2014). When a response leads to a consequence, the behaviour change is reinforced and becomes conditioned. In the incident, operant conditioning was shown. Operant conditioning involves the use of positive and negative reinforcement of reward and punishment to strengthen and weaken behaviours (Pritchard, 2014). In the incident, positive reinforcement was given in the form of praise and early dismissal as the reward, and a lack of acknowledgement and last to be dismissed was the punishment. In contrast with the literature, what was reinforced was that the rule stated by the teacher was not kept to; producing an imbalance in reinforcement of desired and undesired actions. Teacher approval and praise has been found as reward enough for many children. (Pritchard, 2014)

This may explain why some children were visibly frustrated that they were not rewarded for following the rules, as verbal praise may have been highly valued.

Much of the current literature has emphasised that behaviourism is crucial in the reinforcement of behaviour expectations and classroom routines. The rule stated by the teacher highlighted classroom expectations in the incident, but the inconsistent distribution of positive reinforcement, undermines the effects of successful behaviourist principles. It has also been found that rewards in the form of teacher approval or praise provides enough positive reinforcement to continue a behaviour (Pritchard, 2014). This could explain why those who were praised for shouting out their answers continued to do this, as they may have associated shouting out answers with teacher approval. Consistent reinforcement of desired behaviour was not seemingly adhered to by the teacher, yet the reinforcement that was employed produced negative effects for the children's learning.

A criticism of the behaviourist argument is that it sees learning as developing solely through a process of positive and negative reinforcers (Pritchard, 2014). However, in response to this criticism, this incident shows the impact of how reinforcement can have profound effect if not used fairly. A further criticism of behaviourism in classroom learning is that operant conditioning provides an incomplete picture of children's learning as cognitive factors are disregarded (McLeod, 2007). However, it must be acknowledged that behaviourism is still effective in developing routines and expectations if used correctly and past findings still ring true in classrooms (Pritchard, 2014). The incident highlights that the learning of behaviour routines in this way is a fundamental part of the 'hidden curriculum' (Meighan and Siraj-Blatchford, 1997).

Behaviourist principles were shown in the incident as positive reinforcement enabled further participation and negative reinforcement decreased participation and the engagement of some children. Hence, this could provide further acknowledgement for the value of behaviourism in shaping children's learning by influencing consequential actions. Wheldall (2012) has challenged criticisms of behaviourism, in stating that the principles underpin how we learn new behaviours and modify existing behaviour (McLeod, 2007). From this hypothesis, it could be argued that behaviourism is most essential in a foundation phase environment where young children's behaviour is constantly developing through teacher and peer reinforcement. In support of Wheldall's (2012) assertion, effective consistent reinforcement has proven useful in children's learning to modify existing behaviour (Ellis and Todd, 2018).

When investigating the effectiveness of behaviourist approaches in British schools, it has been shown that social reinforcement is a catalyst for good behaviour (Harrop and Critchley, 1972). Similarly, Tsoi and Yule (1976, p.137) highlighted the effectiveness of group reinforcement as one child's behaviour served as a model for group reinforcement. These studies highlight further application of behaviourism in the classroom and how its principles of conditioning can improve behaviour. In comparison to the incident, it could be concluded that the children who began to not sit nicely did this in response to seeing others misbehaving and be rewarded for this. A similar conclusion from The Steer Report (2005, p.21) has shown that teachers' praise for children's academic learning should be equally distributed for good behaviour. In the incident, it was not fairly or equally distributed. It could be argued that the praise inconsistencies produced negative effects on children's learning (Thornberg, 2007, p.414). In alignment with these findings, it has been conclusively shown that children are more likely to repeat behaviours that are reinforced with a tangible reward (Ellis and Tod, 2018). In the incident, the children seemed to thrive on praise, as well as suffer when it was not present for their good behaviour. Therefore, if operant conditioning is not used correctly, reinforcement sends inconsistent messages about what behaviours are desirable.

Behaviourist ideas also manifest in classroom management. Classroom management is the way in which teachers 'manage students' learning by controlling what happens in the classroom' (Scrivener 2012, p.1). Classroom management has the biggest influence on children's social-emotional learning (Tauber, 2007). Garrett (2014) outlines areas conducive to classroom management, with the following literature focusing on rules and routines, and relationships.

Classroom rules highlight desirable and undesirable behaviour and serve to regulate classrooms (Brint et al, 2001, p.164). Duke (1978, p.403) identified that inconsistent rule enforcement created student discipline difficulties. Interestingly, it was argued that this was a consequence of how adults handle problems and not student misconduct (Duke, 1978, p.403). These findings correlate with the incident, as the rule-breaking was not corrected consistently by the teacher. In addition to this finding, Jackson (1993, p.404) found that when rules are stated such as 'Raise your hand to speak', they seem to be inconsistently enforced. This therefore limits the value of rules being stated. The most striking finding of Jackson's (1993, p.404) study was that students who call out answers are not always corrected to raise their hand and some receive praise. In the incident, the teacher also praised the children who shouted out their answer which has implications future classroom conduct.

Rule inconsistency is a widely investigated area and when looking at the effects on children, it was found that inconsistency is a source of dissatisfaction in children (Thornberg, 2007, p.404). This may explain why children who had clearly understood the rules, were visibly frustrated by the teacher's inconsistent use of praise. Also, it was found that children cannot always predict how teachers will react to particular behaviours (Thornberg, 2007, p.413). Therefore inconsistency creates a classroom culture of uncertain and hesitant children. This has implications for Donaldson's (2015) four purposes. The critical incident showed the teacher verbalise two rules. However, as Madsen, Becker & Thomas's (1969, p.146) study explicates, simply stating rules does little to influence behaviour; it is only the enforcement of rules in practice that allows for behaviour modifications. These findings are proven in the critical incident, as the stating of rules did not alter some children's behaviour who shouted out and did not sit nicely. The teacher stating the rule 'sit nicely to be dismissed first' (Appendix 1) and then choosing children who were not sitting nicely, depreciates the value of the rule being stated in the first place. It could be concluded from the findings of these studies and from the incident that it is questionable why rules are stated if they are not going to be implemented in practice. The inconsistent implementation of rules therefore has implications for classroom discipline, as a lack of effective reinforcement strategies can create engagement issues (Duke, 1978).

Children's engagement in the classroom is vital to their achievement and learning. It has been argued that the extent to which children are engaged or disengaged emotionally in their learning is determined by their 'affective reactions in the classroom' (Fredricks, Blumenfeld, and Paris 2004, 63). Negative emotions of frustration, sadness and anxiety are affective reactions that signal disengagement (Balwant, 2018, p.395). It can be inferred from the children's visible reactions to the rule inconsistencies in the incident that negative affective reactions were displayed and led to some children's disengagement. This did not appear to be noticed or acknowledged by the teacher which has implications for children's development and well-being. In support of this, studies have shown that children's emotional bond with a teacher is associated with engagement in the classroom and is vital to their development (Hamre and Pianta, 2001, p.626). The transition from engagement to disengagement due to rule inconsistency in the incident could have an effect on the child's relationship with the teacher as they may be reluctant to contribute in future. This hesitance may lead to issues of self-esteem.

Self-esteem and motivation are two factors in determining successful outcomes (Deci, Sheinman & Nezlek, 1981, p.1). Passive behaviour can emerge if a child feels they are incapable. This behaviour may be unknown to the teacher and scholars have recently defined it as a 'helpless response' (Tam, Zhou and Harel-fisch, 2012, p.87). This can have

implications for children's ability to adhere to classroom rules (Earl, Meijen & Passfield, 2017, p.38). In accordance with these findings, some children were willing to contribute, with their hand-up but after a lack of acknowledgement, they became visibly reluctant to answer. This may be explained as a helpless response to not having their good behaviour acknowledged.

