

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.

Throughout this assignment, there will be an evaluation and identification of a critical incident which has taken place within a classroom setting, with a critical incident potentially being an unplanned event which takes place within the classroom environment, which is unique (Coehen, Manion & Morrison, 2017). Furthermore, from the critical incident which has occurred there will be an in- depth reflection regarding the incident which will look at the good practice which has occurred and also looking at steps which could potentially have been dealt with using a different approach, abiding by BERA'S ethical considerations. In addition, critical incidents have the ability to improve and develop a professionals practice as they give the opportunity to show areas of strengths and weaknesses of a practitioner, meaning they know where to go in future practice (Tripp, 2012). Furthermore, a range of academic material will be used throughout the assignment to reinforce ideas which have been introduced within.

In order to abide with BERA'S (2018) ethical guidelines, anonymity of schools, pupils and teachers will remain throughout this assignment.

The school which will be focused on throughout this assignment is a mixed gender school which has a total of 294 pupils on their roll aged from three to eleven years. In 2018, the school recorded a 93.5% attendance rate during the academic year (My Local School, 2018), which is slightly below the Welsh average of 94.9% (Welsh Government, 2018) however, it was highlighted that children within this school recognise the importance of attending school and are aware of the links between attendance and attainment.

Additionally, attendance within this particular school had placed them in the top 25% when compared with similar schools in the last three years (Estyn, 2018), which can be seen as a positive aspect for this school.

Following on from that, 32% of their pupils are eligible for free school meals which is well above the average for Wales, that being 19% (Estyn,2018). This could potentially suggest that this particular school is situated in a socially and economically disadvantaged area, which then allows for children to receive free school meals.

In addition, this particular school according to My Local School (2018) is a yellow support category school. This could potentially highlight that this school is an effective school, whereby it will still receive approximately 10 days of challenge advisor time where they can focus on improving the school in a positive manner.

Furthermore, critical incidents can be any unplanned event which happens within the classroom environment, it is something that researchers interpret as a problem or challenge in a context rather than an everyday occurrence. Furthermore, critical incidents within the teaching professions are for everyone concerned with the development of professionalism in teaching (Tripp, 2012). In addition, case study methodology has similar ideologies to that of critical incidents as they also focus on the analysis of a group of people, individual or event (Cohen, Manion & Morrison, 2017). There are strengths and weaknesses of both approaches as they link so closely together, one of the main strengths of both approaches is that it gives the ability to collect authentic data, rather than research which has ready been collected, and also one can reflect on what has occurred within the incident they have just witnessed, developing their own professional practice. However, even though reflection is an essential part of development, without critical analysis applied practitioners could potentially not develop in any way (Tripp, 2012), which reinforces the importance of critically reflecting

on one's practice.

In addition, throughout this assignment the main method used to collect data was the use of a non-participant observer. A non-participant observation can be explained as a research technique whereby the researcher watches the subject of their study, with their knowledge, but without taking an active role (Oxford University Press, 2019).

Furthermore, it is suggested that observations are more than just looking, it is often looking often systematically and noting systematically, events, behaviours, people, routines and settings (Simpson and Tuson, 2003, p. 2; Marshall and Rossman, 2016). Furthermore, the benefits of using observations as a research method is that it can be structured in numerous ways, ranging from systematic and structured, to less structured or even non-participant observer which was used in this particular case (Deanscombe, 2014, p.205). It can also be highlighted that when children are busy completing tasks, they are absorbed within the activity, therefore may be unaware of what is happening around them (Welsh Assembly Government, 2008), making non-participant observations the methods used throughout this assignment.

