

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.

A critical incident can be described as a very ordinary event that may become 'critical' through the researcher's interpretation and analysis (Tripp, 1993). Critical incidents are useful in reflective practice as teachers can critically examine lessons and construct a particular event as critical through reflective inquiry. This not only grounds educational research and theory but does so within the reality of teachers' everyday practices, whilst continuously reflecting on their own underlying beliefs to demonstrate the impact this has on students learning. This essay seeks to critically evaluate a very everyday event, also known as a critical incident obtained from the method of observation within a classroom. This will be achieved by linking the critical incident observed to one of the four core purposes in Donaldson's (2015) *Successful Futures*, followed by a discussion of the literature surrounding the topic of the critical incident. Based on this, a reflective model and evaluation will be used to help identify the next steps for teaching and learning for the critical incident. Firstly, I will discuss researching within an educational setting and the school context of where the research took place. This will lead into an outline of the methods used, whilst considering different observation models to give a rationale for the method employed.

When conducting research within an educational setting, BERA (2018) guidelines should be adhered to at all times. A guideline of particular importance is that of confidentiality and anonymity, as "researchers should recognize the entitlement of both institutions and individual participants to privacy, in accordance with their rights to confidentiality and anonymity" (BERA, 2018, p.21). In line with these guidelines when discussing the critical incident and the school environment, the school, teachers and pupils will not be named and in places pseudonyms will be used. An overview of the school's demographics will be described and are of importance because case study research is studied in reference to the specific context in which it is situated (Ashely 2012 p.102). Hence, this not only provides context to the critical incident, but also to the observation, recommendations and reflection.

The observation was conducted in a year two class in a primary school in South Wales. The school is a large school with approximately 517 pupils on roll (School X), with below average free school meals, additional learning needs and English as an additional language pupils (School X). The classroom where the observation took place was comprised of 28 pupils and 3 adults; one teacher, one teaching assistant and a student teaching assistant. There were 4 tables set up for group work, a carpet area to work on, a reading corner, and a quiet corner. On entering the room for the observation, the pupils were sat on the carpet ready to begin a maths lesson on estimating. From the snapshot observed the class generally seemed to be hard working and well behaved, whilst the majority of pupils remained engaged with the tasks they were given.

Observations can be described as the use of our five senses to orientate us to the environment where social interaction can be transformed into information about how people behave (Angrosino, 2016). Observation has been described as one of the key and most well-established methodologies used within the field of educational research (Allwright, 2014, p.11). Consequently, observation was used as a method for this research to discover a critical incident within the classroom. Wragg (2012), supports this view as observations are now one of the most common methods used within the classroom, not only for the purpose of developing professional practice of a teacher, but also for initial trainee teachers to learn, experienced practitioners to enhance provision and government agencies to develop the curriculum.

Nonetheless, observations are usually used with a collection of research techniques in order to gather a holistic image of what is being researched. For example, observations are frequently used in the development of case study research (Walshe et al., 2012). However, a case study was not employed in the present research as, despite its strength of allowing a lot of detail to be collected, the research had time constraints where a case study was not appropriate. In addition, Bazeley (2016) suggested that we should not limit qualitative research to one method but draw upon multiple methods to enhance research and therefore be able to offer alternative approaches of phenomenon (Archibald, 2016, Wolcott, 1988). Consequently, if the research was to be undertaken again a more robust method might include a case study with the use of interviews in addition to observation.

It is important to distinguish between different observation models, notably participant and non-participant observation as depending on which method used a researcher's observer bias might be greater. Firstly, Jorgensen (2015) describes participant observation as a unique method whereby the researcher interacts with individuals in everyday settings, while simultaneously collecting information through the means of observing. Next, in non-participant observation the researcher may be described as being a detached observer, having no relationship to the group being observed but observer bias may be high (Punch and Oancea, 2014 p. 199). A dual role of taking on participant and non-participant observation has been suggested by Spradley (1980), where the researcher both participates and observes. A dual role of observation models was adopted within this research by taking the role of the non-participant by taking fieldnotes and being detached from participants, but also a participant observer by interacting with pupils and teachers in the classroom. However, regardless of whether participant or non-participant observation is used the mere presence of someone new coming into a classroom will inevitably change behaviour. This consideration refers to observer bias and the Hawthorne effect, where the awareness of being studied may have an influence on participants behaviour (Chiesa and Hobbs, 2008). This is difficult to resolve in a classroom setting but, Chen et al. (2015) suggested it can be reduced by shortening observation times, taking a participant observer role and performing unannounced visits which are more likely to be representative of everyday behaviour compared to scheduled visits. Thus, by taking the dual role of participant and non-participant observer, observation bias was reduced compared to if non-participant observation was carried out in isolation.