Self-esteem can be enhanced by teacher encouragement. If children's actions are given the feedback they deserve, it is important for their 'relationship with self' (Ellis and Tod, 2018). The incident showed that children who adhered to the rules were not given the encouragement they deserved. This may affect the child's view of themselves. As well as this, teacher-student relationships are key in establishing a positive classroom environment. It has been shown that inconsistencies in rule implementation can result in negative attitudes from students, who say it is 'unfair' (Thornberg, 2007, p.411). This finding has alarming implications for the incident, as children's well-being was likely affected. If rule inconsistency produces negative attitudes, then this inevitably affects classroom management and children's learning.

Critical incident reflection enables teachers to develop a heightened awareness and understanding of their own practice (Richards and Farrell, 2005). Reflective practice is a way to solve problems and reconstruct meaning within teaching practice (Farrell, 2013). Critical reflection helps teachers to consider how their values influence their practice (Gardner, 2014). Reflective practice enables teachers to make active choices to improve their practice which enables progression (Farrell and Baecher, 2017). Reflection models are used to structure reflections and enable a development from description to critical analysis. After the critical incident was identified (Appendix 1), I then completed a reflection of the incident using the Assisted Reflective Conclusions Model (Appendix 2). For the purpose of this assignment, I have used Gibbs' reflection cycle to reflect on the incident (Gibbs, 1988).

Gibbs' (1988) reflective cycle encourages systematic thinking about all the phases of a critical incident. Gibbs' reflective cycle consists of 6 phases which enables a progressive reflection (Gibbs 1988). Reflecting on the critical incident, beginning at the first phase: description (Gibbs, 1988). The teacher stated two rules to the children: 'no shouting out, raise your hand' and 'sit nicely' (Appendix 1). However, the teacher accepted and praised answers from children who shouted out and dismissed those who were not sitting nicely first to lunch. Moving to the next phase of Gibbs' (1988) reflective model: feelings. I was confused as to why the teacher had clearly stated the rules and but did not consistently implement these. I was intrigued as to whether there were any reasons why the teacher had

not consistently kept to the rule. I became aware of some children looking frustrated after not being rewarded for behaving according to the rules.

Moving to the next phase of Evaluation (Gibbs, 1988) a good point to note about the incident was that all the children were clearly engaged in the carpet activity, as they were eager to contribute answers. However, it was the way in which this was managed that was disappointing. The inconsistency in the implementation of rules given by the teacher had implications. For the children adhering to the rules, they were indirectly punished as their conformity and answers were not acknowledged. The implications on well-being and performance here may be significant. The children who were not adhering to rules were praised and these children would likely continue to break rules if this was associated with teacher approval.

Next is the analysis phase (Gibbs, 1988). Having reflected on the incident, I felt that the children who become visibly frustrated and disengaged as well as those continuing to break rules, was a consequence of how the classroom rules were implemented. The inconsistency in both rules appeared to result in the non-conforming children continuing to shout out and not 'sit nicely' as they were being rewarded for this behaviour. The children who adhered to the rules, I believed looked frustrated and upset, due to a lack of approval from the teacher. Those who sat nicely began to misbehave like the others as they saw this as the behaviour teacher was rewarding. This has potential implications for classroom management if children begin to associate non-compliance with gaining approval. The penultimate stage of Gibbs' (1988) model is the conclusion. Perhaps the most important reflection is of the way the rules were implemented. Only the children not shouting out should have had their answers accepted, and those sitting nicely dismissed first. If this was maintained consistently, the incident may have been avoided as children would have been aware that the rules were being kept to.

The final phase of Gibbs' (1988) model is the action plan, which correlates directly with the identification of some next teaching and learning steps moving forward.

Moving forward, a next step would be to ensure that if rules are stated, then they are enforced consistently by the teacher and learners. This would ensure that reinforcement is given fairly and deservedly. Furthermore, I think it is important that the teacher and children design a rules charter together. If children have input on this, then they are perhaps more likely to understand them and cooperate (Glasser, 1969). Another next step I would implement is to have a mood box in the classroom where children can privately write their feelings about their classroom experiences and the teacher could reflect on these to improve practice. Therefore, children will feel that their views have been acknowledged. If children

were continuing to shout out, and others had their hands up, a final next step would be to model the desired behaviour on another child. This may eliminate the undesirable behaviour in the future, as children learn through social reinforcement (Bandura, 1977).

This approach of critical incident reflection will inform my personal and professional development, as I will use models such as Gibbs' (1988) reflective cycle to help systematically structure my reflections in my future practice. This will help me actively understand and improve my practice. Using Gibbs' (1988) model has enabled me to see the incident from multiple angles, reflect on what may have contributed to the incident and its implications. This will be vital in my own professional development, as every teaching experience is a learning experience through reflection. In the future, I would implement the next steps that I have suggested.

To conclude, the approach taken was firstly the observation and identification of a critical incident. Then through a process of evaluation and reflection with consideration of existing literature, this led to next teaching and learning steps being identified and the implications of the incident. This approach of critical incident reflection highlighted the importance of reflection in improving practice. The critical incident reflection approach relates directly to the new Professional Standards for Teaching and Leadership in Wales (Professional Standards, 2019). Reflection is identifiable in each of the professional standards, but particularly in the standard of Professional Learning. The process of reflection is essential in sustaining highly effective practice and enhancing professional learning. The standard for professional learning aims to 'take effective pedagogy deeper' by extending knowledge and understanding, which this approach has shown (Professional Standards, 2019). It is to be demonstrated how professional learning can be informed by reflection by being malleable to challenge and change. The use of a critically reflective approach can support professional growth by actively reflecting upon own practice. The role of the reflective practitioner is to actively question what they do and why, to therefore learn from their own practice and experiences (Welsh Government, 2015). Reflective practitioners evaluate their practice to highlight strengths and areas for development. The approach I have taken therefore enabled the evaluation and reflection of a critical incident in the classroom. This approach will also enable my own personal and professional development, as reflection and self-evaluation enables professional progression.

References

Balwant, P. T. (2018) 'The meaning of student engagement and disengagement in the classroom context: lessons from organisational behaviour', *Journal of Further and Higher Education*, 42 (3), pp. 389-401.

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, New Jersey: Prentice Hall.

BERA (2018) *Ethical Guidelines for Educational Research*, fourth edition.

Available at: <https://bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online> (Accessed October 7th 2019).

Brint, S., Contreras, M. F. & Matthews, M. T. (2001) 'Socialization messages in primary schools: an organizational analysis', *Sociology of Education*, 74(3), pp. 157-180.

Burns, A. (1999) *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.

Categorisation System (2019) *National School Categorisation System. A guide for parents and carers*. Available at: <https://gov.wales/sites/default/files/publications/2019-01/national-school-categorisation-system-guidance-for-parents-and-carers.pdf> (Accessed 9th October 2019).

Cohen, L., Manion, L. & Morrison, K. (2011). *Research Methods in Education*. 7th edn. London; New York: Routledge.

Cremin, T. & Arthur, J. (2014) *Learning to Teach in the Primary School*. London. New York: Routledge.

Dean, J. (2002). *Managing the Primary School*. New York: Routledge.

de Bono, E. (1993) *Teach Your Child How To Think*. London: Penguin.

