

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 have used a wide range of resources to explore literature relevant to the methodology and research question. I feel I have a sound understanding of how subject-related concepts relate to pedagogic theories and within current educational contexts and have tried to demonstrate this connection in my writing.	I have tried to think critically whilst analyzing research and create a debate throughout my writing. I found it difficult to structure certain aspects of the report.

Student number: 1700782

Title: How can we develop children's engagement during story-time using different story-time techniques?

Student Number: 1700782

Group: 5

Word Count: 7,117

Aims and purpose

When discussing Foundation phase teaching practice within our student-teacher triad, it was found that engaging all learners during whole class teaching and learning was a common barrier to learning. Furthermore, story-time was identified as a common daily activity across our Foundation phase classrooms, in which we felt it was particularly difficult to engage all children, de-valuing the impact of story-time on early childhood development.

The current research was conducted by a triad of student teachers who used a small scale research project close to practice (lesson study (LS), Dudley, 2014) to complete a cycle of observations, reflections and refinements, in order to improve children's engagement during story-time. This research analyses the data collected from a series of three lessons and reports its findings regarding teaching strategies that engage learners during story-time.

The study took place in a large, English-medium school within a small town. Each of the three lessons took place within a Foundation Phase classroom with an average of thirty pupils and that the student-teacher taught in during the last half-term and so was familiar with the practices and learners. Throughout the report, the identity of the school and participants will remain anonymous for confidentiality and ethical purposes (British Educational Research Association (BERA), 2011; Education Workforce Council (EWC), 2017; University of Wales Trinity Saint David (UWTSD), 2017-2020).

Literature

Deep level learning can only occur when the child is intrinsically motivated and involved in the activity (Laevers, 2015). Involvement also referred to as engagement, is described as an intrinsic, active motivation in the learning process driven by an exploratory force (Laevers, 2015). The predominant trait of involvement is concentration, when a child has a narrow focus of attention on the task (Laevers, 2015). It is suggested that involvement occurs when the activity is at an appropriate level for the child and they are working within their 'zone of proximal development' (as described by Vygotsky, 1978 cited in Berk, 2009: 265). It is vital that teachers consider these factors within their planning alongside learner needs to provide effective learning opportunities.

Storytime is a rich learning and teaching technique used throughout Foundation Phase classrooms to engage children across all the areas of learning. Having recognised this, many schemes of work have been introduced that use the power of story time to engage children

and initiate discussion and thinking such as ‘Tedi Twt’ (Athrawon Bro Sir Gaerfyrddin, 2014) for teaching the Welsh Language and ‘Barnaby Bear’ for Geography (The Geographical Association, ND).

Whilst story time has a positive impact on the personal, social and emotional development of children (e.g. Betawi, 2015), it is most frequently documented for its promotion of language and literacy skills. Numerous studies have supported the positive impact that early exposure to books has on children’s development and so for many years community librarians have been delivering story times to pre-school children, focusing on techniques that target the six key literacy skills which have been reported to have a positive impact on pre-reading skills (e.g. Goulding et al., 2017; MacLean, 2008). Researchers argue that whilst exposing children to pre-reading skills is important for future reading success, there is equal emphasis on the importance of sharing positive experiences and an enjoyment for reading in order to inspire children to read and engage positively with books throughout their lives (Maclean, 2008; Morgen and Fuchs, 2007 cited in Goulding et al., 2017).

Many studies argue that the talk and social engagement that surrounds story time is what makes it a rich learning experience. Interactive story times encourage talk and participation to support vocabulary and narrative skill development (Duursma et al., 2008; MacLean, 2008). For example, librarians have found that using their voice expressively and body language, in particular facial expressions, has allowed them to create tension and excitement around the story. Subsequently, this has led to increased engagement and encouraged children’s language development (Saint-Georget et al., 2013 cited in Goulding et al., 2017). Familiar books are also thought to be engaging for young children because they can practise their narrative skills and join-in discussions or read along confidently, also building word recognition, fluency and comprehension (Diamant-Cohen and Hetrick, 2013; Duursma et al., 2008; Kesler, 2010; MacLean, 2008).

Talk during story times, particularly dialogic reading, significantly improves children’s emergent literacy skills and expressive vocabulary (Duursma et al., 2008; Lambert, 2015) also promoting critical thinking and imaginative skills (Maclean, 2008) through adult initiated open-ended questioning throughout story-time.

On the other hand, Lambert (2015) argues that young children should be encouraged to focus more on the visual and physical elements of books during story-time. Engagement

should be encouraged by promoting thinking through open-ended questions to generate curiosity about the book, leading to predictions and continued inquisition through picture reading as the story unfolds. Additionally, Lambert (2015) argues that children may not benefit from physical book features in a large group, de-personalising and disengaging children from the experience. Children would benefit more in a small group, in an in-depth, hands-on experience where children should be exposed to a range of reading resources through various formats (Lambert, 2015). Varying the format of books used in story time widens its accessibility and promotes inclusion.

In relation to ensuring story time is accessible to all learners, using digital media such as an interactive white board (IWB) has been identified as an engaging story format that supports shared reading as it is visible to all learners across the classroom (Paganelli, 2016). Supporting this, Topo (2015 cited in Paganelli, 2016) reported that school librarians found that books were no longer engaging students and the introduction of a digital story time was reported to increase pupil engagement in KS2.

Furthermore, research has suggested that through using e-books and assistive technology, students gain access to additional learning support during the reading process such as dictionaries, and specialist audio and visual support for example (Tran, 2014 cited in Paganelli, 2016). Whilst research acknowledges that children should be exposed to a range of reading material through a variety of formats it could be argued that in the progressively digital world children should be increasingly encouraged to engage with high-quality, technological equipment to enhance story time and develop digital literacy (e.g. Atwell 2007 cited in Paganelli, 2016; Diamant-Cohen and Hetrick, 2013; Fischer, 2016; Lambert, 2015). Children and teachers are expected to incorporate digital skills into all areas of learning (Donaldson, 2015) which will also have an impact on story time. This could be achieved by using e-books; story making apps; digital forms of puppets and programmable robot story tellers for example (Paganelli, 2016).

In contrast to using technology to support additional learning needs, researchers have found that using drama activities within literacy interventions has helped engage children in stories to develop a deeper, more meaningful understanding and comprehension of stories (Adomat, 2009; Wilhelm, 2007 cited in Adomat, 2012). Many researchers support this idea reporting that using drama during or after story time enables children to immerse themselves into stories and characters to actively build on each other's understandings as a form of social

scaffolding, allowing them to develop deeper understandings from different perspectives (Crumpler, 2007 cited in Adomat, 2012). Furthermore, drama gives children an alternative way of sharing and expressing their thoughts and feelings to demonstrate understanding creatively as reported by Hancock (2007) and Bernal (2007) both cited in Adomat (2012).