In addition, being a non-participant observer offers an investigator the opportunity to gather data in 'situ' rather than collecting data for example from already gathered data (Cooper and Schindler, (2001); Kumar, (2014); Wellington, 2015, p.247), and this was another main reason for selecting this method of data collection, due to collecting data authentically, rather than collect data from previous researchers. Furthermore, as Clark et al (2009) highlights, non-participant observations validity is strong, as it has the potential to provide rich first-hand data to be collected, and reveal routines and activities which occur daily. However, on the other hand non-participant observations can be time consuming, and also the opportunity to be bias in terms of what, why, when, where and whom is being observed. Furthermore, this form of observation can select data seen and manipulate it, hence the ability to be bias (Hamilton and Corbett- Whittier, 2013, p. 99). Sharman et al (2007) has similar ideas to this as they highlight that observations are like camera shots, they go on to express that although the camera does not lie, it may slightly change the viewpoints linking in to the bias side of observations as a research method.

However, it has also been highlighted throughout academic research that the Hawthorne effect may be provoked due to the use of non-participant observations, as it may disturb the natural behaviour of the participants (Oliver, 2003, p.53; Oxford University Press, 2019). As we can see from these opposing views of non-participant observations as a research method, it is important to identify that there are other forms of research methods such as interviewing, surveys and even case studies (Cohen, Manion & Morrison, 2017), however for this research non-participant observations were carefully selected as the main research method due to the nature of collecting authentic, first hand data.

I initially carried out four observations and completed four ARC sheets where reflective practice (see appendices A, B, C & D) was used in order to gain a greater understanding of each observation. However, for the purpose of this assignment I am going to focus on the following observation in more detail.

I was situated in a mix class, that being year 1/2 which had 23 pupils, 6 of those children being year 2 pupils. The lesson I observed was focusing on the use of money, in particular adding coins up to make 50p and £1. The teacher and teaching assistant were busy with their small groups completing the money work sheets, whilst the remaining pupils had a range enhanced provision activities available to them to undertake which included outside provision zones, indoor creative and role play areas, however a group of 3 pupils within the class were not engaged in any activities and began to jump and run within the classroom

environment. This potentially has close links to Donaldson's Four Purposes, especially that being ambitious, capable learners. This is due to this particular purpose emphasising the seeking and enjoying challenges when in fact these children were not actually involved in any form of challenge and improving their own knowledge (Donaldson, 2015). Within this section of successful futures, Donaldson is encouraging pupils to be ambitious and capable learners, and proposes that children should be ready to learn throughout their lives, and within this situation these pupils were not engaged in doing so.

Furthermore, the teacher ignored this behaviour to begin with, however it continued and the teacher raised their voice and asked the children to go to their calm down area of the classroom to think about the choices they had made. This could have close links to Donaldson's purpose of being enterprising, creative contributors, this is as it highlights throughout the successful futures report that all young children will be enterprising, creative contributors who connect their knowledge and apply it to create ideas and products, identify and grasp opportunities, express ideas and additionally give off their own skills and energy so that others will benefit around them (Donaldson, 2015). As previously highlighted, these particular children chose not to participate in any form of education at this particular point, therefore there were not in line with Donaldson's purposes of the curriculum as they were certainly not ready to play a full part in life and work, as they were focused on other disengaging activities.

Following that, the teacher asked the pupils one by one to discuss with them what wrong choices they had made and why it is not safe to conduct themselves in that manner within the classroom and also explained how they would not receive dojo's, which is a class reward scheme if that kind of behaviour continued within the classroom. Following that, the children were separated and took part in the activities which were on offer for them. This part of the incident has close connections with Donaldson's ideas of ethically informed citizens. Throughout this section of his work, it is highlighted that all young children should consider and understand the impact of their actions when making choices and acting, and also respect needs and rights of others. In this particular case, the children's choice of behaviour was not the right choice and they did not respect classroom rules, however after speaking with the teacher they understood their actions and choices were wrong and considered the impacts of this, therefore good practice was implemented overall as the children were made aware that their actions were not the right choice.

It is important to identify that there are numerous areas associated with the critical incident which has been discussed throughout this assignment, however this for the purpose of the assignment the following section will focus on the following areas; pupil grouping and classroom management.

