

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
- Literature Review: read a wide variety of literature on the topic. - Methodology- identified limitation of research tools and identified ways to avoid this.	- Discussion of results- to critically identify the similarities and differences between literature and study and give reasons why. - Analyze research findings better.

Student's Name	1101612	Date	15/04/2018
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How to develop children's engagement in story time using different story time techniques?

A critical reflection and analyses of a small-scale Lesson Study, with the intention of refining personal Primary School Practice.

The Enquiring Teacher (TET)

Level 7

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Aim, Focus and purpose of the research

The aim of this research is to conduct a small-scale research enquiry to improve a personal aspect of the writers practice. The research will be conducted by three student teachers. The topic that interested the triad was story time. In the setting where the triad completed Professional Teaching Experience 1 (PTE1) story time was part of the daily routine. Each member of the triad found it particularly difficult to engage all children during the story time session. Therefore, the research would enable to triad to use three research based story time techniques and evaluate their effectiveness in relation to children's engagement and interpret whether they had any impact.

Research Context

The research context will be in a large suburban school in the Bridgend County Borough. There are around 440 pupils enrolled at the school between the ages of 3 and 11. 10% of the children are entitled to free school meals which is well below the national average of 19%. The school has identified around 12% of pupils with Additional Learning Needs (ALN) which is also well below the national average of 25%.

The research will take place in three classes in the Foundation Phase. There are on average 30 children in each class. Each class will participate in a story time session which is usually run on a daily basis as part of their normal school routine which will alleviate unfamiliarity for the children. The story time session will include 3 different techniques so that the research team can observe children's engagement whilst using them. The children who have been chosen specifically for the observation will also participate in a focus group interview which seeks to collect children's opinions on these story time techniques.

Review of Literature

It is researched widely that engagement has an impact on children's learning. However, how this is defined and measured is debated widely. Fredricks et al (2004) defines engagement as a complex "multidimensional construct" (2004: 60). Dunne and Owen (2013), however, define engagement as a social activity where children make their own connections to their learning.

There is a vast amount of research that support the claim that there are strong correlations between student engagement and student achievement (Lahaderne, 1968; Skinner et al 1990, Gunuc, 2014). Stefani (2007) supports this, however, argues that to encourage student engagement and achievement requires a "holistic strategic response". With the lack of research on how to establish engagement it is difficult for educational professionals to achieve this (2007: 1).

Developing children's literacy is essential. Lennox (2013) states there is substantial research that recognises that children's literacy skills can have a major impact on reading and future academic success. Furthermore, Irwin et al (2012) stresses the concern that children with poor reading acquisition will never catch up. Harris (2006) believes that language learning is a social process and argues that children need to be immersed in language because language cannot be learnt in isolation. Rhyner (2009) compliments this, however, proposes that before children can read and write they must have acquired the skills to do this through emergent literacy. According to Raschke et al (2008) "the emergent literacy perspective is based on cognitive and development psychology and social constructivism" (2008: 1). From these perspectives, children develop literacy best through being actively involved and engaged in activities that are meaningful and literacy based. Complimenting this, Justice and Kaderavek (2002) propose that Storytime is an effective way to promote this.

According to research (Paganelli, 2016, Agnello & Yengle, 2015, Houston, 2016, Kohen & Goldsmith, 2016) Storytime is a useful strategy for children to develop the skills that builds to reading. In contrast, Peck (2015) emphasises that story time achieves more than this and proposes it teaches children to convey meaning and develops good social skills such as listening, taking part and being engaged. Additionally, Grove (2013) argues that Storytime has a bigger influence beyond its use in literacy lessons. Although acknowledging it is a

substantial tool to use to develop children's literacy, Storytime is also critical to children's development of their ethical identities, social development and emotional development.

Although supporting the benefits of storytime to children's literacy skills, a variety of research (Lennox, 2013; Irwin et al, 2013) stresses the need of good quality storytime to have an effective and positive impact. Justice & Kaderavek (2002) proposes that children must find the activity highly engaging and interesting and that storytime must allow the children to become actively involved in the reading experience. On the other hand, Irwin et al (2013) proposes that "effective literacy instruction is intentional" (2013: 1).

Research emphasises the importance of story time for literacy development (Justice and Kaderavek, 2002) but also acknowledges the difficulty in engaging all children. The use of ICT can be a useful tool to engage children during story time. Paganelli (2016) supports the use of ICT as a platform for story time and proposes that the use of high quality materials and technologies can have a higher impact on engagement in comparison to the traditional story time. Although agreeing, Miller (2014) argues that children need a balance of both traditional story time and digital story time. This is to ensure that children have opportunities to experience a variety of language rich texts in a digital and physical form. Kleckner (2013) compliments this adding that traditional story time is supported by ample research proving that it supports children's early literacy development. Research findings (Parish-Morris et al, 2013) challenges this statement, as a study found that children who read stories in a traditional format and those who read in an electronic format both comprehended the story equally as well. Furthermore, Paganelli (2016) argues that the use of ICT "is a part of our personal, professional and educational landscapes", therefore it is something we must use cross curricular (2016:11). Furthermore, Topo (2015) adds that digital story time creates an environment of excitement and also reenergizes children's interests in stories. This is supported by dated and recent research (Chiong et al, 2012; Richter and Courage, 2017) which found that digital story time observed higher levels of engagement and enjoyment. The benefit of using the interactive whiteboard (IWB) in story time is its ability to interact children with it (Beltcher and Lee, 2009).