Within the observation method employed, a critical incident method was also adopted. Tripp (1993) suggested that critical incidents are mostly direct accounts of very ordinary events but are rendered as 'critical' through the researcher's interpretation and analysis. A critical incident relates to a particular occurrence or event that may illustrate or emphasize a specific feature of a teacher's behaviour or learning style (Flanagan, 1959; Wragg, 2012; Cohen et al., 2011). Similar to the observation method used in this research, critical incidents could additionally be argued as subjective because they rely heavily on the researcher's interpretation. Despite this, it has been argued that the critical incident method may be the most encouraging means of improving teaching because it not only grounds educational research and theory but does so in the experiences of teachers' ordinary experiences (Tripp, 1993; Cohen et al., 2011).

The critical incident observed and chosen for this assignment comes under the broad theme of 'Three before Me' within an education setting. Baker et al. (2016), describes this as a

strategy employed in the classroom with the aim of preventing disruption and over-dependence on the teacher. The strategy may also be referred to as 'Yes with a Clarifier', "Ask 3" or "SPOT – Self, partner, other, teacher", which teachers may employ to effectively manage their classroom.

The critical incident began a few minutes after the pupils had been set on task when Pupil A, who was part of a group working independently, approached the teacher to ask, "what am I meant to be doing?". The teacher, who had already begun work with another group, abruptly replied "Pupil A, I am not repeating myself just for you, you should have been listening the first time. Go and ask someone else, I'm busy with my group now". Pupil A did not respond to the teacher and walked back to the table where the group were getting pencils to begin colouring in flags of the world. Pupil A did not ask anyone in the group what the task was or for advice on what they were meant to be doing. Pupil A spent the following 40 minutes off-task talking about hobbies to peers within the group and children from other groups who had finished their work, this resulted in Pupil A being off task for the entire lesson and not completing the task that was set.

This can be specifically linked to pupils becoming "ambitious, capable learners who are ready to learn throughout their lives". The term 'ambitious' in this context can be described as representing high prospects and placing no artificial restrictions on achievement or challenge for any individual. (Donaldson, 2015, p.14). The critical incident described above could be argued in contrast to this purpose as at first it seems that Pupil A was not an ambitious learner, as they failed to participate in the task and did not strive to ask someone else for an explanation or assistance on the task. On the other hand, it may be argued that Pupil A was being ambitious and tried to be a capable learner by asking the teacher how they could be on task but due to the reply that the teacher gave, they felt rejected and therefore did not want to complete the task.

An important distinction to make is that the four purposes come under the new curriculum for Wales which is in the process of being implemented. Hence, it might be that the incident does not relate to any of the four core purposes since it has not been implemented in the school where the research took place. Nonetheless, using the strategy of 'Three before Me', has the potential to create ambitious, capable learners who are ready to learn throughout their lives

by encouraging children to rely on one another as capable learners whilst also encouraging independent learners.

The next section of this essay will focus on the academic literature surrounding the critical incident under the broad topic of "Three before Me". Salopek (2011) suggested that this strategy can be used when a teacher is working in groups or in one-to-one situations, so children working independently still have the means to retrieve help without interrupting a teacher. This suggests that the strategy would work well in a foundation phase setting where collaborative group work is a common feature of lessons. However, Saltman (2012), proposes that it takes considerable effort to assist pupils in developing this sophisticated thought process and self-reliance that is mandatory for making decisions and seeking solutions that may alternatively be provided by the teacher. He also highlights that is exceptionally difficult to exercise within the lower part of the school as younger children rely heavily on teacher instruction.

