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Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☒	☐	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	☒	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	☒	☐	☐
4. Key Transferable Skills	☐	☐	☒	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I feel that I have reflected well upon my own practice and identified areas that I need to improve on. I also feel that I have a lot of literature to support the findings in the lesson studies.	I feel that I could have expanded more on some points and felt that some areas were descriptive. I also think that I could have gone into more detail with the results from the lesson studies. Upon reflection, I should have made reference to Donaldson (2015) as a result of the developing curriculum.

Student's Name	1702921	Date	15/04/18
Student's Signature			

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Aim, focus and purpose of the research

During Professional Teaching Experience one (PTE1), I was placed in a reception class. The classroom was large as it had 50 reception pupils and 2 class teachers. All 50 children were placed in ability groups and would work in these groups throughout all focused activities. Whilst teaching and working with the children, it was brought to my attention that there was little peer support or peer learning during the focused activities. Most of the children would complete tasks independently or alongside the teacher or teaching assistant. In addition, the children would go and choose from the enhanced or continuous provision once the task was completed rather than support a friend in their learning. As a result of this, I wanted to conduct research to determine whether children support their peers learning naturally or if it is something that needs to be taught at home with siblings and in school with friends. This research project aims to examine if children use peer support within classroom activities such as focus tasks to aid their learning. Throughout this project, I will also consider how the children use collaborative learning in the classroom and if peer support is a process that the children need to practice in order to gain purposeful learning within the Foundation Phase. This small-scale research will be conducted over 2 days with a partner.

Research context

Both my partner and I were in a Foundation Phase classroom for PTE1 and were interested in peer learning within the classroom. Both my partner and I have seen peer learning be implemented well within a year 5 class and were interested to see if children support their peers naturally, go to their peers for help or if it is something that needs to be taught. I discussed this with my partner and she said that within her class, the children were used a strategy called talk partners during carpet time and also during focus tasks. During my time in reception, I saw little collaborative learning or children referring to their friends for support in their learning. After much discussion with my partner, we both decided that our research question would be 'Do children use peer support within focus tasks to help their own and others learning within the foundation phase?'

Observations would be carried out within the Reception class first. From the observations, I would like to see if the children use peer support during this task without prompting from the teacher. The second observation will be implemented in my partners classroom within a year 1 class. During my partners observations, the

children will be grouped in the hope that they support their peers during the activity. Within the year 1 class, the children are used to working with their talk partners during carpet time activities and task introductions. My partner and I are hoping that we see more peer support within the second observation as a result of this.

Short overview of relevant literature

According to Mastergeorge and Webb (2003) collaborative learning is where children support each other's learning. This can potentially development pupils learning and attainment as well as motivation and self-esteem (Mastergeorge and Webb, 2003). Furthermore, peer learning can help develop a child's self-esteem as they can explain a topic to a friend and receive praise and acknowledgement for their efforts (Mastergeorge and Webb, 2003; Topping, 2005).

Similarly, authors such as O'Donnell (1999) and King and O'Donnell (2009) state that children are more likely to learn from their peers and are also more likely to ask for help from peers than a teacher or adult. Children are also more likely to learn from their peers due to the high level of social interaction (King and O'Donnell, 2009). Additionally, Andrews and Manning (2016) suggest that peer learning can potentially be a powerful way for children to share knowledge and experiences with each other. Children with greater knowledge on a topic are more likely to share with knowledge with peers and siblings (Andrews and Manning, 2016).

Cohen et al. (2002) conducted research on 30 primary school children aged between 3 and 7. These children were split into 2 groups in total. The first group of children all had at least 1 sibling and the second group of children had no siblings. Cohen et al. (2002) then observed the children behaviour during focused and enhanced activities during school and noted whether the children were naturally showing examples of collaborative learning. From this research, Cohen et al. (2002) concluded that children with siblings are more likely to support their peers and also ask their peers for support within the classroom in comparison to children with no siblings. In addition, children with younger siblings are certain to show examples of peer support and learning.

These children were better at turn taking and sharing in comparison to children who were a younger sibling or children who had no siblings. Furthermore, children with younger siblings are also more likely to share with peers and take turns without prompts from teachers. In comparison, children with no siblings are less likely to share, take turns or ask for peer support within their learning (Cohen et al, 2002). However,

this research was implemented on 30 children and is therefore small scale. Consequently, further research would be needed on this topic to conclude sound results.

Arthur and Cremin (2014) suggest that the theory of social constructivism highlights the collaborative learning within a social context. Furthermore, Vygotsky (1978) was a social constructivist and believed that there is a fundamental role in social interaction to develop understanding and making meaning (Vygotsky, 1978 cited in Smidt, 2009; Harland, 2003). Vygotsky (1978) suggests that children's interaction can extend understanding and knowledge through talking and listening to others (Vygotsky, 1978 cited in Macblain, 2014).

Boud and Lee (2005) state that there are some limitations to peer learning. For instance, Boud and Lee (2005) discuss the implication of talk partners during school where the teacher would have to allocate talk partners to the children based on their ability and personalities. Likewise, the children could also choose their talk partners and Boud and Lee (2005) suggest that children are likely to choose their friends and are less likely to talk about the subject but talk off topic. However, Muijs and Reynolds (2018) suggest that children need to be taught how to implement collaborative learning and talk partners correctly and effectively. Similarly, Bruegman and Jackson (2009) state that children are not born with this ability and such a skill should be modelled by a respected adult such as a parent or teacher.

Likewise, Soller (2001) states that children who have little social interaction will find activities that include peer support difficult. Soller (2001) explains that this could be due to a lack of confidence or an inability to express thoughts and feelings. This is similar to Cohen et al. (2002) research which suggested that children with no siblings find turn taking and sharing a challenge due to lack of experience. However, O'Donnell (1999) would disagree with Soller (2001) as O'Donnell (1999) suggests that peer learning increases social interaction and will increase the child's confidence due to a high level of social interaction.

Explanation of your lesson study design

The aim of this research was to expand current knowledge on how children learn and use their peers for support within a classroom. The purpose of the research was to collect qualitative data to explore what elements of peer learning were being used within both classes in the same school. The children's work was analysed in order to provide evidence on how children within the Foundation Phase use peer support within their learning. Furthermore, a lesson study design was chosen where two teachers worked together to plan, teach and reflect teaching and learning in the classroom.