Deci, E. L., Nezlek, J. (1981) 'Characteristics of the Rewarder and Intrinsic Motivation of the Rewarder', *Journal of Personality and Social Psychology*, 40 (1) pp. 1-10.

Delamont, S. (2002) *Fieldwork in Educational Settings: Methods, Pitfalls and Perspectives*. 2nd edn. London; New York: Routledge.

Donaldson, G. (2015) *Successful Futures Independent Review of Curriculum and Assessment Arrangement in Wales*. Available at:
<https://gweddill.gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf>
(Accessed: 10th October 2019).

Duke, D. L. (1978) 'Adults can be discipline problems too', *Psychology in the Schools*, 15(4), pp. 522-528. In Thornberg, R. (2007) 'Inconsistencies in everyday patterns of school rules', *Ethnography and Education*. Vol 3 (2) pp. 401-416.

Earl, S. R., Taylor, I. M., Meijen, C., Passfield, L. (2017) 'Autonomy and competence frustration in young adolescent classrooms: Different associations with active and passive disengagement', *Learning and Instruction*, 49 pp. 32-40.

Ellis, S., & Tod, J. (2018) *Behaviour for Learning: Promoting Positive Relationships in the Classroom*. 2nd edn. London, New York: Routledge.

Farrell, T. (2013). *Reflective Practice in ESL Teacher Development Groups: From Practices to Principles*. Basingstoke: Palgrave Macmillan.

Farrell, T. S. C., & Baecher, L. (2017) *Reflecting on Critical Incidents in Language Education: 40 Dilemmas for novice TESOL Professionals*. New York: Bloomsbury Academic.

Fredricks, J. A., P. C. Blumenfeld, & A. H. Paris. 2004. 'School Engagement: Potential of the Concept, State of the Evidence', *Review of Educational Research* 74 (1): pp. 59–109.

Gardner, F. (2014) *Being Critically Reflective: Engaging in Holistic Practice*. London: Red Globe Press.

Garrett, T. (2014) *Effective Classroom Management: The Essentials*. New York: Teachers College Press.

Gibbs G (1988) *Learning by Doing: A guide to teaching and learning methods*. Oxford: Oxford Polytechnic, Oxford Further Education Unit.

Gimenez, G. & Pinel, J. P. (2013) 'A Proposed Method of Group Observation and Note-Taking from a Psychoanalytical Perspective', *Group Analysis*, 46 (1) pp. 3-17.

Glasser, W. (1969) *Schools without failure*. New York: Harper & Row.

Hamre, B. K. & Pianta, R. C. (2001) 'Early Teacher-Child Relationships and the Trajectory of Children's School Outcomes Through Eighth Grade', *Child Development*, 72 (2) pp. 625-638.

Harrop, L. A. and Critchley, C. (1972), 'Classroom management and deviant behaviour', *Behaviour Modification*, 3 pp. 6-10. In Wheldall, K. (2012) *The Behaviourist in the Classroom*. Oxford: Routledge.

Jackson, P. W., Boostrom, R. E. & Hansen, D. T. (1993) *The moral life of schools*. San Francisco, CA: Jossey-Bass Publishers. In, Thornberg, R. (2007) 'Inconsistences in everyday patterns of school rules', *Ethnography and Education*. Vol 3 (2) pp. 401-416.

Joshi, K. (2018). 'Critical Incidents for Teachers' Professional Development', *Journal of NELTA Surkhet*, 5, pp. 82-88. Available at: <https://doi.org/10.3126/jns.v5i0.19493> (Accessed on 16th October 2019).

Kumar, R. (2014) *Research Methodology*. London: SAGE.

Madsen, C. H., Becker, W. C., Thomas, D. R. (1968) 'Rules, praise and ignoring: Elements of elementary classroom control', *Journal of Applied Behaviour Analysis*, 1 (2) pp. 139-150.

Makany, T., Kemp, J., & Dror, I. E. (2008) 'Optimising the use of note-taking as an external cognitive aid for increasing learning', *The British Journal of Educational Technology*, 40 (4) pp. 1-17. Available at: Doi: 10.1111/j.1467-8535.2008.00906.x (Accessed on 12th October 2019).

McLeod, S. A. (2007). *Skinner - Operant Conditioning*. Available at: <http://www.simplypsychology.org/operant-conditioning.html> (Accessed on 12th October 2019).

Meighan, R. & Siraj-Blatchford, I. (1997) *A sociology of education*. 3rd edn. London: Cassell.

My Local School (2018) *School Summary*. Available at <http://mylocalschool.wales.gov.uk/School/██████████lang=en> (Accessed 8th October 2019). (code after school needs blocking)

National Mission (2018) *Education in Wales: our National Mission*. Available at: <https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf> (Accessed 12th October 2019).

Paptheodorou, T., Luff, P., & Gill, J. (2013) *Child Observation for Learning and Research*. London; New York: Routledge.

Pritchard, A. (2014) *Ways of Learning: Learning theories and learning styles in the classroom*. 3rd edn. London: Routledge.

Professional Standards (2019) *Professional standards for teaching and leadership*. Available at: <https://s3-eu-west-1.amazonaws.com/hwb-live-storage/fc/a7/a4/e2/e348428381e68434ea93f611/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf> (Accessed on 20th October 2019).

Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers. Strategies for teaching learning*. New York: Cambridge University Press.

School Website (2019) *Home*. Available at: <https://www.██████████.co.uk/> (Accessed 8th October 2019). (school name in URL needs blocking).

Scrivener, J. (2012) *Classroom Management Techniques*. Cambridge: Cambridge University Press.

Sharma, R. K. (1997) *Sociological Methods and Techniques*. Delhi: Atlantic Publishers.

Sharma, H. L., & Saarsar, P. (2017) 'PMI (Plus-Minus-Interesting): A creative thinking strategy to foster critical thinking', *International Journal of Academic Research and Development*, 2 (6) pp. 974-977.

Stake, R. E. (1995) *The Art of Case Study Research*. CA: SAGE.

Skinner, B. (1957) *Verbal Behaviour*. New York: Appleton-Century-Crofts.

Tam, F. W. M., Zhou, H. & Harel-Fisch, Y. (2012) 'Hidden school disengagement and its relationship to youth risk behaviours: A cross-sectional study in China', *International Journal of Education*, 4(2), pp. 88-106.

Tauber, R. T. (2007) *Classroom Management: Sound Theory and Effective Practice*. Fourth edition. Connecticut: Praeger Publishers.

The Steer Report (2005) *Learning behaviour: The Report of The Practitioners Group on School Behaviour and Discipline*. Available at:

<http://cw.routledge.com/textbooks/9780415485586/data/Behaviour-TheSteerReport.pdf>

(Accessed on 15th October 2019).

Thornberg, R. (2007) 'Inconsistencies in everyday patterns of school rules', *Ethnography and Education*. Vol 3 (2) pp. 401-416.

Tripp, D. (1993) *Critical Incidents in Teaching: Developing Professional Judgement*. London: Routledge.

Tripp, D. (2012) *Critical Incidents in Teaching: Developing Professional Judgement*. Classic ed. London: Routledge.

Tsoi, M. M., & Yule, W. (1976) 'The Effects of Group Reinforcement in Classroom Behaviour Modification', *Educational Studies*, 2 (2) pp. 129-140.