The use of props in story time has been researched widely on its effectiveness to develop children's literacy development. Props (in this case puppets) can be an effective tool to empower children to adopt the role of a character by speaking and behaving on their behalf (Isbel and Raines, 2013). Furthermore, they can make children think about the story in a critical way (Goldberg, 2017). The use of props is also a valuable tool in maintaining children's engagement whilst the story is being read and also gives them a part to play in the session (O'Dea and Mukherij, 2000). Although puppets can be a useful tool for children to visualise the story and to act out the movements and feelings of their character, the limitation to this is that it also "tend distract the child away from the narrative and cause them to focus too much on the prop itself" (Fortune et al, 2013). In contrast, Goldberg (2017) believes that props give children something to hold and move along with the story. The benefit of this is that it is a platform that "helps children engage with the text in a tangible manner" (2017: 81). Selmi et al (2015) compliments this and further adds that research (Belohlawek et al, 2010) found that the use of puppets developed higher levels of engagement in stories. Exner (2005) proposes that the use of puppets not only aids language development but emotional and social development. The use of a puppet allows the child to consider feelings from their characters view point, thus developing the skills to identify emotions. Furthermore, it helps children learn about self-concept (Exner, 2005).

Wanerman (2010) encourages the use of story drama to engage young pupils during story time. Learning theory supports the use of drama in the classroom as it can have a positive impact on language development and student achievement in oracy, reading and writing for young children (Pellegrini, 1997 cited in Cox, 2012). Story time offers opportunities for children to act out their characters actions and speech. Stories that are well known to young children and have a repetitive dialogue will achieve higher levels of engagement and participation (Freeman, 2007). Moreover, a story which has a character or an element that many children can play the same time are ideal for story drama for young children because it allows the children to be actively involved in the session (Carelton, 2012).

Research Method

This research uses a lesson study approach. Lesson study is a form of action research. According to Dudley lesson study is a “highly specified form of classroom action research focusing on the development of teacher practice knowledge” (2014:2).

This approach is purposeful because it assists teachers to improve their own pedagogical content knowledge and knowledge to improve classroom instruction and their reflection (Jones & Norwich, 2012). According to Sullivan & Glanz (2013: 1) “lesson study is a cycle of teaching improvement”. This research method will allow the triad to establish a goal and work collaboratively to plan and teach a lesson, reflect and examine the lesson specifically to the goal discussed and then revise the lesson for future teaching (Dudley, 2015). Although the lesson is being observed, the process is not about assessing the teachers’ performance. Its purpose is to focus on understanding student learning (Sullivan & Glanz, 2013). This is complimented by Cerbin (2011) who emphasises that lesson study is not about looking for evidence but is about knowledge building.

Lesson study is a research method that can offer positive pedagogic development (Rowell et al, 2017). Although agreeing, O’Leary (2017) and Henning et al (2009) also recognises that the time requirement of this research method and working in a group can be problematic. In contrast, Dudley (2015) believes that lesson study is an effective research method that offers the opportunity for teachers to collectively discuss how to help pupils in their class to learn more effectively. This is supported by key findings in a recent case study which concluded that “Teachers felt Lesson Study was useful professional development, valued the opportunity to collaborate with colleagues in a structured way, and reported several changes to their practice as a result of the programme” (Education Endowment Foundation, 2017: 4).

As the purpose of the research is to improve an aspect of the triads own practice this method of research will be beneficial and suitable to the purpose. Furthermore, it has been supported by Curran and Peterson (2017) to be a useful way to improve pedagogy.

Quantitative or qualitative Data

As the purpose of this research study is to observe children's engagement in Storytime through the use of Storytime techniques, the qualitative data approach would be the suitable method to use. This method has been chosen because of its flexibility to interpret, compare and summarize the data (Cohen et al, 2007). Although time consuming it will provide the triad with the best results.

Research Tools

Observation

The use of observations is an essential part of qualitative research and is used extensively in the education sector (Longue, 2016). McGrath and Coles (2015) acknowledges the importance of careful observation selection. The nonparticipant method has a fixed structure which can be connected with an observation schedule that allows the researcher to look at specifically at certain behaviours, learning and engagement (Rose and Grosvenor, 2001). In contrast, the participant method allows the researcher to become fully involved with the group that are being observed. This provides the researcher the opportunity of experiencing the lesson as the children would (Curtis et al, 2007). Although participant observations are favoured in educational settings, the use of the nonparticipant method ensures that the observer can capture everything (Curtis et al, 2007). Furthermore, by the researcher not actively participating in the lesson reduces the risk of them influencing the outcome. In particular to validity, the use of observations in a research project allows the researcher to collect “live data” (Cohen et al, 2007: 396). Moreover, using the nonparticipant method will ensure the researcher can look closely at what is taking place without distraction which has the potential to collect more accurate data (Cohen et al, 2007; Haynes & O’Brien, 2000). In contrast, Rogers and Sims (2015) argues that the limitation of observations is that they are typically subjective and care is required to ensure data collected are not bias and judgmental. To ensure that the data collected is accurate and non-bias the triad will use an objective observation approach (Podmore et al, 2012). This was achieved by ensuring that the observers only recorded behaviours observed, avoided subjective language and that the abilities of the sample were not discussed prior to the observation to avoid bias and judgement (Szarkowicz, 2006).

