

ECAD6007

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

Submission Deadline: 29/10/2019 23:59

Word Count: 5109

Introduction

During my first bridging sessions in my placement school, I have been learning to observe lessons and pick out moments from the pupils' learning experience that I find interesting. I've undertaken further research and have identified the next teaching and learning steps that could be put in place to improve the educational experience for the learners and develop our own professional practice. This is known as Reflective Practice (Bright Knowledge, 2019). A critical incident can be anything that has happened in the learning environment that we have decided to research further. An incident only become critical, when we decide to look at it in detail, explore possible triggers, look at how the incident is managed and through a literature review, suggest possible ways in which the incident can be improved upon. By learning the skill of observing and critically thinking about what we have seen, we are able to question our own teaching practice and discover new ways to develop and improve. The present study observes a female pupil who demonstrates several needs from the models created by Dreikurs, (1968) and William Glasser (1965). This incident made me consider the methods of behavioural management used by the teacher, and how important it is for a teacher to understand the individual needs and personalities of their pupils. Through this assessment the incident will be further explored using reflective practice to understand how the teacher dealt with the incident, why this was positive and what might have been done differently. There will also be consideration of what could be the next teaching and learning steps for the individuals involved.

Observation

This section will look at important contextual information about the chosen school, whilst ensuring the school remains anonymous. The primary school that I have been observing is an English medium school with no pupils using Welsh as a first language. The school is

located on two sites a quarter of a mile apart (Estyn Report, 2013). The smaller building houses the Nursery and Reception classes and on the main site, year one through to year six. There are two hundred and eighty-two pupils in the school, starting at three years old up to the age of eleven. The School has nursery, reception, year one and year two classes that make up the pupils' foundation phase. In their juniors they have two mixed year three and year four classes and two mixed year five and year six classes. The school have determined that mixed age classes are beneficial for ensuring class sizes remain appropriate for optimum learning. The advantage of mixed-age classes is that teaching can be modified according to what stage individuals are at in their learning, instead of assuming ability according to age. The Estyn Report (2013) found that 35% of students at the school live in 20% of the top most deprived areas in Wales, and 22.5% of children are eligible for free school meals which is above the national average. Therefore, the school is required to provide for pupils from a variety of backgrounds ranging from relatively prosperous to economically disadvantaged. The Estyn Report (2013) also found that 43% of their pupils being on the additional educational needs register which is well above the national average, and no children are looked after by the local authority.

Methodology

There are very many different types of observation models available to researchers and all of them have their benefits and draw backs. It is important that when working with a school, researchers are ethical and respectful to the natural environment and predetermined rules of the classroom. It is also important that the educational researchers operate with respect for all persons included in the research, including themselves (BERA Guidelines, 2018). The main purpose of observing pupils in a learning environment is to find evidence that can be used by both the learner and the teacher in order to determine the stage of learning at which the pupil is; what are the next steps towards progression and how we can best support them in reaching their goal. The teacher can also highlight any difficulties, misinterpretations and misunderstandings the learner might be experiencing (Observing Children, 2008). For my role as the observer, I took a non-participating role in the lesson. This means that unless a pupil was in any danger, there would be no attempt from myself to intervene. By observing the pupils in their classroom as part of their everyday schooling, we were able to see the children behave in an environment that is as close to their natural environment as possible. This is known as a Naturalistic Observations, where you see the behaviour in its real-world application rather than try and recreate the environment in a test lab (Kendra Cherry, 2019). However, some studies have shown that the presence of an observer can create a short-term improvement in a pupil's performance. This was defined by Henry A. Landsberger as