Dudley (2015) suggests that the use of a lesson study should be adopted by all schools as part of a continuous professional development (CPD). Despite originating from Japan in 1870, it gained popularity in the West during this Century (Dudley, 2015). A lesson study allows collaboration between two teachers and also encourages teachers to be reflective on their own teaching and learning (Dudley, 2011). A lesson study allows teachers to plan a lesson collaboratively and address an activity that supports your research questions. Furthermore, a teacher should choose 3 target pupils to observe (Dudley, 2011).

In addition, a lesson should be implemented whilst your partner is observing the classes reaction to the activity. The observer should also be paying particular attention to the 3 target pupils. To conclude the lesson, the teacher and the observer should present the 3 target children with interview questions in relation to the research question (Dudley, 2011). Similarly, Appel et al. (2006) support this by stating that a lesson study is a professional development practice that allows two or more teachers to work collaboratively and reflect on a series of lessons. Furthermore, a lesson study allows teacher to investigate how children learn and what they can bring to the learning experience (Appel et al, 2006; Jones and Norwich, 2014).

However, some challenges have been acknowledged when implementing a lesson study. Authors such as McDougal and Takahashi (2016) state that teachers are often time constrained, so a plan should be made early to ensure that lessons and discussions suit all members within the lesson study. Consequently, authors such as Dudley (2011), Jones and Norwich (2014) and McDougal and Takahashi (2016) state that lesson study can often reveal and withhold sensitive information therefore making members feeling exposed during the lesson study. As a result of this, Dudley (2011) recommends building trust within a group to ensure that all members feel safe and comfortable during the lesson study. This has been emphasised by Hurd and Lewis

(2011) and Dudley (2011) and as a result of this, it was agreed that all members conducting the lesson study will remain professional and non-judgemental during the process and focus solely on peer learning within the classroom.

During the lesson, observations were used as a method of collecting data. McNeill (1990) suggests a varied approach when conducting research as the teacher takes on the role of the participant observer and the remaining members take on the role of the non-participant observers. Palaiologou (2008) recommends using a non-participant observer when conducting observations within research as the non-participant is able to focus on the target children and allow a deeper insight to the learning. Although this is a strength, Dudley (2011) recommends that the observations remain specific to the research question.

In order to record our data, myself and my partner discussed using a written record method to record our data, as authors such as Cohen et al. (2007) and Punch and Smyth (2009) state that a written record is one of the most accurate forms of recording childhood observations. In addition, it enables the observer to write exactly what the participants are undertaking as the time that it occurs (Cohen et al, 2007; Punch and Smyth, 2009). Similarly, Moss (2013) states that it allows the observer to conduct the observation without formulating an end result. However, Beaver et al. (2015) suggest that a written record method is one of the longest methods of observations to record and is not always the best method of observation within a classroom environment due to the high level of distractions. Likewise, Beaver et al. (2015) state that an observer cannot observe a child's learning and behaviour deeply and record data simultaneously.

After conducting further research, my partner and I decided to amend our original methodology and decided to combine the semi-structured observation schedule and the small-group observation form and created our own observation form as show in appendix A. This will be used by the non-participant. As a group, we decided that this would play to both of our strengths as we are both familiar with the written record method but felt that these combined observation strategies would allow us to stay on task. Likewise, Cohen et al. (2011) state that an observer should use the observation strategy or strategies that are comfortable to the individual and will get the best outcome.

According to Laevers (2011, cited in Bennett, 2018), well-being and involvement is apparent when children are focused and engrossed in an activity and are fixated on

what they are operating, pushing to the limits of their capabilities. In order to measure this involvement, Laevers suggests following the five-point scale – the Leuven Involvement scale (Laevers, 2011 cited in Bennett, 2018). According to Laevers (2011, cited in Bennett, 2018), the Leuven Scale involved a range of applications such as observations and screening procedures where practitioners allocate a score 1 to 5 for well-being and involvement. During the lesson study, the observation sheet will include a Leuven Scale for involvement to record and allocate scores for the children's involvement and engagement throughout the observation. The engagement and involvement will be score from extremely low (1) to extremely high (5).

The 3 target children were chosen based on parental consent and children's assent. Myself and my partner then chose a more able, able and less able child to conduct the focus task based on consent and assent as show in appendix C. This is in accordance with the United Nations Convention on the Rights of the Child (UNCRC) as it relates to article 3 and 12 which in summary, suggest that children have a voice in matters that affect them directly (UNICEF, 1989). Any changes to assent and involvement were also recorded on a consent and assent form as shown in appendix C as some children did not initially wish to participant but then decided to take part.

After each lesson was implemented, my partner and I would reflect on the outcomes. We would carry out informal discussions and share our thoughts and feeling on the situation. Cohen et al. (2011) state that informal discussions are a key part of developing research as it allows observer to share ideas and reflect on the findings in a non-judgemental environment. This was recorded and safely sorted on a word document as shown in appendix D.

As a pair, we decided to follow Brookfield's' method of reflection whilst conducting our own reflection. Brookfield (2017) suggests that there are 4 lenses that could be employed by teachers when critically reflecting on their practice: the autobiographical, the students' eye, our colleagues' experiences and the theoretical literature. Firstly, one must self-reflect as Larrivee (2000) and Moon (2006) suggest that this is the foundation of good teaching and an example of good practice if implemented on a regular and critical basis. The students' eye refers to receiving feedback from students (Brookfield, 2017). This was implemented during the lesson study by conducting interviews with the target children once the lesson was complete. This was recorded on our observation sheet where each child gave us verbal feedback based on the lesson and in relation to the research question.

Once again, this related to the UNCRC article 3 and 12 (UNICEF, 1989). Our colleagues' experience implies engaging in a critical conversation with a colleague or a critical friend (Brookfield, 2017). In this case, I conducted a critical conversation with my partner to reflect on our findings. Moon (2006) suggests that this allows the teacher to highlight areas for improvement within their own teaching. Finally, theoretical literature or benchmarking suggests that literature and theory can often provide an enriched insight to understand and develop our own practice (Brookfield, 2017). After the first lesson, I then conducted further research to improve teaching practice and then reported my findings to my partner before the second lesson commenced.