There are many different ways to group pupils within a classroom environment, whether it be by ability or mixed groupings. Furthermore, there has been a long tradition of ability grouping throughout UK primary schools (Hallem et al, 2002), which then threaded through into secondary schools. However, throughout the 1960's a huge emphasis on equal opportunities arose and groupings began to decline, with the introduction of the Plowden Report (1967), which allowed for an increased child-centred approach to occur throughout primary education. It was backed up by numerous academic researchers that in fact pupil grouping had little positive effects on overall attainment, and in fact had negative outcomes for those pupils deemed to be in the lower ability groups (Jackson 1964; Barker Lunn 1970, 1984), and so after only around 20% of the largest primary schools decided to carry on with pupil grouping (Bealing, 1972; DES 1978).

In addition, following the Education Reform Act (1988) with the introduction of the National Curriculum aiming to raise education standards, pupil grouping was seen as one of the main focuses on improving these standards. This is interesting how they reverted back to old

methods previously used, which from academic research explained that it was not the best form of engaging and improving academic attainment. It was highlighted throughout the National Curriculum that education should be equal for all and according to Jackson, 1964) grouping children does not achieve this.

However, Ireson & Hallam (2001) express that grouping pupils can have positive outcomes if selected appropriately. They go on to highlight that the teacher has big responsibilities to group students appropriately and if this is achieved then groupings can be a positive experience for students. However, in this particular critical incident, effective pupil grouping did not occur. This is due to a group of pupils not engaging in any activities, resulting in them wrestling on the carpet area.

Furthermore, a range of studies found that when pupil grouping occurred throughout primary schools within the UK, the lower attaining pupils made less progress to that of the higher ability groups (Hallem et al, 2001). These findings go against the National Curriculum aims of providing equal opportunities for all pupils, as clearly this was not occurring due to pupil grouping. Furthermore, this also does not link into Donaldson's new proposed curriculum that he wants to encourage ambitious capable learners (Donaldson, 2015) as grouping children can disengage them and also as previously explored does not raise attainment enough to make it viable.

On the other hand, it is not all negative when it comes to pupil grouping. The Department for education and skills express that grouping pupils in an effective manner certainly has the ability to improve attainment however, it is highlighted that this will not work for all pupils, and did not occur throughout the critical incident which is being discussed throughout this essay. Whilst ability based grouping has the ability to expose lower ability pupils to being vulnerable, potentially leading to becoming demotivated and developing anti-school attitudes in some cases (The Department for education and skills, 2005). This research has close links with the critical incident discussed throughout this assignment as it highlights that pupil grouping has the ability to disengage students, which was the case throughout the critical incident that was witnessed, and furthermore lead to wrong behaviour choices being made within the classroom environment.

From the opposing research gathered throughout, it is clear to identify that there are many different views about pupil grouping within the primary classroom environment. However, it is important to recognise that all pupils learn in different ways so it could potentially work for some and not for others, mainly focusing on lower ability children as it has the potential to de-motivate and lead to non-productive work occurring (Hallem, 2001). Moving on however, it is interesting to highlight that within the new curriculum Donaldson is implementing it highlights the need for collaborative learning within the primary setting, however this may take a completely different approach as Donaldson highlights the need for students to become more independent and work with others in order to improve their own work, which has close links to grouping pupils, but it takes a more structured approach as they will learn from each other in a positive manner, and not focused on ability grouping (Donaldson, 2015).

Following on, classroom management is defined in numerous ways. It is mainly associated with the way in which the teacher uses a variety of skills and techniques in order to keep students organised, focused and productive during classroom time (Geocevski, 2010). Similarly, Delceva (2014) expresses that a positive classroom environment provides openness, support and equality for all pupils in order to maximise their potentials. This links in with the critical incident discussed throughout as pupils were not provided with equal opportunities to maximise their potential within that particular lesson, due to a group of students not engaging in any activities and wrestling. Furthermore, the pupils who were working closely with the teacher had to stop so that the issue could be resolved, meaning that valuable teacher-pupil time was lost due to the behaviour which was occurring at that time.