Similarly, the introduction of props during story time has been reported to engage children through creative, expressive movement, enabling children to make meaning in text that perhaps cannot be read, understood or verbalised (Stevens, 2012). Using concrete resources as props can make a story life-like and accessible to all children, for example helping develop vocabulary by exploring props using senses to aid understanding and make meaning for future recall (Kesler, 2010; Stevens, 2012). Such props can be introduced through 'story sacks' and to further engage learners, teachers have involved children in the planning and preparation of the sacks to complement stories (Stevens, 2012). The Welsh Assembly Government (WAG, 2011) reported that pupil participation whereby children are involved in decision-making, planning and implementation, in itself can lead to better classroom relations, improved behaviour, engagement and learning.

In addition to the use of props within story time, props could be used as a lesson 'hook' to spark imagination and engage learners prior to story time. Stevens (2012) suggests that the most effective props to engage children relate to their experiences and interests, supporting the wider literature regarding engagement. For example Laevers and Moons (1997 cited in Laevers, 2015) identified that providing activities that complemented children's interests, increased engagement.

In relation to using drama and props, puppets have been identified as engaging classroom tools that promote inclusion, motivation and engagement in young learners (e.g. Diamant-Cohen, and Hetrick, 2013; Remer and Tzuriel, 2015; Salmon and Sainato, 2005). An interesting study by Remer and Tzuriel (2015) found that teachers who used puppets as a mediator in the classroom reported significant positive effects on children's social and emotional skills, language development and motivation to learn, particularly among children who had difficulties in those areas of development. However, the researchers highlighted the difficulties experienced by some teachers in the operation of puppets and successful integration of them into effective learning and teaching methods. Therefore, suggesting a need for training in order to successfully implement puppets into the teaching and learning process to witness the benefits puppets can have on learning and development.

In conclusion, the literature supports the use of technology and props as techniques to promote inclusion and more specifically, to engage young children in their learning through story-time. The current study therefore decided to reflect upon and refine the practice of using e-books and props as engagement strategies during Foundation Phase story times.

Lesson study design

The methodology used to conduct this research was a lesson study. Dudley (2014) described lesson study as a form of action research carried out by teachers who identify an area for development within their pupils' learning and work in collaboration to plan, teach, observe, reflect and refine their teaching strategies in order to improve students' learning. Many thorough evaluations of the impact of lesson study on pupil progress have been carried out (e.g. Dudley, 2012, 2013, 2014) and have found that teacher learning through such action research has had a direct, positive impact on pupil progress.

Norwich and Jones (2014) found that teachers who had taken part in LS later had increased confidence in their teaching and were more likely to experiment with new teaching approaches. They also demonstrated a higher quality of planning and a better ability to differentiate lessons compared to teachers who had not taken part. Teachers also reported that the process was effective because the observation focused on pupil learning rather than on teaching. Cerbin (2012) also found that teachers enjoyed the opportunity to observe and analyse student learning as they do not usually have the time to do so.

On the other hand, Murray (2013) reported a number of misconceptions held by teachers regarding LS, which can have a negative impact on its effectiveness. Whilst there are a number of limitations and misconceptions associated with LS, the current researchers were unlikely to be affected by them as they are student teachers eager to learn and accustomed to the observation, reflection and professional learning process. However, it is acknowledged that such misconceptions among practitioners should be addressed in order for LS to be effective.

The methods of data collection used were non-participant observation, focused-group (FG) interviews and student-teachers' reflections following their teaching. These were then used to inform the post-research discussion between the three researchers to reflect on the learning and refine teaching strategies for the next lesson. The data collection methods used were the same throughout the lesson study to provide consistency across the study. A

qualitative data analysis was conducted, amalgamating key issues emerging from the data collected from the three lessons, to draw conclusions and make suggestions for future practice.

Dudley (2014) suggests that three target pupils that demonstrate differing groups of learners should be observed during the process. Researchers were limited to which children could participate due to limited numbers providing parental consent or their own. Therefore, an opportunist sample was used. In each of the three lessons, three target children from different attainment groups were chosen by the teacher and student-teacher of that class, as this was the information made available to us. The target children were observed and later participated in a FG interview. Whilst Dudley (2014) argues that one FG of three children is a sufficient sample size for lesson study, other authors disagree (e.g. Morgan, 1988 cited in Cohen et al., 2007), arguing that the small sample cannot be representative of a group of learners. This limits the ability to generalise the findings and is a limitation of LS.

A structured non-participation observation took place, whereby the researchers noted the occurrence of certain incidents on a pre-prepared observation schedule, the Leuven scale of involvement (Laevers, 1994; See Appendix 1). The Leuven scale of involvement is a five point scale used to determine the engagement of a child in a specific activity. The scale ranges from 1 where the child is passive and displays no enthusiasm in the activity with no concentration to 5 where the child is highly engaged throughout, concentrating without distraction and the activity is at an appropriate level of challenge to aid the engagement (Laevers, 2015). The level at which they are achieving throughout the research lesson should be agreed by researchers (Dudley, 2014). Despite relying on subjective observations of involvement, the Leuven scale has high validity and inter-rater reliability (Laevers, 1994). Therefore was an appropriate measurement for children's engagement within this lesson study.

As part of the LS, three target pupils were interviewed within a FG by the researchers to gain pupil voice regarding the teaching and learning process. As suggested by Dudley (2014), the focus was on the children's views of the lesson and how teaching could be improved in the future to support this process. FG interviews allow participants to express their opinions and reflections on the learning and teaching process in an informal, non-judgemental environment. Article 12 of the United Nations Convention on the Rights of the Child (UNCRC; UNICEF UK, 1990) states that children have the right to an active role in

decisions that affect their learning and well-being, therefore, schools across Wales strive to include pupil voice as an integral part of the teaching and learning process (ESTYN, 2016; WAG, 2011).

The direct contact within interview situations acts as a strength as well as a limitation to data collection (Borg, 1963 cited in Cohen et al., 2007). Its limitations are that it provides no anonymity from the researcher or other interviewees, particularly in relation to this research, data could be effected by group dynamics, dominance of peers, level of articulation and many other factors. Furthermore, pupils may feel obliged to try and 'please' the teacher as they may be seen as an authority figure and so children may not answer truthfully, potentially affecting data validity (Arksey and Knight, 1999 cited in Cohen et al., 2007).