Ethical Consideration

Throughout the observation it is essential to follow the British Educational Research Association Guidelines (BERA, 2011), to ensure that all ethical considerations were met before, during and after the research. Before research could commence, an ethics form needed to be completed and permission needed to be granted by the university ethics committee and also the appropriate class teacher as seen in appendix E. There were a variety of considerations that needed to be made as this research was being concluded in a classroom with children participants. BERA (2011) suggests that before conducting research, consent must first be granted by all participants. As a result of this, parents were sent a consent form to grant permission to implement research on their children (see appendix K).

With regards to children, it related to article 3 and article 12 of the UNCRC (UNICEF, 1989). The best interest of the participant was paramount during the course of the research and that all participants have a voice throughout. Prior to the research, assent was obtained from all participants. The children had the right to not participant in the research and also had the right to withdrawn during the research. This was made clear to the children during the explanatory statement as shown in appendix F. My partner and I felt it is important to ensure that all children felt safe and comfortable throughout the research (EWC, 2017). Furthermore, children who were participating and not participating were treated equally during both lesson studies (EWC, 2017; BERA, 2011).

The data collected from the research was stored safely and securely, following the guidelines put in place by the Data Protection Act 1989 (GOV.UK, 1989). The Act emphasises the importance of participants data remaining confidential. Therefore, all participants names have been changed or emitted to adhere to anonymity (BERA, 2011; GOV.UK, 1989). This will also include the name of the school in which the observations take place.

Lesson study and analysis

After discussions with my partner, we decided that our lessons would have empathises on teamwork, peer learning and peer support as show is appendix G and H. Both lessons and observations were conducted within the same school and within the Foundation Phase, one in reception and one in year 1. Although the two lessons would be different as a result of the different year groups, the learning objective would be the same for both lessons. The first lesson would be taught in a reception class where one member of the pair taught the lesson, familiar to the children, whilst the other member observed. Similarly, with the second lesson.

The lesson was introduced to the whole class through the explanatory statement. Myself and my partner decided not to put an emphasis on peer learning during the introduction of the first observation as we wanted to see if the children displayed examples of peer learning and support during the activity without indication from the teacher. Therefore, the success criteria were not explained before the children became the task but instead during as we wanted to see if children used collaborative learning naturally. The children worked in focus groups of 2 to allow the non-participant observer to document the lesson.

Before the observations, my partner and I wanted to keep an open mind and did not want to make any predictions beforehand. However, as we have been working in these classrooms for the past 6 weeks, we were aware of the children who would work well together and bring out the best in each other. The focus groups were paired based on this and also on the consent and assent. The first pairing was mixed ability and had different personalities which includes Child Z. The second pairing were within the same ability group and in the same friendship group, which includes Child A and the final pairing was mixed ability but with similar quiet personalities, which includes Child E.

Within the first pairing, the more able child was withdrawn and typically quiet within the classroom whereas the less able child was vocal and confident. As the teacher, I was hoping that the mixed abilities and personalities would support each other. I wanted to see if Child Z would support his partner as Child Z is more able. However, as is can be seen from appendix I, Child Z is still withdrawn during the lesson study and shows little interest in interacting with his partner.

After further analysis, it was found that Child Z is an only child and has little interaction with children outside of school. As Cohen et al. (2002) suggest, child with no siblings

or little interaction with other children have difficulty socialising and interacting with children. This can be seen within appendix I as child Z takes control during parts of the activity and works without communicating ideas with his partner and only works with his partner when prompted by the teacher. This relates to Muijs and Reynolds (2018) and Bruegman and Jackson (2009) as they believe that children are not born with the ability to work collaboratively with others and that this is a skill that needs to be taught by parents or during school.

As it is shown in appendix I, there are examples of peer learning and peer support shown by the children within this activity, mainly shown by Child A. This relates back to O'Donnell (1999) and King and O'Donnell (2009) who suggest that children are more likely to learn from their peers than ask for the teacher's assistance. Further analysis was conducted on Child A and it was discovered that Child A is the older sibling. Therefore sharing and turn taking would come naturally to Child A in comparison to Child Z. Again, this refers back to Cohen et al. (2002) relating to the sibling and non-sibling experiment.

During the lesson study, all of the children showed between a 2 (low) or 3 (moderate) on the Leuven scale for involvement in terms of their collaborative learning. This could be that the children were not used to working in a pair and this was unfamiliar to them. The interview answers support this as 2 out of 3 of the target children prefer working on their own or with a teacher. It was only Child Z who stated that he enjoyed working with his friend as well as on his own or with a teacher. Although, Child E was adamant that they preferred working independently. Child E is an only child and often quiet within the classroom. However, the observation between Child E and partner shows promising signs of good collaborative learning between the pair.

However, my partner and I witnessed that all of the children were looking at the teacher for support at some point throughout the observation. Some of the children would not seek support from their peers unless prompted by the teacher as shown by Child Z and partner in appendix I. Appendix I also shows that the teacher had to prompt the children to work together during the course of the activity.

Whilst conducting the interview questions at the end of the observation, it was made apparent to myself and my partner that the children were copying each other's answers. We felt that this did not give a true reflection on the lesson or how the children felt about working with their peers or independently. Upon reflection, we will conduct the interview questions individually before the next observation within the next class.

In addition, my partner discovered that the observation template was not fit for purpose and did not allow the appropriate amount of room to record the data. This was discussed during the reflection after all 3 observations were completed during the first lesson study. Before the next observations commence, we re-evaluated the observation sheet and made the appropriate amendments. We amended the observation sheet and allowed a page per target child in order to record the data, as shown in appendix B.

In order to improve this activity, I would ensure that all of the QR codes were working on my own personal iPad. This was not checked beforehand and caused some problems. Also, I would take a step back and allow the children to work together rather than intervene and scaffold the children's learning. I felt that my involvement with the activity may have prevented the potential for peer learning and support.

