

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

In order to evaluate a critical incident, you must have observed an incident. It will become a critical incident from your interpretation of an event. (Tripp, 1993) You can then compare it to similar or different topics to investigate how this has and will affect your future practices. To prepare for this evaluation I experienced four opportunities where I observed a full lesson. From there I was able to find a critical incident. I will be focusing this evaluation of the mind-set of an individual and how this will shape my understanding of mind-sets in the classroom in my future experiences. This individual's mind-set varied across different areas of the curriculum and I wanted a more in-depth knowledge as to why so that if I was to encounter a lesson with a fixed mind-set individual, I would hopefully have a better understand to it and be able to approach it in a confident and supportive manner. Analysing an incident can help change or support your teaching practice. You can also misinterpret an incident (Tripp, 1993). Once you start to break down the incident and try to understand the whys and hows, you may understand the incident in a critical sense and then can act upon it in an appropriate manner.

For the purpose of this evaluation, both the school and mentioned individual will be referred to as School X and Pupil X. "Researchers should recognise the entitlement of both institutions and individual participants to privacy, and should accord them their rights to confidentiality and anonymity." (BERA, 2018. P.21).

School X is a green school (My Local School, 2018) with a very recent Estyn inspection where they received an excellent result in all areas (Estyn, 2019). School X has a very low percentage of free school meals, which could be affected with the fact that the location of School X is in an affluent area. According to the Estyn report, the percentage for special needs is lower than the average in Wales and significantly lower than the national average. There is a positive attitude across the school from pupils showing they are keen to learn and want to succeed. They are also very polite and respectful to staff and fellow peers (Estyn, 2019). I observed year eight throughout my experience. In School X, year eight are placed in mixed ability classes across the curriculum with the exception of mathematics and Welsh. I was fortunate to observe a variety of learning areas including mathematics, science

and art. These are the lessons that I witnessed my critical incident with Pupil X. I was informed that Pupil X was new to this class, which could affect the confidence and the attitude of the individual. This did not show throughout any of my observations.

Before conducting any observations, several observation methods were considered. Sociograms are a popular option but once in the classroom I realised this method would not be beneficial to myself. If I were to focus my research on questioning then sociograms and charts would have been considered. I undertook my observation from note taking and once the critical incident occurred I continued my focus on the target child.

According to Cambridge dictionary a case study is a detailed examination taken over a period of time (Cambridge, 2019). Many are unsure whether there is actually a difference between a case study and a critical incident. I agree there are similarities but there are very significant differences that prove that they are not identical. Where Cambridge dictionary refers to a case study being over a period of time, a critical incident could be something that happens instantly in a matter of seconds. I believe that a critical incident could develop into a case study if the time was available to you to look further into the incident and where you could conduct a more in-depth and detailed investigation. With the critical incident you are considering the possibilities as to why it has happened and where you could be affected but with a case study you would be able to observe and find the definitive answer why. However, with any analysis you are conducting you always face the risk of being biased. You could be directing your case and incidents to a topic or reason you hope to conclude with, this is not limited to just a case study or critical incident. If you are aware of a certain situation that could occur, you may only focus your attention on that particular situation and dismiss any thing else that surrounds it, meaning your analysis may not be completely accurate and show a bias (Kumar, 2014). Cohen, 2011 claims that a case study also occurs over a period of time- agreeing with Cambridge dictionary. Within a case study you are able to build more intimate and informal relationships where a critical incident could just be a one-time event. The observer will normally be attracted to an incident on a topic that interests them, as they will need to research and look into why this incident occurred. A critical incident does not need to be a routine incident and can be from an unusual event and it is still beneficial to delve into why this has happened at this time. You could also be looking into why it happened at that time and not before. You may not notice some incidents if regular observations take place as you may just be looking for regular events (Cohen, 2011). Any incident can be suitable for research and breaking apart, as it is your analysis that makes it a critical incident.