Furthermore, classroom management is seen to be an important aspect throughout many schools as it has the ability if undertaken in the correct manner to allow students to flourish in a positive manner, academically and socially. In addition, there are a number of theories surrounding classroom management which will be discussed in more detail, and these will include behaviourism, and Skinner's theory of operant conditioning theory.

Wollard (2010) explains that behaviourism is a theory which focuses on the behaviour of both people and animals, and looks closely at the change in behaviour which takes place when learning is occurring, which can be due to environmental factors. The term is expanded when it is suggested that it is the behaviour which has been modified. Behaviourism can be seen as a theory, philosophy and pedagogy which are underpinned by principles of responses. In addition, behaviourism offers the teacher scope in determining which 'rules' apply when in the class in order to fulfil the learning experience for pupils also linking to Pavlov's research when collecting saliva from dogs as they were restrained for experimental purposes (Pavlov, 1927). Additionally, introducing effective methods of learning through typical behaviourist procedures which can include modelling and shaping the curriculum to make it accessible for all learners and also repetition of reinforcement. This is important as it allows for students to be aware of what is expected of them, by knowing rules set by the teachers but also, children will be introduced to a range of learning experiences which will enhance their learning experiences and allow for accessibility for all to the current curriculum (Boeree, 2006). However, Wollard (2010) explains how one possible disadvantage of this approach is that many academic researchers believe that an individual's behaviour is based on environmental factors, however it can be highlighted that behaviour can occur and be present for a number of reasons.

In addition, this links in nicely with Skinner's operant conditioning theory in which his findings followed on from Watson's work of the 1920's. Skinner suggested that behaviours occur, however it is the behaviours in which a positive reinforcement is repeated. This can be linked to the critical incident as the teacher explained that the behaviour which occurred throughout the classroom was the wrong choice, and that someone could have been injured. Furthermore, the explained how those pupils would not receive 'dojo's' which was a class reward scheme if that behaviour continued. In addition, the basis of Skinner's research is that a response followed on by a reward or reinforcement is usually to occur again (Skinner, 1950). There are positive and negatives of this theory like any other. One main positive aspect of the strategy which is discussed throughout research is that when pupils receive something which motivates them, then in most cases they are able to retain information due to the positive effects of the stimuli given (Skinner, 1953:63; Staats, 1963:76). However, on the other hand this approach does not take into account other factors such as the environment, motivation and even intelligence which could have huge effects on the way in which pupils or even animals behave. Additionally, it can be argued that an individual's behaviour may not always be prevented by punishments and all individuals are different which means this approach may not work for everyone (Wollard, 2010).

Reflections and evaluations are an important part of any professional development or learning in order for improvements to be made, it was expressed that there is an increasing need for reflective practice (Gould 1996; Schon 1983) due to its importance in development of the professional. It is highlighted throughout the professional standards for teaching and leadership (2019) that professionals should always take the opportunity to extend their knowledge, skills and understanding. But also, to understand how reflection and openness has the ability to develop pedagogy.

Within the critical incident discussed, there was definitely good practice occurring throughout the classroom environment. However, it could be suggested that once the wrong behaviour

started to occur that it could have been stopped immediately, rather than ignoring the behaviour for it to just have carried on, and additionally have class rules printed within the classroom so that they are constantly being reinforced so the pupils are always aware what is expected of them. On the other hand, there were lots of positive aspects to take from the way in which the teacher dealt with the situation, and there are numerous strategies which will be taken from this and will be used in future practice, for example the calm down area, this was a great way to get the students to think about what they had done, and then how the teacher spoke to the pupils individually for them to explain that they had made wrong choices. Furthermore, in my future practice I would also explain to the rest of the class how it is not acceptable to behave in that manner within the classroom as students could get injured, which the teacher successfully achieved.