My partner and I will amend the appropriate changes before the next lesson commences. Authors such as Brookfield (2017), Larrivee (2000) and Moon (2006) suggest that reflection is an important part of being a good teacher. It expands current knowledge of teaching and how children learn. Furthermore, it is an example of good practice and allows teacher to examine current knowledge and how to develop the required skills (Brookfield, 2017; Larrivee 2000 and Moon, 2006).

The second observation would still be conducted in small focus groups of two to allow the non-participant observer to record sound evidence. My partner and I felt that the small focus groups worked well during the first observation. Similar to the first observation, my partner and I analysed the parental consent forms and made a note of this on a consent and assent form similar to appendix C. My partner would then ask the children for assent and choose the 3 target children based on parental consent and children's assent. Although, my partner did not have as many willing participants within the classroom so was limited for choice of abilities during this lesson study. Some children also chose to withdraw from the research once giving assent.

My partner (the teacher) began the lesson by asking the children what they thought peer learning was and how we should work with a partner. This was discussed amongst the children's talk partners which is implemented during carpet time on a regular basis. It was from these discussions that the children concluded their own success criteria on how to work with a partner and this was written on the interactive whiteboard by the teacher. The teacher would then refer back to the success criteria

during the lesson as a reminder to the children if it was needed or to reward good practice.

It was clear from the first observation with Child H that collaborative learning came naturally to this pair as there was a lot more interaction with his talk partner during carpet time and also support was given during the lesson study. There was little prompt needed from the teacher for Child H and his partner to work collaboratively during the lesson study. However, similar to Child Z in the first lesson study, Child H is an only child. Therefore, this research contradicts Cohen et al. (2002) findings. However, this is small scale research and further investigation is needed.

There was little interaction between Child I and his talk partner during carpet time and also during the lesson study. The teacher needed to prompt the pair to work together during the activity. It was made clear to myself and my partner that Child I the youngest sibling and has difficulty sharing and turn taking at home and also during school. In addition, this relates to Cohen et al. (2002) research. Again, more research who need to be undertaken. Although, it is clear that Child I is aware of the skills need in order to work as a team as a result of his answer when creating the success criteria when working on the carpet 'working as a team'. However, this was not consistent behaviour during the lesson study. Child I showed moments of collaborative learning by supporting his partner by looking at the code and likewise his partner supported his learning (see appendix J).

The changes were made when implementing the interview questions. The children were taken out of the classroom, into the learning street which is located outside of the classroom. The child was then asked the same questions that was asked in the first lesson study and was recorded on the observation sheet as shown in appendix J. My partner and I felt that this method of implementing the interview question was successful compared to the first lesson study as we received 3 different and honest answers from the children. We felt that this would not have been achieved if the 3 target children completed the interview questions together.

With regards to the Leuven scale for Involvement, the children ranged between 2 (low) and 4 (high). This activity did fall to the strengths of Child H as it was a mathematics activity and that collaborative learning is often used within this classroom. In addition, Child S expressive some promising signs of collaborative learning, turn taking and sharing within her partnership. It is important to note that Child S has younger siblings at home and takes part in drama and sport clubs inside and outside of school.

Therefore, Child S is familiar with working in a group. In addition, Child I rated 2 (low) on the Leuven scale for Involvement during the lesson study as he was willing for his partner to complete the task at some stages of the observation. Child I was also easily distracted by his surroundings instead of supporting his partner. Child I is the youngest sibling and have less experience of sharing as it is shown in appendix J. This would suggest that further encouragement for collaborative learning and sharing is needed.

Discussion of research findings in relation to related literature and research

The majority of the results from this research are similar with the research in the literature review. Authors such as Andrews and Manning (2016) suggest that peer learning is a powerful tool to share knowledge and experiences during an event or activity. This can be seen in both lesson studies as all of the children showed signs of peer learning at some point during the activities. Some of these signs were prompted by the teacher and some were unaided. Upon reflection, I felt that I played a big role in the activity as the teacher. This was not my intention going into the activity as I wished to see what the children would produce when working together.

Cohen et al. (2002) suggests that children with siblings are better at sharing and collaborative learning than children with non-siblings. Both lesson studies show examples of this with Child Z and Child I. However, the research implemented by Cohen et al. (2002) and the research conducted in both lesson studies are small scale research projects and further research on a larger scale would need to be undertaken to receive stronger results. However, as Muijs and Reynolds (2018) and Bruegman and Jackson (2009) state that children are not born with the ability to socialise and work well with others such as during group work or with talk partners. Likewise, this is a skill that needs to be taught during school or at home (Muijs and Reynolds, 2018; Bruegman and Jackson, 2009).

A consistent factor within both lesson studies was that the children looked to the teacher for support rather than their peer. This could be a result of seeking approval or seeking support. Although, Child I stated in the interview process that the teacher is his friend, therefore suggesting that he would rather ask his teacher over his peers. In terms of my own teaching, I feel that I need to take a step back and allow the children to engage with each other instead of immediately intervening. This can be shown in appendix I. I will ensure to restrain myself in the future to allow the children to develop social skills and engage collaborative learning.

Some of the children's answers were also surprising during the interview process, for example, Child Z stated that he enjoyed working with friends as well as peers and independently. However, Child Z was the only child to express this feeling and the observation records would suggest differently as shown in appendix I. In addition, children such as Child A and Child E who showed promising signs of collaborative learning and seemed to enjoy working with their peers, stated in their interview questions that they preferred working with a teacher or on independently. However,

when the children were asked to extend their answers, they contradicted the original answers. It was then that my partner and I realised that the interview questions should have been conducted individually. However, Mastergeorge and Webb (2003) would suggest that the children were supporting each other's answers and learning.

Conclusion

This research project focused on how a lesson study design could be implemented to find out if children use peer learning and support within the Foundation Phase. The research uncovered that collaborative learning is indeed being used within the Foundation Phase, however, it also suggests that this is a skill that may need to be taught as Muijs and Reynolds (2018) would suggest. The research from the second lesson study shows more examples of collaborative learning without prompts than in the first lesson study. The teacher needed to prompt the children to work together during the first lesson study and although the children followed instruction, it would suggest that this does not come naturally to some children (Cohen et al, 2002).