Researchers were aware that the most reliable interview results occur when the interviewees are aware of the purpose and are at ease (Tuckman, 1972 cited in Cohen et al., 2007) and that successful FG interviews depend on relationships, communications and understanding between learners and teachers (Dudley, 2014). Therefore, researchers tried to reduce the impact of such limitations by creating an informal interview scenario by mixing the seating arrangement in a relaxed, visible area of the classroom to create an enjoyable discussion in familiar surroundings.

Furthermore, the interview was led by the student-teacher that had taught that class last term as they knew the children best along with specific child-appropriate language to use to help ease the children in the unfamiliar situation. Children had a good rapport with all present researchers as they had been working throughout the school prior to the study and were taught by one of them for a number of months during professional teaching experiences earlier this term. In addition to this, all researchers were introduced to the children at the beginning of the lesson during the explanation (See Appendix 2) where the purposes of the study, including the intentions of the observers, were explained to the children. This should have reduced observer effect sizes although it is acknowledged there may be a minimal effect.

In contrast, the strengths of a FG interview with a number of researchers, are that the interviewees and interviewers can contribute to an informal discussion where thoughts and perceptions can be expanded upon to gather more information or clarify ambiguous responses but also requires interview skills. This method could lead to unstructured responses making it

difficult to quantify (Cohen et al., 2007). Researchers can jointly ask questions building on additional points or questioning something that they picked-up upon during the lesson for example that may not have been anticipated. The questions were pre-constructed and open-ended (See Appendix 3b) reflecting the intentions of the lesson study to draw on the attitudes and opinions of the children regarding the lesson. FG questions are susceptible to being led by interviewers and so require careful management. It would be extremely difficult to refrain from giving unconscious signals during the interview that may imply approval or disapproval which would affect responses (Cohen et al., 2007).

The responses were recorded using audio-recordings and note-taking. Again, both methods could pose strengths and weaknesses to the data collection. Researchers have argued for example that whilst audio recordings are unobtrusive they could restrain respondents and furthermore the note-taking of an interviewer could be distracting to children (Cohen et al., 2007). As mentioned, children were briefed to understand what and why the researchers were note-taking and recording and they did not appear to be effected by the process.

An ARC reflection model was completed by the student teacher following each lesson to collect data on the teaching process from the teacher's perspective. The ARC reflection model is based on models of reflective practice such as Kolb (1984) and Gibbs (1988) both cited in University of Bradford (ND). In such models the teacher analyses the learning that occurred during the lesson, links it to the theory to enable conclusions to be drawn and an action plan to be developed for future teaching. The ARC model was adapted to refer to the specific aims of the research lessons (See Appendix 4).

A post-research discussion took place following the reflection of the teacher, the agreement between observers and the FG interview. The researchers analysed the three sets of data collection and identified trends which were then used to refine teaching strategies for the next lesson, as recommended by Dudley (2014). As suggested by Dudley (2014), the focus of the discussions was the learning and pupil voice, before addressing teaching.

Ethical considerations

Abiding by University regulations, an ethics form was completed by each researcher which was approved prior to the LS by the school and University Ethics Committee. Ethical procedures were adhered to throughout the course of the LS. The LS took place in classrooms

that the student teachers had taught in for a number of months, and so were aware of the school's safe guarding and health and safety policies which were followed at all times.

Prior to the lesson, the teacher and student teacher discussed the purpose of the lesson including the presence of the observers, with the whole class (See explanatory statement in Appendix 2). This complies with LS guidance by Dudley (2014) and ethical guidelines (BERA, 2011; EWC, 2017; UWTSD, 2017-2020). Furthermore, as the teaching strategies were considered as normal classroom practice, all children participated in the lesson study as it formed part of their daily classroom routine and ensured that all children accessed equal learning opportunities and inclusion within all educational experiences.

The three target pupils were required to provide assent and parental consent to participate in the observation and FG interview. A letter of parental consent (See Appendix 5) was sent home prior to the study to inform guardians of the LS. Limited responses within some classes determined the sample participants. As with the explanatory statement, the intentions of the observations and FG process was explained fully to the target children by the student teacher and due to their age, attempts to check their understanding of their right to withdraw at any time were made (See Appendix 3a). Children that agreed to participate were asked to confirm in the form of a child-friendly written assent along with verbal assent which was witnessed by the class teacher (See Appendix 6). At no point during the study, were any incentives discussed with participants so as not to pressure them or induce the risk of bias on the data. Children who chose not to participate by not giving their assent were reassured that there would be no adverse consequences and were treated equally throughout the LS. Researchers continued to assess body-language and other responses of target children as indications of continued assent throughout the interview process. The class teacher was present at all times and at no point did any child indicate a wish to withdraw or become in any way noticeably effected by the process.

Lesson study analysis

Considering relevant literature, the intention of this research was to find out whether using props and an IWB during story time encouraged engagement. Therefore, lesson one (L1) used an e-book read by the teacher and the children were encouraged to use puppets throughout the story to express movement and emotions of characters (See lesson plan in Appendix 7). Children asked and answered questions imaginatively through the role of story

characters during the plenary ‘hot-seating’ activity achieving the Learning objective (LO). This demonstrated their engagement with the story and characters within.

The main findings were that overall the props caused disengagement during story time which was highlighted in each of the data collection methods. The teacher’s reflection suggested that the cause was due to lack of exposure to props and that in the future, more time could be spent encouraging the children to engage with the props prior to the story time. This was supported by observations of the target children (See Appendix 8). Child A was not engaged with the prop until he was encouraged by the teacher following which he showed clear signs of engagement by using his prop imaginatively throughout. ‘Child B’ and ‘Child C’ showed low to moderate signs of engagement which seemed to be negatively affected by the use of props (See Appendices 9-10).

Whilst Child C expressed a liking for using puppets “*because in a normal story we just sit still and listen*” (See Appendix 11), she also referred to them as “*distracting*” which supported observational data.

Similarly, Child B was disengaged by the props and attributed the cause to the character “*it was a boy*” (See Appendix 11).

The conclusions regarding the use of puppets during story time was that a limited number of characters should be used or children should have a choice of character to encourage their engagement. Additionally, time should be allocated for children to engage with their puppets prior to the story and for the teacher model positive use of puppets.

The FG interview also provided an insight into the children’s views of using an E-book during story time. Children identified this themselves as a difference to their normal story time and a preference compared to a book held by the teacher because it was more visible making it more engaging.

Evidencing this, Child B commented, “*I like it when it’s bigger because otherwise we’ll only hear the teacher and not see the pictures so we might not know what’s happening*”.