'The Hawthorne Effect' (Kendra Cherry, 2018). In contrast, upon re-evaluating the original data, no evidence was found to support the traditional interpretation of the Hawthorne" effect (Levitt, Seven D, List, 2011). Originally, I had planned to do a case study in the chosen school, but due to the time allocated for the observations, I felt there would not be sufficient time to investigate a single incident thoroughly enough and provide enough detailed background information on the subjects. A case study recounts the events as they happened in a way that allows others to learn by dissecting key information to find possible solutions. They are commonly used as a helpful teaching aid in business, law and medical schools (Case, 2019). It was then suggested that we used a critical incident instead, which Joshi (2018) defines as a problem or challenge interpreted in a certain context. A critical incident has been defined by many scholars over the years, with a few common threads. Similarly, both Brookfield (1990) and Richards and Farrell (2010) believe a critical incident to be 'unplanned and unanticipated,' that with further, thorough analysis become critical (Joshi, 2018). Using a critical incident in our own practice creates an awareness of something that we like or dislike and wish to understand further. By analysing the critical incident, we learn more about ourselves as practitioners, in turn it encourages us as educators to start this continuous cycle of improving how we operate, and reassessing whether the changes are working. This will enhance our ability to use professional judgement, which is described as drawing upon your own experiences, knowledge and opinion to deal with everyday situations as there can't always be a right answer (Tripp, 2011). Therefore, it is important that we take every opportunity to think critically about our practice.

Four Purposes

One of the recurring concerns of the children and young people during the review of the Welsh Education structure was that the current school's curriculum was out of date (Successful Futures, Donaldson), and wasn't preparing students for the future or the progressive world of work. On the basis of the evidence and analysis of the review, it was decided that the purposes of the curriculum in Wales should develop a student to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society. (Successful Futures, Donaldson).

These four purposes can be further broken down to highlight the key characteristics that, through practice, can be developed through the curriculum. It is broken down further in the Successful Futures document, which makes it easier for teachers to digest. The purposes are very adaptable, and open to the interpretation of each individual teacher and school, which can be viewed as a good or bad thing. Personally, I believe that giving the teachers the freedom to interpret and tailor these objectives for the class in front of them could be highly beneficial to the students.

My critical incident takes place in a Read, Write, Ink session that is set on ability for years one to four (See appendix 4.b. 'Observation sheet'). During the lesson, one of the older pupils in the group is continuously misbehaving, wanting to be a part of the lesson and offering her opinion, but when it is not taken is particularly rude to the teacher and the other children on her table. She is usually one of the first to finish her work and I notice her trying to help the others on her table. After several disruptions from this pupil, the teacher decided on moving the girl to pair her with a boy (from year 2) who had decided he did not wish to write anymore and wanted to practice his parkour around the classroom. I thought the pairing to be unusual at first but the two worked very well together. The girl, once finished with her work, would then work with the boy and give him feedback and assistance on his work. Disruptions to the rest of the lesson were minimal. I believe that the girl showed she was an ambitious and capable learner who not only completed her work but looked for a way she could assist her peers. This could also be seen as meeting the purpose of "wanting to take a full part in life and the world" (Successful Futures, Donaldson), as she assists those closest to her. Although her table were not ready for her help, she showed confidence in her understanding of the work and saw herself as a valued member of that classroom society.

Literature Review

The critical incident brought up many questions that would be suited to further investigation. This included the choice of behaviour management techniques the teacher employed to deal with the disruptions; what motivated the girl in her education; and how giving the girl a role of responsibility in the classroom, changed the way the girl behaved and how that effected the other students. Dreikurs, R. believed that all actions from children were grounded in the idea of trying to find their place in their group, and their actions are motivated by the unconscious needs of a child. This source states that there are the four main goals of the child; Their need to receive attention, contest for power, seek revenge and display inadequacy (1968). In contrast, William Glasser M.D. believed that human beings choose their own behaviour and are at least in partial control of it (1965). He, like Dreikurs, worked on the principle that

humans behaved in order to satisfy the fundamental needs of the species, however in the Glasser's model there are five needs instead of Dreikurs' four. These five needs are belonging and love, to have fun, to survive, freedom and seeking power (Glasser, W. 1965). During the critical incident, the aforementioned girl's behaviour demonstrates traits from both models. Her need for attention was very clear. This could be satisfied when asked for her opinion by the teacher, however, if she wasn't asked, this resulted in her disrupting the class by shouting over the teacher or aiming her frustration at those around her. This demonstrates the unconscious needs to gain attention stated in Dreikurs' model and supported by the need for belonging and love in Glasser's model. Dreikurs, R. believed that if you satisfied the child's needs then they wouldn't feel the need to act out (1968), however, when this girl was not included in the conversation, she would act out, suggesting that the need to receive attention is potentially one of the stronger traits for this individual.