From linking the critical incident to one of the four purposes it became apparent that Pupil A was not able to be an ambitious, capable learner who was ready to learn throughout their life because they did not have the tools to do so. It is important to question whether if Pupil A was given the tools to conduct the work, rather than being briefly told what to do, would they have still withdrawn from the task? Although this is impossible to answer, it can be further explored. Providing children with the tools to complete their work can be termed as scaffolding, coined by Wood et al., (1976) which refers to the social support that is provided to a pupil enabling them to conduct a task that they do not yet have the ability to complete independently. More recently, scaffolding has been used as a synonym for support that is contingent, diminishes over a time period and intends to transfer the responsibility from the teacher to the pupil in order to improve learning (Van de Pol et al., 2010; Van de Pol et al., 2013). Scaffolding is also embedded within educational theory and can be specially related to Vygotsky's (1978) Zone of Proximal Development (ZPD), a teaching method aimed to develop pupils learning through working with a teacher or a more advanced other to achieve their learning goals. Fani and Ghaemi (2011) noted that Vygotsky never proposed a specific methodology for use of ZPD in classrooms, but within the last decade a range of scaffolding methods have been used. Popular examples include; providing text-books, heuristics which guide pupils through the steps to follow, success criteria, continual feedback as pupils complete a task and the modelling of a successful task by a teacher (Wass et al., 2011; Wass and Golding, 2014).

In relation to the critical incident, the teacher refused to help scaffold pupil A's activity because they were busy with their own group and had already gave direct instruction on Pupil A's task. Within the new curriculum documents, Donaldson (2015) highlights the importance of direct teaching for teachers in the twelve pedagogical principles and describes this as necessary. Donaldson (2015), uses Hattie's (2009) definition of direct teaching which includes employing strategies such as; learning intentions, success criteria, modelling the activity and evaluating if students understand the task. Interestingly, within the critical incident observed, none of Hattie's (2009) recommendations were employed by the teacher in explaining the task to the group working independently which Pupil A was in. Despite the new curriculum not being fully implemented in schools yet, these strategies may have been useful to scaffold Pupil's A task.

A successful success criteria is a step by step guide providing exemplars of pupils expected work from the lesson (Glasson, 2009). Clarke (2008) highlighted the significance of learning objectives and success criteria as they allow pupils to employ control over their own learning by enabling them to become conscious of the expectations and recognise what success criteria are going well and which are not. However, Didau (2015) questioned the effectiveness of success criteria and posed the question of whether each pupils education could be effectively measured by the teacher in turn to adjust their preparation for the following lesson. Despite this criticism, the use of a success criteria in classrooms is valued by children as they provide help when there is confusion in learning as well as become useful tools in assessment for learning strategies such as peer or self-assessment (DeLuca et al., 2018). The importance of a success criteria was also supported by Black and Jones (2006), in addition to modelling an activity where a teacher may take pupils through a concrete example to communicate the value of a success criteria which are sometimes stated in abstract inaccessible terms.

Linking this back to the critical incident, Teacher A did not provide Pupil A with any form of scaffolding which is crucial when giving direct teaching instruction (Donaldson, 2015). This could be one reason for why Pupil A was off task and remained off task for the entire lesson, without exercising the three before me strategy. Consequently, a possible solution for Teacher A would be to implement a scaffolding strategy such as a success criteria, which could be followed by the strategy of three before me thus, ensuring Pupil A has a range of resources available to complete the task. Nevertheless, Arnold and Walker (2008) suggest that the process of scaffolding is more commonly associated with academic learning which is relevant as the task for Pupil A was to colour in flags from the rugby world cup, a task that may be argued as less academic. Moreover, an alternative reason behind Pupil A being off task, might

be more to do with the simplicity of the task itself rather than not having the tools to complete the task.

The next section of this literature review will consider the implications of a child's motivation for the completion of a task. Lameier et al. (2018) propose that motivation is a crucial element within learning and manipulated by numerous considerations such as; self-regulation, interest, personality, self-efficacy and abilities. Ryan and Deci (2000) support this view and suggest that motivation is essential to learning and can be defined as being "moved to do something". Motivation is the engine that not only drives learning, but also teaching and is the construct of what forces learners to put time and effort into a learning task (Bransford et al., 2000; Stiggins, 2001). Fundamentally, motivation as a term was coined by Maslow (1962) who suggested that there is a hierarchy of human needs where every individual has a sequence of motivating factors or needs that can be classified into five groups, physiological, safety, social, esteem and self-actualization. The hierarchy model implies that these needs are in specified order of importance to each other, hence basic needs must be satisfied first before the other needs can be addressed. Within the classroom and the critical incident observed this suggests that Pupil's A basic needs may have not been met because they disengaged from the task at hand. For example, Milheim (2012), suggests that students need the basic physiological needs such as having breakfast before coming to school to be able to move within the hierarchy model. In this context, a potential reason for Pupil A withdrawing from the task might be because their basic needs were not being met.