Both critical reflections and reflective practice are often linked, as they both involve examinations on and individuals practice. Critical reflections however it is seen throughout academic literature to be a broader term than reflective practice as the critical reflection is an approach of understanding of an individual's actions and life (Fook, 1996). Furthermore, it can be argued that there are two main ways that one can be critical with reflection, as one involves examining, and to change assumptions (Mezirow, 1991), and the other one being the focus on power (Brookefield, 1995), however importantly both focusing on the ability to change and improve in future practice. Linking closely with this, there are a number of reflective models which can be used whilst undertaking this process. Additionally, reflective practitioners often ask questions such as what and why they do certain things, in order to learn from their own experiences, furthermore evaluating their practice and drawing out their strengths and weaknesses (Welsh Government, 2019)

Throughout this assignment, from the four observations carried out, four additional assisted reflective conclusion (ARC) models were used in order to gain a deeper understanding of the observations which occurred (See appendices E, F, G & H). These were used to identify strengths and weaknesses of the initially observations and look in greater depth at the situation. Furthermore, these reflections have the ability to strengthen individual development and aid in self-directed learning, but overall improves an individual's knowledge and understanding.

In addition, it is important to explain that there are a number of reflective models which can be used ranging from Kolb's to Gibbs. For example, Gibbs' reflective cycle leads an individual through 6 stages which include description, feelings, evaluation, analysis, conclusion and action plan, in order to give a structure to learning from experiences, this then allows the individual to identify areas of strengths and weaknesses (Dye, 2011; Gibbs, 1988). This reflective cycle allows the practitioner to look at situations in detail, and get an individual thinking about what really occurred in that particular situation. This is something I will look to complete throughout my practice, as I believe it is an effective model to follow as it has 6 stages which can be written about in great detail in order to enhance my practice. Furthermore, I like Gibbs' reflective model as it goes into detail regarding feelings, evaluation, analysis and I like how there is an action plan section where an individual can sum their ideas up and expresses their improvements for next time.

To conclude, as previously explored and expressed it is important to highlight that critical reflective practice is an important aspect in professional development for many different reasons (Fook, 1996), one being to know and understand where to improve within future practice. Additionally, it is also important to express that there are numerous reflective cycles which can be used in order to look in detail at a particular incident, however the approach taken was to focus on Gibbs' reflective cycle as it offers the practitioner to go into detail looking at strengths, weaknesses and look how to go forward in a professional's practice (Gibbs, 1988). Furthermore, it is also to conclude with the importance of the professional

teaching standards in Wales, as already expressed professionals should always take the opportunities to improve their knowledge when they can, therefore highlighting the importance of critical reflective practice in order to improve their practice and know where to go in the future to provide an enriched learning experience for all students and to allow them to flourish in a positive manner, which the new curriculum Donaldson is implementing wants all learners to become the best they can be, whilst having the best practitioners making this happen (Donaldson, 2015).

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Appendix

Appendix A

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/9/2019
Lesson details: Extreme weather: children were finding and writing 'WOW' words to describe a tornado (literacy)
Classroom culture (Are the students focused on learning?) Teacher explained the task well with authentic examples, there was no TA in the classroom and there were 27 pupils. Teacher bases 3 pupils at the front who are LA but the teacher still ensures all other pupils know what they are doing with the use of questioning and mini plenary throughout.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Clear objectives placed on the board for all pupils to see, additionally pupils write these objectives in their books
Direction (Are the students clear about what they are doing and how to do it well?) Teacher constantly asks pupils opening ended questions ensuring everyone is aware of what is expected of them, also the teacher used mini plenaries throughout, however some pupils were relatively quick completing the task some weren't
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) There was a range of resources available to students for example thesauruses, or the iPads to find a range of different words and this engaged all pupils, however this was the only task for the session and some children finished before others, where then children would start talking to others resulting in them being disengaged

Assessment

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

Questioning occurred throughout this particular lesson, lots of opening ended questions to all students to ensure understanding. Additionally, the use of mini plenaries throughout helped students with knowledge and understanding

Specifics / Critical Incidents

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

One pupil got upset as they found the work to challenging for them and started to cry, the teacher saw this and went up and spoke to the pupil and said it was not a problem. The teacher advised the student to go outside to 'calm down' and reassured him that when the pupil returned back into the classroom environment that their belongings would be moved to the front of the class where the teacher could support them further. The pupil returned back into the class and the teacher had moved their belongings and reassured the pupil again that there was no problem and they carried on with their work.

