

A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.

Introduction

Good methods and routine are no longer enough to provide good teaching. Teacher's must continuously reflect upon their own classroom experiences to develop their practise (Tripp, 2012). Tripp suggests that the analysis of critical incidents using established literature allows for justification of one's professional judgement.

Using observations of a critical incident, this assignment will use critical evaluation and reflection in order to identify learning steps which will help to improve my own professional judgement and teaching. Four non-participant observations were undertaken at a town centre primary school. Critical incidents within these observations were detailed and reflective conclusions were devised. These can be found in appendices A-L. The reflection of a particular critical incident will be further examined, and key topics evaluated during this assignment.

The demographics of the primary school will initially be determined as this can directly impact teaching practice. The assignment will closely consider Donaldson's (2015) vision, as outlined in 'Successful Futures'. Donaldson's vision proposes to broaden the current curriculum to allow schools to have a more flexible approach to teaching. After analysing the literature, the assignment will critically evaluate the topics of pupil voice, health and well-being and behaviour management. This will allow critical reflection of the findings using Rolfe et al. (2001) critical reflection model 'What? So What? Now What?'. This critical reflection will enable the progression of my own teaching and learning, to help create ambitious, ethically informed pupils with the skills and capabilities to become valued members of society.

Observation

This assignment will consider a town centre primary school with approximately 380 pupils on role, and an age range of three to eleven years (Estyn, 2019a). As per the BERA (2018) guidelines, the name of the school and those involved will remain undisclosed throughout the study. The context of the primary school is important to consider when analysing the critical incident. On average over last

three years the percentage of pupils eligible for free school meals was 26% (Estyn, 2019a). The national average across Wales is currently 18% (My Local School, 2019), suggesting more pupils at the school may be from a lower socio-economic background than the national average. The school has identified 17% of pupils as having additional learning needs, which is below the national average of 21% (Estyn, 2019a). The majority of pupils at the school are of a white British ethnicity and have grown up with English as a first language. In 2019, Estyn identified that the school has a supporting and caring philosophy which allows pupils to feel valued and that most of the pupils can make progress as they move through the school. Four observations in total were carried out examining critical incidents. This assignment will focus on the incident detailed in appendices D,E and F.

Methodology

Cohen, Manion and Morris (2011) discuss the importance of 'fitness for purpose' when deciding on a research method and how the combining of methods may be required. For the purpose of this study a non-participant observer method was adopted, focusing on a critical incident. Tripp (2011) described a critical incident as an event which appears to be commonplace or typical upon first look but upon further analysis becomes indicative of underlying trends or motives.

Observation has previously been validated as a research method. Cohen, Manion and Morris (2011) suggest observation gives opportunity for authentic data to be collected and can be an effective tool when observing critical incidents. Similarly, Cooper and Schindler (2001, quoted in Cohen, Manion and Morrison, 2011 p. 396) discuss how observation enables the observer to look further at everyday behaviour which may initially be overlooked or unnoticed. Robson (2002, quoted in Cohen, Manion and Morrison, 2011 p. 396) discusses the effectiveness of observation over other research methods such as interviews or questionnaires, suggesting 'what people say they do and what people do can differ'. As discussed by McCambridge et al. (2014) the Hawthorne effect can result in a change of behaviour during observation. This should be noted when analysing any observation.

Unstructured field notes were taken during the observation and were later analysed. This ensured there was no delay between the act of observation and recording (Cohen Manion and Morrison, 2011), thus helping to reduce issues which can arise from faulty or selective memory. However, Wragg (2011) discussed how by making an immediate written account the observer must make an instant judgment on what they have witnessed. Wragg then suggests this can lead to a superficial and unreliable account of events due to personal bias. Although this observation focused on a single critical incident, if time had allowed a full case study would have been undertaken.

Four Purposes

When considering the new curriculum, Donaldson (2015) leads the movement towards ensuring teaching creates an enthusiasm in young learners that they will take through their lives. He wants education to provide young people with the skills and knowledge to face the challenges of tomorrow. In *Successful Futures* (2015) Donaldson outlines the four new purposes and discusses how they will shape and underpin new specifications within the curriculum. He argues that the current purposes, although valuable, are unable to influence learning and teaching. Prior to the formation of the new curriculum and the four main purposes, Donaldson examined the principles spelled out by the UNCRC. These lay out the rights of children and young people, both inside and outside of schools. Donaldson (2015) emphasises the importance of young people being ready to learn throughout their lives. He suggests this can be achieved through helping children leave school with strong literacy and numeracy skills, and confidence with the expanding use of technology. Donaldson also highlights the significance of helping younger people develop their “softer skills” in order to become contributing members of society. He suggests schools need to take more responsibility for the emotional needs of children.