Observation Schedule

As the purpose of this research is to measure children's engagement, the use of this method along with the tailored observation schedule will allow the triad to observe children's engagement levels during the session and analyse the effectiveness of the techniques used.

To look specifically at a topic of relevance to the research, an observation schedule will be a useful method to use. The use of an observational schedule will support the triad to look specifically at children's engagement and record these in a systematic way (Hartas, 2010). To achieve this the triad used and adapted the Leuven scale of engagement. The Leuven scale has been adopted by many schools in the United Kingdom to improve the development of learning (Allen and Gordon, 2011). Furthermore, it allows us as observers to compare the children against a set criteria and be scored against the scales.

The triad acknowledged that the limitation to the Leuven scale was that it was a best fit category and may not collect accurate data. To avoid this and ensure its suitability, the Leuven scale has been altered to allow the triad to write field notes alongside the table (See appendix?). Field notes are a common data collecting technique that allows the observer to collect data to later analyse (Jacobs et al, 2013). To improve the validity and reliability of the data collected the use of observational notes along with the scale would allow the researcher to record specific incidents in relation to behaviours displayed and also provides evidence to justify their findings. This is support by Jacobs et al (2013) who emphasises that accurate data relies on detailed data and a mixed method approach.

ARC Reflections

Reflection is form of data collection from the lesson. The teacher leading the session will reflect on the session using an Assisted Reflective Conclusions (ARC) model. Reflection plays an important role in the formation and professional identity of teachers (Ewens, 2014). The use of reflection as a data collection method will allow the teacher to reflect on all aspects of the lesson. This data will be equally as important as the other data collected for the research because their perceptions and analyses of the lesson is valuable to refining the techniques for future lessons. Furthermore, it supports the teacher to improve their own teaching and pedagogy (Dudley, 2015).

Focus Group Interview

Focus group can be a useful research method to collect children's' perspectives (Gubriam, 2003). Focus group is a form of group interview. This method allows the interviewer to lead a discussion with a small group of students to interpret what they think about a particular topic (Johnson and Christensen, 2016). The strength of this method is that it allows the researcher to collect a large amount of data in a short space of time (Cohen et al, 2007). This method would be particularly beneficial to use with children because it allows the them to interact with one another and can give them opportunities to comment on different ideas discussed, however, to ensure that particular children do not dominate the conversation, a limitation highlighted by O'Relly and Dogra (2016), the triad will take extra care to ensure that all children have the opportunity to voice their opinion. This is essential to validity and reliability because the risk of a child dominating the conversation could cause bias views if children are just agreeing with what has been said by another peer in oppose to expressing their own (O'Relly and Dogra, 2016). In contrast, Cohen et al (2007) argues that focus group interviews are purposeful to collect qualitative data on opinions and it encourages groups not just the individuals to express and voice their opinions. This is complimented by Holstein and Gubriam (2003) who states:

Group interviews grow directly out of peer culture, as children construct their own meanings collectively with their peers. In focus group interviews, participants build on each other's talk and discuss a wider range of experiences and opinions. (Holstein and Gubriam, 2003: 35)

Although there are some limitations to this method, a focus group interview would still be the most appropriate method because it allows the triad to collect efficient results on children's opinions on the story time lesson. Furthermore, unlike interviews the role of the researcher is considerably different. The researcher in a focus group has less of an intrusive role and can be described more as a facilitator. This is particularly beneficial to validity purposes because there is less of a chance that the researcher could influence the children's responses (Punch, 2008). Moreover, the use of focus group interviews can triangulate data from the non-participant observations (Lowe, 2007)

Ethical Considerations

Ethical considerations are paramount. To ensure ethical considerations were met the researcher adhered to the university policy and ethics approval. BERA guidelines were also followed strictly to remain ethical throughout this research study.

Considering the ethical issues, the triad ensured that the school the research took place was fully aware of the research and its purpose. Consent from parents were also collected and also ensured the purpose of the research was clear. The target children also gave their assent to participate and to be audio recorded during the focus group interview. During this research study, data was collected; however, adhering to ethical guidelines, the triad ensured that confidentiality and anonymity was maintained by ensuring that the participants involved remained anonymous to protect the identity of the children and the school setting.

As part of data collection, an audio recording method was used. Any audio data collected followed school guidelines strictly. To ensure data confidentiality, no names were recorded on the data collection sheets to ensure the anonymity of all participants. All data collected was stored on a password protected cloud storage. Throughout the study we continued to look at the participants body language and other responses as indications of on-going assent. The class teacher was present throughout the study should any child wished to withdraw or discussed this further. To minimise the risk of children's being identifiable, we ensured that all identities were kept confidential and once the data was typed up, the paper copies were destroyed. The written report has only been read by the triad and contains no information to identify any child. All data typed up has been stored on a password protected memory stick that is only accessible to the triad.

Lesson Study Analyses

The purpose of the lessons was to observe children's engagement during a Storytime session. The research aimed to identify how and in what ways engagement can be improved and whether the use of Storytime techniques had any impact on engagement.

Lesson Study 1 (LS1)

Lesson study 1 was conducted in a year 1 class. Lesson 1 used the interactive whiteboard to read the story of fi fi fo fum. The use of this had a positive impact on the samples engagement. This was evident in the observation, particularly at the beginning when all three children excitedly sat and looked closely at the screen. This correlated with the data collected from the focus group interview. All three children said that they liked the story being read from the IWB because it was big and they could all see.