Nonetheless, Maslow (1962), believed that intrinsic motivation was distinctively superior to extrinsic since individuals are motivated to achieve "self-actualization". Intrinsic motivation within the primary school setting arises from a desire to learn a topic as a pupil may have an interest for the subject which brings enjoyment and self-fulfillment, compared to extrinsic motivation which comprises as a desire to perform and succeed for the sake of accomplishing a task (Csikszentmihalyi & Nakamura, 2005; Ormrod, 2011). Subsequently, it is evident that a child's motivation will inevitably affect the completion of a learning task, especially their intrinsic motivation. In the critical incident Pupil A, may have not had an interest in colouring in world flags, thus when pupils are not motivated they are more likely to disengage from a task (Lameier et al. 2018).

Moreover, an interesting point to explore would be the possibility of Pupil A being a more able and talented (MAT) learner. Berman et al. (2012) suggests MAT pupils in most classrooms experience a slow pace of instruction, an unchallenging curriculum and a form of ignorance

by many of their instructors. More recently Stephen and Warwick (2015), described the provision for educating MAT learners to be a major crisis within the UK, and despite Wales' recent shift to recognise and improve teaching for MAT learners, teachers still fail to recognise MAT learners as a category of special need (Davies et al. 2018). No data was available from Teacher A to address whether Pupil A was a MAT learner, however if this was the case then the problem lies with Pupil's A motivation. The issue of MAT learners who lack the motivation to participate in school or to endeavour in achieving academically might therefore reflect an incompatibility of the child's motivational goals and the opportunities presented by the teacher in the classroom. Reis and McCoach (2000) believe that MAT pupils who are not challenged in the classroom demonstrate integrity and courage when they refuse to complete a task that is below them intellectually, they refer to this as 'dropping out with dignity'. Furthermore, Pupil's A actions within the critical incident links to Maslow's (1963) hierarchy of needs. It seems that Pupil A was perhaps a MAT learner and so their basic needs were not being met as the task was not challenging enough and there was no additional academic work available from the teacher. One possible solution would be to create a classroom that was inclusive to MAT learner needs, this should incorporate activities based on their unique needs and space for more challenging work to be accessed in a curriculum and pace tailored to them (Tomlinson et al., 2005;Feldhusen and Dai, 1997).

Within the field of educational research and teaching, reflective practice is a key component. Finlay (2008) outlines reflective practice as knowledge throughout and within experiences to gain new understandings of the self and practice. In terms of teaching, this means that teachers should engage in evidence-based reflective practice thinking about their underlying values and beliefs to articulate what they do, why they do it, how they do it and what impact this has on students learning (Farrell, 2008; Farrell and Ives, 2015). There are several different reflection models which all aim to help make links from one experience to the next, for example, Kolb's (1984) Learning Cycle highlights reflective practice as a tool for gaining conclusions and ideas from an experience. For the basis of this research, Gibbs' Reflective Cycle (1998) has been used. This model is based on six stages, leading from a description, to feelings, followed by an evaluation and analysis of the experience, to a conclusion and the creation of an action plan.

Reflecting on the critical incident my feelings towards the event are mixed. Regardless of whether Pupil A was a MAT learner, or didn't have breakfast before school, Pupil A was disengaged with the task which could have been resolved by the teacher simply checking up on them. Perhaps if the teacher was to provide more scaffolding for the task, Pupil A may have

engaged. After the critical incident took place, the teacher remained with their group for the whole session without having any interruptions. This worked well in the classroom as the group with the teacher had continuous assessment for learning in terms of feedback and questioning. However, this same attention was not given to Pupil A when they needed it. Perchance, that the teacher took one minute to assist Pupil A, then Pupil's A outcomes for that task and learning for the lesson may have been very different. Gibbs (1998) recommends developing an action plan for the practitioner including strategies for development to improve future practice (Husebø et al. 2015). This action plan could include strategies discussed in the literature review such as implementing a success criteria and modelling an activity, no matter the simplicity of the activity. It might also include, keeping strategies such as three before me, but teaching pupils how to use this successfully to develop their learning. This action plan should be implemented, following the next teaching and learning steps mentioned and re-visited for evaluation after it has been employed in the classroom. This will allow practitioners to view the impact these strategies have on students learning and whether it is worth their continuation.