During my observations I noticed a specific individual (Pupil X) vary in lessons. The first lesson I observed was Pupil X's art class where they showed a very withdrawn approach which grabbed my attention but when I saw them in science later that day, this

was when I was drawn to their approach and how it varied between different lessons. Pupil X is set into a higher set for mathematics and shows much potential and willing in the subject. They are very willing to participate in class activities and showed a lot of confidence in their work and responses to questions and tasks. This was a very similar approach in science, where the individual worked through the tasks quickly with ease and then went to help peers who were less able. The reason I chose Pupil X was the contrast of mind-set and approach to tasks in their art lesson. Pupil X appeared to be very withdrawn and lacking confidence, almost avoiding doing the task and looking for distractions. While not being a hindrance to the class or teacher, Pupil X stated that they felt they were 'no good' at the subject, which was a complete different character to the individual that I saw in the other learning areas the same day.

As the new curriculum is approaching Wales, schools should be actively implementing elements of Donaldson's practices and ensures that pupils are working towards the four principles. I feel the working with a growth mind-set works with elements of three out of four of the purposes. Pupil X's approach to mathematics and science shows that they are working to becoming an ambitious and capable learner. Pupil X enjoyed the challenge of tasks and was happy to ask questions to peers and the teacher regarding the work. They appeared to be enjoying the work and happy and confident enough to explain the work to peers needing help. The task was very data based and this showed that they were able to effectively interpret the data independently. There are also slight brush upon becoming an enterprising and creative contributor and Pupil X was grasping every opportunity to succeed in the tasks in mathematics and science and then able to solve problems confidently and with little error. You could also argue the fact that Pupil X was happy and enthusiastic to face and overcome challenges with the tasks and classwork, they could slightly be working on becoming a healthy and confident individual (Donaldson, 2015). I feel all these purposes have areas where the slightly overlap and this is possibly why I was able to take sections from so many, but the main purpose playing a part in Pupil X's education currently I believe is that they are working towards becoming an ambitious and capable learner.

This area will look at how a person's mind-set can affect their effort and motivation to a certain task and also the reliability of this statement. It has been said that mind-set is divided between a fixed mind-set and a growth mind-set. (Dweck, 2012) It would be preferred to have a growth mind-set approach to all tasks as you would be willing to accept a challenge and happy to stretch your previous knowledge. A growth mind-set is an open-minded approach and there is an understanding that there is no limit to your success and there should not be a deadline to your achievements. Your mind-set can be dependant on the area of the situation and support provided. This can also work in the opposite effect, that

your support system may change their attitude once you have changed your mind-set (Dweck, 2012). People may be more willing to support and guide someone willing to achieve and wanting to progress where they may feel there is not much point in supporting someone who is not supporting themselves. Fixed mind-sets are not discussed as often as they are the less desirable approach to take. There are the people who want instant success and feel that any failure is looked at as rejection. This would encourage them to lose interest, as they may not feel sufficient enough to continue with the activity. A fixed mind-set does not understand how someone could have a desire to challenge him or herself. It also can come across that if they do not put their full effort into something then they would not feel completely rejected if they did not succeed (Dweck, 2012). A fixed mind-set person is happy to look for an excuse rather than make a new target or goal for them to work to where they would want to be. On the other hand, Dweck argues that a growth mind-set individual understands that effort must be put into a task for you to be able to succeed (Dweck, 2012). This has been criticised by several organisations and people but on different elements. It has been said that effort alone is not enough to succeed and motivation plays a big part in success (Ng, 2018). It is agreed that effort plays an important role and your desire to embrace a challenge is needed but in order to succeed you need motivation in the equation. It is believed that growth mind-set does focus on effort and then the learning step to your success, but you need intrinsic motivation to cooperate with your mind-set to grow your academic performance. To be intrinsically motivated, you are happy to learn and find the task itself a reward and you look no further for rewards. So to put that together with a growth mind-set – where you are happy to learn from your mistakes and are resilient enough to accept errors, you would be looking to learn new things and happy to work on them if needed (Ng, 2018). Ng also mentions that a teacher's mind-set is something to consider and that a teacher should work towards having a growth mind-set (Ng, 2018). This could be argued that a fixed mind-set may not be able to be changed that simple but it may be enough to encourage some individuals to be more open minded. Research has been conducted on whether a growth mind-set can be taught but has not had the most successful outcome. Dweck has stated that a mind-set can be changed (Dweck, 2012) but Hendrick, 2019 claims it is based more on what the individual is learning. Experiments shown that even being taught by someone with a growth mind-set you do not always get a growth mind-set outcome. It has also been criticised that growth mind-set intervention or teaching does not alter academic achievements (Michigan State University, 2018). It all depends on the topics that the individual feels comfortable with. If you feel comfortable with the topic then the person is more likely to take a growth mind-set approach to it (Hendrick, 2019). For example, if you are shy and don't enjoy public speaking or being in front of crowds, you will not be aiming for the main part of your school musical. This is just who you are and that is