During a Year 2 literacy lesson a pupil raised their voice at the back of the classroom in order to express their wish to design their hot air balloon in a Halloween theme. In response to the outburst, the class teacher responded, “what a good idea that is”, and consequently suggested the whole class could do this as an additional activity the following morning in the creative area of the classroom. This critical incident focuses on; pupil voice within the classroom, children’s rights, the well-being of children and behaviourism techniques. It relates to Donaldson’s view on helping to create enterprising and creative contributors by allowing pupils to develop their own ideas and express these through different mediums. The incident is also closely linked to Donaldson’s suggested purpose of shaping healthy and confident individuals. It shows an example of a teacher improving pupil’s confidence through listening to their ideas and suggestions. This also relates directly with UNCRC’s article 12 and 13 (UNICEF, 2019) about every child having the right to freedom of expression.

Literature Review

One of the main themes underlying the critical incident is pupil voice. In *Successful Futures* (2015) Donaldson promotes pupil voice as an essential part of the curriculum. He explains that the curriculum should allow the views of every child and young person to be taken into consideration. Also, the addition of article 12 to the UNCRC (UNICEF, 2019) states that all children have the right

to have their opinions listened to, including within the school context. Pupil voice is an increasingly debated area in the discussion around good teaching, and there are lots of international studies on the subject and pupil voice initiatives (Czerniawski 2012 and Flutter 2007). There is much debate surrounding the definition of pupil voice. Robinson and Taylor (2007) outline pupil voice as the way in which a pupil may choose to communicate their view on aspects of their teaching and the school. Flutter (2007) extends this definition to include listening and responding to pupil's views and opinions. He then goes on to discuss the importance of schools using pupil voice to look at aspects of their teaching from the view of a child.

In the case of the critical incident the Teacher X places value on Child Y's statement by extending the task to allow pupils to have greater creative freedom. Czerniaewski (2012) discusses how there are many widely accepted benefits of placing value on pupil voice. Along with Fielding (2001), Czerniaewski (2012) explains how the introduction of pupil voice within schools can act as a catalyst for change in improving student services. Feilding and Bragg (2003) and Taylor and Robinson (2012) develop this further. They suggest that pupil voice can lead to teaching and curriculum changes within the school structure, which will enhance the pupil's experience of learning. Furthermore, Flutter and Ruddick (2004) and Fielding (2001) credit pupil voice for teachers being able to gain a new insights on a familiar view of their classroom and teaching, through the eyes of a pupil.

Robinson and Taylor (2007) look further in pupil voice, considering more specifically who is participating. Flutter (2007) and MacBeath (2006) argue those who are 'articulate in the language of the school' and are more confident learners are often those who are most heard. Therefore, in contrast to previously suggested they propose pupil voice can often reflect what is currently going on in school, rather than challenging practice. Also, in relation to participation Arnot (2004, stated in Flutter, 2007) argues that pupil voice becomes more beneficial when listening to the views of lower achievers. Arnot explores how those who struggle more in the classroom can often demonstrate new ways of learning to combat the difficulty they experience with aspects of the teaching. Fielding (2001) explains how pupil voice explores new skills including the capacity to take on new roles and responsibilities. This suggests listening to the views of lower achiever pupils allows them to develop new key skills such as reflection. This is especially important as reflection is a key skill within learning and teaching, which assists pupils in becoming independent learners. Thus, linking back to Donaldson's (2015) hope for the new curriculum to create healthy confident individuals who 'have the skills and knowledge to manage everyday life as independently as they can'.

There is a consensus among theorists (Taylor and Robinson, 2006), Fielding and Bragg (2003), and Rudduck and McIntyre, 2007) on the positive impact of pupil voice on the pupil's sense of self. They state that placing value on children's opinions can have an immediate and lasting impact on their

self-worth. Thus, empowering the pupil within the classroom. This can also heavily impact on a child's health and well-being, as they feel more positive about themselves and the value of their views. In addition Moore et al. (2017) found in the 'Multi-level analysis of the Health Behaviour in School-aged Children (HBSC) survey in Wales' survey, that seeming involvement in school decision making is directly associated with students' subjective well-being. Fielding (2001) also explores the impact of pupil voice on a young person's well-being. They suggest pupil voice can lead children to perceiving their teacher as more human, thus leading to pupils feeling they are able to talk with them. These points highlight the importance of Teacher X's reaction to Child Y's comment and the relationship built as a result of the interaction.