In the session, a variety of character props were used. The children were randomly given a character prop relating to the story as stimuli to encourage participation during the session. This had the ability to prompt children to adopt the role of their character (Goldberg, 2017).

Child A demonstrated high levels of engagement with the use of the prop. This was evident during the observation when he used the prop effectively to act out the movement, words and feelings of his character. Child A's imagination was present throughout the session and it was evident to see that the use of the prop encouraged his use of drama. Dissimilarly to child A, the use of the prop for child B decreased levels of engagement. This was evident during the observation as her behaviour demonstrated limited concentration through looking away during the activity and moving around often on the carpet. Child B looked disinterested, however, she did act out her characters emotion well, but only when prompted. As a result, the use of the prop and the use of ICT did not address her imagination or her use of drama which led to low levels of engagement observed in the session. The use of the prop for child C also decreased her attention. She was at times engaged in the story, particularly when acting out her character, however, this was not present throughout. Child C was playing with the prop throughout the session and had her head facing the floor or looking around at peers on occasions, therefore, her attention was superficial and did not encourage her to act out the story.

Observation notes recorded that the use of props caused two of the three in the sample a distraction which led to lower levels of engagement. Arc reflections reported similar findings. The variety of character props caused disengagement because the children did not have free choice of what character they wanted. This correlated with the data collected from the focus group interview.

Child A- I wanted to choose my own character.

Child B- I didn't want to be a boy character. I wanted to be a girl!

Child C- I had the giant but I wanted to be Jack.

Although the observation recorded that props caused some distractions, other factors must be acknowledged as a possible impact on the data. The use of props was a new experience for the class and could have been the reason why some of the sample were playing with it because they were intrigued. This was an issue acknowledged in the ARC reflection by the teacher. She felt that the children would have benefitted from being introduced to the props prior to the session to allow the children to familiarise themselves and explore them.

Data collected from the observations, focus group interview and ARC reflection provided the triad with useful information and ways forward to improve the lesson. In summary, the samples responses indicated that they enjoy familiar stories or stories that they are interested in and also enjoy stories with a repetitive nature because they like to know what is happening next. The data collected from observations led the triad to interpret that the use of ICT had a positive impact on engagement and participation. In contrast, the use of props posed a distraction for the majority of the sample. Taking into consideration all of the data collected the following refinements have been made for lesson study 2;

- The use of two character props that will be introduced before the session begins
- Children are sat in groups according to character
- EBook of the 'three little pigs' is being read to the children on the IWB.

Lesson study 2 (LS2)

Lesson Study 2 was also conducted in a year 1 class. The Learning objective for the session was to participate in the three little pigs story. Lesson 2 used the IWB to play an EBook of the Three Little Pigs. Each child was given a choice of two characters to choose from and sat in character groups of wolves' and pigs. All of the sample displayed an excited behaviour and were all eagerly awaiting the story. This behaviour could have relied on the fact that the children had little experience of using the IWB which therefore, sparked an initial interest.

Child A was engaged in the story with little interruption and participated in the actions of their character, for example, inhaling and exhaling when blowing the little pigs house down. Child A, at times, was engrossed with their eyes fixed on the screen throughout. This was evident and recorded in the observation especially when the alarm in the class sounded. This caused no distraction to child A. Although child A was engaged in the story the use of props had no effect. The prop was held at all times throughout the session, however, no attention was given to it. Child A was engaged in the story being read from the screen but perhaps not so engaged with their prop, therefore, it could be argued that he may not have secured a sound understanding. Child B also demonstrated good levels of engagement without interruption. Again, attention was completely fixed to the IWB screen. Child B's capabilities and imagination were addressed. This was evident in the session particularly when he adopted the role of his character by reading the wolf's lines out loud and clearly, acting out the movements of his character by inhaling and exhaling to blow down the house and used facial expressions displaying a tired, out of breath wolf. Child B displayed real concentration and motivation to participate. However, the use of props had no effect on this outcome. Similar to child A, he held the prop throughout but no attention was made to it. In comparison, the use of the prop for child C posed a distraction. Throughout, child C looked at his prop and played with it on several occasions, however, child C was the only sample member who used his prop and held it up whilst acting out the little pigs' part using expressive language and facial expressions.

Although the data collected from the observations found that the props had little or no effect to the sample, allocating the them with a character promoted adopting a role and as result encouraged good character role play, expressive voices and enjoyment. Data collected from the ARC reflection interpreted that the children's' lack of experience using the props could have been a factor as to why they did not use them. Data collected from focus group interview collected mixed opinions about the props:

Child A- I liked them but I don't want to use them again because they won't feel new anymore.

Child B- I want to use them again. They were fun.

Child C- I do not want to use them again because I can sit still and not move around.

Observations notes recorded that the use of the IWB again had a positive impact on engagement. This was also acknowledged and reported in the ARC reflection as being a beneficial story time technique. However, one limitation to this technique identified in the ARC was not having the ability to pause the story to discuss and check for understanding. Interestingly, data collected from the focus group interviews found that the sample preferred the teacher using a hard copy of a book rather than using the IWB. Child A said he liked story time with a book because it reminds of him bed time, whilst child B said they liked the book because they can be close to the teacher. Child C said he would enjoy using both for story time sessions.