In contrast, the student teacher felt slightly disengaged with the story due to the format (See reflection in Appendix 12). This finding supports literature (e.g. Lambert, 2015; Paganelli, 2016) and could have a negative impact on teacher motivation and consequently on student engagement and learning

During the interview it also became clear that children would prefer to read books about their interests and that they are familiar with to enable them to join in, supporting literature (Diamant-Cohen and Hetrick, 2013; Duursma et al., 2008). This supports the teacher's choice of story as it was familiar to the children but also inspired curiosity as it was a compilation of different classical fairy tales. Time was spent prior to the lesson creating anticipation, asking questions linking to the LO and encouraging discussion and thinking between the children, as literature suggests, encouraging engagement from the start of story time (Lambert, 2015; Stevens, 2012).

The post-lesson discussion concluded that an E-book should be used in future story times as it encouraged engagement for the children. However, researchers decided to try using an audio E-book to free the teacher to encourage positive use of props through the immersion into the characters throughout the story to encourage engagement. In addition to this, in order to address disengagement caused by the choice of characters, the puppets were limited to the two main characters of the story and all children would have a turn at using each character.

It was evident from L1 that engagement was difficult to measure and conversations took place between the two observers following each observation to discuss discrepancies and decide on a 'best-fit' judgement for each target child. This was a minor concern and so the measure was used for the following lessons.

Similarly for Lesson two (L2) a familiar story was chosen as this was identified as a positive factor for engagement from L1 following the FG interview. The observers rated the target children as being moderately to highly engaged and identified that whilst there were high levels of engagement with the screen and drama elements, children did not engage with the finger puppets. It appeared that the main cause of minimal engagement was the limited challenge experienced by the children, it did not '*address their imagination*' or require '*full use of their capabilities*' as identified in the observation schedules (Laevers, 1994). This demonstrated the importance of knowing your learners and as Laevers (2015) argues, children must be working within their 'zone of proximal development' to actively engage in a task.

The limited impact of puppets on engagement was supported by pupil voice gained in the FG interview (Appendix 13). Interestingly, whilst the board appeared to engage the

children from the observers' perspectives, the children voiced a preference for story time using hard copy books. The reasons implied that children like a relaxed, passive story time where they feel close to others (Evidenced in Appendix 13). However, the data could have been influenced by the time of day and the impact it may have had on the energy and emotions of the children.

As was evident from the FG interview, children preferred familiar books that relate to their interests, mirroring views of children from L1. Children did comment that the finger puppets were appealing because they were 'new' but would have preferred not to use them, indicating that using a variety of story time approaches would be engaging (Refer to Appendix 13). Furthermore, the use of an audio E-book allowed the teacher to encourage engagement. Although it seemed to have an effect on the drama aspect rather than increasing the engagement through using concrete props. Whilst the children were prompted to engage through teacher encouragement, again the teacher felt less engaged with the story as she was unable to stop and question for example, which contributed to the minimal level of challenge. This will be addressed further in the discussion.

The child who was most active and rated as displaying higher levels of engagement using the Leuven scale, also engaged in the post-story 'hot-seating' and demonstrated his ability to empathise with characters. Therefore it could be argued, supporting the level of engagement observed during story time. On the other hand, the other children who had slightly lower levels of engagement during the story did not volunteer to participate in the hot-seating activity. However, it would be impossible to link this to their observed engagement throughout story time as their unwillingness to volunteer may have been influenced by a number of other factors. This demonstrated the difficulties associated with measuring subjective compared to objective concepts. Literature of puppet use (e.g. Remer and Tzuriel, 2015) implies that this may have been the appropriate time to introduce puppets to encourage communication and extend skills rather than puppets encouraging engagement in the actual story.

The final refinements that were made considered the combined findings but also had to be appropriate to younger children. As the board had had a positive impact on engagement, the student teacher used an E-book but also encouraged a close and comfortable sitting arrangement to promote the relaxed nature preferred by the children of L2. It was also decided that the teacher would use a puppet to encourage engagement throughout the story

with a similar emphasis on drama that was found to encourage engagement in the previous lessons but also as a mediator between the children and teacher, to encourage participation as described by Remer and Tzurriel (2015). In contrast to the previous lessons whereby children had used the puppets, the teacher handled the puppets and props were indirectly introduced to the children prior to the story time which induced anticipation among the children and acted as a 'Hook' (Stevens, 2012).

During lesson three (L3), children were observed as being highly to extremely highly engaged throughout the lesson and achieved the LO. These were the highest levels of engagement observed throughout the LS

In contrast to the previous lessons, the teacher felt engaged with the E-book as she read it and was able to pause at various points throughout to challenge children, encourage drama, question and address behaviour, through the use of a familiar and seasonally relevant character, 'The Easter Bunny'. The difference of the teacher using the prop helped the teacher to feel involved but also had a positive impact on pupil engagement. It eliminated the distractions caused by the puppets in previous lessons and enhanced the learning experience by sparking imagination and engrossing the children in the activity.

Props were also introduced before and during the story which brought the story to life for the children. As literature suggests, children used their senses to explore the props which enhanced their learning experience. The impact on engagement and enjoyment was reflected in the observations but also through the children's expressive language and non-verbal body-language in the FG interview.

The pupil voice exercise highlighted the positive impact of the IWB for story time but children also expressed their preference to "*sit close*" and "*have a rest*" (See Appendix 14). This seemed to be a recurring theme from the children in the LS and so it would be suggested that a welcoming and comforting environment is promoted during story times.

Discussion

Overall, the LS found that puppets were successful in engaging children during story time only when used by the teacher. However, engagement was only found in L3 with the youngest of the sample therefore it would be advisable to trial the use of teachers mediating through puppets during story time across the Foundation Phase age range before

implementing into classroom teaching. Children using puppets was not an effective engagement strategy during story time in this study.

In contrast, the use of concrete props to support visualisation and understanding was engaging for children. The use of props prior to the lesson was an effective way of creating curiosity and engaging learners as was using props throughout story time but again, managed by the teacher and mediated through a puppet. During the present study, props were used mainly to engage children and spark imagination and creative thinking however again, only with the younger of the classes and it should be explored across the Foundation Phase age range.

Encouraging the children to use drama was found to be an engaging story time technique and the drama element had more of an effect than using concrete puppets. Although used as more of an assessment for learning strategy in the current study, children positively engaged in the 'hot-seating' task following story time, implying that drama could be a positive addition to story time which would support current literature (Adomat, 2009, 2012; Stevens, 2012). Interestingly, it was noted that a child from each lesson who was observed as being minimally engaged or not participating in the drama element but had appeared to be highly concentrated and engaged within the story. The method of data collection used did not allow the researchers to explore the reasons behind this. Research implies that puppets would be useful in this situation to support these children and encourage them to engage in the drama aspect or as one observer assumed, perhaps the task was not challenging enough for those children. This suggests that further research should be carried out to explore that impact of encouraging engagement through puppets in the follow-up or extension activity of story-times throughout the Foundation Phase. Furthermore, an objective measurement relating to a learning outcome should be measured alongside the engagement level. In this way, learning progress as well as perceived engagement could be tracked over time as a more reliable and concrete measure.