Reflection models are beneficial because they help practitioners integrate theory with practice, while shaping professional decision-making to help develop emotional intelligence (Hatlevik, 2011; Butler, 2016). Within the classroom the use of a reflection model may assist teachers by encouraging analysis and reflecting upon their day-to-day social interactions to improve their professional development (Camburn and Won Han, 2015). Being on an initial teacher training programme, reflection will be fundamental in informing not only my professional development but also my personal. Reflection is a fundamental aspect of the new Professional Teaching Standards (PTS) and runs throughout, for example within the five values 'professional learning' can be described as using reflection to test and encourage professional learning to progressively develop pedagogy (Professional Teaching Standards, 2019). Within my own practice, I aim to use Gibb's model of reflection to record my feelings after a lesson, evaluate and analyse this and to conclude with the creation of an action plan to improve my own teaching performance. Additionally, this model of reflection will not only enhance my professional development but also personally, by developing my own confidence and resilience.

To conclude, implicit to all that has been discussed is the impact that a critical incident has for not only the children's learning but also the teachers, through the process of analyzing, evaluating and reflecting upon an event. It appears that taking a critical and evaluative

approach is fundamental within an educational setting in order to reflect and learn from the experience. A more robust methodology for future research might include a case study for gaining more comprehensive information regarding an observation setting and the context of a classroom. A review of the literature suggests that scaffolding, motivation and the consideration of MAT learners are all tools that on reflection could be used for the next learning steps. The points I have discussed lead me to believe that the role of the reflective practitioner in Wales is fundamental for learners, embedding theory into practice and professional and personal development. This is of particular importance within the new Professional Standards for Teaching and Leadership as reflection runs throughout pedagogy encouraging the practitioner to become a reflective practitioner.

Appendices

Appendix 1: Observation 1

Obs 1.

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	25.09.19
Lesson details:	Group work - maths - estimating. Year 1 class Group 1 - measuring dinosaur print (in) Group 3 - whiteboard work with 2 dig it numbers. Group 2 - estimating / measuring each other (TA)
Classroom culture (Are the students focused on learning?)	Most students I am seem focused on learning - "magnet eyes" - Teacher used to make sure they are all looking at her while intro takes place. group 4 - colour flags from rugby world cup.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	- Purpose - to learn about estimating. All groups doing different activities which rotate each day. - Activities are engaging (dinosaurs theme) but also learn about estimating.
Direction (Are the students clear about what they are doing and how to do it well?)	- Teacher, LSO + college students have their own groups - ensured most people are on task. - Critical incident -> one boy off task - unsure of what to do. L7 learner knew which to hold measuring tape - he to be successful in measuring.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	- All children engaged - this works well by working in groups + ensured every child has a say and can be questioned on the task at hand (AFL).

engaged through whole lesson.

*no success criteria.

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

questioning - pick individual children to ask questions at start and throughout activity.

End of session - plenary / 10 min → repetition of this. Asking students same question over + over.

3 dojo points for pupil A if they get ~~une~~ correct answer.

pick individual children to stand up + teach / tell the rest of class about their activity. Pupil A - at start of lesson unsure of estimating, through questioning still unsure but towards end of lesson pupil A could tell when class.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

* Magnet eyes - do children know what 'magnet' are / how they work / if not how can they produce magnet eyes?

* pause / stare - silence - wait for child to stop talking. Thank child for finally stopping talking while teacher is teaching.

* Pupil A off task - wondering around / talking. Then asks teacher what ~~that~~ meant to be doing - teacher says "No - I'm not telling you because you should have been listening" - "go and ask someone else as I'm busy with my group".

in independent group with no adult.

Student still off task for 40 mins + doesn't ask anyone else what to do.

link this to 3 before me literature - trying to develop independence in the classroom - but was not effective in this case

Appendix 2: Reflection 1

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Obs 1

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

Dyddiad/Date: 25.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil A - unsure of task, teacher refuses to help after already explaining task. Asks pupil A to ask someone else to explain task / help. (3 before me)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- I like the '3 before me' rule, however in this case the rule didn't work, hence that child's learning was limited in this lesson. - My feelings are mixed as although the teacher was busy - the child should have been supported.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	- The teacher had already explained the task - hence refused to explain again. - However, the pupil didn't ask or check with anyone else such as a friend what they were meant to be doing. Hence that pupil was off task for majority of lesson. Teacher didn't check back on pupil. It was only in the last 10 minutes that the pupil finally asked a friend so became on task.
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?"	- Keep 3 before me - link to independence part of new curriculum + creates collaborative work / ~~help~~ (peers helping peers). - Keep the 3 before me as it ensures effective learning for students working with adult (no interruptions). Also allows pupils to teach each other what they are meant to be doing.
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?"	- Check back on pupil later to see if they are still off task - if still off task then they should receive assistance - otherwise their learning is negatively affected. - Have 'three before me monitors' to check everyone is on task. - MAP learner? - was the task too simple for him
Y profiad newydd / Transformed experience	

hence Pupil A had no motivation. Thus the teacher should have supported the child by giving work that could challenge Pupil A.