Interpreting and analysing all data collected from this lesson, the use of the IWB to tell the story was engaging and the use of the prop to give the child a character role encouraged children to adopt this role through the use of expressive voices and facial expression. The triad learnt that each child being given a prop with little understanding for them posed more distracting than beneficial, therefore, decided that in lesson study 3 the use of the prop would still be used, however, by the teacher to model how they are used correctly. The IWB would continue to be used in this lesson but read again by the class teacher to allow opportunities to

check for understanding. The children would all adopt the role of the character prop used by the teacher to encourage drama and participation.

Lesson study 3 (LS3)

Lesson 3 was conducted in a nursery class with children aged between 3 and 4 years old. The Learning objective for the lesson was to listen to the Easter Bunny story and to participate with the activities. Mirroring the setting in lesson 1 and 2 the children sat on the carpet in front of the IWB. The children are familiar with using the IWB daily for literacy sessions and demonstrated this by sitting quietly. A behaviour recorded in the observation.

Throughout, child A was fully engaged in the activity without interruption. This was evident in the observation when the music playing from next door played loudly and still caused no distraction. Furthermore, child a concentrated at the board and looked and listened closely to the teacher when she asked questions to ensure understanding. Child A's motivation and imagination were also present as she was able to display emotions through facial expressions to act out the Easter bunny's feelings throughout the story. Child B's engagement during the session was high. He listened attentively to the teacher reading the story and also participated throughout. The majority of the time there was real concentration but on occasions, for a brief moment child B did get distracted by his peers, however, quickly reengaged without being prompted. Child C was focussed and highly engaged without any interruption. His eyes were fixed to the IWB or the teacher throughout and he acted out the feelings of the Easter bunny with real imagination and even attempted to encourage his peer to join in. It was evident to see he was completely absorbed in the activity as even the music playing in the background still posed no distraction for him.

The teacher using the prop in the session to read the story caught the samples attention well and was also a useful tool for behaviour management when required. Evidence from the observation recorded that the sample were fully engaged in the story session and all used facial expressions effectively to act the emotions of the Easter bunny demonstrating their ability to adopt the role of a character. Data gathered from the ARC reflection found that the refined techniques had a positive impact on the class' engagement. Using the IWB ensured that all children could see and that the animations were big and clear which diminished the issues of children complaining that they couldn't see. An element that was highlighted in the ARC reflection. Evidence recorded from the observation found that the use of the prop by the teacher focussed the children's attention on the teacher which displayed good behaviour and attentive listening. The Easter themed story sparked the children's interest and excitement.

This complimented the data gathered from the focus group interviews. The samples responses recorded that they enjoyed the story because of its theme around Easter and enjoyed reading with the Easter bunny and the teacher because it was difference and fun.

Overall summary of lesson 1, 2 and 3

Lesson 3 displayed the highest levels of engagement in comparison to lesson 1 and 2. Data reported in the ARC reflections of lesson 1 and 2 identified props to be a distraction when children used them due to lack of experience. Although the props itself didn't engage the sample, the drama around the props did because the children were able to adopt the role of a character. Data reported in the ARC reflections suggested that the pre-use of props would be beneficial to use as a hook to spark engagement prior to the session and would also offer children the opportunity to explore, familiarise and learn to use them effectively. Observation notes in lesson 3 recorded evidence that the use of the prop by the teacher worked best. Observation notes, ARC reflections and the focus group interview all recorded that all 3 samples enjoyed reading the story on the IWB. Although the use of ICT worked well, there were limitations acknowledged in the ARC reflections such as small font and compatibility that would need to be addressed in future sessions.

Discussion of Results

Findings show that the use of techniques did have a positive impact on children's engagement during story time, however, careful consideration and planning of these will need to be addressed in future sessions. This section will be categorised into the three techniques used in the lessons. The data collected from the observations, focus groups and ARC reflections will be addressed throughout.

Technique 1: ICT

Data gathered from all data collection methods found that the use of ICT during story time had a positive impact on engagement. The findings compliment the research, particularly, Paganelli (2016) and Topo (2015) who suggested that reading a story to children in a digital format increases levels of engagement because it creates an environment of excitement. Using the IWB in oppose to the teacher holding the book allowed the children to clearly see the pictures and writing on the pages. Data from the focus group interviews found that the sample enjoyed story time on the IWB because of its large screen size and that it was different to usual story time sessions. Correlating with literature, Barber et al. (2016) proposes that the use of ICT has the ability to involve children in activities which as a result has a positive impact on engagement (Justice and Kaderavek, 2002). Data from lesson study 2 collected the samples preference between digital and physical formats for story time. Interestingly, although stating they enjoyed reading the story on the IWB, all of the sample said they preferred physical formats held by the teacher. This could rely on the fact that the teacher had not read the story and could therefore just have been a difference that the sample had identified between this session and usual story time sessions. Complimenting this, Literature (Miller, 2014) stresses the need of story time in both physical and digital formats to provide children with varied experiences to keep them interested. In summary, the use of the IWB during the session sparked an interest and recorded higher levels of engagement which compliments the data from a research study that found similar findings (Ritcher and Courage, 2017).