Relating to this, Dudley (2014) suggests that during LS teachers should have pre-expectations of how target children will perform during the lesson. However, there was no measureable skill assessed in the current study. Instead, the target children were subjectively measured and as they were sampled according to their attainment levels, no prediction or expectation was made regarding engagement as this would have been a biased assumption. Furthermore, attainment levels were not shared among observers to reduce the risk of biased

data. A follow-up study could measure engagement levels alongside oral skills by recording post story time discussions, after the introduction of puppets or props to measure the effect on engagement and importantly learning, overtime.

In relation to the measurement used, the current researchers found the measure of engagement difficult and were unconvinced of its reliability. Whilst researchers had fairly consistent observations there were some discrepancies during post-observation discussions of what the observed behaviours implied. For example, Child C in L2 was observed as ‘fiddling’ however, he also appeared to be highly engaged (See Appendix 15). Similarly, Child B, L3, moved across the length of the carpet during story time which one observer perceived as being distracted whereas another perceived it as a sign of engagement as the child had moved closer to the board (See Appendices 16a,b). This demonstrates the subjective nature of the measurement and suggests a need for an additional, supportive measurement. Having said this, observations were generally consistent between observers throughout the study.

Within the study, use of the IWB had a positive impact on engagement during story time as evidenced by observations and FG interviews. However, children expressed the need to feel relaxed and comfortable. It was overcome in L3 by simply encouraging children ‘to come closer’ together and towards the board and it is recommended that practitioners consider this during future story times. Furthermore, teachers felt slightly disengaged when using the IWB and so teachers should experiment and practise its use as small adjustments to sitting position for example, was found to make a difference. Within future practice, teachers should also try using a clicker to pause and turn pages on e-books to become confident at using different formats as this could affect teacher as well as pupil engagement. Whilst it is important that children and teachers develop digital competence across the curriculum, it is important to value pupil voice and the extensive literature that highlights the significance of exposing children to a range of formats and material in order to enhance engagement as well as educational development (Diamant-Cohen and Hetrick, 2013; Fischer, 2016; Paganelli, 2016).

As with any use of technology, there is a risk of failure and so teachers should have an alternative plan prepared (Paganelli, 2016). The current researchers did experience some difficulty when digital media was incompatible with the schools device, however the risk of

such instances should reduce when the teacher is in a consistent classroom with access to devices in advance.

In relation to having an additional plan when using technology, during the data collection of FG interviews in this study, the audio device was temperamental and so a written method was used instead inducing the risk of biased data in relation to what was recorded. To limit such weaknesses Mishler (1986 cited in Cohen et al., 2007) suggested that a number of methods should be used in collaboration, non-verbal factors and tone of voice for example could then also be considered. It is argued that consideration of such factors could help the researcher identify reasoning behind responses and a more in-depth analysis although that would be increasingly difficult to analyse (Cohen et al., 2007). Alternative data collection methods could be explored to strengthen findings of future LS.

In relation to using multiple methods, it would be recommended that practitioners audio-record the interview in order to reflect on and refine their own questioning techniques. During FG interviews within the current study, at times slightly leading questions and responses that implied approval were unintentionally used by researchers, potentially influencing children's responses and effecting findings (Arksey and Knight, 1999 cited in Cohen et al., 2007). The children also seemed to misinterpret some questions, for example during every FG, the children would refer to what they liked and disliked about the story rather than the specific story time techniques. This implies that questions were ambiguous and should have been more specific. To address this in future LS, practitioners could reflect on and refine their questions or alternatively could use a 'projection' technique as described in Cohen et al. (2007) whereby children would be shown images to encourage child-led discussion among peers rather than a question and answer format. This would further reduce the risk of biased data caused by the teacher being seen as a figure of authority.

As identified throughout the LS analysis, there were concerns about the reliability of the Leaven scale. Cohen et al. (2007) suggest that inter-rater reliability could be improved by piloting the study and observers agreeing upon behaviour indicators of the observation schedule statements. This should be considered within the methodology of future LS measuring engagement.

A limitation of LS is that it uses different classes which could be why the findings were different each time. For example, the learning environments of the children were

different such as their exposure to technology and ethos within the classroom. This may have affected the findings of the current LS. For example, children in the nursery who were highly engaged did not become distracted by background noise which was observed as a positive. However, this may be a reflection of their resilience to distractions caused by the conditions of their normal learning environment which had an adjoining classroom. Whereas children in L1 who may have been observed as being distracted by a noise for example which would have been interpreted as showing minimal levels of engagement in the activity, may be a result of their normal learning environment which was an enclosed, single classroom, rather than their engagement levels. Therefore, using samples from different learning environments reduces validity. This could be improved by repeating the study during the refinement process more than once in each classroom.

As previously mentioned, LS uses a limited sample size which may not be considered as a representative sample. In the future, sample size limitations could be overcome by repeating the study across a larger scale with slightly larger FG or a different FG each time. Furthermore, additional measurements such as whole class pupil voice could be explored, although this would cause additional difficulties and possible limitations.

Conclusions

Using a LS model to collaboratively reflect upon and refine practice has been a useful and enjoyable experience. Having more than two researchers was beneficial for a thorough and reliable observation. I feel that I have learned a lot from the process, particularly how to improve reliability of LS within future practice. Furthermore, given the time to carry out LS, I have witnessed the advantages of gaining pupil voice and the impact it could have on future teaching strategies and choices. This is becoming increasingly identified as good practice (e.g. ESTYN, 2016; WAG, 2011) and will support the purposes of the new curriculum (Donaldson, 2015). Moving forward, I will consider ways to regularly incorporate pupil voice into my reflection process throughout future teaching practice as I am now more aware and appreciative of its impact on the teaching and learning process.

After seeing the nursery children engage so well during story time, I have become increasingly aware of and inspired by the power of story time to engage children in their learning and will use this as a teaching strategy throughout the areas of learning.

In my future Foundation Phase practice, I will use these findings and build upon them depending on on-going reflections. I intend to use puppets to encourage participation and as a mediator between myself and children within the classroom. Furthermore, I will encourage the use of drama throughout story times to engage children. As this study identified the need to practice the use of props and puppets, I am keen to include drama and props as a regular enhanced activity (such as 'story boxes', Stevens, 2012) to develop creativity, language and personal, social and emotional development. Through this exposure, children should become familiar and confident at using props and drama. It may then be beneficial to introduce them into story times which could be explored through future LS.