Appendix 3: Observation 2

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obs 2.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26.09.19.
Lesson details:	Instruction Writing ordering words / interesting verbs 3 groups - 2 writing with 1/1A - other cutting out 2-d shapes
Classroom culture (Are the students focused on learning?)	- Students with adults focused and engaged on writing task. - Given dog's challenges to complete however students seem to be having free choice → not doing dog's challenges.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	- Yes. After planting seeds the previous day - they are now writing instructions for someone else on how to plant seeds. Clear focus on ordering words - firstly, secondly, lastly, then etc.
Direction (Are the students clear about what they are doing and how to do it well?)	- Success Criteria written in two places - visible for both groups. Includes the focus of using ordering words and stretching to use interesting verbs. - Support through group work - constant feedback on how to be successful from teacher.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	- Lower ability students engaged and able to do work on with 1A support. - Students who are off task - outside / in the corridor 'Street' don't seem challenged. ↳ However, later on groups are swapped ensuring that every child has a chance to work doing writing / with an adult.

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Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? - Questioning - positive reinforcement of dgo points. - White boards as intro on carpet - write instructions to see how much was remembered from yesterday's lesson. - Constant feedback throughout writing task - monitoring of handwriting, spelling, capital letters etc.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - Beginning of lesson (through intro) - all students sat on carpet (bar two who are sat with TA. Why? Extra support to help with writing. However only these two children get this support while other children are sat on carpet with teacher. ↳ what about other lower ability children? - Behaviour management - Teacher: "make the right choice you know that this is not how we behave - you will get a yellow card" - child A behaves. Teacher: "thank you, well done for making the right choice" - assures child that correct behaviour is a choice. - Having free room of classroom while doing majo challenges. (these challenges can take place in class in view of teacher / outside / in corridor (not in teacher's view). ↳ Independence or chaos? ↳ How can the teacher see if effective learning is taking place? ↳ cannot tell if children are challenged. - task - Children off - free play + not completing majo challenges.	

Appendix 4: Reflection 2

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

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): free room of classroom / corridor / Outside space when not working with adult doing 'dojo challenges'

Profiad / Experience	
Teimladau / Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- Good sense of independence that the children have - however unsure of how effective this is for learning as alot of pupils off task.
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?"	- within class 2 groups working with adults - but 1 group working independently. - meant to be doing dojo challenges - however they seem off task - nearly all the group are playing.
Gwerthuso a dadansoddi / Evaluate and analyse "Beth y gallid 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?"	- Keep independent learning / free room of classroom but police in different ways. - Links to new curriculum.
Casgliadau a chamau gweithredu / Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	- Ensure dojo challenges were engaging / interesting so that students want to do them. - select policing / leader children in each group who are in charge of ensuring dojo challenges are completed.
Y profiad newydd / Transformed experience	

Appendix 5: Observation 3

Obs 3.

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02.10.19.	
Lesson details:	group 2 - maths sums group 3 - finishing shield.
Creating a poster (group 1) Deforestation - help to educate the whole school.	
Classroom culture (Are the students focused on learning?) - Yes - engaged and asking lots of questions. - While completing maths task - students talking, not off task but slows work down. - not told to be quiet or to re-focus on the task at hand - they seem to be responsible for their own learning.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Purpose of creating a poster - literacy linked to deforestation. (geography)	
Direction (Are the students clear about what they are doing and how to do it well?) - Yes - success criteria developed by the pupils and in clear view (on the board) while doing work. (literacy).	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Groups rotate throughout the morning activities - all children have a chance to do literacy and maths task. - lower ability able to engage while higher ability are encouraged to speak on their own, use interesting vocabulary etc.	