Welsh Government (2015) *Reflective Practice – Welsh Government*. Available at:

https://dera.ioe.ac.uk/23376/2/150611-reflective-practice-booklet-en_Redacted.pdf

(Accessed on 20th October 2019).

Wheldall, K. (2012) *The Behaviourist in the Classroom*. Oxford: Routledge.

Appendices

Appendix 1



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 28/09/2019
Lesson details: The class observed was a mixed year 1/2 class and the lesson took place before lunch. The lesson consisted of an introduction to a carousel of activities which would last for the day and each child would get the opportunity to complete all tasks in the day. These would be rotated each lesson. The lesson consisted of an opening on the carpet where activities were introduced and pupils were told which activity they would be completing first. The lesson finished with a whole-class mental maths activity on the carpet, where the teacher would play a certain number of beats on a drum and the children would count up or down from a number (addition and subtraction with higher numbers was introduced) and the children would have to raise their hand to give their answer.
Classroom culture (Are the students focused on learning?) The children appeared aware of the class routines when they entered the classroom as they all came in and sat on the carpet ready for the introduction. The teacher had clapping rhythms in place which they knew signaled that the teacher was about to say something, and they needed to focus. This meant the children were all engaged and ready to participate and hear instructions. The classroom environment was cooperative for most of the lesson and children were enthused in their learning. The children listened well to instructions and only a few children appeared distracted and started to misbehave. This was perhaps because the instructions took a while to be explained, due to the nature of the carousel of tasks.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Interestingly, there was no lesson objective outlined either verbally or visually. However, the teacher introduced the activities as a 'rainforest carousel' which made the children aware that the activities were all linked to their current class topic. The teacher also introduced each task to the children, highlighting the area and skills they promoted. For example, there was an IT task where children would create a poster with images and facts they had researched about the rainforest and then write sentences about what images the children had selected and why. The teacher pointed out that this was combining literacy and IT skills to expand their knowledge of the rainforest. The purpose was made clear – to enhance the children's knowledge of rainforests and all activities had a particular focus. There was a maths, literacy, art, IT and drama tasks which all centred around this theme. The drama task enabled the children to create a sequence in the role play, where they would each create a character from the rainforest and act out this part. For example, some children were animals, and described their features, other children were explorers who explained what they were looking for in the rainforest. The literacy task was a creative writing exercise where children had the opening 'I am a rainforest', this then allowed a story to form around this theme, where the children would creatively describe all things that are in a rainforest and facts about rainforests. This promoted the use of similes and metaphor for some children as an extension, to look in-depth at how they could further their description. All these tasks gave the children opportunity to take part in a wide range of activities, each with a different a subject focus.

Direction

(Are the students clear about what they are doing and how to do it well?)

The majority of the children appeared to be clear about what they were doing. However, the 'carpet time' where activities were introduced took over 20 minutes, in which the teacher had recalled about 6 different activities. The first children to be told they were doing the first task were to listen to all of the other tasks being explained, however by the time they then went to do their task, they needed prompting when they started their activity as they had forgotten the explanation of it.

The teacher modelled about 2-3 of the activities and all children who were doing these activities were engaged and knew how to do their activity 'well' as a model was given and explained. The step by step instruction of these 2-3 activities meant that children were given success criteria and knew how to do the activity well. The modelling and explanation seemed to help the children as they were clear about what they were doing. As opposed to other children who were simply told they would be doing a 'maths activity'. These tasks benefitted from the teacher giving some further provision.

The difference was visible within the groups who had their activity modelled and explained and those who were just given an instruction. The benefits of thorough explanation were identifiable as children were able to get on with their activities without having to ask the teacher for further direction.

Access and challenge

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

All children were able to engage in the lesson as they were all aware they would have the opportunity to take part in each task throughout the day and not 'miss out' on any task.

The tasks were set appropriately according to the theme and skill, however they were not differentiated to the level of some learners so it was more of a difficulty for some to children to access a few of the activities. Especially if these tasks were independent tasks without teacher provision, it resulted in some children becoming disengaged and off-task as they were unsure what to do and how to do it well. However, the carousel was mostly successful as every child was trying to work well on each task and the teacher and TA circulated between activities so any children off-task were re-focused.

Some children finished their task to a good standard but there was no extension set on some tasks. This led to children becoming disengaged. The carousel was successful as it engaged the children initially, however it is questionable as to what level they could all access the activities appropriately, because of the lack of differentiation.

The end of lesson task – mental maths whole-class challenge was also appropriately set. The use of the particular drum the teacher used linked to their exploration of culture in Brazil. The teacher varied this task, with some lower numbers counted and then some higher numbers, so that all children could be challenged in some way.

Assessment

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

Before the main part of the lesson, the teacher encouraged the children to engage in an APK activity where their prior knowledge about rainforests was tested. The children were encouraged to come up with a fact about the rainforest in pairs (think-pair-share) and the teacher selected a few pairs to share what they learnt in the previous session.

During the activities, the teacher and TA rotated between the activities and gave each child some verbal feedback. On the group tasks of role-play and art, the children were given feedback as a group and on the individual tasks of literacy and maths, the children were spoken to individually. This enabled the children to know how to improve their work and they could carry out these modifications as they did the task, which was effective.

Two stars and a wish was also used for peer assessment on some activities, where children benefitted from feedback as they knew how to improve when doing the next activity in the carousel.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

The end of lesson mental maths challenge enabled the whole class to use their numeracy skills, as they would do throughout the day depending on when it was their turn to do the numeracy task. This gave the teacher an idea of who knew the answers or were willing to offer an answer.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss? The critical incident was observed towards the end of the lesson. The teacher was closing the lesson with a whole-class mental maths activity on the carpet. The teacher would play a certain number of beats on a drum and the children had to count how many beats were played. The level of the numbers varied, so there was challenge for the children. The teacher stated that children would be selected to give their answer if they had their hand up. This rule was only kept to for a few of the children's answers. The teacher seemed to not implement the rule any further and accepted and praised answers from children who had shouted out their answers. It was observed that some of the children were becoming frustrated by the fact that the teacher was accepting answers from children who were shouting out, and others who had their hands-up appeared to be ignored. Some of the children I was observing began to shrug their shoulders, signalling that this was unfair and became disinterested. The praise encouraged children who were shouting out. After this activity had finished, the children had stated that the children 'sitting nicely' – with their arms crossed smartly, would be dismissed first to lunch. The teacher turned to her computer and had her back to some children. The rule appeared to be discarded again and the teacher chose some children to line up first who were misbehaving. Those children who were adhering to the teacher's rule and 'sitting nicely' became visibly upset and again frustrated by the fact others misbehaving had been dismissed. Some of these children started to uncross their arms and fidget.