not something that would change on how you are taught the subject in school. Hendrick's research claims there is no correlation between mind-set and grades, which would dismiss Dweck's claims that you can change a mind-set, but you cannot dismiss such a large claim on one person's research. There could be lack of correlation due to the people misunderstanding or misinterpreting Dweck's theories and not fully understanding what a growth mind-set is and how to teach it. Young, 2017 also suggests that experiments may not have been conducted correctly to work with Dweck's theories but then also argues how performance can only be affected by the amount of effort put into something (Young, 2017).

Mind-set may not be the only element to vary an individual's effort or capability. It has been widely known that there is a difference in academic performance between boys and girls. Girls are more likely to thrive in a creative subject compared to boys as they are more open to expressing opinions and boys are slightly more methodical (Martino, 1999). This statement would suggest that you would predict girls to be more successful at subjects such as art, drama and possibly English. You would then think boys would shine more in subjects such as mathematics and science. Ofsted released a report from their findings and explained that boys work better with a more structured lesson with shorter 'hands on' tasks which work well with how a factual subject would be prepared (Ofsted, 2003). Both reports seem to work together and agree with boys preferring factual structured subjects where girls are happier to be creative. Subjects such as art allow the learners to be free and open minded with their work which has been proven that girls naturally perform better with this format of work (Ofsted, 2003). This is not limited as a rule for everyone but it works for the majority. This would agree with my critical incident completely if they did not optionally take part in a creative extra curricular activity in school time. Many would agree with the gender divides reason on interest/success depends on the situation. However, the gender debate does not consider mind-set as an element for success. Dweck also emphasises the importance of praise and how it is given to an individual. If you were to praise someone on their speed or purely on their result this may affect their mind-set as you are not showing appreciation for the effort put into the task (Dweck, 2012). Someone may have had full marks in a test and completed the test quicker than everyone else, but could have spent several days and evenings revising and preparing for the test. If they were to only be praised on their speed they may take that negatively and turn towards a fixed mind-set approach and work less on the next test after only having a reaction on the speed and result rather than the amount of work they completed to get their result. Sometimes praise is praise, and that is enough for the individual but working in a profession such as teaching, you would need to consider not everyone receives praise the same way. Even though Dweck argues that effort is the key to a growth mind-set, with her stating the emphasis on praise, it could be believed that she almost contradicts herself here (Dweck, 2012). Dweck saying praise

affects mind-set is a completely different theory to just effort playing a part. There seems to be no consistency to growth mind-set leading to academic achievement (Reynolds, Unknown). If you were only to look at the end achievement, you would also need to consider the individuals that already had the knowledge for the topic but could still have a fixed mind-set. There does not seem to be a mention of those already able to achieve success without effort, these individuals would affect the results of mind-set and would not work with the theory of effort and growth mind-set working with success. Overall, some people may thrive off intervention and their mind-set can easily be changed but other may not react to it at all and cannot be changed by an intervention. This only agrees with some results that support Dweck's theory (Reynolds, Unknown).