The use of a lesson study proved beneficial and fitted the design of this research. It allowed time for personal reflection as well as the time to seek the opinion of a trust colleague who in this case would be my partner. This lesson study also gave the children a voice as their opinion was listened to and taken seriously. This links with article 12 of the UNCRC as the children's voice was respected within the lesson study (UNICEF, 1989). This prevented my partner and I from making assumptions based on the observations but instead asking the children directly. The children's opinions from the interviews also helped to shape the findings from the research.

Both lesson studies were conducted within 2 different year groups. This could have affected the results of the research as the attainment level could have been higher in year 1 in comparison to Reception. The children within the year 1 class could have more experience with collaborative learning in comparison to the children in Reception and this could have affected the results of the research. However, the results from both lesson studies show varied results of peer learning and support, both prompted and unprompted by the teacher. This would suggest that further research is needed on a larger scale for a longer period of time as this research was conducted over 2 days. This should be conducted within both year groups to have clearer results on peer learning and support.

During my next school experience, I hope to allow more opportunities for collaborative learning and teamwork activities as Mastergeorge and Webb, 2003 suggest that it helps to build confidence and self-esteem. It also allows children who are typically shy and have little to no interaction with other children outside of school the opportunity to develop social skills and build friendships. I am also more aware of the importance of reflective practice and what a powerful affect it can have on approaches to teaching

and learning (Brookfield, 2017; Larrivee 2000 and Moon, 2006). As a result of this, I am more aware of my own approaches to teaching and look forward to experimenting with new teaching strategies in my next school experience. This is all a result of implementing the lesson studies.

Finally, I have found the use of a lesson study enjoyable and educational as this was a unique experience. I have enjoyed working with a respectful partner and also the opportunity to reflect upon my own approach to teaching. I hope to take these skills and implement a similar lesson study during my next school experience to help improve my approach to teaching and learning within the classroom.

Recommendations

As previously stated, this research was a small-scale research study. This research was also restricted for time and it would be recommended that this research be carried out further on a larger scale and for a longer period of time. This will also show if children's social development from attendance increases self-esteem (Mastergeorge and Webb, 2003; Topping, 2005) and the likelihood of collaborative learning. It is also recommended that this research be repeated using a lesson study where the observations focus on one class or over several classes within the Foundation Phase that consist of similar ability and attainment groups. This would result in enhanced findings on peer learning and support within the Foundation Phase.

I would like to implement the lesson study again within a similar age group. I would also like to work with the same child twice as I wish to see if the child can explain the activity to their peer. Therefore, assessing the child's learning and understanding of the activity, but also encourages peer support and learning. In addition, I would also like to video record the observation as well as a written record observation similar to the one used in the second lesson study. Both of these methods should ensure that no important information is missed during the observation. Likewise, it can be helpful to look back on teaching styles and how the children responded in the activity. Brookfield (2017), Larrivee (2000) and Moon (2006) would suggest that this is an example of good teaching practice.

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Appendix A – Observation SheetSmall- Group observation form:Date: _____ Time: _____ Year/Class _____Activity: _____Aims/Objectives: _____

Focus Child:	Focus Child:	Focus Child:
Learners interactions with peers:	Learners interactions with peers:	Learners interactions with peers:
Learner's response to task:	Learner's response to task:	Learner's response to task:

Leuven Scale of Involvement:

- 1-Extremely low
- 2- Low
- 3- Moderate
- 4- High
- 5- Extremely high

Appendix B – Amended Observation Sheet

Small- Group observation form:
Date: _____ Time: _____ Year/Class _____

Activity: _____

Aims/Objectives: _____

Focus Child's Actions:

Focus Child's Interaction with peers

Focus Child's response to task:

Leuven Scale of Involvement:

1- Extremely low

2- Low

3- Moderate

4- High

5- Extremely high

Appendix C – Children's assent and parental consent27th March 2018

Reception Butterflies

Child's Name (Butterflies)	Parental Consent	Child's Assent	Other comments
██████████	YES	YES	
██████████	YES	ABSENT	
██████████	NO	ABSENT	
██████████	NO	YES	
██████████	YES	YES	
██████████	YES	YES	Did not want to take part initially.
██████████	YES	YES	
██████████	NO	ABSENT	
██████████	YES	ABSENT	
██████████	YES	NO	
██████████	YES	YES	
██████████	YES	YES	
██████████	NO	YES	
██████████	NO	YES	
██████████	NO	NO	
██████████	NO	YES	
██████████	YES	YES	
██████████	YES	ABSENT	
██████████	YES	YES	
██████████	YES	YES	
██████████	YES	YES	
██████████	YES	NO	
██████████	NO	ABSENT	
██████████	NO	YES	
██████████	NO	YES	

Appendix D – Reflection notes

Lesson study 1 – Reflection

- Children needed prompting
- Understood how to work with friends – parallel play
- Looks from teachers' approval
- Often stubborn with answers but will not correct friends
- Are moments of peer learning but shows evidence that it needs to be taught or prompted
- Child A and partner are middle ability – worked best together.
- Child Z was higher ability and partner was lower ability – little communication between partners. Two very different personalities that did not seem to work for this activity. Children may have needed compatible personalities.
- Higher ability did not support lower ability.
- Too much of teachers input.

Moving forward

- During interviews – ask children individually in lesson study 2
- Overall children can and have shown examples of peer learning but needed further prompting, still wants the approval of the teacher.
-part of social development
- Change observation sheet – boxes are too small. Created a sheet for each child to record maximum findings.

Lesson study 2 – Reflection

- The children included the teacher in the team.
- Lower ability (Child I) looking at the teacher – possibly for approvals.
- Understood the concept of teamwork – all have siblings.

Moving forward

- Observation sheet worked well – would use the method again.
- Interview questions were successful. Children gave true and honest answers.
- Conduct activity in a quieter area as classroom was distracting for some children at times during the observation.

Appendix E – Ethics Form

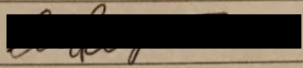
 Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PG2 / E1 FORM

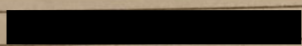
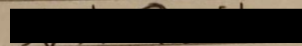
SECTION K: Declaration

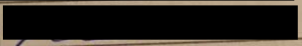
The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant: 	Date: 28/02/18
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For students:

Teacher / Senior Mentor:	
Signature:	
Date:	28/02/18

Supervisor:	
Signature:	
Date:	28/02/18

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY
All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.
You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

July 2017 12 Ethical Approval Form v6

Appendix F – Explanatory statement

██████████ and ██████████ need your help!