This study found a positive association between technology and story time in terms of engagement and so I would also incorporate technology in the enhanced activities such as puppets on a green screen or programmable puppets. This is an area I would be keen to develop in line with the introduction of the Digital Competence Framework (Donaldson, 2015).

Overall, existing literature and the findings of the current study have emphasised the need of exposing children to a variety of formats during story time to ensure inclusion and accessibility, as well as encouraging engagement and extending their range of skills. This is something I will strive to provide throughout my teaching career. In order to incorporate pupil participation, children will be encouraged to have an active role in the planning and preparation of these experiences which should positively affect pupil engagement and subsequently, learning. In addition to this, Laevers (2015) emphasises the importance of monitoring, reflecting and amending such implementations based on levels of child engagement.

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Appendix 1

Observation Schedule: The Leuven Scale of active engagement

Child: _____ Date: _____ LO: _____

Teacher: _____ Observers: _____

Level	Engagement	Examples	Comments
1	Extremely low: The child shows hardly any activity.	No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity	
2	Low: The child shows some degree of activity which is often interrupted.	Limited concentration; looks away during the activity, fiddles, dreams; Is easily distracted; Action only leads to limited results.	
3	Moderate: The child is busy the whole time, but without real concentration.	Routine actions, attention is superficial; Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.	
4	High: There are clear signs of involvement, but these are not always present to their full extent.	The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.	
5	Extremely high: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	Is absolutely focussed, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity.	

Appendix 2

Explanatory statement

Hi boys and girls, it is lovely to be back in your class to see you all! You've probably noticed we have two more student teachers with us. How lucky! Can we all give them a nice 'Croeso' to welcome them to our classroom.

Whilst I've been away in University (my big school), I've been thinking about how I can be a better teacher. That's why me, Miss X and Miss X are here today... we need your help!

We want to find out what makes story time fun for everybody and how we as teachers can make it better and more enjoyable.

To do that, together we are going to read a story trying out some new ways that might make it even more fun! All we'd like you to do is join in and Miss X And Miss X are going to watch to see if it looks as if we're enjoying story time and they might be making some notes.

At the end, we might ask some of you some questions to see what you thought about today's story time.

Are you all willing to help?

Class teacher: _____ Date: _____

Appendix 3a-3b

Appendix 3a

Statement to focused-group children

We want to find out what makes story time fun for everybody and how we as teachers can make it better and more enjoyable. Together we're going to read a story trying out new things.

We're going to ask you some questions at the end to find out what you liked or didn't like about story time.

It's your choice whether you would like to answer the questions, if you would not like to, that is ok, you can tell any of the teachers/adults in this room and that will be ok. You will not be in trouble you can go back to normal activities.

(Check understanding) Do you have to take part in the questions? Who can you tell if you don't want to take part anymore? Is it ok if you don't want to take part?

(Ask for verbal assent) Do you feel happy to answer the questions to tell us what you liked about story time? Can you colour-in the smiley face if you feel happy to answer the questions to tell us what you liked about story time?

Appendix 3b

Focus Group Questions

1. Was there anything different about this story time to your usual classroom story time?
2. What did you most enjoy about the lesson? Why?
3. Can you show me which part of the lesson you enjoyed the most? Why?
4. What didn't you like about the lesson? Why?
5. Is there anything I could do when I teach this lesson again to make the lesson better? Why? How?
6. Is there anything we could do during story time that would help/encourage children to join in? What would make you want to join in?

Appendix 4

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

LO:

Dyddiad/Date:

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>"What are your feelings regarding the story time techniques used to engage children during story time?"</i>	
Cofio a Deall/ <i>Remember and Understand</i> <i>"Can you list the aspects of the story time that went well?"</i> <i>"What were the elements of story time that were disappointing?"</i>	
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>"What will you keep the same during story time to engage children in effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	
Casgliadau a chymau <i>Conclusions and actions</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	
Y profiad newydd / Transformed experience	

Appendix 5

Letter of parental consent

Dear Parent/Guardian,

Your child's school is a partner with [REDACTED]. 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 - [REDACTED]

Yours faithfully,

[REDACTED]

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

I do/do not give consent (please delete) for audio recording to be used as part of a group session to record my child's views.

Signed.....(Parent/Guardian).

Date.....

Appendix 6

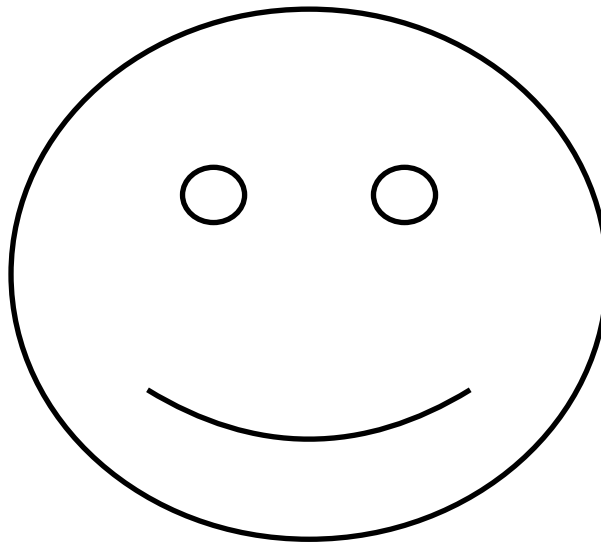
Child assent form

Assent form

Child: _____

Date: _____

By colouring in this smiley face, I allow for [REDACTED] to observe me during the lesson and ask me questions with my friends to help make our story time more fun and enjoyable.