After analysing my critical incident, I have realised it was the dramatic change in attitude that fascinated me and made me want to look further into why. I would like to think it is as straight forward as agreeing with all the theories but Pupil X's case does not fit perfectly into a single theory. I feel Dweck explains the difference between growth and fixed mind-set in a very thorough and relatable manner where you can respect and compare it to many events. I feel that Pupil X has shown sides of a growth mind-set in the mathematics and science classes but completely being a fixed mind-set in art. This would work well with the theory of boys preferring and working better in non-creative subjects but Pupil X happily takes part in extra curricular activities in a creative subject which dismisses this pupil individually to this theory. I feel Dweck's theories are very promising but unfortunately the experiments criticise it heavily without proving the experiments were conducted correctly and accurately to Dweck's theory. I feel Dweck's theory on mind-set is very relatable but it could be much more reliant on the situation the individual is faced with, and success is not always limited to the mind-set or amount of effort put into a task. There will always be discrepancies to experiments and theories and I feel my critical incident may have just been one of them. I would have liked to see other aspects of success considered which may have affected the criticising experiments as some people may have a fixed mind-set approach but already be very successful. For example, you may be a very successful in art and have achieved excellent results without having to put a lot of effort in. You may just be a naturally talented artist, but you could also be unwilling to grow on this and this could be enough for the level you had been accessed on. These could have been reasons why experiments did not agree fully with Dweck and I feel they play a very important part.

While observing the art lesson of Pupil X I did worry that maybe the pupil did need more support but once I had a conversation with the teacher they explained that Pupil X did not like to initially be approached for help. Pupil X is not welcoming to the teacher offering suggestions and help instantly or very early into the task and will shy away if this approach is taken. The teacher explained that after a few minutes of the pupil trying themselves to

complete the task they will then ask for help from the teacher which then they know it is safe to approach Pupil X to help for the rest of the task. Without speaking to the teacher I would have never considered this approach or reasoning as to why their help was delayed when Pupil X clearly was not confident in their work. I could also see the difference in Pupil X when asking for help. I feel this is a very important approach to consider and will plan on using this in future practices when suitable (See appendix 5). I did not understand the importance of how approaching a pupil to help them may have been a sensitive matter and could almost have a reverse effect on the individual and their confidence. With this in mind, I hope to be able to approach pupils in a respectful manner without having them shut down on me. I would like to ensure that I will be an approachable teacher to them and they have the confidence to come to me or confront me when needed (as what happened to the teacher in appendix 2/6). I feel without the reflection models I would have not had time to think about the importance of the teachers role in that art lesson and could have possibly dismissed the amount of consideration the teacher was displaying in her lessons. The reflection sheets allowed me to break down each incident into parts. Then I was able to ask why these things occurred and what could have been done to either avoid or continue the incident.

Throughout this experience I did not realise how much I would expand my knowledge of what could be included in pedagogy. The observations led to alert a critical incident, which in time could be developed into a case study. In order for this to happen I would need to observe Pupil X for a longer period of time to see if there is any progress in their mind-set. It has been interesting to compare different arguments for the theories of mind-set and how they can actually play a role in academic achievement although if this was to be researched further with more experiments –and also ensuring they are accurate to the theories, I believe we could possibly see a different result and maybe there would be less criticisms. Observing different teachers and education professions taught me that you do not learn all your teaching practices in a lecture hall or from your own experiences. You can learn so much from your fellow professionals and there is always room to grow and widen your knowledge and understanding. Without having that conversation with the art teacher, I would have been oblivious to the techniques they were using and would not have reflected on why they take this approach and I now plan to challenge myself in considering this approach in my future teaching practices. It is very likely that without collaborating with your peers and continuous progression on your professional learning you will not be the most influential teacher and would not be using your skills and knowledge to their best capability (Welsh Government, 2017).

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: 26/9/2019 ①

Lesson details:
Year 8 (Mixed)
Art - 1st lesson of the day (08:55 - 09:55)

Classroom culture
(Are the students focused on learning?) * Silence when working * NOT TOLD
100% engaged in T's demo. ALL trying. All on task-ish
T always moving - available

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Draw an eye. → Prog. from LL. → leading to portrait.
Recap + expand.
T pos reinf. - no neg. always encour.
Stop at end to comment how well worked.