Appendix 2



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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Inconsistent rules implemented by teacher

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	Initially, the first part of the incident I found confusing – teacher accepting answers from children who shouted out after clearly stating the rule 'no shouting out'. I found it confusing why the teacher had stated the rule but then did not stick to it in practice. I was intrigued as to why the teacher had not stuck to the rule. However, it was good to see that children were eager to give their answers. Then, observing the children who waited patiently with their hands up to be asked, and those who shouted out being rewarded, it was visibly obvious in the facial expressions and body language of the children waiting patiently that they became seemingly frustrated after raising their hands. Some children stopped raising their hands to suggest answers, so they became hesitant. This was alarming to see as the lack of reinforcement affected the children. Similarly, it also encourages children to shout out and break the rules as they learn if they do this, they will be rewarded for it. The final part of the incident – misbehaving children dismissed before those adhering to the rule to 'sit nicely' was again frustrating to see the effects this seemed to have on the children conforming. The ignoring of children's good behavior had detrimental effects as the children appeared fed up and started to fidget like the others. The negative reinforcement therefore led them to undoing rules they were adhering to, in order to be rewarded like the other children.
Cofio a Deall/ Remember and Understand Allwch chi atnro'r aспектau o'r profiad dygu a eith yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dyngl ond yn siomedig? "What were the elements of the learning experience that were disappointing?"	A positive aspect of the incident was that the children were also engaged in the carpet time activity at the end of the lesson as the critical incident showed the children shouting out were eager to give their answers and contribute to the task. In terms of the incident, factors that were disappointing was that the rule that was stated was not put into practice consistently on two occasions ('no shouting out; raise your hand', 'sit nicely to be dismissed'). It was also disappointing that the effects on the children e.g. in their facial expressions seemingly upset by the misbehavior of other children and how they became disengaged was not picked up on by the teacher or followed up on. It was also disappointing to see children who were shouting out after being clearly instructed not to, which showed that they were not having consideration for others or allowing other children to contribute their answers.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cwddw'r un fath i sicrhau dygu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos y mwyaf siomedig baysicaf? "What was the cause of the most important disappointing element?"	I would also keep the carpet time task at the end of the lesson as children were engaged and willing to participate to an extent (incident) I believe the most disappointing element was the children who were being praised for shouting out their answers, while others were not acknowledged who were adhering to rules. I felt the cause of the most disappointing element was the inconsistency in rule implementation from the teacher. The fact that the rules stated were not kept to, and therefore children who did not adhere to rules were praised, and others who did were not acknowledged, was disappointing as it visibly affected the children and also is reinforcing the opposite of what rules stand for – to show right and wrong. If rules are

	not kept to then this could therefore create a classroom culture of children who are either non-conforming, as well as on the other hand children who are too hesitant to contribute answers in fear that they will not be praised or recognised.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiau siomedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth ydych yn mynd i'w wneud nesaf?</i> "What will you do next?"	There are several possible solutions to the issues highlighted in the critical incident. Firstly, a solution to rule inconsistency would be that the teacher ensures if a rule is stated then this is maintained for all lessons and learning experiences. Also, this would ensure that praise and rewards are given fairly and deservedly. Children would then associate a rule with a particular action and be reinforced correctly and this learning is vital for behavior and classroom management. It also would eliminate the need to constantly state rules to children as these will become part of a routine (don't shout out unless told you can). Also, another solution would be to perhaps use an AFL strategy like lollipop sticks so therefore everyone understands that only the child (name) that is chosen from the pot should be talking. Also, the children who became what seemed like frustrated, upset and hesitant, could have a 'mood box' where children put their reflections on particular experiences in. This would be of benefit to the teacher as a way of reflecting on their practice, as it should be noted that it is not possible to visibly pick up on each child's change in mood or engagement level/behavior. Next, I will research classroom management strategies as well as what things contribute to classroom management in order to further my own understanding. I will take on board the findings from the research and try to implement these in the classroom. I will also look at theory that underpins this incident, for example behaviourism and conditioning and assess how this has an impact on learning. I will also look at the impact on well-being that incidents such as this one can have and the effects of on-going incidents of this kind for young learners. Along with research, I will try to implement the suggested solutions to ensure effective learning.
Y profiad newydd / Transformed experience	

Appendix 3



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019
Lesson details: The class observed was a Reception/Year 1 mixed class and the lesson took place after lunch. During the afternoon period of this particular day, the two mixed Reception/Year 1 classes in the school swap, so therefore the lesson I observed consisted mainly of Year 1 children (age 5/6). The lesson consisted of an opening on the carpet where activities were introduced, then the pupils were split into three differentiated groups to do the activities, and the lesson finished with a whole-class carpet time activity and plenary.
Classroom culture (Are the students focused on learning?) As the lesson took place after the lunchtime break, it was expected that the children may enter the class at different times. At the beginning of the lesson, the teacher had put out various activities so that they were not sitting and waiting on the carpet for all the children to come in. This worked extremely well as the children were on task and enjoying their activities and were then ready to settle when the 'carpet time' began. The children were then all engaged and focused with the introduction to the lesson that the teacher gave as well as listening to instructions. The classroom environment in which the lesson took place was very positive and the children appeared engaged while also enjoying the tasks they were set. The teacher had clearly built rapport with the children and their willingness to engage with questions and the activities as well as to give their opinions and views showed that they felt comfortable in the environment. The children were very aware of the class routines and these were used effectively. All children were aware of the roles of the 'Helpwr Heddiw'. The teacher also employed a clapping rhythm to get the children's attention during carpet time, as well as a class song that the children responded to which they knew signalled the end of their activity. The routines were used effectively as the children associated these patterns with the fact that the teacher was about to say something important.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The use of incidental welsh as well as modelled welsh sentence patterns by the teacher highlighted the purpose of the lesson from the start. During the opening 'carpet time' the teacher stated 'Miss ... dw I' and then asked the question to the class 'What does this mean?' The responses from pupils with their 'hands-up' answered this correctly as meaning 'My name is ...' in welsh. The teacher then stood up from her chair and came to sit with the children whilst instructing them to make a circle. The teacher and all pupils were then sat in a circle on the carpet, when the teacher introduced the welsh puppets 'Flic and Flac' with the question 'what language do they help us learn?', with many children shouting out 'Welsh' which was correct and accepted by the teacher. Following this, the teacher directed another question 'Who can remember from last week what Sut wyt ti means?' and then selected some children to say their answers. They all answered correctly – 'how are you'. The children then one by one holding 'Flic' answered to 'Sut wyt ti?' and all gave a response in welsh, with some extension in English. There were a lot of different responses given and were all correct, therefore this carpet time activity prepared



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

the children for the following activities as they had been given the opportunity to hear many different responses to the same question. The teacher then introduced the tasks, highlighting that each of the three groups (red, blue, green) would be focusing on 'Sut wyt ti' and their responses to this. Therefore, the lesson purpose and objective was clearly outlined in carpet time, as well as a picture reference on the board to different feelings. The three activities all promoted this objective – one group had to create a 'friend' from Lego blocks and other materials and were then having to give a verbal response to the class TA about how their 'friend' was feeling in welsh. This response was recorded on an ipad. Another group were doing an activity of hot-seating in the role play area with teacher supervision. They had to take it in turns to create a question and answer scenario using the welsh they know as well as a focus on 'Sut wyt ti'.

Direction

(Are the students clear about what they are doing and how to do it well?)

The pupils appeared to be very clear about what they were doing as the warm-up exercise of circle time enabled all children to give an answer to the question 'sut wyt ti?' which enabled them to see that this was the focus of their directed activities. The teacher praised and modelled the children's answers which gave them the recognition that they were doing what was required and doing it well. When children made small mistakes, the teacher would prompt their answers by helping them with the structure which reinforced the correct sentence pattern and also showed the children what was expected in the activities to follow. The teacher reformulated questions such as 'what task is red group to be working on' and encouraging children to answer and point to the area. The teacher and TA would go around reformulating the instructions to ensure the children knew what they were doing and encouraged them to explain their task to them.

Access and challenge

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

The three welsh tasks were differentiated well so that each child could engage with their task. All students were given opportunity to engage in circle time as all had to give an answer and the carpet time prepared the children well for their activities. Extensions were provided for children who had finished their tasks, which meant that children were on task at all points of the lesson and were engaged and challenged appropriately.