The behaviour of the girl also demonstrated the need for power in both Dreikurs and Glasser's models. While working in groups to answer the teacher's questions, the girl could be quite forceful in putting her own opinion forward, which showed her trying to find her power in the social group. When the teacher looked for feedback from each of the groups, the girl was always keen to give her answer. This shows her need to exert her power and establish her role in the group as a leader. Subsequently, if someone else on her table was asked, she would direct her frustration onto that pupil. I believe this to be evidence of the need to exact revenge in Dreikurs' model. Her verbal outburst directed at the other pupils and the teacher could also be interpreted as a coping strategy when she didn't get her own way, which could link to Glasser's survival need. Whilst these needs are different in character, it is possible for a pupil to demonstrate their need to satisfy both with the same behaviour.

When the group were writing the girl would finish her work first and would walk around the table offering to help the others in her group. She was also clearly happiest when she was allowed to give her opinion and be in control of her learning. This seemed like she was looking for her freedom and was aware of how and what she wanted to learn. Therefore, when the teacher moved the girl away from her group and paired her off with another pupil who was disengaged with the lesson, the teacher gave the girl the responsibility of looking after this younger pupil. With this move, it could be suggested that the teacher satisfied almost all of the girl's needs as during the second half of the lesson there were no disruptions and both pupils completed their work.

It has been well documented that children work well with others and can produce and achieve higher goals when working with a peer. Lev Vygotsky developed a concept known as the Zone of Proximal Development (ZPD). This is the difference in what a learner can do on their own within their own understanding and what they could achieve by working with more capable peers (Vygotsky, L. 1896). John Hattie addressed the question “What works best in education?” To do this he developed a way of scoring various influences that relate to learning outcomes. He found that the average effect size was scored at 0.40 and therefore judged the success of each strategy against this score, he referred to it as the ‘hinge point’ (Hattie, J. Visible Learning). This list is regularly updated and has come from an enormous amount of data. Hattie scores working in small groups at 0.47, positive peer influences at 0.53 and classroom discussions at 0.82 (Hattie, J. 2018). All of these scores are above average and therefore deemed valuable teaching techniques to use. In this critical incident, the girl is paired with a boy who has spent the last ten minutes with his book closed and practicing his parkour moves around the classroom. The teacher gives the girl the role of a More Knowledgeable Other (MKO) and asks her to work with the boy. In this case the girl has shown she has a higher understanding of the work that is being undertaken, whilst the boy has shown he is not interested in writing and this could be caused by not understanding the work. In this situation the teacher has decided that the boy may benefit from one to one assistance and that perhaps one of his peers would be better suited to the role. This creates an effective and efficient pair where the girl shares her knowledge and the boy can see a peer completing the same work, making the boy want to participate in the learning as the end goal more achievable in their eyes (Sofia, A and Mala, T. 2013). The girl is able to offer immediate feedback if and when the boy is stuck, which in turn satisfies the needs of the girl. This can also be known as ‘Peer Tutoring’ which is also on Hattie’s ranking, at a score of 0.53 (Hattie, J. 2018). “The strong tradition of technical approaches to ‘teacher development’ show just how few people realise how teaching is characterised by the need to determine courses of action in situations where knowledge is too limited for there to be a single or obvious ‘right answer’” (Tripp, 2011). Through the teacher’s years of experience and the personal relationships they have made with the pupils, the teacher was able to draw upon previous experiences and devise a plan to best suit this situation. Here the teacher was able to use her relationship with the pupils as well as her previous experiences and critically evaluating her own practice, the teacher has found a suitable method of behaviour management that also enables both pupils to continue participating in the lesson and finish their work.