Appendix B**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/2019

Lesson details: coin reveal: use of money (maths) children had to add money up and write how much it was in the box

Classroom culture

(Are the students focused on learning?)

23 pupils: 6 year 2 pupils 17 year 1 pupils

Carpet time to begin with to introduce the lesson and go over what they had previously learnt regarding money all together. Teacher then splits class into their colored groups based on ability and takes and group to complete the work sheets with herself, and another group completed them with the TA. The other two groups had 'choice' however this was still educational

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

There were objectives on the sheets the teacher handed out which explained e.g year 2 adding up to £1 and year 1 adding up to 50p. However, I don't think they were SMART objectives as the teacher didn't explain much more to the students

Direction

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

Teacher re asked questions to the pupils to check understanding, they also used a variety of different methods to check understanding e.g standing up if they thought, using real money and the interactive whiteboard. Not all children understood due to behaviour being an issue and children just chose not to engage in the activity even though the teacher spoke to the children on several occasions

Access and challenge

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

Differentiated work available for children doing other tasks mild, spicy and hot. Teacher marked as they went along helping any children who were struggling. Most students were engaged and challenged however, the LA in the class weren't interested and behaviour was a problem however TA and teacher expressed positive body language at all times

Assessment

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

Open ended questions asked throughout for checking of understanding and the use of mini plenary

Specifics / Critical Incidents

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

Behaviour: the teacher and TA were busy with groups completing the maths sheets where 3 pupils were not engaged in any activities, jumping and running around the classroom, the teacher ignored at first however this behaviour continued and the teacher shouted at the pupils asking why have you done that? As they knocked over some items. The teacher then asked all 3 pupils to go to the calm down area where they could 'think' about what they had done. The teacher then asked the pupils one by one to come up and explain what they had done wrong and why it isn't safe to conduct themselves in that way in the classroom and separated them. At the end of that lesson when all children were on the carpet the teacher explain there has been bad behaviour and how it isn't good and they now know who they can and cannot 'trust'

Appendix C

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: Welsh lesson- focusing on drawing aliens in their books guided by a work sheet with welsh instructions on e.g you alien must have 2 eyes (in welsh)
Classroom culture (Are the students focused on learning?) Year 1 / 2 mix with 24 pupils. Most children were focused as they were split into groups (random) one group was working with the teacher another group (Which I am focusing on) worked with the TA and the remaining 2 groups had choice. The teacher and TA predominantly stayed with their groups to focus on their work.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Lesson objectives were clear an children were reminded of them at carpet time and then a sheet was stuck into their books to also make them aware of the lesson objectives. The teacher and TA made it very clear what was happening and why its important to learn welsh.
Direction (Are the students clear about what they are doing and how to do it well?) Both the TA explained several times to the pupils what they activity entailed and why they were doing it linking it to the lesson objectives
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)

The TA always tried to maintain positive body language however on a couple of occasions they explained how 'welsh wasn't their thing' to me, in front of the children which is portraying negative experiences for the children. The TA marked the work as they went along which was productive however linking to the critical incident, they were marking the work wrong therefore this wasn't affective practice as they were given wrong information to the children

Assessment

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

There wasn't much questioning occurring just the TA explaining what needed to be done

Specifics / Critical Incidents

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

The TA had a group of 6 children completing the welsh sheets 'instructions to draw their own aliens'. They explained on several occasions to myself in front of the children that welsh wasn't their thing and that they didn't like it and they struggled, which I thought was unprofessional. However, the teacher had guided the TA by explaining the body parts in welsh on several occasions to the TA. When it came to complete the worksheets the TA got the words mixed up, resulting in the children getting it wrong. However, the TA was marking the work correctly even though it was wrong resulting in the children thinking their work was right when in fact it wasn't.