Taylor and Robson (2006) warn against pupil voice being listened to in a tokenistic way. They state that the opinions of all students regardless of gender, ethnicity, disability or behaviour should be taken seriously. Giroux (2008, cited in Taylor and Robson 2006) conveys the importance of listening to pupil voice when he acknowledges children as having fewer rights than anyone else, thus being completely absent from all decisions and policies regarding their future, directly conflicting with their rights as a child (UNICEF, 2019). Additionally, Taylor and Robson (2006) and Rudduck and McIntyre (2007) stress the importance of pupils seeing a change as a result of their participation. The impact of this is shown by Hewitt et al. (2019). They discuss how 47% of those asked in the Student Health and Wellbeing in Wales survey carried out in 2017/18 agreed with the statement 'At our school, students have a say in planning and organising school activities'. However, only 38% of those asked felt as though 'at our school my ideas are taken seriously'.

Health and well-being has become staple topic in everyday school life. Donaldson (2015) notes health and well-being as being one of the key distinctive purposes of the new curriculum design and advises that it becomes one of the new six areas of learning, which make up the structure of the new curriculum. Hewitt (2018) states the potential for schools to have a positive impact on young people's well-being is well recognised and links Donaldson's push towards integrating health and well-being into the curriculum down to its link to educational attainment. A push towards earlier intervention also comes from research conveying mental health problems which arise during adolescence have been credited to greater long-term healthcare cost when compared to those developed in adulthood (Lee et al. 2014, cited in Moore 2018). Park (2004, cited in Moore 2017) therefore states that school is a critical time for formation of 'risk and protective behaviours' to be introduced as lower subjective well-being is said to be linked to psychological problems in later life.

Health and well-being have become a staple topic in everyday school life. Donaldson (2015) notes health and well-being as one of the key distinctive purposes of the new curriculum design. He

advises that it should become one of the six new areas of learning which will make up the new curriculum. Hewitt (2018) states that the potential for schools to have a positive impact on young people's well-being is well recognised. Hewitt believes Donaldson's push towards integrating health and well-being into the curriculum arises from the link between health and well-being and educational achievement. Moreover, research suggests mental health problems arising in adolescence have a greater long-term health care cost, compared to those developed in adulthood (Lee et al. 2014, cited in Moore 2018a). Park (2004, cited in Moore 2017). As school is a critical time for the formation of 'risk and protective behaviours', and lower subjective well-being is said to be linked to psychological problems in later life, earlier intervention in schools is of crucial importance.

Hewitt et al. (2019) discuss in the '2017/18 Health Behaviour in School-aged Children Survey and School Health Research Network Student Health and Wellbeing Survey' the effect of socio-economic inequalities. They found that pupils from less affluent families scored on average lower in well-being and overall life satisfaction compared to those from more affluent families. Fletcher and Bonell (2013, cited in Hewitt 2019) debate how socioeconomic background influence pupil's relationship with teachers. They suggested pupils from lower affluent backgrounds may be more likely to 'adopt an alienated view (of teachers) based on the values of their families'. As previously mentioned, the percentage of pupils from a lower socio-economic background appears to be higher in the primary school than national figures. This demonstrates the importance of the impact of the Teacher X's and Pupils Y's relationship. Additionally, Hanson and Chen (2007) tell us the socio and economic patterning seen in later life, initially emerges during school. Therefore the way in which Teacher X handles the interaction, will impact Pupil Y's socio and economic patterning in later life. Gorrard (2010) deliberates on how despite not being able to completely eradicate external factors on health and well-being outside the classroom, schools are able to provide 'some insulation from social disadvantage' through mutually respected relationships within the school environment. This directly emphasises the importance of the relationship between Teacher X and Pupil Y.

Despite this, Hewitt(2018) proposes that the existing environments within schools does not yet prioritise health and well-being as a core area of learning, but instead sees them as 'competing pressure on their time'. Hewitt discusses how there is a school of thought that there is insufficient evidence on health and well-being on which to base curriculum decisions. Bonel et al 2014 (cited in Hewitt (2018)) state that there is, at this current time, a lack of evaluation on school's health improvement schemes and their effect on educational outcomes. As a result therefore, schools are de-prioritising anything outside the 'core businesses', and new interventions may get "washed out" rather than introduced.