Assessment

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

The teacher assessed the children's understanding by using a 'hands-up' approach at the beginning of the lesson, by stating different welsh phrases and asking the children what they meant. As the lesson progressed, the teacher assessed understanding by using circle time to introduce activities. The children were encouraged to go around in the circle and each give an answer to the question 'Sut wyt ti?' in welsh. This gave the teacher an idea of who was confident with the question and answer pattern.

During the lesson, the teacher listened to the hot-seating activity to assess how well the children had put their welsh patterns into a sequence. The TA also assessed the children who created a 'friend' by recording their response to how their friend was feeling, in the medium of welsh. The teacher also observed the written task and got children to peer assess. The lesson finished with a carpet activity where children explained in pairs what they had done in their task.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss? In the middle of the lesson, a child was misbehaving and being disruptive during the hot-seating and role play task. The teacher moved the child away from the activity and the child was to sit on his own away from the activities. This child continued to try and distract others close to where he was sitting, as he had no task to get on with. The child remained in this spot until the end of the lesson and was then dismissed with the rest of the class without the issue being addressed.

Appendix 4



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

Dyddiad/Date: 25/09/2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	A child was misbehaving and being disruptive. The teacher moved the child away from the activity to sit alone. This child continued to try and distract others. The child remained in this spot for the lesson. Initially, I felt that the teacher was right to move the child away from those he was disrupting as this eliminated further disruption for other children. However, I thought this would have been followed up by the teacher and the effects of this child sitting on his own with nothing to do was that the child continued to disrupt others as he appeared bored and also was not given further instructions of what to do. It was alarming that this was not followed up and the child was not told why he was sitting alone and the reasons for the punishment. I also felt that it was not fair to the child that they were to stay sitting alone for the lesson with nothing to do as this only encouraged further disruption due to boredom and lack of access to tasks.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siamedig? "What were the elements of the learning experience that were disappointing?"	Aspects of the critical incident that was an example of good practice in my opinion, was that the children were initially separated and the child was removed from a situation where no learning could have taken place if the fighting had continued. However, elements of the incident that were disappointing was that the child was not made aware of the reasons why they had been moved away from the other children. Also, it was clear that the strategy employed had not worked for the child as they continued to disrupt, which may have been because they were bored/had nothing to do. Also, the child had missed out on the activities as they were sat away from the other children for the end of the lesson meaning no learning had taken place and therefore the child did not benefit from the lesson.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr efen siamedig bwysicaf? "What was the cause of the most important disappointing element?"	In relation to the incident, I feel it was important that the children were separated when the fighting had taken place so that this was put to a stop. Upon reflection, the most disappointing element was that the child's disruptive behavior was not talked through with the child, so that the child could have returned to doing a task. Therefore, the cause of this seemed to be that there was no clear behavior management strategy in place and no follow up. Therefore the child left the classroom unaware of why they had been moved, not given time to reason or reflect, and also having missed out on important activities that would have been engaging.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> Beth yw eich atebion posibl i'r materïau sylweddol a nodwyd? <i>"What are your possible solutions to the disappointing issues identified?"</i> Beth ydych yn mynd i'w wneud nesaf? <i>"What will you do next?"</i>	A possible solution to the lack of behaviour management strategy would be for the child to have been given about 5 minutes to think about what they had done and the effects of their behaviour. Then, as the incident was not followed up by the teacher, in future the teacher could then return to the child and encourage reflection by discussing their behaviour with them and the implications of it. This would create an understanding and awareness of how their behaviour effects them and others. Also, after this has happened, it is important as a solution for the child to be encouraged to return to a task or try another task, so that they are engaged as boredom and lack of motivation can lead to disruption. I will expand my knowledge regarding incidents such as these by researching behavior management strategies and the use of appropriate punishments in the classroom. I will also look at the benefits of reinforcing classroom rules and expectations on children's behavior and therefore learning. It would be interesting to look into the use of restorative practice for incidents such as these, where are children are given the opportunity to reflect on their actions.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 5



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 1/10/2019
Lesson details: The class observed was a year 1/2 mixed class and the lesson took place in the morning session. The lesson consisted of an opening on the carpet, where there was an APK activity and the tasks for the lesson were introduced. The children were split into three non-differentiated groups to do the activities. The lesson finished with a class plenary and circle time of 'what we have learnt' where an answer was given by each child in the circle and say one thing they have learnt from the activity. The lesson focus was a literacy carousel, with a focus on expanding knowledge about spiders (linking to the rainforest theme/topic of the class).
Classroom culture (Are the students focused on learning?) As the children came into the classroom, there was a short documentary playing on the computer and most children seemed to engage with it and sit and watch it. Some needed prompting to concentrate on it. After the teacher did the register, the teacher explained why the video about spiders was playing. This worked well as an introduction as most children were focused and then settled to begin the lesson on the carpet. The children were aware of the routines and rules of the classroom. There were two 'seren yr wythnos' (stars of the week) who would start a clapping sequence to signal to the children that it was time to settle, without the teacher needing to intervene. The classroom environment and spaces were used well – both indoor and outdoor learning was enjoyed by the children. The children seemed engaged in the introduction.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The video that was playing for the children as they came into the class clearly promoted the lesson objective which was to 'expand our knowledge and understanding of spiders in our topic of the Amazon rainforest'. The objective was also written on the board for children to see, with a picture of a spider and the four literacy components (picture of an ear, mouth, pen and book). This meant the objectives were clearly outlined and accessible. The activities also promoted the objective, to use a carousel of literacy activities to expand spider knowledge, as tasks had a literacy focus on the topic of spiders in the rainforest. The first activity was an outdoor task. The children would go on a 'clue hunt' to find pieces of a story about 'Sammy the spider', to form a story board that they would complete in class. Another group did an IT task, where the children would use a software to gather information about spider adjectives and non-spider adjectives and would have to insert these on and around the web after researching. The third group had to cut and stick spider facts onto a group worksheet and then would do a hot-seating challenge in pairs to question and answer each other about different spider facts. These all promoted the objectives.
Direction (Are the students clear about what they are doing and how to do it well?) The video promoted the focus of the lesson and made students aware of what their tasks would involve. The teacher asked for 'suggestion hands' in which the children would suggest different things they wanted to learn about spiders or already knew about spiders. This acted as APK. From this, the teacher explained that the children would each do an activity to expand their knowledge about spiders. The TA assisted the children in the outdoor activity, therefore this was explained thoroughly by the TA outside before



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

they did the task. However, the IT task was somewhat modelled by the teacher, but as it was modelled on a small computer screen, some children could not see the computer from the back so was therefore unsure of what they were to do on this task. The teacher simply modelled some examples and did not explain as she was doing it, meaning the children towards the back were at a disadvantage and then had to ask for further help when on the task. It was not made clear to the children on this task what they were to do. Due to the teacher working with the hot-seating group, this meant that those who needed help on the IT task became disengaged as they had not had the task explained properly to them.

Access and challenge

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

The activities were not differentiated, therefore some of the children finished some activities quicker than others, but did not have an extension available that they could get on with. Also, the lack of differentiation meant that some children became disengaged in some tasks as the level was too hard for them. Differentiation was a key issue here, meaning some children could engage in the lesson but most were not challenged appropriately to their level. Many children were prompted though on the hot-seating task, and somewhat on the IT task so a good level of provision kept most children on task.