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

- Questioning - throughout the video of deforestation to ensure pupils understanding of what it is.
- Whiteboards at the end of lesson - ~~make~~ create a poster to show everyone what you have learnt.
↓
Chooses pupils to stand up and show/read their poster to the rest of the class → a plenary to show what they learnt during the morning session.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

- Questioning - "hands up" - but often takes answers from pupils who shout out. Conflicting message to pupil - are hands up / shouting up best?
- Pupil A - spent 10 minutes sharpening her pencil at the bin. - teacher hasn't noticed or questioned this. Routinely goes back to the bin (4) times to sharpen the same pencil. - not told to sit down or noticed as teacher is busy work with a group.
- Tidy up time - mainly all girls tidying up. Boys continue to play/walk around. Teacher doesn't acknowledge/notice this - continually asks to ensure everyone is tidying up.

2 girls singed out at end of lesson as being "super tidy"; but no boys.

why? → links to the issue of boys + girls Stereotypes - acceptable for boys to continue to play and not contribute to tidying up - link to the saying of 'boys will be boys'.

- Gender roles → women more likely to be used to chores such as tidying up.

However this should not be the case at such a young age?

Appendix 6: Reflection 3

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

Dyddiad/Date: 02.10.19.

Digwyddiad critigol (Ffocws)/Critical incident (focus): tidy up time - where majority of pupils are girls. Boys continue to play / talk / walk around but do not engage in tidying up.

Profiad/ Experience in tidying up.	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- Unfair for the girls to be expected to tidy up and the boys allowed ~~to be~~ to continue play / work. This reproduces Stereotypes of gender roles from a young age.
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?"	- End of the session, tidy up time song is played so all students know they have to stop their work and tidy the classroom. - Girls straight away tidy up - boys continue to talk / play. - Boys learn that it is acceptable for the girls to tidy up the mess while they continue to play.
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?"	- Tidy up time song - instead of telling everyone to tidy, ~~the song~~ the pupils learn that the song means they have to tidy.
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?"	- Ensure all pupils are tidying. Encouragement from the teacher for boys to tidy. - A possible solution would be to nominate tidy up monitors - 2 different people everyday whose job is to ensure everyone is tidying. 1 girl and 1 boy - gives expectation that both boys and girls should be tidying.
Y profiad newydd / Transformed experience	

Appendix 7: Observation 4

DSS 4

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	02.10.19
Lesson details:	Create a leaflet based on a puppet show performance.
Group work	1 teacher 2 groups on mojo time (this is in class, outside or in canteen).
Classroom culture (Are the students focused on learning?)	Yes - all students begin sat on the carpet listening to direct instructional teaching from teacher.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	purpose to create a leaflet activities take place under supervision / with help of adult - scaffolded learning.
Direction (Are the students clear about what they are doing and how to do it well?)	Yes - activities take place with an adult. The students have their own template to complete. Success criteria - written on board in front of students but all explained to pupils during carpet time.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Different templates depending on group - MAT learners are able to engage / write more.



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Assessment

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

- Questioning - what is a leaflet? What are the key features? - reinforcing learning
- Work on the board - an example leaflet. After direct instruction students take turn to identify features and circle them on the board. - Assessment informally. After.
- Success criteria - written on small clips of paper and given to each pupil - in view of all pupils.

Specifics / Critical Incidents

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

- Two pupils at the back of carpet continuously talking despite being asked three times to be quiet. → Eventually pupils are separated from each other and told not to sit together again.
 - Once the pupil who was moved is called to do work he explains that he doesn't want to do it because the work is 'boring'. Teacher tries to calm down the pupil, but pupil throws pencil on floor and walks out of class.
- based on one pupil.

Appendix 8: Reflection 4

Obs 4

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

Dyddiad/Date: 02.10.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupil caught talking several times eventually moved. Then the same pupil becomes angry and refuses to do their work.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	My feelings are mixed. The teacher had to tell the pupil off for talking, however the pupil continued so the punishment was worse and the pupil reacted in a negative way.
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?"	- This child disrupted the whole class learning during carpet time. - Due to child becoming angry his own learning was negatively affected.
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?"	This incident could have been dealt with better, however the pupil needed to be moved because he kept talking, hence this could be kept the same.
Casgliadau a chamau 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?"	Next time: one solution would be to speak to the child directly after carpet time to explain why they were moved and give reason to the action. This might have resulted in the child not getting angry and refusing to do work because the incident could have already be dealt with. - Another solution would be to have 'spots' on the carpet to ensure that those who are to talk + not listen are sat and sat I need to even over.
Y profiad newydd / Transformed experience	

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