Mutual respect and rapport within a classroom has been regularly stated as key concept of behaviour management (Cowley, 2010 and Shelton and Brownhill, 2008). The critical incident allows analysis of the behaviour management used by Teacher X. A positive relationship between pupils and teachers in classroom is considered crucial for maintaining good discipline. A humanistic approach is adopted within the critical incident when Teacher X uses supportive and encouraging comments to foster the self-esteem of the pupil in the place of negative, depreciating comments. This is a key tactic within the humanistic approach (Kyriacou and Cheng, 1993. cited in Rogers, 2002).

Through various studies Kyriacou and Cheng (1993, cited in Rogers 2002) discovered that although a humanistic approach is favoured by many teachers it is difficult to implement. They discuss how within the reality of a classroom many teachers struggle to remain positive towards all pupils. Rogers (2002) argues that in order to work with pupils in a meaningful way educators must 'avoid behaviour techniques that easily resort to mere controlling power'. Similarly, Cowley (2010) stresses how emphasising the positive should be a 'mantra for teachers' within the classroom. Cowley (2010) and Glenn et al. (2004) discuss how effective behaviour management should involve ignoring minor misbehaviour where and when appropriate. They recommend reacting to misbehaviour by suggesting a positive alternative. Teacher X exhibits such an approach by overlooking the shouting out by Child Y and instead turning it into an additional learning opportunity.

Reflection

Although not a new concept, reflective practise has gained momentum in recent years. Schön (1997) defines reflective practise as the process by which 'professionals become aware of their implicit knowledge base and learn from their experience'. He sees reflective practise as an approach to reduce the gap between theory and what professionals actually do. Fook (2015) however argues the move towards reflective practise is one of accountability, through ongoing scrutiny of professional practise.

The professional standards for teaching is now designed to 'enable practitioners to reflect on their practise, individually and collectively' in order to progressively develop pedagogy. In addition to this, the EWC has introduced the Professional Learning Passport (PLP). Furlong (2019) describes this as a way of professionals developing their practise by being able to think carefully and clearly about what they are teaching. Furlong also discusses how the PLP will allow teachers to challenge

their own practise through other sources of evidence. Fook (2015) discusses the aim of critical reflection. They suggest critical reflection as an aid for the learner to uncover assumptions which help identify a new theoretical bases. From this practice and perspective can be improved and transformed. Using the critical reflection model 'What? So What? Now What?', (credited to Rolfe et al. 2001) we can critically reflect on the critical incident observed.

Firstly we consider the 'What?' component within the reflection model. As previously discussed, direct observation allowed further examination of everyday behaviours (Cooper and Schindler, 2001. quoted in Cohen, Manion and Morrison, 2011 p. 396). This led to the recognition of key topics emerging from the critical incident. These were identified as pupil voice, health and well-being and behaviour management. This observation identified valuable tool in relation to these topics, which can be used within the classroom environment.

It should be remembered however, that the time frame of the observation only allowed for a snapshot view of the critical incident. Therefore the lasting impact and effects on the pupil and class environment are not known.

We next examine the 'So What?' element of Rolfe's model, through analysis into the areas previously identified. The purpose of such an analysis was to evaluate the approaches used within the classroom, in order to positively affect my own personal practise. It was determined that pupils having a say in their own education can not only have a positive impact on their learning, but also on their well-being. Pupil voice was found to be a way of developing social skills crucial to later life, which are not directly taught through the curriculum (Czerniawski, 2012).

Analysis into health and well-being within a school environment also highlighted the broader issue of health in-equality amongst young people. Moore (2017) states childhood and youth to be a critical time where socioeconomic health inequalities begin to emerge and identifies school's role in starting to address this. To improve upon this analysis, follow up observations could be conducted. Robertson (2002, cited in Rogers, 2002) identified consistency as a key issue with the humanistic approach. Follow up observations would determine if the behaviour management methods apparent within the critical incident were consistent within the classroom, and inclusive of all pupils.

Finally, we look at the 'Now What?' section of Rolfe's model. Kounin (1970, cited in Maretlla, 2012) discusses how students show better behaviour when lessons are interesting. It could therefore be argued that through gaining the initial interest of the pupils, behaviour such as that seen in critical incident could have been prevented. This is supported by Cowley (2010) who discusses how, as teachers we have little to no control over the external factors impacting our pupils learning and

education. He says therefore this emphasises the importance of effective planning and teaching to keep pupil's interest.

Using the analysis of the critical incident, my own teaching practice can now be considered, and future teaching and learning steps identified. I will look to use pupil voice at the centre of my planning to ensure maximum engagement throughout the lesson (Estyn, 2019b). The use of pupil voice, both formally and informally within the classroom, will also assist with building pupil's confidence.