The term ‘student engagement’ is used frequently in education literature however, researchers are yet to explicitly define what it is (Balwant, 2018). Blumer (1940, 707), said

“concepts that are vague and unclear are an immediate obstacle to effective scientific research and to the attainment of rigorous knowledge”. Kahn (1990), “conceptualised work engagement as consisting of emotional, behavioural and cognitive energy in a work role performance”. In many studies, “engagement is defined as being composed of a wide assortment of educational terms and concepts, e.g. participation, motivation, grades, self-efficacy, etc.” (e.g. Jimerson, Campos, and Greif 2003). During the incident, I started to question the girl’s engagement and motivation towards the work in front of her. Her need for attention and constant external approval could suggest that she is unable to use intrinsic motivation and that without the feedback of others, she would simply stop working.

“Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials” (Coon, D and Mitterer, J.O. 2012) To be intrinsically motivated is to complete a task knowing that we may not be rewarded in any way but do it because it makes us happy. However, to engage with a task purely for an external reward is known as extrinsic motivation. There are two types of rewards pursued with extrinsic motivation, they can be categorised as psychological, such as praise or attention; or tangible, including money or awards. The girl in this critical incident appears to be solely focused on the rewards available to completing the work, such as the praise and attention of the teacher as well as the chance to win ‘Dojo points’ (a points-based reward system used by the school).

Reflection / Evaluation and Next Steps

To critically reflect on the events of the incident is to take meaning from the experience. This process adds depth to an experience and forms links between the content of the course and experiences (Bart, M. 2011). Throughout the critical incident, although the behaviour of the girl progressively got worse, I believed the teacher always had a handle on the situation and that the end result in making the pupil a more knowledgeable other was a success. When dealing with behaviour, it is important to get to its cause. With further investigation, interviews and observation, it could be possible to find out exactly what triggers the girl’s behaviour as I had no way of knowing if this was the typical behaviour of the pupil. Triggers can be actions or events that play their part in prompting the inappropriate behaviour (Victoria State Government, 2018). Through working with the girl, her behaviour could be discussed, and an appropriate behaviour plan could be devised by both parties. This could include teaching the pupil about her triggers, how she can make the teacher aware if she feels like one of them have been set off and how they can work together to better control them.

It was around the half way mark in the lesson when the pupil was paired up and given the responsibility as a more knowledgeable other. Perhaps this could be made in to a more permanent role for the girl. Would pairing the girl up with the same and or different partners each week, keep the girl focused and on task while providing extra assistance to those in the class with her? On the contrary, it could be suggested that the continuous external motivation of being an MKO would become more of a hindrance on the pupils learning. Known as the overjustification effect, research shows that if you are continuously being rewarded with an external incentive, it can decrease a person's intrinsic motivation to participate in the activity (Kendra Cherry. 2019). If this was the case, perhaps it would be worth reassessing the girl's ability and potentially moving her up in to a more difficult ability class. In appendix 4.b. she is overheard saying that the work is too easy for her. This made me think that perhaps the reason she acts out is because she is not being challenged.

There was a sustained flow to the lesson in spite of the disruptions. The teacher would ignore minor bad behaviour and use praise to reward those who showed her desired behaviour. The teacher if she needed to address anything, would do so quickly and efficiently before carrying on with the lesson by using the discussion time to speak to the pupil one to one. The teacher would rarely stop the entire lesson to address one pupil's behaviour, therefore not drawing the pupil's attention to it. I think the flow of the lesson was helped by the way the teacher used a variety of questioning techniques. Read, Write, Inc is a very scripted session which heavily features 'call and response', open and closed questioning techniques. When the teacher wanted a more expansive answer, she would let the pupil's pair up and discuss their thoughts, then share their thoughts with the table before feeding back to the entire class.