Technique 2: Props

The use of props interpreted mixed responses on its effectiveness to increase engagement. Research argues that props have a tendency to distract pupils from the narrative (Fortune et al. 2013). Data from the observations correlated with this and found that the use of the prop when used by the sample caused the majority of the children a distraction. This was an issue also acknowledged in the ARC reflection. However, reflections also acknowledged that the prop being given to the child did have a positive impact on developing story drama. Complimenting this, literature states props are an effective tool to empower children to adopt the role of their character and encourage participation (Isbel and Raines, 2013; O'Dea and Mukherij, 2000). Data collected from ARC reflections in LS1 interpreted that the poor use of props could have relied on the fact that the sample had little experience with them. Furthermore, the teacher did not model how to use these first.

Moving forward, the triad recognised that this is an important factor that would need to be considered and planned in future teaching sessions to ensure effectiveness and participation. Refining the techniques, the use of the prop being modelled by the teacher was adopted for LS3. This session observed the highest levels of engagement. Exner (2005) proposes that use of props allows the child to consider feelings from another view point. This correlated with the data collected in the observation. The sample in all lesson studies demonstrated their abilities to adopt the role of the character prop held by the teacher and were able to act out the feelings and emotions well through facial or sound expressions (Goldberg, 2017). The triad learnt that the use of props is effective and a useful technique to increase engagement, however, the use of them need to be modelled by a teacher and children need to be provided with opportunities and experiences to use these on a regular basis to be used effectively during story time sessions.

Technique 3: Story Drama

Warnerman (2010) encourages the use of story drama to engage pupils during story time. Giving children a role to play increased the use of story drama in all three LS's. Data from the observations found that children adopting the role of a character encouraged participation through acting out movements, feelings or words. Carelton (2012) encourages the use of repetitive stories to engage children during story time. Data collected from the interviews compliments this and found that stories that are well known to the children or stories with a repetitive nature were favoured. During discussions between the triad, all were pleased with their book choice and felt they were both appropriate and helped towards achieving the learning objective. This highlights literature which stresses the importance of careful consideration for book choice because it can have an influential impact on engagement (Irwin et al. 2013). Additionally, Freeman (2007) emphasizes that stories that are well known to the children maximise opportunities to participate and act out the lines of their character. Findings from LS2 compliments this. LS 2 read the story of the three little pigs. The sample were very familiar with the book and demonstrated this throughout the observation through acting out the lines of their character confidently and accurately. The use of story drama in story time worked well to engage children but the triad acknowledges the need of a prop to achieve this. Story drama did not only develop higher levels of engagement but also supported language development and emotional development (Exner, 2005). The triad learnt that careful consideration of stories with good characters and drama will develop many aspects of children's development and will also develop their self-concept (Exner, 2005).

Conclusion

To conclude, the lesson study approach enabled the triad to analyse the effectiveness of story time techniques and evaluate whether these had a positive impact on pupil engagement. The lesson study was a valuable and beneficial experience which provided me with an opportunity to improve an aspect of my teaching.

Some of the research methods used worked better than others. Using the Leuven scale in the observation was difficult because of its rigid structure and best fit approach which was not ideal when children displayed behaviours of more than one category, furthermore, the behaviours listed made it difficult to observe the child without solely comparing to the behaviours on the scale. Although it was beneficial to determine whether the child demonstrated extremely high or low levels of engagement, it would have been more suited to use in a checklist observation. This is identified by Browne (2006) who suggests that observation schedules to study behaviours in a classroom can be too rigid. As we worked in a triad for this research, two members observed the same sample in each lesson. As a result, it was beneficial to the research that the pair discuss the observation and create a joint observation schedule and notes for each child. The importance of discussion at this point was essential to discuss and share findings. The advantage was that it collected more reliable data because the pair had discussed and agreed on judgments (HRC, 2016).

The focus groups interviews proved difficult to collect the samples perspective on the lesson. This could have relied on the young age of the participants, particularly the children in LS3. The type of questions asked and the format was too complex for children. The method would have been more appropriate had it ensured the use of straightforward questioning with prompts and stimulus materials to collect better data (Bragg, 2007).

The ARC reflections as a data collection method was beneficial to the research, particularly to identify issues and limitations and exploring ways to refine and improve. This also assisted towards achieving the purpose of lesson study and improving an aspect of my own teaching (Trevitt, 2007). Kelly (2018) supports the idea of reflection and proposes that reflective teachers become effective teachers.

Overall, the methods of data collection were reliable as they collected evidence that contributed towards answering the objective. Furthermore, the findings from this research correlated with the literature researched. However, due to the small scale of this study I surmise that the findings from this research cannot be generalised.

The experience of this lesson study has made me aware of not only the importance but the benefit of observation and reflection for effective teaching. The experience has provided me with the skills to reflect in a way which will have a positive impact on the changes and strategies I will make in future lessons. Furthermore, working in a three provided useful opportunities to discuss aspects of my teaching. Moving forward to my next teaching placement, I will be reflecting more critically and exploring a variety of techniques and strategies to improve engagement, participation and learning.

Recommendations

If given the opportunity to conduct this research again I would use one class to collect the data. This would ensure that the refinement of the techniques improved that class' engagement and prove that the refinements had a positive impact. I would also share good practice to see whether the techniques also had a positive impact on other class' engagement to be more certain whether the finding can be generalised and applied to a bigger research project.