We are doing an investigation to help us become the best teachers we can! We are investigating how well children work with their friends. So we are going to watch you and make some notes about what it is you are doing..... But we don't want you to act in a different way. Just be you!

Important: if you do not want to be join in then you don't have too. It is your choice. ██████████ and ██████████ do not want you to do anything you don't want too. We want our butterflies/ Silkworms to be very happy all the time. Please show us thumbs if you want/ do not want to join in today.

Appendix G – Lesson study 1 Lesson plan

Name of Trainee: [REDACTED]		Session ref: (3) 1:30-2:15		Date: 27.03.18		Class: Reception		Cynllun Ffocws y Cyfnod Sylfaen 2d	
Targed(au) Hyfforddi Personol		Number of learners: 50		Age: 4-5 years old					
Learning objectives/intentions:	WALT: work in pairs or small groups and listen to each other's ideas.	Success Criteria	Main activities		Resources/Key Vocabulary	Meeting learners' needs:	JO to support EF.		
Introduction		Trainee focused task (purpose, outline of trainee's role and children's learning): The children will be working in mixed ability pairs. The children will be given a sorting activity to complete – pets, wild animals and farm animals. The children then need to work together as a pair to put the pictures of the animals in the correct category. They will need to use prior knowledge of pets and recall knowledge from their trip to folly farm. The children will then label the pictures with the correct name. they will need to use Fred talk and ask their partner for help. Additional adult tasks (purpose, outline of additional adults' role and children's learning): Independent learning opportunities: QR codes- as an extension, the children will be given a large dice with QR codes attached. They will roll the dice to choose a QR code and then an animal will appear on the iPad. The children then need to discuss where they think that animal belongs.		Resources • Pictures of pets, wild animals and farm animals • Labels for pets, wild animals and farm animals • iPad • sponge cube • QR codes • Star stickers Key vocabulary • Sorting • Group • Discuss • Help		Where do pets live? Where do wild animals live? Where do farm animals live? Are the children able to use Fred talk within daily activities?			
Plenary Recap prior knowledge – where do pets live? Can you name any pets? Which of these animals is your favourite animal?									
Curriculum coverage (range and skills) experiment with new learning opportunities, including ICT, become independent thinkers and learners, communicate about what is right and wrong, demonstrate care respect and affection for other children, adults and their environment, thinking about questions and then asking them and listening to the answers, listening to others' ideas, sorting and grouping information using ICT on some occasions, making links within different elements of Knowledge and Understanding of the world, describing what they have found out and offering simple explanations, expressing their own opinions and feelings, and making decisions while considering the viewpoints of others, reflecting on and evaluating their own and others' work, identify some animals that live in the outdoor environment, identify the effects the different seasons have on some animals,									
Literacy (LNF) talk about things they have made or done, adding some description, talk about things from their experiences and share information, use words, phrases and simple sentences, use a variety of questions, show that they have listened to others, listen to and carry out instruction, answer who? What? Where? And open-ended questions, ask questions about something that has been said, exchange ideas in one-to-one and small group discussions e.g. with friends, take part in activities alongside others, with some interaction, apply prior knowledge of phonics, use pictures to aid understanding of text.			Numeracy (LNF) count reliably up to 10 objects, mentally recall one more of a number within 10, take away objects to find 'how many are left?' Sort and classify objects using one criterion,			YCC			
DCF work together with a partner on a piece of digital work,			ESDGC how can we care for these animals? What are their wants and needs? What do they need to survive? What do I need to survive?						

Appendix H – Lesson study 2 Lesson plan

Name of Trainee: [REDACTED] Session ref: TET Research-2LW Date: 28.3.18 Class: Silksworms/Year1		Cynllun Ffocws y Cyfnod Sylfaen	
Targed(au) Hyfforddi Personol S1.3 S3.2.6.		2d	
Number of learners: 22(9 ALN)		5-6 Years old	
Learning objectives/intentions:	WALT: Work in pairs and listen to each other's ideas.	Success Criteria	I can work with my friend. I can listen to my friend. I can help my friend improve (TAG).
Introduction/plenary tasks 15mins:	Introduction: Talk to the children about the WALT: what does it mean? How can we be 'good' at working in our pairs. What do we need to do? (Talk partners). Listen to their answers- make Success criteria- write on the interactive white board- ask why (children can help- possible see if children will help spelling words on the board). Model 1 question for example. Organised: called up in your pairs to work with LW. Explain what I wanted them to do: Play a game- how well do you know Miss Wright! You need to break the code! Discuss Assent: ask the children for their assent- thumbs up/ down.	Main activities	Trainee focused task (purpose, outline of trainee's role and children's learning): Working with 2 at a time: Children will be using numeracy and literacy to answer questions about me, e.g. $20 + 3 = ?$. They will then use the answer to find out the code. My role is to encourage the children to work the problems out together. Firstly, I will ask them what they think then put the stick note down with the question on it. The children will fill out a sheet with the answer to crack the code word. SR- Observing. Additional adult tasks (purpose, outline of additional adults' role and children's learning): DE (TA): Reading in pairs. SR- Observing. Independent learning opportunities: SR: Observing how the children will use the enhanced/ continuous provision in the area and if they use peer learning within the activities.
Plenary: White board/ Pen/ Rubber. Talk partners. What did/didn't you like about working with a friend? Ask the children who do they like to work with best- teacher/ pairs/ individual. TAG= for their partners.		Resources/ Key Vocabulary	Working together, Listening. Choices together. LW: Assent/Consent sheet This is me- Sheet with questions. Answer sheet (code breaker). White boards/ pens/rubbers. Numercon to help L.A with math sums. Peer learning assessments: TAG DE: Readers and observation sheet. SR (observer) - needs obs sheets.
Curriculum coverage (range and skills) Reflecting on and evaluating their own work and others' work, Work in pairs. Listen to others' ideas, express their own opinions and feelings, and making decisions while considering the viewpoints of others.		Meeting learners' needs:	What does working in pairs mean? How do you work in pairs? Talk partners. What are our steps to success? TAG- Children assess their learning- peer learning (In their pairs- teacher focus and at the end of the lesson). - link to success criteria. How could learning to work with your friends help you today, tomorrow or maybe even next year?
Literacy (LNF): look for clues in the text to understand information. understand the meaning of visual features and link to written text (e.g. illustrations, photographs, diagrams and charts). Apply reading strategies- phonic strategies to decode words. Context clues (e.g. prior knowledge). Take part in activities with others and talk about what they are doing. Contribute to conversations and respond to others, taking turns when prompted.		ESDGC	YCC
DCF	Thinking: Identify and make links with prior skills and knowledge related to context. Determine success criteria and give some justification for choice. Begin to experiment with own and others' ideas. Link outcomes to success criteria. Link the learning, with support, to other situations.		