In my own practice, I will find opportunities to explore why behaviour occurs and how it can be best managed and looked after. Therefore, I feel it is important to get to the route of the behaviour. Are the pupils acting this way because they are not engaged with the lesson, because of their own personal triggers or because they are not having their needs met? Could it be a combination of the three? The research I have done into this assignment has given me a deeper understanding in to the different possibilities of why behaviour may occur and that it is more beneficial to both the pupils and the staff, in the long run if we are able to find out why the behaviour occurs. As well as learning about behaviour management I found that my time observing taught me about the importance of how a lesson flows and classroom management. In my own practice, I will look to plan alternative strategies and ways to keep the flow of the lesson suitable to the needs of the pupils.

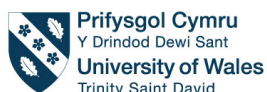
Conclusion

As a future practitioner it is important to build up our own experiences with teaching. Through this assignment, I have conducted observations in my placement schools, looked at incidents critically and connected what I saw in the schools with the theory being taught to us on our course. I have learnt the value of using reflective practice, which encourages us to think about what we do, how it could be done differently and to a better effect. This links to the new professional standards for teaching and leadership; pedagogy, collaboration, professional learning, innovation and leadership (Welsh Government, 2017).

My critical incident brought upon research into why children behave the way they do, what motivates them and how best we can support the pupils that we interact with. Drawing upon previous experiences, notes from lectures and researching these topics further, I am able to establish what theories work for me and “informs professional learning to progressively develop my pedagogy” (Welsh Government, 2017). The role of a teacher is everchanging and every day is different. We work with hundreds of pupils and no two are the same, therefore having the ability to analyse your own practice, look at the outcomes and assess whether anything could be changed to better your practice is incredibly important. This will help us to become great teachers and give us guidance when faced with a problem or a challenge in the future.

In conclusion, I spent two days in my placement school conducting naturalistic observations in a non-participating role where I picked one critical incident to focus on and further explore to enhance my ability to use professional judgement. The girl's behaviour in the class could have been influenced by her unconscious needs (Dreikurs, 1968. Glasser, 1965) and in my own practice I would look to find the route of the behaviour, work with the pupil to find their triggers so that they can feel more in control.

Appendices



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Appendix 4.a.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25.9.19 (11:20 - 12:00)
Lesson details: Maths in ability groups
Classroom culture (Are the students focused on learning?) Most of the class focused with occasional moments of distraction, but completely normal
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes - Two focus groups on task throughout the lesson and two groups with additional provisions if necessary.
Direction (Are the students clear about what they are doing and how to do it well?) Class given brief by the teacher and know what they can do when they've finished the focus task
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most children on task and on focus, majority make it on to the additional provisions.



Assessment

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

Teacher gives instant feedback during recall questioning

LSO walking/talking through the first problem with the class using ping pong style questioning

“Shh”, Single word commands, used to gain attention (usually repeated)

Pupils use traffic light system to self-evaluate

Specifics / Critical Incidents

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

Repeatedly shouting a child's name to get them to stop talking

Boy looks to be losing concentration quickly, swinging on a chair and playing with his ruler. Manages to do the work when on task but without continuous supervision he is lost. Perhaps he's not challenged? Maybe struggling or shy? Perhaps needs more positive reinforcement.

Teacher uses excited voice to reward correct answers

Immediately pulled up for wrong answers

The use of separation, movement around the classroom to get work done.

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

Dyddiad/Date: 25.9.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Boy swinging on his chair in low ability group (math)

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Why is the boy so uninterested? Is the boy being pushed, is the work at the right level for him? Too easy? Too difficult? Does repeating his name work as a way to get him back on task Is there a more effective way to get this boy back on task?
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The boy has limited focus time, can concentrate and do the work when working one to one, but left to his own devices he has no motivation to work. Teacher will call his name out to get his attention, there is no direction after that, it merely snaps him out of his day dream briefly.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	One to One work with the boy is very effective. Working in a small group gives the teacher more opportunity to give individualized help.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Find out why the boy is so distant in this subject? (MATH) Assess whether the work is suitable to his level of ability and understanding Come up with a plan agreed by the pupil and teacher to help improve focus. Assess what tactics will best keep the boy on task and get him back on task Selection of mediums in which the boy can complete the task may be beneficial
Y profiad newydd / Transformed experience	



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:

26.9.19 (9:15-10:00)

Lesson details:

Read, Write, Ink - Focus sound 'OW'
Group of 22 from Year 1 to Year 4 (based on read, write, ink age/ability)

Classroom culture

(Are the students focused on learning?)