Class teacher: _____

Date: _____

Appendix 7**L1 lesson plan**

Name of Trainee: [REDACTED] Session ref: Lesson study (1)		Date: 27/03/18 Class: [REDACTED] No of chn: 28 Age: 5-6 years old		Foundation Phase Focus Plan 2d	
Personal Training Target(s) : To work collaboratively to reflect on teaching and learning to improve practice through a lesson study approach		Success Criteria: To engage with the story; To recognise characters; To listen to the questions being asked; To answer open-ended questions appropriately		Meeting learners' needs: The task is accessible to all children. Task is differentiated by learner outcome/response	
Learning objectives/intentions: To answer a variety of open-ended questions relating to a story		Main activities		Assessment for Learning (strategies and opportunities)	
Introduction/plenary tasks		Resources/ Key Vocabulary		Resources:	
Gain assent from focused-group children and check they have parental consent	Trainee focused task (purpose, outline of trainee's role and children's learning): Explain to the children that they will each be given a character to hold during the story. Every time their character appears in the story they can express the emotion/movement shown by their character. Show the children an example. Give the children a character at random. Read the book 'Fee Fi Fo Fum!' as whole class on the carpet. After the session use 'talk partners' to answer questions regarding the story and characters (using key vocabulary)	Pre/post-lesson: Assent forms Explanatory statement Focused-interview questions		What can we see on the front cover? Which characters do we notice? Which stories are these characters/features from? Who might be saying 'Fee Fi Fo Fum?' What do we think the story might be about? What might be different about this story?	
Introduction Explain the purpose of the lesson study to the children (introduce observers to the class)	Give the children a character at random. Read the book 'Fee Fi Fo Fum!' as whole class on the carpet. After the session use 'talk partners' to answer questions regarding the story and characters (using key vocabulary)	Lesson: Ebook ('Fee Fi Fo Fum!') Pointer Characters/ puppets		Who rescued Little Red Riding Hood? Why was the wolf wearing a pink nightie? How did this make Little Red Riding Hood feel? Do you think Will the Woodsmen felt frightened of the wolf? Why?	
Show children the front cover of the book, discuss the title/images/ what do think it might be about? What do you already know about the characters?	Additional adult tasks (purpose, outline of additional adults' role and children's learning): N/A Independent learning opportunities: N/A	Key vocabulary Who? What? Where? When? How? Why? Feeling Because.....next.....then..... I think..... Characters		Who through the magic beans out of the window? How do you think Jack's mum felt about the beans? Why did Wolfie climb the beanstalk? Where did the small lead Wolfie? How did Jack/Wolfie get down the beanstalk? How did Will the Woodsman get rid of the Giant? How did the boy/Wolfie feel at the end of the story? What do you think happened to Little Red Riding hood and granny?	
Plenary Hot seat – one child to sit on a chair and get into character whilst the class question them using key vocabulary					
Curriculum coverage (range and skills) Answer 'who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events					
Literacy (LNF) Adopt a role using appropriate language; Join-in, repeat or memorise rhymes, songs, poems and stories; Show understanding of what they have heard by asking questions to find out more information; Contribute to conversation and respond to others, taking turns when prompted		Numeracy (LNF) Use the concept of time in terms of their daily and weekly activities and the seasons of the year			
DCF N/A (Story will be an e-book on an interactive white board)	Thinking Ask why? Where? What? How? When? Etc: Identify and make links with prior skills and knowledge related to content; Identify and describe similarities and differences by making simple comparisons	ESDGC Ask questions, listen and respond to others; Communicate with increasing confidence to peers and others; Begin to represent and respond to ideas and emotions		YCC Discuss tradition of harp playing in Wales	

Appendix 8**Observation Schedule - The Leuven Scale of active engagement****Child:** Child A**Lesson:** 1**Teacher:** [REDACTED]**Date:** 27/3/18**Observer:** [REDACTED]

Level	Engagement	Examples	Comments
1	Extremely low: The child shows hardly any activity.	No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity	
2	Low: The child shows some degree of activity which is often interrupted.	Limited concentration; looks away during the activity, fiddles, dreams; Is easily distracted; Action only leads to limited results.	
3	Moderate: The child is busy the whole time, but without real concentration.	Routine actions, attention is superficial ; Is not absorbed in the activity, activities are short lived ; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.	Quiet to begin with but then interacted when encouraged directly to do so
4	High: There are clear signs of involvement, but these are not always present to their full extent.	The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.	Concentrated whilst waiting for his character Good peer interaction with character of the lumberjack Acting out using his character prop Engaged and focused most of the time- using movement
5	Extremely high: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	Is absolutely focussed, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her ; Is alert, has attention for details, shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity.	

Additional notes: **Prop increased his engagement and feelings, especially around his peers, once encouraged to join in by the student teacher**

Appendix 9**Observation Schedule - The Leuven Scale of active engagement****Child:** Child B**Lesson:** 1**Teacher:** [REDACTED]**Date:** 27/3/18**Observer:** [REDACTED]

Level	Engagement	Examples	Comments
1	Extremely low: The child shows hardly any activity.	No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity	Moving around the carpet during middle – becoming more distracted as story went on
2	Low: The child shows some degree of activity which is often interrupted.	Limited concentration; looks away during the activity, fiddles, dreams; Is easily distracted ; Action only leads to limited results. Concerned she had a different prop – looking at others alot	Looking behind, distracted by props * causing child to move around. Played out her character showing emotion but only when asked to do so.
3	Moderate: The child is busy the whole time, but without real concentration.	Routine actions, attention is superficial; Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination. ** Activity did engage her imagination **	Chatting to peers Small noise of giant Acted out her character
4	High: There are clear signs of involvement, but these are not always present to their full extent.	The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.	Imagination at beginning – discussed prediction
5	Extremely high: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	Is absolutely focussed, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity.	

Additional notes: **The prop decreased her attention**.** Attention at start of story was fine but then decreased as story went on.

Appendix 10**Observation Schedule - The Leuven Scale of active engagement****Child:** Child C**Lesson:** 1**Teacher:** [REDACTED]**Date:** 27/3/18**Observer:** [REDACTED]

Level	Engagement	Examples	Comments
1	Extremely low: The child shows hardly any activity.	No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity	
2	Low: The child shows some degree of activity which is often interrupted.	Limited concentration; looks away during the activity, fiddles , dreams; Is easily distracted; Action only leads to limited results.	Fiddled with her prop through the entire story.
3	Moderate: The child is busy the whole time, but without real concentration.	Routine actions, attention is superficial ; Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.	Easily distracted for periods by the children around her. Due to playing with her prop this decreased her engagement in the lesson.
4	High: There are clear signs of involvement, but these are not always present to their full extent.	The child is engaged in the activity without interruption ; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation ; The child's capabilities and its imagination to a certain extent are addressed in the activity .	Child showed engagement when acting out her own character and was interested in lots of this story then. Aware of other characters also.
5	Extremely high: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	Is absolutely focussed, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity.	

Additional notes: **The prop decreased her attention. She was concerned more about who had what prop more.** Looked around a lot.

Appendix 11

L1 FG interview

R.W.
(L5.1) Themes - gender specific props, interests, e-book
Focused-group interview (audio - not working)

C prefer with puppets "because in a normal story we just sit still and listen".

B Didn't like using prop because "it was a boy".

A Liked prop.

C "It was on the screen, it was nice and big and it flipped itself".

A Liked "when the wolf chased the boy".

B "when the wolf was wearing gromie's clothes."

C "It was different because it was on a screen".

B "I like it when it's bigger we'll only hear the teacher and not see the pictures so we might not know what's happening".

C "people were mis- it was distracting"
(next time) "books that we've read before because I can join in".

B "I would want her to read 'Princess and the frog' on the board again".

A Would like to read about space.