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Appendices

Appendix 1- Blank Observation Schedule

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- Lesson Study 1 Observation Notes (Child A)

Observation Schedule - The Leuven Scale of active engagement

Child: Child A

Date: 27/3/18

Teacher: Rebecca Williams

Observer: Beth Maund and Beth Williams

LO: _____

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; <i>Action only leads to limited results.</i>	
3	Moderate: The child is busy the whole time, but without real concentration.	Routine actions, <i>attention is superficial</i> ; Is not absorbed in the activity, <i>activities are short lived</i> ; 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 **	Quiet to begin with but then interacted when asked to do so
4	High: There are clear signs of involvement, but these are not always present to their full extent.	The child is <i>engaged</i> 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 <i>imagination</i> 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 <i>cannot distract him/her</i> ; 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.

Appendix 3- Lesson Study 1 Observation Notes (Child B)

Observation Schedule - The Leuven Scale of active engagement

Child: Child B
Date: 27/3/18

Teacher: Rebecca Williams
Observer: Beth Maund and Beth Williams
LO: _____

Level	Engagement	Examples	Comments
1	Extremely low: The child shows hardly any activity.	<i>No concentration: staring, daydreaming</i> ; 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.	<i>Limited concentration</i> ; looks away during the activity, fiddles, dreams; <i>Is easily distracted</i> ; Action only leads to limited results.	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, <i>attention is superficial</i> ; Is not absorbed in the activity, <i>activities are short lived</i> ; 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; <i>The activity does not address the child's imagination. **</i> 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 <i>certain degree of motivation</i> ; The child's capabilities and its <i>imagination</i> to a certain extent are addressed in the activity. <i>(at the beginning)</i>	
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 4- Lesson Study 1 Observation Notes (Child C)

Observation Schedule - The Leuven Scale of active engagement

Child: Child C
Date: 27/3/18

Teacher: Rebecca Williams
Observer: Beth Maund and Beth Williams
LO: _____

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, <i>attention is superficial</i> ; 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.	<i>The child is engaged in the activity without interruption</i> ; 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 <i>certain degree of motivation</i> ; The child's capabilities and its <i>imagination</i> 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 5- Lesson Study 1 ARC Reflection

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/ <i>Feelings</i> <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/ <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>	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/ <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>	The plenary of the lesson (hot-seating) was very effective in demonstrating the children's ability to understand and empathies 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 chmau gweithredu/ <i>Conclusions and actions</i> <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 6- Lesson Study 2 Observation (Child A)

Observation Schedule - The Leuven Scale of active engagement

Date: 27/3/18

Child: Child A

Little Pig

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. ** Activity did engage her imagination **	Lack of challenge because of ICT
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 – very engaged in story, not so much on prop No distraction- Alarm in the background Eyes Fixed to IWB Inhaling and exhaling
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: Props didn't have an effect on Child A – little impact

Appendix 7- Lesson Study 2 Observation Notes (Child B)

Observation Schedule - The Leuven Scale of active engagement

Child: Child B

Date: 27/3/18

Wolf



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. **	Imagination wasn't pushed – Activity provided limited challenge No distractions
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.	No distractions, not even with a bell. Engaged in inhaling without prompt so engaged with story, didn't interact with prompts Inhaling & Exhaling blowing the little pigs house down Fixed to screen, following words and joined in during characters parts Didn't engage in post story questioning
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: Did not use the prop to act their characters parts.

Appendix 8- Lesson Study 2 Observation Notes (Child C)

Observation Schedule - The Leuven Scale of active engagement

Child: Child C
Date: 27/3/18

Teacher: Beth Williams
Observer: Beth Maund and Rebecca Williams
LO: _____

Little pig

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 <i>not absorbed</i> in the activity, <i>activities are short lived</i> ; Limited motivation, no real dedication, <i>does not feel challenged</i> ; 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 – second time more distracted
4	High: There are clear signs of involvement, but these are not always present to their full extent.	The child is <i>engaged</i> 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 <i>imagination</i> 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

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

Dyddiad/Date: 27/03/18

Digwyddiad critigol (Ffocws)/Critical incident (focus): To participate in story time.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the story time techniques used to engage children during the session?"</i>	I felt that the story time session went well, however, do feel that improvements can be made to develop higher levels of engagement. Initially, with the lack of use of the IWB in class I anticipated that this would cause distraction, however, it had the biggest influence on the engagement. Sitting the children in groups according character had its strengths and limitation. It encouraged children to participate and adopt the role of their character particularly the characters lines, but it did mean that children were not sitting close to the board which I feel would have had a better impact.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the story time session that went well?"</i> <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> <i>"What were the elements of the story time that were disappointing?"</i>	The IWB to tell the story did achieve the LO but from a teacher's perspective, it diminished the option for me to pause and ask questions or discuss the story with the children. However, the use of ICT highly engaged them as they were fixated at the screen. This worked well as a stimulus for them to adopt the role of their character and participate in the session. The use of the puppets initially sparked an interest, however, the props began to break during the session which then caused distraction. Furthermore, the children became so interested in the story being told on the screen that the prop was not essentially needed to ensure participation.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same during story time to engage children in effective learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I would continue to use the IWB during story time as it had a positive impact on engagement but instead of it being read to the children I will read it myself to provide me with opportunities to pause, discuss and ask questions during the session to check for understanding. I would still continue to use the props but how these will be used and introduced will be different. There were some difficulties with the IWB prior to session such as incompatibility and small font. As a result, the children themselves were unable to read the story as it went along. The breaking of the props was also a disappointing element because it caused some distractions when they were initially being highly engaged. Further care will be needed in future.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiau siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do in your next story time session?"</i>	In future, I will ensure compatibility and the font size is clear and large. I will also ensure stories are age appropriate and interesting. In future story time sessions, I will use a combination of Ebooks and physical books. I will create a comfortable and close environment on the carpet by sitting on the floor with the children. I will use props as a pre-hook to spark interest prior to the session and because they are important to promote drama during a story time. To ensure they can be used effectively and to have a positive impact on engagement I would use the character prop to model how to use it. In future sessions, I would then give the children the props. I will also aim to use stories that are particularly interesting to the class or books that have a repetitive theme so that children can participate in the session.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 10- Lesson Study 3 Observation Notes (Child A)