Appendix D

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/ 19

Lesson details: Maths lesson- counting up to 50 using coins
Mixed ability groups, 24 pupils several ALN (still referring children) also choice for the other pupils

Classroom culture

(Are the students focused on learning?)

Carpet time to begin with, APK questioning by the teacher for approximately 10 minutes then children went off to complete their tasks, most children were focused on learning

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Yes clear objectives were stated on the top of worksheets for all pupils to clearly access

Direction

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

Most students were aware of what needed to be done when the teacher said is my secret star listening, as they listened straight away

Access and challenge

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

N/A

Assessment

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

N/A

Specifics / Critical Incidents

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

The class at the beginning of the lesson had just come in from play time so they were still excitable and full of energy and were not really focused. The teacher said "is my secret star listening" and all children pretty much immediately sat and listened to the teachers instructions. This occurred again at the end of the lesson, as the children were becoming restless and wanted to go for lunch so the teacher again stated "oh I hope my secret star is tidying up" and again all children started to tidy up. The secret star is chosen 'secretly' by the teacher at TA everyday and at the end of the day if they have been well behaved then they get a reward at the end of the day, if not then they get to try again the following day.

Appendix E

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

Dyddiad/Date: 25/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): A child was thinking of 'WOW' words to describe a tornado but found it too hard and got upset

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was extremely impressed with how the teacher dealt with this situation. There was no TA in the class that afternoon with approximately 30 children, the teacher placed 3 LA children at the front to closely work with, however one particular student found this work too hard and started to cry. The teacher's approach was very professional they had a quiet word with the student to say "don't worry, go outside to calm down and when you come back in I will have moved your things to the front of the class". The child went out the classroom and came back in where their belongings had been moved to the front where they received additional support. I felt this was the correct way to deal with this situation, I was very impressed.
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	I would suggest it was disappointing to see there was no TA in that class when there needed to be one, however I am aware that it's not always possible to have one in the class.

<i>learning experience that were disappointing?"</i>	
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <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>	I would certainly take the same approach the teacher did in this situation, it was very professional the way in which they handled the situation by moving the child in a discrete manner and then was able to help them further.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon 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>	Following on from this, I will look at other ways which could have been used to deal with this situation, however like I have previously expressed I was very impressed with how the teacher dealt with this situation.
Y profiad newydd / <i>Transformed experience</i>	

Appendix F

Model Beirniad Wedi Adfyfyrio (BWA)

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Group of students disengaging in any activities (wrestling on the carpet)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? “What are your feelings regarding the experience?”	I initially felt like the activities which were set out for the students were not engaging, as the teacher explained that they had been on offer for 3 weeks, suggesting the pupils had already completed all the tasks and were potentially bored. I felt though the teacher saw the disengaging behaviour and initially ignored the behaviour which I personally would have addressed immediately, however I did like how the teacher sent them to the ‘calm down’ area in order for them to think about their actions and if it was the correct way to present themselves within the classroom. I was also impressed how the teacher at the end of the lesson in front of the whole class explained how there wasn’t great behaviour in today’s lesson and explained how it’s important to behaviour in the correct manner, which I believe is good practice.
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 dysgi oedd yn siomedig? “What were the elements of the learning experience that were disappointing?”	The teacher at the end of the lesson also explained “I now know who I can and can’t trust” which was controversial as I don’t believe you should say you can’t trust a child especially in front of their peers as this may have affected them. I didn’t agree which this approach the teacher took, and also how when the initial behaviour began that the teacher or TA didn’t address it, therefore resulting in the behaviour continuing when it didn’t have to if it was addressed straight away.
Gwerthuso a dadansoddi/ Evaluate and analyse	There are elements which I would keep the same such as the way the teacher sent all three pupils to the calm down area to think about their actions, and how they spoke to the pupils individually to ask why they