Appendix 12

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

LO: To answer a variety of open-ended questions relating to a story

Dyddiad/Date: 27/03/18

Digwyddiad critigol (Ffocws)/Critical incident (focus): Using puppets and the IWB to engage children during story-time

Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the story time techniques used to engage children during story time?"</i>	I felt that the lesson had its positive and negatives although I do feel that as a whole class, the children achieved the Lo. I feel that both my practice and the children's engagement during story time can be improved.
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the story time that went well?"</i> <i>"What were the elements of story time that were disappointing?"</i>	The children enjoyed the story and were able to engage with the characters leading them to achieve the Lo therefore the choice of story was appropriate. However, I felt that they did not engage fully with the puppets and drama aspect during the story although they did this well post-story time through 'hot-seating'. I felt that for the first half of the story children were overall, not engaged in using their puppets and so I began encouraging the use more and more, by ensuring I was modelling some actions, being very expressive in my reading of the story and using positive praise for children that were using their puppets to express emotions and movement. I could have done this more and from the start of the story, this may due to the lack of experience myself and the children have had at using puppets/props within story-time. Furthermore, whilst the children seemed to engage with the story on the IWB, I found it difficult to read and so was not as engaged as I perhaps would have been with a physical copy in closer contact. I feel that I read more fluidly with a hard copy.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same during story time to engage children in effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	The plenary of the lesson (hot-seating) was very effective in demonstrating the children's ability to understand and empathise with characters from the story. This is where children really demonstrated their engagement with the characters rather than through the use of props during the story. Children were able to ask and answer the questions from the characters' perspectives achieving the Lo.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	- Practice using props – teacher and children, it was not disastrous and some children did engage, therefore perhaps spend time prior to the story discussing the props in more detail than I did and let the children explore the props prior to the story, discuss expectations or success criteria - Increase familiarity with props by introducing them throughout the classroom (enhanced and focused activities, reading corner, during PSE and to discuss 'circle time' topics) - Know the story well if using the IWB as it is hard from a teaching perspective to engage with it - Gain pupil voice – their thoughts on using props during story time
Y profiad newydd / Transformed experience	

Appendix 13

L2 FG interview

L2 FG interview.

Q. If again... book or board?

"Book because then we can go closer... and snuggle up."

"Loved the finger puppets.... because I've never used finger puppets like that". (NEW)

Familiar books + interests were listed when asked about what they would like in future story times.

Q. Would you prefer to use finger puppets or listen without them?

Ch C: "Listen... because then I won't have to move around".

Ch A: Prefer to listen "... don't have to say all the words".

(Time of day - after lunch impacted? or) different class?

Ch B: I don't want to use them 2 times

"because if you use them loads of times, they won't feel new anymore".

Appendix 14

L3 FG interview

L3 FG interview.

Ch A: ... different because it was the Easter Bunny

Ch B: different ... purple door, Easter Bunny, magic key
(Re-told the story).

"I've got Horrid Henry and I don't like it, he's horrid and I'm not."

Ch C: "The carrot was different". (Ref. to prop = real carrot).

All children: Usually the teacher has a book.

B + C: Like the IWB because they associate it with games, ref. to interactivity.

What we liked ...

Ch A: "it was Easter".

Ch C: "That they all worked together".

Ch B: "They saved Easter".

} Familiar,
positive
emotions.

What we didn't like ...

Ch A: "When they were sad". Child B agreed.

Ch C: "When the bunny wasn't being nice".

} Negativity

"We like story time on the carpet".

"We can sit down and have a rest".

"Nice and close so we can see".

Says excitedly ...

"I think if we open the magic door
we might go in it"

(Imagination sparked).

Appendix 15**Observation Schedule - The Leuven Scale of active engagement****Child:** Child C**Lesson:** 2**Teacher:** [REDACTED]**Date:** 27/3/18**Observer:** [REDACTED]

Level	Engagement	Examples	Comments
1	Extremely low: The child shows hardly any activity.	No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity	
2	Low: The child shows some degree of activity which is often interrupted.	Limited concentration; looks away during the activity, fiddles , dreams; Is easily distracted; Action only leads to limited results.	More distracted during second reading but still showing signs of engagement; Fiddled with prop but engaged during his character's role.
3	Moderate: The child is busy the whole time, but without real concentration.	Routine actions, attention is superficial; Is not absorbed in the activity, activities are short lived ; Limited motivation, no real dedication, does not feel challenged ; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.	Not much challenge; Very good character but distracted by prop
4	High: There are clear signs of involvement, but these are not always present to their full extent.	The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.	Got into character with expression Imagination through hot-seating Engaged in post story questioning and volunteered to speak in front of the class as the characters
5	Extremely high: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	Is absolutely focussed, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity.	

Additional notes: Little distracted at times – could have been in character? Difficulties of observing and measuring engagement

Appendix 16aObservation Schedule - The Leuven Scale of active engagement

Teacher: [REDACTED]
 Observer: [REDACTED]
 LO: [REDACTED]

L3

Child: Child B (H)Date: 28/3/18

Level	Engagement	Examples	Comments
1	Extremely low: The child shows hardly any activity.	No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity.	
2	Low: The child shows some degree of activity which is often interrupted.	Limited concentration; looks away during the activity, fiddles, dreams; Is easily distracted; Action only leads to limited results.	
3	Moderate: The child is busy the whole time, but without real concentration.	Routine actions, attention is superficial; Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.	Moving around the carpet
4	High: There are clear signs of involvement, but these are not always present to their full extent.	The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.	Highly engaged and concentrating at the board. Listening attentively to the teacher. Joining in: Show me how sad peas feel. Telling his peer how he would feel. Sometimes loses concentration but quickly gets engaged again. Even the music playing in the background has distracted him for a brief minute.
5	Extremely high: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	Is absolutely focussed, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity.	

Appendix 16bObservation Schedule - The Leuven Scale of active engagement

Teacher: [REDACTED]
 Observer: [REDACTED]
 LO: [REDACTED]

Child: Child b
 Date: 22-03-18

L3

Level	Engagement	Examples	Comments
1	Extremely low: The child shows hardly any activity.	No concentration: starting, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity.	
2	Low: The child shows some degree of activity which is often interrupted.	Limited concentration; looks away during the activity, fiddles, dreams; Is easily distracted; Action only leads to limited results.	
3	Moderate: The child is busy the whole time, but without real concentration.	Routine actions, attention is superficial; Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.	* moved to a different position on the carpet - to see more - closer to board - engaged?
4	High: There are clear signs of involvement, but these are not always present to their full extent.	The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.	* focused on screen/story * Listening when 'bunny' is talking - pretending to be a character, smiling, showing s.
5	Extremely high: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	Is absolutely focussed, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity.	* Told peer how he would feel when class teacher asked.