My planning will also include age appropriate health and well-being lessons to educate children on the importance of this, and to help produce 'healthy and confident individuals' (Donaldson, 2015). This will hopefully contribute to reducing health inequalities among my pupils. I will endeavour to create a strong relationship with pupils at the centre of my teaching practise, in order to ensure a positive culture towards learning within the classroom. This will help towards establish a positive opinion of learning amongst the pupils, allowing the young people to confidently tackle issues which arise later in life (Donaldson, 2015).

Conclusion

In conclusion, the approach used by Teacher X proved to be an appropriate response to the situation. They used their professional judgement of both the pupil and the situation to choose the most effective approach. This complies with the new professional standards encouraging practitioners to reflect on their own experiences order influence and develop their pedagogy. Furthermore, in a different educational environment, a different approach may prove to be more effective, and Teacher X is likely to have been aware of this.

This assignment examined a critical incident in a town centre primary school. Of note the school has a percentage of free school meals higher than average, suggesting more pupils may be from a lower socio-economic background. A non-participant observer method was used to determine the three topic areas of pupil voice, health and well-being and behaviour management. These topics were then critically evaluated using a literature review. From this a critical reflection was synthesised, allowing the identification of further teaching and learning steps, which as emphasised by Tripp (2012) is essential for teachers to develop their practise.

Teacher X's approach concurs with Donaldson's movement towards producing healthy, confident individuals. The literature agrees that encouraging pupil voice can positively impact health and

well-being. In addition, Teacher X uses a humanistic approach by using supportive and encouraging comments. This encouraged mutual respect, a key concept of behaviour management.

The scope of the assignment is restricted by the limited observation. With more time, further observation could be conducted. This would allow the creation of a case study considering the consistency of behaviour management techniques and their impact on different individuals.

References

Bassey, M., (1999). *Case study research in educational settings.*, Buckingham: Open University Press.

Beard et al., 2006. *Experiential learning: a best practice handbook for educators and trainers.* 2nd ed., London; Philadelphia: Kogan Page.

Bragg, S., (2007). 'But I listen to children anyway!' - Teacher perspectives on pupil voice. *Educational Action Research*, 15(4).

Cohen et al., (2011). *Research methods in education* 6th ed., London; New York: Routledge.

Cowley, S., (2010). *Getting the buggers to behave* 4th ed., New York: Continuum International Pub. Group.

Czerniawski, G., (2012). *Repositioning trust: a challenge to inauthentic neoliberal uses of pupil voice.* *Management in Education*. 26(3).

Donaldson, G.,(2019). *Successful Futures.* [PDF] Available at:
<http://file:///C:/Users/emmad/Downloads/Donaldson%20Report%20-%20Successful%20Futures%20-%20Independent%20Review%20of%20Curriculum%20and%20Assessment%20Arrangements%20in%20Wales.pdf> [Accessed 19 Oct. 2019].

Estyn, (2016). *Pupil participation: a best practice guide.* Available at:
<https://www.estyn.gov.wales/thematic-reports/pupil-participation-best-practice-guide> [Accessed 20 Oct. 2019].

Estyn, (2019a). *A report on [REDACTED]*. Available at:

[https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/\[REDACTED\].pdf](https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/[REDACTED].pdf) [Accessed 19 Oct. 2019].

Estyn, (2019b). *Putting pupil voices at the centre of planning to develop independent learning | Estyn.* Available at: <https://www.estyn.gov.wales/effective-practice/putting-pupil-voices-centre-planning-develop-independent-learning> [Accessed 20 Oct. 2019].

EWC, (2019). *Professional Learning Passport*. [online] Available at: <https://www.ewc.wales/site/index.php/en/professional-development/professional-learning-passport.html> [Accessed 17 Oct. 2019].

Flutter, J., (2007). '*Teacher development and pupil voice*', Curriculum Journal, 18(3).

Fook, J., (2015). *Reflective practice and critical reflection*. Handbook for practice learning in social work and social care.

Furlong, J. (2019). *Why should I use the Professional Learning Passport?* [Video] Available at: <https://www.ewc.wales/site/index.php/en/professional-development/why-use-the-plp#video>.

Gorard, S., (2010). *Education can compensate for society—a bit*. British Journal of Educational Studies, 58(1).

Hanson, M.D. and Chen, E., (2007). Socioeconomic status and health behaviours in adolescence: a review of the literature. *Journal of behavioural medicine*, 30(3).