Appendix I – Lesson study 1 observation notes

Small- Group observation form:

Date: 27/3/18

Time: 1:10

Year/Class: Reception/ Butterflies

Activity: Categorising animals into categories (Wild/ Farm/ Pets) in pairs.

Learning Objectives: To work in pairs and listen to each other's ideas.

Aim: Observing Peer learning

Focus Child Z: (Male) - 2/3 Child is sitting cross legged, looking as SR and listening to instructions- he answers a <u>question when</u> asked. -Child Z has a good subject knowledge on animals because is able to instantly tell the <u>teacher where</u> animals can go. - When instructed isn't talking to his friend because his friend is talking over him. - When asked why- Child Z couldn't explain why but he knew the answer. - Child Z seems to have difficulties socially- his head is in his hands- seems withdrawn from the other child. - became very engaged by the technology. -Both children are being very stubborn in their answers- even if SR intervenes- if they think they are right/correct then they won't change their answers but do not give reason's either- not showing listening to each other here.	Focus Child A: (Female) 3 Is very vocal and chatty. - Talking over her friend. - Child A puts the elephant in the farm category and her friends is giggling and saying "Elephants aren't on farms"- but neither child is moving the animal. - Child A sounds out words on her own and is very able too.	Focus Child E: (Female) 3 -Child E and friend needed to be reminded instantly that they needed to together. - sounds out words together. - sounds out words alone, ~~frd~~ talking. - is looking at the teacher for approval.
Learners interactions with peers: When prompted Child Z will turn towards his partners- tells him the answer. - Agrees with his partner to say the answer at the same time. - turns to chat to his partner when prompted but doesn't engage in conversation. - Child Z attempted to help his peer use the QR dice and then show him how to do it (Child Z displayed a Leuven scale of involvement 3 here.) - Child Z and friends independently turns to each other and both agree on the category the animal should be in. - Child Z is taking control of placing the animals in the correct category, he is doing this very quickly and his friend is not having a turn. - when reading the animal names Child Z competed for the chance to read the animal names out loud - is looking at the teacher for approval- whereas his friend stepped back allowing him to talk over him (maybe because he is a LA child he needed more assistance to read the labels). - Child Z does not know where a Polar bear lives but his friend says the answer. Child Z is waiting a few seconds and then answers that Polar	Learners interactions with peers: - Child A is sharing the role of sorting the animals in categories- each picking a card one at a time. - Child A and friend are helping each other sound out the word "lion" together. - Child A explains to her friend how to spot the difference between "guinea pig and pig". - When prompted or instructed the pair will work together to help each other. - Child A notices her friend is counting the animals wrong and decided to recount and <u>says</u> "I'll help you". - is looking at the teacher for approval. - Friend is struggling with sounding the word and Child A sees the word and says it instantly. - friend is looking at the teacher for approval.	Learners interactions with peers: -Child E is sharing the role with her friend to pick up a card each in turns and put it in a category. - Child E when prompted by her friend is asked to help them identify which category the animals belong too-Child E stops what she is doing and points to the category the animal should be in. - When prompted - Child E works with her friend to read the words before putting them on the pictures. is looking at the teacher for approval. - Child E and friend is working out the word "tiger" together- Child E sounds the letter "T" and the friend says tiger -is looking at the teacher for approval. -Child E corrects herself when sounding out because her friend tells her it is a D not a B.

Bears live in the wild category- decision made based on his friends answer? is looking at the teacher for approval.		
Learner's response to task: 1.) What did you think of the activity: Enjoyed- reading letters/placing names on cards. 2.) Who do you like working with best- teacher, friend, own? Working with a friend/teacher/own 3.) If you are stuck, who do you go to for help first, a teacher/friend? why? Teacher first- because they are more important. 4.) What is the best part of working with your friend? Likes working with a friend because it is easier to work things out together. 5.) Do you ask certain friends for help in certain subjects? Asks Child D for help because he knows a lot of stuff.	Learner's response to task: 1.) What did you think of the activity: Brilliant- ordering the animals. labelling animals. 2.) Who do you like working with best- teacher, friend, own? Own. 3.) If you are stuck, who do you go to for help first, a teacher/friend? why? Ask a friend first because they can help me. 4.) What is the best part of working with your friend/teacher? Likes working with a friend best but likes to read works herself. 5.) Do you ask certain friends for help in certain subjects? Yes, if someone if good at reading I'd ask them for help because they can fred talk it with me.	Learner's response to task: 1.) What did you think of the activity: Enjoyed- placing names on cards. 2.) Who do you like working with best- teacher, friend, own? Own/ teacher 3.) If you are stuck, who do you go to for help first, a teacher/friend? why? Friend first- they might know the answer. 4.) What is the best part of working with your friend/teacher? I like to more on my own more. 5.) Do you ask certain friends for help in certain subjects? Ask Child D to help first (same child in Child Z's answer)

Leuven Scale of Involvement:

1-Extremely low

2- Low

3- Moderate

4- High

5- Extremely high

Appendix J – Lesson study 2 observation notes

CHILD H – youngest sibling

Small- Group observation form:

Date: 28/03/2018 Time: 1:15-1:30 Year/Class: Year 1 Silkworms

Activity: Maths problem solving activity

Aims/Objectives: WALT: Work together and listen to each other

Focus Child's Actions: • Answer during carpet time 'don't talk too quietly' – able to extend answers – 'because they cannot hear you'. • 20+3 – worked out answer in his head, don't need partners help (Leuven's scale 3) • Showed partner where 23 was on the work sheet • Looked at partner after answering questions – repeated behaviour • Worked out code at 'team' - didn't tell partner • He continued to look at the code worksheet whilst his partner completed TAG • Couldn't think of an answer for A+G of TAG. •
Focus Child's Interaction with peers • Lots of interaction with talk partner during carpet time – staying on task – asking each other relevant questions and giving suitable answers. • Helped his partner find the code – repeated behaviour • He wrote answers and partner found the numbers (team work) • Parallel play • Agreed with partners answers – repeated behaviour • Good at turn taking and sharing with his partner • Looks at partner when teacher asks a question – repeated behaviour • Helped each other find the numbers on the code worksheet (Leuven's scale 4) • No prompts needed to work together • Good team work – checking hands were straight (how tall am I?) • Worked out code together at '~~team~~' • TAG – good at sharing but some help needed from teacher (answers) • Little support needed from teacher – more peer support after little prompts were given from teacher
Focus Child's response to task: 1. Activity – I found the activity easy 2. Working with best – teacher because it is a little but challenging 3. When you're stuck – teacher because they'll help you 4. Certain friends for help – yes – tilly and amber (couldn't extend or give reasons for answer)

Leuven Scale of Involvement:

1-Extremely low

2- Low

3- Moderate

4- High

5- Extremely high

Interview questions:

What is the best part of working with your friend/ teacher/yourself?

Who do you like working with the best?

What did you think about the lesson?

If you are stuck, who do you go to for help first, a teacher or a friend? Why?

Do you learn from the children in your group?

Do you ask certain friends for help in certain subjects?

CHILD S – has younger siblings

Small- Group observation form:

Date: 28/03/2018 Time: 1:35- 1:50 Year/Class: Year 1 Silkworms

Activity: Maths problem solving activity

Aims/Objectives: WALT: Work together and listen to each other

Focus Child's Actions:

- Answer during carpet time – 'don't shout in peoples faces' – able to extend answer – 'because it's not very nice'
- Worked out age in her head – 23
- Pointed to 23 to show partner
- Thinking to herself – little communication with partner (prompt given from teacher once)
- Working with teacher instead of her partner
- Aware of turn taking
- Parallel – sometimes
- Answers teacher's questions
- Next steps for partner – cursive writing

Focus Child's Interaction with peers

- Lots of interaction with talk partner on the carpet – relevant questions and answers
- 'do you want to go first' – referring to writing on the worksheet
- Prompt from teacher to work and talk with partner – once
- 'no that's 21' – then shows partner where number 12 is
- Problem solving together – working out the code to figure out the word (teamwork)
- Good turn taking and sharing throughout the activity – no prompts needed from teacher for this
- Helping each other find numbers when needed

Focus Child's response to task:

1. Activity – I thought it was fun
2. Work with best – not sure – all of them
 - teacher because they can check your answers
 - on my own because I'm happy when I get it right
 - friend because they can help you
3. When you're stuck – check with my friend because they might know the answers and then ask a teacher to check my answers
4. Certain friends – Yes I ask my friends who are on my table or in my group
 - Lots of thinking time needed

Leuven Scale of Involvement:

1-Extremely low

2- Low

3- Moderate

4- High

5- Extremely high

Interview questions:

What is the best part of working with your friend/ teacher/yourself?

Who do you like working with the best?

What did you think about the lesson?

If you are stuck, who do you go to for help first, a teacher or a friend? Why?

Do you learn from the children in your group?

Do you ask certain friends for help in certain subjects?

CHILD I – youngest sibling

Small- Group observation form:

Date: 28/03/2018 Time: 1:55-2:10 Year/Class: Year 1 Silkworms

Activity: Maths problem solving activity

Aims/Objectives: WALT: Work together and listen to each other

Focus Child's Actions:

- Little interaction with talk partner during carpet time – looking at floor or around the room – tried to start a conversation with a different group
- Needed reminding of the questions (worksheet)
- Good listening when working in a pair
- Little concentration
- 'Working as a team' – during teacher's introduction (Leuven Scale 3)
- Explained some awareness of turn taking but did not show good examples of this
- Always holding pencil in his hand until partner takes it out of his hand
- Looking at the teacher – repeated behaviour
- Takes paper and puts it in front of him – teacher moves it
- Listens to partner for support but then immediately looks at teacher
- Distracted by surroundings – whiteboard (Leuven Scale 2)
- 'I'll find it' – referring to number on code worksheet

Focus Child's Interaction with peers

- Little interaction with talk partner (carpet)
- Shows partner where numbers are on the worksheet
- Works with partner after prompts from the teacher – repeated behaviour
- 'count as a team' – working out age and months in the year – but let's partner and teacher count (Leuven Scale 2)
- Partner corrects his mistakes – looks at teacher
- Partner shows him where the numbers are on the worksheet – looks at teacher
- 'TAG' – partner has good ideas

Focus Child's response to task:

1. Activity – liked it because you had to guess
2. Work with best – teacher because they help you
3. When you're stuck – teacher because they know what to do
4. Certain friends – yes – Mrs Lam because she is my friend

Leuven Scale of Involvement:

1-Extremely low

2- Low

3- Moderate

4- High

5- Extremely high

Interview questions:

What is the best part of working with your friend/ teacher/yourself?

Who do you like working with the best?

What did you think about the lesson?

If you are stuck, who do you go to for help first, a teacher or a friend? Why?

Do you learn from the children in your group?

Do you ask certain friends for help in certain subjects?

Appendix K – Parental consent form

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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Dear Parent/Guardian,

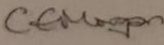
Your child's school is a partner with Yr Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of planning, teaching and evaluating one lesson so that he/she can develop specific strategies to improve their own teaching. As part of this, student-teachers will be observing the children's responses and asking some pupils their views on parts of the lesson. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,



Catherine Morgan
Module lead – The Enquiring Teacher

As Parent/Guardian of... (pupil name), I do / ~~do not~~ give consent (please delete) for my child to take part in this project.

Signed... (Parent/Guardian).

Date 28.02.18