Direction
(Are the students clear about what they are doing and how to do it well?)
T demo on what to do. Explained - reps while on task. Spoke to pupils - understand end game - portrait.
ALWAYS POSITIVE - T - Positive + then advice.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
Pupils focused. → T supporting ones needing help.
Prepped for next stage. Diff - split eye → Practise - choice.

Assessment - Ffurfiannol
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?
Q's at beginning, drawing task - checking.
Showing each other their work - Proud - Ask to take pic to show parents.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?
"Mistakes are fine." T. → reassurance.

Class quiet → T puts music on.
Pupil X → rubbing out work, looking around at others, withdrawn, quiet, not confident
"I like art but I'm not good at drawing"

Set self targets for NL.
human assess



Prifysgol Cymru
Y Drindod Dewi Sant
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Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/2019.	②
Lesson details:	Year 8 Set 1. Welsh - 2nd Session of the day (10:15 - 11:15)	
Classroom culture (Are the students focused on learning?)	1 late - to school. Silence on writing tasks Engaged once task set - to Group task - not pwb talking. Lots of hands up on task.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Tasks progress throughout class Holidays Es i Arhosais i. darllen darn Work through booklet. Communicative learning.	
Direction (Are the students clear about what they are doing and how to do it well?)	Clear, new task - arhosais i. on task - working ind. No shouting out. T always walking around - spot checking	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	deall - conv. task - pwb triio. work - good level Prog. through tasks. Q then closed. New vocab - new word - acen Sound like. name.	
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)	recap - cant cofio - mini task given to remind. Q Pupils, drilling pronunciation. Go over task - pwb deall	
Specifics / Critical Incidents (Are there particular telling moments and examples which it would be helpful to discuss?)	T 'eight' Pupil 'wyth' & corrected T. Stand up to drill / recite. 1 Pupil - looking around asking for help on task.	

* End - T -> Boy - gone above & beyond today.
Lovely feedback to reassure.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19.	(3)
Lesson details:	Year 8 (mixed)	after lunch.
Science - 4 Session of the day (1:00-2:00)		
Classroom culture (Are the students focused on learning?)	All interested. Discussing results in que. Pawb on task. Asking relevant? - Peer help.	
Objectives - evaluate graphs (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	HW if not finished - keep up to date. Analyse prac from LL. All on task - discussions on task. On time with tasks - on par.	+ Curric. mean lots of maths
Direction reassure quiet in task - small chat OK if work related. (Are the students clear about what they are doing and how to do it well?)	Clear plan at start of class given. Check progress - T walking around - helping Work as a class to come to agreement.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	all levels + extended task given from going with time of class plan. variety engaging - not just 1 or 2. Little table LL. MAT. leading to proper assessment NL. → Ffurfiannol	Start for now proper.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)	Recap from LL - explain how to get marks for Recap LY - tables + graphs. Revise graph 'coins for y axis'	GCSE
Specifics / Critical Incidents (Are there particular telling moments and examples which it would be helpful to discuss?)	Pupil X - Different character. engaged, confident, Comp-focused happy to help peers. 'ask?' happy to ask for help - Trust happily.	1 pupil - Swinging on chair Talking not on task moved.
Positive responses name, thank you. 'You OK' to get back on task.	Planners out - ensure HW written down.	
	Q What HW is T.	