Hewitt, B. (2018). *Improving young people's health and wellbeing through a school health research network: reflections on school-researcher engagement at the national level*. Research for All 2 (1).

Hewitt, G. et al. (2019) *Student Health and Wellbeing In Wales: Report of the 2017/18 Health Behaviour in School-aged Children. Survey and School Health Research Network Student Health and Wellbeing Survey*. Cardiff University, Cardiff, UK.

HWB, (2019). *Professional Teaching and Leadership Standards: national approach to professional learning - Hwb*. Available at: <https://hwb.gov.wales/professional-development/national-approach-to-professional-learning/professional-teaching-and-leadership-standards-national-approach-to-professional-learning/> [Accessed 18 Oct. 2019].

MacBeath, J. (2006). '*Finding a voice, finding self*', Educational Review, 58(2).

MacConville, R., 2007. *Looking at inclusion listening to the voices of young people*, London: Paul Chapman.

Markham, W. and Aveyard, P. (2003). *A new theory of health promoting schools based on human functioning, school organisation and pedagogic practice*, Social Science & Medicine, Volume 56, Issue 6.

Martella, RC. et al. (2012). *'Behavior management models'*, Comprehensive behavior management: individualized, classroom, and schoolwide approaches, 2nd edn.

Matsuo, M. (2019). *Critical reflection, unlearning, and engagement*. Management Learning, 50(4).

McCambridge, J. and Witton, J. and Elbourne, D.R., (2014). *Systematic review of the Hawthorne effect: new concepts are needed to study research participation effects*. Journal of clinical epidemiology, 67(3).

McNeill, P. and Chapman, S., (2005). *Research methods* 3rd ed., London; New York: Routledge.

Moore, GF. et al. (2017). *School composition, school culture and socioeconomic inequalities in young people's health: Multi-level analysis of the Health Behaviour in School-aged Children (HBSC) survey in Wales*. British Educational Research Journal, 43(2).

Moore, G. et al. (2018). *School, peer and family relationships and adolescent substance use, subjective wellbeing and mental health symptoms in Wales: a cross sectional study*. Child Indicators Research 11 (6).

Moore, G. (2016). *Variations in schools' commitment to health and implementation of health improvement activities: a cross-sectional study of secondary schools in Wales*. BMC Public Health 16, 138.

My Local School, (2019). [redacted]. [online] Available at:
[http://mylocalschool.gov.wales/School/\[redacted\]?lang=en](http://mylocalschool.gov.wales/School/[redacted]?lang=en) [Accessed 20 Oct. 2019].

Robinson, C. and Taylor, C. (2007). *'Theorizing student voice: values and perspectives'*, Improving Schools, 10(1).

Rogers, B., (2002). *Teacher leadership and behaviour management*, London: PCP.

Rolfe, G., Freshwater, D., and Jasper, M. (2001). *Critical reflection in nursing and the helping professions: a user's guide*. Basingstoke: Palgrave Macmillan.

Rudduck, J. et al., (2007). *Improving learning through consulting pupils*, London: Routledge.

Schön, D.A., (1997). *The reflective practitioner how professionals think in action*, London, [England] ; New York, New York: Routledge.

Shelton, F. and Brownhill, S., (2008). *Effective behaviour management in the primary classroom*, Maidenhead, Berkshire, England: Open University Press.

Tripp, D., (2012). *Critical incidents in teaching: developing professional judgement Classic.*, London: Routledge.

UNICEF, (2019). *A summary of the UN Convention on the Rights of the Child*. Available at: https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.172389857.399006182.1571494600-515377193.1571494600 [Accessed 19 Oct. 2019].

Welsh Government, 2019. *Student Health and Well-being Survey, 2017*. Welsh Government, Available at: <https://gov.wales/student-health-and-well-being-survey-september-december-2017> [Accessed 20 Oct. 2019].

Wragg, T., (2013). *An introduction to classroom observation (Classic edition)*. Routledge.
meals - <http://mylocalschool.gov.wales/School/6722220?lang=en>

Appendix A



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: 26/09/19
Lesson details: A P.E lesson focused on sequencing and working at forming and holding shapes.
Classroom culture (Are the students focused on learning?) All students remain focused on learning. Pupils are used as judges to keep interest high and to keep pupils engaged.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) At each stage of the lesson the purpose of the task and activity is explained to the pupils. The impact on the pupils health and well-being is also explained.
Direction (Are the students clear about what they are doing and how to do it well?) A clear input and demonstration is given at the start of the lesson to show pupils what is required to do well in the task. Safety instructions are also given with dangers explained.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Children are all set the same task, however have control over their own sequence, allowing for different levels of ability. This also allows for all students to engage in the lesson, regardless of ability.