Observation Schedule - The Leuven Scale of active engagement

Child: Child A

Date: 27/3/18

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; <i>The activity does not address the child's imagination.</i>	Didn't pretend to be characters – paint, badgers etc
4	High: There are clear signs of involvement, but these are not always present to their full extent.	<i>The child is engaged in the activity without interruption;</i> Most of the time <i>there is real concentration,</i> but during some brief moments the attention is more superficial; <i>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.</i>	Highly engaged and concentrating at the board. Looking and listening to Miss Maund when she was asking questions
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; <i>Even strong stimuli cannot distract him/her;</i> Is alert, <i>has attention for details,</i> 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.	Music playing in the background has not distracted her Hand up and identified characters

Additional notes:

Appendix 11- Lesson Study 3 Observation Notes (Child B)

Observation Schedule - The Leuven Scale of active engagement

Child: Child A

Date: 27/3/18

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.	Moved to a different position on the carpet to see more – closer to the board
4	High: There are clear signs of involvement, but these are not always present to their full extent.	<i>The child is engaged in the activity without interruption;</i> Most of the time <i>there is real concentration</i> , but during some brief moments the attention is more <i>superficial</i> ; The child feels challenged, <i>there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.</i>	Focused on screen/story. Pretending to be a character. Smiling. Highly engaged and listening attentively to the teacher. Joined in show me your sad faces.
5	Extremely high: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	<i>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</i> , 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 Music in background only distracted him for a brief minute

Additional notes:

Appendix 12- Lesson Study 3 Observation Notes (Child C)

Observation Schedule - The Leuven Scale of active engagement

Child: __ Child A _____

Date: __ 27/3/18 _____

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.	<i>The child is engaged in the activity without interruption</i> ; Most of the time <i>there is real concentration</i> , but during some brief moments the attention is more <i>superficial</i> ; The child feels challenged, <i>there is a certain degree of motivation</i> ; <i>The child's capabilities and its imagination to a certain extent are addressed in the activity.</i>	Highly engaged and concentrating – listening carefully to the teacher. Joining in when asked and acting out feelings with real imagination.
5	Extremely high: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	<i>Is absolutely focussed, concentrated without interruption</i> ; <i>Is highly motivated, feels strongly appealed by the activity</i> ; Even strong stimuli <i>cannot distract him/her</i> ; <i>Is alert, has attention for details</i> , shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; <i>Obviously enjoys being engrossed in the activity.</i>	Music in background has not distracted him. The child is completely engrossed in activity.

Additional notes:

Model Beirniadau Wedi Adfyfyrio Model BWA

Assisted Reflective Conclusions (ARC) Model

LO: To listen to the Easter Bunny story and to participate with the activities

Dyddiad/Date: 28/03/18

Digwyddiad critigol (Ffocws)/Critical incident (focus): Using the IWB and a puppet to tell the Easter Bunny story.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>"What are your feelings regarding the story time techniques used to engage children during story time?"</i>	I feel that the story time went very well. I was surprised at the engagement of the children. I thought that the IWB would distract the children but they all seemed very engaged by it. Having control of the prop myself definitely worked better than the children having control of the props which happened in the other two lessons.
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>	I believe all of the children achieved the LO. The children were very engaged before the story had begun by the magical door that had appeared. The puppet worked very well as a behaviour management tool by the bunny watching to ensure that the children were all listening. The small door created a lot of drama and suspense and I think it really brought the story to life. Although the door did cause a slight distraction with children trying to see it, I used the bunny puppet to settle the children back down.
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>	The IWB seemed to work very well as it allowed all of the children to see. In previous story times, there have always been complaints that children cannot see the board. The IWB allowed the pictures to be larger and to be seen. Pulling the children closer together is not a new technique, but something I have used before to allow the children to see the book. I decided to still do this as the children love this routine at the start of story time. They enjoy singing along to the song. I will definitely be keeping all of these elements the same, for this age group. I have only worked with nursery therefore in future teaching, the activity may have to be more challenging to ensure older children are engaged. The use of the prop by myself rather than the pupils is another thing I would keep the same, as it caused much less disruption. The drama created from the small magical door is another element I will keep in future practice, although I would introduce this at the start of the day to allow the drama to build more and for all children to look at it before the story started. This slight distraction was probably the most disappointing element. I had considered all of the children being able to see the story, but not the prop.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	In the future, I will ensure that all of the props can be seen by the children to ensure story time ran smoothly. In my future story time teaching I will include: - Props controlled by myself - A mixture of lessons using a book and the story through the IWB – although I am aware of time constraints to find a story than can be used on the IWB. - Drama before the story. - A darker classroom to create a warmer more comfortable environment and to see the IWB better. - Having a routine to start story time.
Y profiad newydd / <i>Transformed experience</i>	