Majority of students are engaged with learning on the carpet through call and response, students then made their way to their group tables

Objectives

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

Learning the sound 'OW'
Flash cards, Speaking, Sounding Out, Call and Response, Work Sheets, Spelling and Sentences with the words with sounds

Direction

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

Pupils know what they need to do and are lead through the activities with the teacher.

Access and challenge

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

Majority of students are working hard towards their work, one or two are acting out.



Assessment

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

Dojo points for good behaviour

Marvellous Mistakes

Good 'waiting time' between questions

Peer evaluation given during think, pair, share time

Teacher is giving the children time to discuss and then asking a variety of pupils, not just the ones with their hands up.

Specifics / Critical Incidents

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

Girl A has made comments about the 'Teachers mean face', answering back and shouting aloud that she knows the answer. Very keen to answer questions, tell others how to do the work, will put their hands up but when not asked would shout her answer out.

"we are the smartest ones" "This is really easy for me"

Boy A has closed his book and decided he doesn't want to do the writing part of the lesson. He is still happy to answer the teacher's questions and work with peers but doesn't want to write. This is apparently normal. When the class is writing he is disengaged and has taken to practicing parkour in the classroom.

Girl A continues to act out, likes to play teacher on the table. The teacher has noticed this and paired her with Boy A. Girl is now the More Knowledgeable Other role (MKO)

This partnership seems to have worked perfectly, Girl A is keeping Boy A on track and he has begun to write again. She is finishing her work and quietly getting on with helping Boy A. This has cut almost all of the outbursts and disruptions in the class.

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

Dyddiad/Date: 26.9.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Using disruptive pupil to become a MKO to another who needed assistance

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Uncomfortable at times due to some of the things the girl was saying. Felt the girl was a bad influence on the other pupils as one of the older pupils in the class, encouraging others to be disruptive When the girl was given the MKO title I was surprised to see how well it worked
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?"	Girl had sent the lesson offering up answers and opinions in group discussions and answers to the teacher. If not consulted would become disruptive. After a while of the behavior being ignored to continue with the lesson she was moved to sit with another disengaged boy and be his 'Hepler'. She took on the role seriously and disruptions we all but gone, her work was completed, and she managed to get the boy back on task, offering direct and constant 1-1 feedback.
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?"	Teacher kept the lesson going throughout the disruptions with questioning, call and response, with effective waiting time for answers Majority of the class were keen to learn and offer their answers. Given the girl the official extra role and responsibility brought out a very different side to the pupil
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?"	Believe it would be of interest to discuss some of the things said by the girl before given the More Knowledgeable Other (MKO) to discuss clear boundaries and acceptable behavior. Look at the girl's ability and discuss whether she is in the right ability group and if the work is suitably challenging or not Look at a Behavior plan that is agreed by both the girl and the teacher
Y profiad newydd / Transformed experience	



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:

2.10.19 (10:45 - 11:15)

Lesson details:

Topic Session: Writing task, Writing a daily diary. Writing about yesterday as if it was today.

Classroom culture

(Are the students focused on learning?)

Lots of fidgeting on the carpet, they had just come back from assembly

Objectives

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

Children were focused on the learning while on the carpet and in their groups. Children discussed the timeline of their day and how they could start sentences.

Direction

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

Leaving the carpet, the children were on task.

Access and challenge

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

All pupils were engaged and answering questions on the carpet, asking about the work and sharing what they had done yesterday. The biggest challenge is that they are writing as if yesterday is today.



Assessment

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

Good Work, Well Done, Fantastic - Some praise is starting to feel automatic, whether it is for Work, behaviour or answers.

The feedback hasn't been specific and actionable.