Assessment

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

The teacher used 'suggestion hands' for the children to contribute answers before the activities were introduced to suggest things they knew about spiders, or things they wanted to find out. This allowed the teacher to assess the knowledge of the children. During the lesson, the TA gave the children verbal feedback who were comprising their story clues together to make up the story. This meant that children instantly knew where they may have gone wrong and could rectify this there and then. The teacher also rotated between activities to give verbal feedback as well as mark some of the 'cutting and sticking' worksheets that the children were completing. This meant that most children were assessed during the task.

After the activities were completed, the class took part in a whole-class spelling activity of 'stepping stones' where spider related words had to be spelt out letter by letter from a few of the children. This linked well to the objective.

Specifics / Critical Incidents

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

The whole class were sitting on the carpet when the teacher was introducing one of the tasks in the literacy carousel. This task was an ICT activity that was to be completed on the computer. The teacher was using the computer to show the children the activity they were going to be doing and to model it for them on the software they would be using. It should be noted that the computer was small and therefore it was hard to see for the children near the back of the carpet area. This was near to where I observed and I also found it difficult to see from where I was sitting. A child (child X) said aloud 'I can't see', which appeared to go unnoticed by the teacher. When the teacher turned around to look at the children, the teacher could see some children leaning up to see the activity. Child X was trying on her knees as was clearly trying to look at the computer to know how to be successful in the task. The teacher saw the child on their knees and this did block the children behind's view of the computer and instructs child with the following: 'on your bottom like I told you please, concentrate'. However, this was misunderstood by the teacher as the child was just trying to get a better view of the activity, and was not trying to distract others. The child was trying to see the activity being modelled in order to know what was needed to be done to be successful.

Appendix 6

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

Dyddiad/Date: 01/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child misunderstood by teacher

Profiad/ Experience	
Teimladau/ Feelings Beth ydych teimladau jenglych y profiad? "What are your feelings regarding the experience?"	The teacher modelled a task on a small computer for the whole-class. One child (child Y) said 'I can't see Miss', which was not acknowledged. The teacher then told off child Y for sitting on their knees and blocking the children's view behind. However, the child was seemingly just trying to get a better view of the task to know what to do and how to be successful. With regards to the incident, I felt confused as to whether or not the teacher had heard child Y say that they could not see the computer. I was assured that the teacher could not have heard the child say this, or they would have perhaps said to move to the front. It was also frustrating to see that some children were having to sit on their knees or try and sit up and block other children in order to look at the task being modelled on the computer, as this meant that this way of modelling was not accessible to all the children which was unfair. It was also frustrating that child Y had been misunderstood as distracting others, when they had only sat up to try and see the computer.
Cofio a Deall/ Remember and Understand Allwch chi nodu'r apawddau ar y profiad dygu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dygu ond yn ddisyddig? "What were the elements of the learning experience that were disappointing?"	The aspects of the learning experience that went well was that the intention of modelling meant that the children would have a clear direction regarding what was expected of them in the task and would understand the success criteria from the modelling of the activity. Also, the whole-class instruction enabled the teacher to give one instruction to the children instead of having to do this for each group and when they would rotate activities throughout the day, they would hopefully be clear on what to do. Also, the fact that some children were sitting up and kneeling to try and see the computer also shows their engagement and willingness to succeed in the activity. However, what was disappointing was the way child Y was seemingly ignored. Whereas if the child had been addressed, the teacher may have recognised that it was impossible to see the computer properly from where some of the children were sitting and would have changed the way of showing the activity. Also, in terms of the way the activity was shown to the children, the activity was modelled to an extent. However, the teacher did not verbalise the steps and the modelling lacked explanation. This meant that children at the back could not see the computer and also were not given any verbal explanation that could have helped them access the task. This led to implications for the task as the children had to ask for further help, and when the teacher was with another group, it meant that these children were off-task. It was disappointing to see that the way in which the activity was introduced to the children, put them at a disadvantage when they tried to do the task, as they had not been given clear direction, which meant their work suffered.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n codu'r un fath i sicrhau dygu ac addysgu effeithiol yn y dyfodol?	To ensure effective teaching and learning in the future, I would continue the whole-class carpet time as a way of introducing tasks, as it has proven successful in all observations, as all children are given the same level of instruction.

<i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr effen siomedig buysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I think the most disappointing element was that the teacher telling child Y to 'sit down and concentrate' was a misunderstanding of what the child was trying to do. The child was trying to look in order to understand the task and succeed in it. This meant that this child's work suffered when they did the task, as the modelling had not been seen by the children or explained very well, leaving the child off-task and disengaged as they were unsure what to do. The cause of this was the way in which the activity was modelled as it was not accessible to all children so they would know what to do in the activity. Also, the teacher's comment to child Y appeared a misunderstanding of the child's motive, leaving the child visibly upset by being told off for trying to understand the activity. It was the inaccessible modelling on the computer that led to some children needing to go on their knees to try and get a closer look at the task the teacher was showing. This then led to the teacher's comment to the child and to the child being disengaged as they were unsure of what to do or how to do it well.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiau siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	A solution to the issue of modelling would be to try and make it more accessible for all the children. If the task is going to be modelled on the carpet with all the children together, then perhaps the large interactive whiteboard could have been used. In this way, all children would have had a clear view and could clearly access the introduction to the task. Also, when modelling a task, a teacher should give a full explanation as a task is being shown and modelled, so that the children can have a verbal instruction of what steps they need to do in order to be successful, instead of just watching the screen. Another solution would be to encourage children to reason as to why they are doing something. For example, if the teacher had said to child Y something like 'why are you sitting on your knees ...' then the child could have been given an opportunity to voice that they could not see the task, without their reason being unnoticed as it was at the start. In this way, the teacher could then see that this is perhaps inaccessible for some children and the way the task is explained needs to be refined and improved. Moving forward, I will look at different ways in which teachers can introduce tasks to children. Whether as a whole-class approach or in small groups, this would be interesting to compare what tasks may be appropriate to explain in each group format. I will also look at the benefits of modelling and how it could be implemented successfully in order to outline success criteria and make children clear about their learning. It would also be interesting to look at children's reasoning, alongside teacher's questioning, to determine the effectiveness of involving children and inviting their opinions to be shared.
Y profiad newydd / Transformed experience	

Appendix 7



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: The class observed was a Year 2/3 class and the lesson took place in the first session of the afternoon. The lesson was structured with a 'carpet time' opening where there was APK and an introduction of activities. It was a welsh lesson focusing on the pattern of the week 'dw i'n hoffi' and 'dw i ddim yn hoffi'. The pupils were split into three differentiated groups for the main activities and finished with a plenary (say something they like/don't like in welsh in order to line up for break time). It was a welsh lesson.
Classroom culture (Are the students focused on learning?) The lesson took place after lunchtime, so the children came in at different times. The teacher had a welsh song playing on the computer which included various objects in welsh that you can eat or use. This introduction worked well as it engaged the children. The children were also very aware of the classroom routines – to sit on the carpet straight away when they come into a lesson. It was clear to see that the children enjoyed the song and therefore when the teacher began to introduce the tasks, the children were focused and already had an idea about the lesson focus.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The introductory song that was playing as the children came in instantly highlighted the lesson objective and purpose. The focus on the pattern of the week – Dw i'n hoffi and dw i ddim yn hoffi (I like and I don't like) in welsh. Children could see the images and hear the welsh words for them in the song. There was also a significant use of incidental welsh. The teacher reminded the children of the 'phrase of the week' and introduced what it meant. The teacher tested their knowledge of welsh nouns and adjectives. The teacher used a hands-up approach for this. This showed a clear purpose to the lesson and meant the children were familiar with the pattern before doing their activities. The teacher therefore verbalised the objective 'to use the pattern dw i'n hoffi a dw i ddim yn hoffi'. The introduction had prepared the children well for the activities. The children had heard many answers meaning they were then familiar with the pattern and some nouns and adjectives. One group was a paired activity. The pairs were given many different items to look at. From this, they would decide which items they did like and which items they did not like (food, drink and hobbies). They then composed a welsh script from this, by introducing themselves and saying what items they liked and did not like. This meant a question and answer sequence could develop in welsh. The pairs then worked with other pairs to make a tally chart of what items each pair liked and disliked. Another group had a story board activity to complete. There were three spaces for what items they liked and three spaces for items they did not like. The children were to draw a picture of the item and write a sentence underneath in welsh. The third group completed an IT task, where they sorted pictures on an online software which matched the item to the welsh word. They would then try and say these aloud. The story board and tally chat both had the lesson objective at the top of the sheet, as well as the success criteria.