Appendix B



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

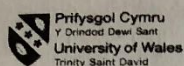
- Pupils prior knowledge is assessed during input.
- Teacher also assesses if pupils are aware of the importance of what they are doing.
- Peer to peer assessment is used towards the end of the lesson, using 'what went well' and 'even better if'.
- The teacher uses formative assessment by adopting a traffic light system approach for pupils to self assess.

Specifics / Critical Incidents

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

- A child is told to stop following another pupil, and to 'focus on their own work'.
- The teacher uses humour to deflect from a child falling over during their routine. All other pupils laughed at the comment.
- Non-verbal facial expressions used by the teacher to discipline pupils who appear to be dis-engaged with the task.

Appendix C



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/10/19

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

The use of humour to deflect from a pupils mistake.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt the strategy used by the teacher was appropriate for the child in question, their judgement of the child helped to effectively deal with the situation.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	In the context of learning, the incident ~~helped~~ ensured the pupil was able to continue with the rest of the lesson.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	I think it is important to use judgement and knowledge of a pupil when deciding how to deal with an incident which arises. Humour is also effective within the classroom to gain interest.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	It is important to consider the impact of the other pupils in this incident. The other pupils laughing could lead to issues for the pupil involved. # The pupil should be followed up with to check the impact of the incident on pupils well-being.
Y profiad newydd / Transformed experience	

Appendix D



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: 26/09/19
Lesson details: Looking at transport within the current topic (The Wizard of Oz), specifically at hot air balloons and the history, to then decorate their own 3d model hot air balloon.*
Classroom culture (Are the students focused on learning?) Pupils are focused on learning and happy to ask each other for help with the task. Students move around the classroom freely but remain focused on the task.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Purpose of the task is unclear, however success criteria is shared with pupils during input. This is done through clear instructions and examples of good work. This is repeated during a mini-plenary, so that pupils are aware what is the* outcome. * desired
Direction (Are the students clear about what they are doing and how to do it well?) A completed model is shown to the class to show what theirs should look like. Examples of different hot air balloon designs were shown to pupils to demonstrate the need for large, bold designs.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students have been given the same task to complete. Those at the front appear to be more distracted from the task. Teacher later reveals this is an intentional seating plan. Task is extended for those who complete the task quickly.

* in the Wizard of Oz theme.

Appendix E



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

The teacher walks around during the lesson to give pupils feedback. This is done through constructive feedback and praise.

A mini-plenary is done halfway through the lesson to show examples of good work within the classroom.

At the end of the lesson pupils are gathered back on the carpet for a video on hot air balloons. Questions are also asked to gain an understanding gained.

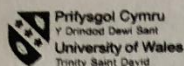
Specifics / Critical Incidents

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

- Non-verbal cues, such as clicking, is used to gain the attention and discipline pupils.
- Clarifying language used, eg. a broomstick ~~is~~ are fantasy.
- A child is moved to the teacher's feet when they are talking.
- Children with their hands up are passed over for answers shouted out.
- 'Hands up' vote is used to answer questions.
- Pupil at the back of the classroom shouts out that they wished they could do a halloween theme rather than the Wizard of Oz. Teacher doesn't discipline and instead states it to be a good idea and will

Plan for this in the creativity area of the classroom.

Appendix F



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil shouts to voice their opinion on the set task and teachers response.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt the initial incident was dealt with well and created a creative learning experience as a result. It also made the pupil feel good about their opinion.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The incident led to all pupils ~~to~~ having a chance to carry out a creative task through the use of pupil voice. However, the initial incident caused disruption to the rest of the class as other pupils joined in.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The use of Pupil voice should be kept the to inform planning and teaching. I would also keep the method of tactically ignoring lower level misbehaviour when appropriate.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Possible solutions to the incident could be to use pupil voice in planning to include activities which engage pupils and keep pupils interest high. Possible next steps may include tracking the ~~use~~ of pupil voice ~~with~~ on behaviour. impact
Y profiad newydd / Transformed experience	

Appendix G



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: 02/10/19
Lesson details: Using simple sentences to describe the Wizard of Oz characters.
Classroom culture (Are the students focused on learning?) Pupils are set tasks based on their groups to ensure focus on learning. The LSA is also positioned at the back of the classroom to work with a group whilst the teacher sits with a group at the front.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the task is to practise sentence structure and handwriting, and to improve on previous work completed. Lesson activities allow for progression.
Direction (Are the students clear about what they are doing and how to do it well?) Children are shown an example of correct letter formation. An example of Success Criteria is shown to pupils so pupils understand how to do the task well.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Children have been given the same task to complete. • However, dictionaries are given to MAT pupils and they are encouraged to look up their own words.* • Lower-ability pupils are given possible words to choose from. * and encouraged to write more complex sentences.