Specifics / Critical Incidents

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

One teaching assistant per table, ratio is about 1:7

Last week we celebrated Marvellous mistakes, today we have children fighting over rubbers.

"Stop moaning and just do your work" followed immediately by "You carry on like this and you'll be in the thinking chair" Both for the same incident within seconds of each other. When the teacher walked off, she put her book away and pencil down.

Pupil was able to help another spell the word Dinosaur, the pupil had asked the teacher a few times but was quiet and shy but the little boy over heard him and came over to help.

Magnetic Eyes

Children could not remember the lessons that they had the day before.

Think, Pair, Share worked wonders and sparked a couple of good discussions

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

Dyddiad/Date: 2.10.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): 'Well Done'

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Hearing the words 'well done' over and over again 3 members of staff in the classroom and all using the same praise tactic, wondered what the children were being praised for?
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	Whether a child was caught sharing their toys, writing good work or anything in the classroom they were all told "well done". This to me felt automatic and almost necessary.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	Children were being praised Children can see that they can be rewarded for expected behavior
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Praise to be more actionable and specific and individualized. It is important to praise the children, but some will not know what they're being praised for and in passing. Children who write one line are getting the same praise as those who write 6 full sentences. Some will notice they get the same praise regardless so why push themselves. Develop a catalogue of responses, take a moment to tell the child why they are being praised. Hopefully this will help to push them and get that behavior repeated in the future.
Y profiad newydd / Transformed experience	



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:

26.9.19 (14:00-14:40)

Lesson details:

Topic Session

Group one, Creative task, decorating their memory boxes

Group two, Written task, writing the answers to questions they had for a mother of a new born

Group three, Free choice, several extra provisions have been set out for group three to choose

Classroom culture

(Are the students focused on learning?)

Small groups for focused tasks have the majority of children on task

Objectives

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

Plan is delivered to the whole class on the mat at the start of the lesson, the teacher called out to each group when it was time to rotate

Direction

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

Groups one and two have an adult working with them and are given immediate feedback and kept on task, extra provision is there for any that need it.

Access and challenge

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

Pupils need a little help with the writing task while others are looking for extended sentences



Assessment

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

Children are given instant feedback through questioning

Lots of uses of 'Well done' "fantastic" "Good Work"

Teacher moves around individuals around the table giving direct feedback with their Green and Pink pens.

Teachers give a limited amount of corrections', so they have small achievable goals to work on in the written work. Instead of correcting every little mistake, work on a few small ones.

Specifics / Critical Incidents

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

Boy A has been spoken to several times for being unable to sit still on the carpet

Boy B is showing a lot of enthusiasm towards the written task and getting it finished. However, he has asked a question that hasn't been answered. The boy is now disengaged with the task and has started to play catch with his pencil.

Boy C has written the word "dance", he has now spent the last 5 minutes dancing in his seat. His peers have almost finished their work. The boy continued to dance until the teacher came back around the table to set the next step of the written task. The boy required smaller chunks of the task to get the work done and an external input to keep the boy moving through the steps.

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

Dyddiad/Date: 26.9.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Boy Dancing at his chair waiting for assistance

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Why is the boy so uninterested? Is the boy being pushed, is the work at the right level for him? Too easy? Too difficult? Why hasn't the boy asked for help? He has written one sentence, the last word is dance, is that why he's dancing?
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The boy has limited focus time, can concentrate and do the work when given lines to copy but once he's copied his work, he does not ask for help. Why is he the only child in the class who can't formulate a sentence?
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The boy is able to copy letters and words correctly to a decent standard, does he know what they mean? How can we move away from this to the next stage in his learning? Working in a small group gives the teacher more opportunity to give individualized help.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Find out why the boy is struggling so much with words Assess whether the work is suitable to his level of ability and understanding Come up with a plan agreed by the pupil and teacher to help improve focus. Selection of mediums in which the boy can complete the task may be beneficial, would he be better suited to a PC, Laptop or iPad
Y profiad newydd / Transformed experience	

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