<i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <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>	had behaved in that way. I also like how the teacher explained at the end of the lesson how it isn't safe to act in that particular way in the classroom. The teacher explained how the activities within the classroom change every three weeks and this was the last week of the activities, therefore I feel like these activities were not engaging for the students as they possibly had already completed most of them.
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materion 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>	I would suggest that the activities were changed more frequently so there is always engaging tasks for all students to complete. I will now look at other behaviour strategies which could potentially have been used in this situation, but also take away some great strategies this particular teacher used.
Y profiad newydd / <i>Transformed experience</i>	

Appendix G

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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Welsh lesson TA giving false information to students

Profiad/ <i>Experience</i>	
Teimladau/	

<i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>“What are your feelings regarding the experience?”</i>	Whilst this was occurring I initially wanted to stop and correct the TA, however with the nature of this observation that was not possible. The TA kept explaining to me that welsh was not their thing, which I thought was unprofessional in front of the children. However, the TA asked the teacher for help which the teacher came over and explained, however the TA still got the wrong mixed up. I felt like the teacher could have spent more time explaining to the TA what they had to do in order for them to successfully complete the task
<i>Cofio a Deall/ Remember and Understand</i> <i>Allwch chi restru’r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>“Can you list the aspects of the learning experience that went well?”</i> <i>Pa elfennau o’r profiad dysgu oedd yn siomedig?</i> <i>“What were the elements of the learning experience that were disappointing?”</i>	As previously discussed, I felt when the TA gave the wrong information to the pupils it was unprofessional as they kept explaining how welsh was not their thing. Even if this was the case, I believe that the TA should work on that area in order to provide the best possible lesson for the students within that particular class
<i>Gwerthuso a dadansoddi/ Evaluate and analyse</i> <i>Beth fyddwch chi’n cadw’r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <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 would change the way in which the lesson was introduced if the TA did not feel comfortable in that situation, especially due to the giving of wrong information to the pupils. I would have sat down with the TA before the lesson started to explain exactly what is needed of them, and help the TA pronouncing the welsh words in order to successfully deliver the lesson

<i>“What was the cause of the most important disappointing element?”</i>	
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon 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>	I would suggest that the TA develops their welsh skills in order to provide the correct information to the pupils. I will ensure that if I am delivering a lesson to ensure I know in full detail exactly what I will be teaching in order to deliver the best lessons possible
Y profiad newydd / <i>Transformed experience</i>	

Appendix H

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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Counting up to 50 using coins, lesson just after break, use of secret star

Profiad/ <i>Experience</i>	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>“What are your feelings regarding the experience?”</i>	With this lesson being after break time, the students initially were engaged in the lesson however they began to disengage when the teacher used the secret star method to engage the pupils. I felt like this way really engaged this particular class which was nice to see individual methods working for a particular class
Cofio a Deall/ <i>Remember and Understand</i>	

<i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	I would suggest there was not any disappointing elements of this particular experience, as the teacher selected the correct method for the situation and the class
<i>Gwerthuso a dadansoddi/ Evaluate and analyse</i> <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <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>	I would certainly use this method throughout my practice if it was applicable, as it really did engage the pupils back into the lesson and really focused them back as they knew if the secret star was engaged they could potentially have a prize at the end of the day- linking with Skinner's operant conditioning theory of reward behaviour
<i>Casgliadau a chymau gweithredu/ Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to</i>	Following on from this, I will look at other ways which could have been used to deal with this situation, however like I have previously expressed I was very impressed with how the teacher dealt with this situation and I will certainly use if it suite the particular class I am teaching in

*the disappointing
issues identified?"*

*Beth ydych yn mynd
i'w wneud nesaf?
"What will you do
next?"*

Y profiad newydd / Transformed experience