Appendix H



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

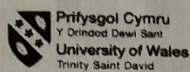
- Work is checked throughout the task with feedback being given for instant alteration.
- Children are asked to write a further sentence to check if they have learnt from the feedback given.
- Teacher uses 'what went well' and 'even better if', with green pen being used for growth.
- A plenary is used at the end of the lesson to practise letter formations that have been identified as an issue during the lesson.

Specifics / Critical Incidents

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

- Pupils are spoken to with adult language.
- Teacher is sat at pupil level to give feedback.
- A child who usually struggles with hand writing is praised in front of the class. Other pupils then ask the pupil to see their work. Pupil is delighted to share their work.
- Teacher claps a rhythm which pupils then repeat back to gain pupils attention.
- Teacher asks pupils to repeat instructions to ensure tasks are clear.

Appendix I



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 02/10/19

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

praise given to pupil who usually struggles in this area.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	I felt positively to the experience and that it was very beneficial to that pupil. However, think that it could negatively effect other pupils in the classroom.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The incident positively impacted the individual involved as it motivated them with the rest of the task and their belief in their ability in this area. However, other pupils in the class may be de-motivated.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Praise should be continuous to motivate pupils and build confidence of pupils. This is particularly true for areas which pupils may struggle with or think negatively towards.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Possible solutions would be to ensure praise is constant across all pupils and becomes part of the classroom's culture. Next steps could also include clarifying that this piece is not the only good one the teacher has seen.
Y profiad newydd / Transformed experience	

Appendix J



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: The lesson involved looking at 3D shapes within the real world. Discuss 3D shapes that pupils know, working in their groups to create a mindmap.
Classroom culture (Are the students focused on learning?) One group completed a focus task with the teacher. The other groups were put into pairs to write down ideas on shapes they know in the real world, in preparation of the focus task. Pupils remained on task due to the use of the basketball strategy.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) A clear objective was set at the start of the lesson by the teacher. Each group should work with the teacher to create a mindmap. Lesson activity helped to link the 3D shapes to the real world.
Direction (Are the students clear about what they are doing and how to do it well?) Pupils are given time to think about shapes so they are able to do the task well. Pupils are shown examples of 'mind maps' as well as real life examples of 3D shapes. Pupils are asked during input if they are clear on what is required from them.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Pupils have all been set the same task, however level of teacher interaction varies based on ability. Higher ability groups have been sent off in pairs to work together whilst lower ability groups start to work with the teacher. The teacher prompts the lower ability groups and makes suggestions.

Appendix K



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

The teacher asked the pupils ^{closed} questions at the start of the lesson, during initial input, to re-cap on previous shape knowledge and lessons on shapes.

A weakness discovered from homework feedback was knowledge on the circle. The teacher therefore addressed this during input and clarified any mis-conceptions.

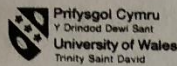
Instant feedback and explanation was given to answers given from the basket ball strategy.

Specifics / Critical Incidents

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

- The teacher used a non-verbal frown to discipline a child moved around on the carpet.
- The teacher asked for an answer from a pupil sat on the carpet who wasn't engaged with the input.
- In order to regain interest of the pupils, teacher asked pupils to ~~to~~ stand up and look around the classroom.
- Following disruptive behaviour from a pupil, the teacher discusses how their behaviour affects the rest of the pupils in the class.

Appendix L



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 02/10/19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I feel positively about the experience and that it was appropriately timed and for right for the behaviour which occurred. However I am unsure however about the delivery of the discipline.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The incident initially impacted on learning as it stopped the whole class from doing their work. However, it had a positive impact on learning long term as pupils around the disruptive behaviour were able to continue with their work.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	I think explaining the impact of a pupils behaviour on the rest of the classroom is important and effective and therefore should be continued in the future.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Possible changes to the strategy in the future would be to pull the pupils over and discuss with them individually to not disrupt the rest of the class. A follow up could be done with the rest of the class so the impact of behaviour is clear to everyone.
Y profiad newydd / Transformed experience	