Direction

(Are the students clear about what they are doing and how to do it well?)

The introduction introduced the lesson well and made students aware of what they were to do. The various use of examples, from the song, to the class activity where many children contributed an answer, enabled the children to hear many responses following the welsh pattern which made the objective clear. The activities were well introduced. The teacher modelled a question and answer sequence for one group and explained the tally chart. For another group, one part of a story board was modelled. Also, for the IT task, the software was shown to them about how to use it successfully. This level of explanation meant that all children were clear about what they were doing in their activities and the modelled served as a success criteria for the children.

Access and challenge

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

The activities were effectively differentiated for the children's welsh level. There was also extensions set for each task, so not just the higher level task would have the opportunity to progress further. This made sure each child remained engaged and on-task. This meant that most children were engaged for the full lesson, or were then prompted if they became unsure of something. The children worked well in the groups they were put in. The oracy and tally chart task had an extension where the children were encouraged to ask 'why' their partner did or did not like a certain item or hobby. This extended their knowledge further by being able to combine phrases and use 'achos' (because).

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Before the lesson activities were introduced, there was an APK exercise where the teacher could see what children were aware of in terms of the welsh patterns and terminology.

During the activities in the lesson, the teacher worked with one group and the TA with another. The teacher also went to observe the paired oracy task and give verbal feedback so the children knew how they could improve their work. This was effective as they could improve this as they continued with the activity. The children who did work on worksheets also used traffic lights to self-assess, therefore the teacher and TA had an idea about how the children had felt the activity had gone for them.

The end of lesson task served as a plenary to summarise what the children had been learning. The teacher read the children a welsh story which focused on a certain character who liked certain things and did not like other things.

The children, before leaving the classroom, had to give the 'dw i'n hoffi' or 'dw i ddim yn hoffi' pattern with an object and for some an object and reason why. They had to do this in order to line up and be dismissed. This was an effective assessment strategy that the teacher used to see their level of understanding and what they had learnt in the lesson.

Specifics / Critical Incidents

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

During the APK session at the start of the lesson, the teacher assessed the children's knowledge of welsh nouns and adjectives to familiarize the children with the terminology they would need to be using in their activities. This was a whole-class activity on the carpet. The teacher used a hands-up approach for this and this was clearly stated. The children began the activity by giving their ideas of nouns and adjectives they could remember, by raising their hand and not shouting out. The teacher would then choose children to give an answer. However, some children began to shout out their answers and not raise their hand. The teacher intervened by saying to a child who shouted their answer out, 'Thank you for your answer, but I am going to ask (Child Z) for their answer as they are waiting patiently to answer with their hand-up. Well done (Child Z)'. This showed that the teacher modelled the good behaviour in one child to teach the others the rule, without simply stating 'no shouting out'. This appeared to prove successful as not much shouting out occurred after this.

Appendix 8



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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher models good behaviour in one child to teach others to teach others

Profiad/ Experience	
Teimladau/ Feelings Beth ydych chi teimladau ynglŷn y profiad? "What are your feelings regarding the experience?"	The incident occurred in the carpet activity where children began to shout answers out, after being instructed not to do this and to raise their hand. The teacher modelled the good behaviour in one child to teach the others, by saying they would be picking the child with their hand up to give their answer. I felt that overall this was an effective strategy to implement rules without just having to state the rule again of 'no shouting out'. This was also a useful learning experience for the children as they seemed to then model the behaviour of their peer by not shouting out as they were before. This had a positive effect in the classroom as most children responded well to the modelling and therefore did not continue to shout out. This was effective in practice and seemed to influence the other children's behaviour in a positive way.
Cofio a Deall/ Remember and Understand Allwch chi nodu'r aqweddau ar y profiad dygus a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dygus ond yn nodedig? "What were the elements of the learning experience that were disappointing?"	The majority of the incident went well and was a positive learning experience for all the children. The teacher modelling the good behaviour in one child as an example for the rest of the class enabled them to see directly the teacher's behaviour expectations. Modelling in this way also meant that the teacher did not have to keep just repeating the rule, as modelling Child Z's behaviour provided a concrete example for the children to understand and reflect on how they should be behaving. Another good aspect of this incident was that the teacher did not dismiss the children who shouted out their answer. By thanking them for their answers (and then saying that the answer from Child Z with their hand-up will also be accepted) meant that the teacher was showing an acknowledgement for their contribution. It was also evident that the teacher had made the task engaging as even those children who were shouting out, were clearly eager to give their answers. This promotes a positive learning environment conducive to learning, as all children seemed to be confident in contributing their answers. One element that was disappointing in the incident was that the APK activity was intended to assess the children's knowledge of Welsh nouns and adjectives, so that the teacher would be aware of where they were before doing the task. However, the teacher only chose a few children to give answers and these seemed to be the same children, all sitting close to the teacher. This meant that not everyone was given an equal turn to answer and not many answers were given. If they were, it seemed to be from the same few children.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n codi'r un fath i sicrhau dygus ac addysgu effeithiol yn y dyfodol? "What will you do to ensure effective learning in the future?"	To ensure effective teaching and learning in the future, I would continue the use modelling to show desirable behaviour to other children not adhering to rules, without the need for the teacher to simply re-state rules. This would likely have more of an effect as the teacher is showing the children how to behave and abide by the rules, in using a concrete example of another child's behaviour that they can observe clearly. This is an example of good

<i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	practice as it positively affected other children's learning, as the children who had begun shouting out did not continue to do this. I would also continue the encouragement of all those who are trying to contribute an answer by making children aware that their answers have been acknowledged by the teacher. However, what is important is that these are accompanied with a re-direction to the behaviour rule. The most disappointing element was that only a few children were selected to give their answers, and these seemed to be the same few children. The cause of this was therefore the teacher's way of selecting the children to give their answers.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiau siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych chi mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	A possible solution to the problem of the teacher only seeming to choose a select few children, would be to use a no hands-up approach and use lollypop sticks. Each child's name is written on a lollypop stick and put into a pot, and whatever name is pulled out is selected to answer. This also eliminates the problem of some children who are not contributing with their hands up, as everyone is prepared to give an answer as the lollypop sticks are completely random. Moving forward, I will investigate further some Assessment For Learning strategies that could be implemented in a similar way to the approach taken in this lesson. It is important to use a variety of strategies to bring in variation for children. I will also look into the effects of modelling behaviour in other children, to see how effective this has been in other learning contexts.
<i>Y profiad newydd / Transformed experience</i>	