T aware
of
diff. →
abilities
known who
needs more
help.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/2019.	(4)
Lesson details: Year 8 Set 2. Maths - 1st lesson of the day (08:55-09:55)	
Classroom culture (Are the students focused on learning?) Pawb engaged, listening - all Happy to answer? - no talking, want to answer.	
Objectives Go over HW (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Prev. work on $\frac{1}{2}$ - progressing onto $\frac{1}{2}$ of 40. New HW given straight Task on what was explained - ? easy - hard lots of QS for MAT.	
Direction (Are the students clear about what they are doing and how to do it well?) Pawb following HW. - After title on board to start the all vocal inst. Silence on task - Pawb Remembers < Task on board. working	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Hands up - enough work New topic - some already know how for MAT. Challenge - Prime numbers	
Assessment Go over HW - people are right, some minor How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? T positive - checking truth of work as a class to explain? task. Min a+b - maybe c+d then hard? 2.	
Specifics / Critical Incidents (Are there particular telling moments and examples which it would be helpful to discuss?) Pen clicking / Swinging on chair - Lb but on task? I moved - swap seats No one uses 'buddy'	

★ Planners out
for HW again ★

Pupil x - focused on
task - Quick
could be pot. Mat? $\rightarrow$
engaged, participating.
Happy to ask? to check
Looking through book
for reminders.
tries to help friend -
whispering answer. +2.

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

Dyddiad/Date: 26/9/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil X withdrawn. ①

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- Concerned as Pupil X stood out compared to others + looked distressed - Pleased to see how teacher was reassuring.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- The behaviour of the whole class was very good - Everyone understood 'nod y wers' - How teacher was supporting + knew her class/pupils - Would have liked to see how challenging behaviour would have been dealt with. - Would have liked more time to interact with Pupils
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 elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	- How positive the teacher was - even if someone wasn't that confident + needed help. - Teacher came across very approachable - Teacher allowed pupils to take photos of work - encourages being proud. - Pupils were well behaved so no challenging behaviour.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	- Behaviour wouldn't need to change, but possibly observe a less behaved class. - Observe more lessons with class to interact + see how they progress. - Be aware of pupils struggling + try to approach in a sensitive manner.
Y profiad newydd / Transformed experience	

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil correcting teacher (2)

Profiad / Experience	
Teimladau / Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Impressed a student had the confidence to speak up. Pleased to see continuous good behaviour.
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 siomedig? "What were the elements of the learning experience that were disappointing?"	- Class was on task. - Variety of tasks to help everyone. - Teacher adapted lesson to remind class of last lesson. - Teacher took correction in a positive manner. - Not having a chance to communicate with pupils.
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 elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	- Being flexible with lessons to ensure everyone is up to date. - Teacher came across enthusiastic + fun. - Teacher asked question + then said name. - Not suitable for type of lesson.
Casgliadau a chamau gweithredu / Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	- Observe more lessons where it would be appropriate to move around class. - Be prepared to possibly change lesson plan.
Y profiad newydd / Transformed experience	

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

Dyddiad/Date: 26/9/2019.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil X change of attitude ③

Profiad / Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Shocked at complete change of character of pupil X. Impressed on pupils drive to do well.
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 siomedig? "What were the elements of the learning experience that were disappointing?"	- Pupil X's positive approach + eagerness - Pupils seemed to be enjoying class - Teacher checking if pupils are okay - Saw start of evaluation of topic, would like to have seen more 'body' - A lot of individual work in this 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 elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	- Hoping ~~for~~ pupils enjoy lessons - The way the teacher was always present + available. - Observe more lessons to see comparison of tasks + part of ~~the~~ topic.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	~~Not~~ observing only one lesson where they were just analysing results. - Follow teachers approach to being available.
Y profiad newydd / Transformed experience	

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

Dyddiad/Date: 2/10/2019.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil X's approach (4)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Happy to see Pupil X consistent with Science lesson to maths. Curious as to how the class were doing with work.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- Sitting next to pupil X so could observe in detail. - Class were engaged (mostly) - No one uses 'buddy' approach. - Only being able to see Pupil X's work - Hard to get vibe from class.
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 elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	- Well explained work + plenty of work available - considered MAT pupils - Teacher constantly checking work. - Wasn't suitable to walk around - Only sat next to Pupil X. - Pupils would go straight to teacher for help.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	- Check if they've asked a buddy - Observe more lessons, sitting in different seats each time. - Be aware of MAT students + their need for plenty of work.
Y profiad newydd / Transformed experience	

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