

‘A critical analysis of the relationship between teacher subject knowledge and effective learning and teaching in the primary school.’

Introduction

In this assignment we will be looking at what subject knowledge is, and the effect teacher's subject knowledge has on students learning. This will be shown through examining different types of research and looking at researcher's perspectives of subject knowledge. Through looking at the research we will be able to see implications and assets to subject knowledge and the effect it has on teachers and learners. We will also be looking at the new curriculum in Wales and what effect it may place on teacher's subject knowledge. I will also reflect, analyse and evaluate my own personal experience and relationship with subject knowledge whilst I was on placement. My placement school is in the heart of Swansea's city centre. The school is in a low deprivation area, where around 38% of the children are eligible for free school meals, just under half of the children speak English as an additional language (Estyn, 2014). Estyn (2014) states that the school has 242 pupils on roll, of these 30% of the pupils have additional learning needs and six of the children are statemented. I was placed in a year two class which had 29 pupils. The children were aged six and seven. In my class I had children with both additional learning needs and English as a second language. One of the children in my class had a statement. To apply to BERA (2018) guidelines the name of the school, children and class will be kept private in order to keep anonymity.

Literature Review

Donaldson's Curriculum plays an important part into the future of teacher education and teacher's subject and pedagogical knowledge. The curriculum wants to provide an opportunity to give learners a wide range of skills such as critical thinking, creativity, problem solving skills and deeper knowledge of literacy and numeracy (Donaldson, 2015).

According to Goodson et al (1998) knowledge is seen as a developing activity of subject groups who defend and develop their interests. However, Shulman (1986) suggests that content knowledge represents the understanding of teacher subject knowledge, and that teachers must also further their understanding to why something is that way (Kirkman, et al., 2013). Shulman (1986) also suggests that within knowledge is Pedagogical content knowledge, this knowledge is vital for students to develop subject knowledge. Shulman (1987) supported this further as he states pedagogical knowledge is at utter importance as it blends subject content and pedagogy, allowing students to have a more effective learning experience.

Donaldson (2015) has incorporated blending approaches into the new curriculum as he agrees with Shulman (1987) that it improves skills such as problem solving, creative and critical thinking. Studies in Shulman (1987) show that attention to classroom management and classroom ideas play a part in an effective learning environment. Nancy an English teacher used discussion and questioning to get students to think critically, they were able to analyse literature and break it down using four levels; translation, conative meaning, interpretation and lastly, application and evaluation (Shulman, 1987). The new curriculum is shifting away from a subject-based curriculum and is focusing on organising learning through skills (Donaldson, 2015). Shulman (1987) supports this as he showed this similar technique allowed the children to enhance their critical thinking skills to deepen their understanding of a

subject, as this technique allowed the students to monitor their own thinking and apply it to real life. Through scaffolding Nancy was able to reinforce this technique over a period allowing her students to gain confidence using this technique. Another strength was that it allowed her to strengthen her teaching strategies, questioning skills, classroom management such as resources (Shulman, 1987). One asset of the literature is that it shows numerous case studies on how much subject matter combined with pedagogy has an effective impact on student's learning showing that the literature is reliable and has validity. Similarly, Butt (2003) agrees as he suggests that experienced teachers know their students well and have a good understanding on how their children learn, along with an understanding of subject knowledge and resources in their subject department can deliver a successful lesson without any planning. Shulman (1987) agrees as teachers using teaching styles such as flexibility; allows the teacher to adapt the subject to their learners needs as they know how their learners learn best. However, Donaldson (2015) states the new curriculum is becoming cross-curricular, will this be a problem for future teachers as they will have to have of a general subject knowledge, rather than a subject area? Hattie (2012) disagrees with Shulman (1987) suggesting that it is not about pedagogical content knowledge or subject knowledge, its deeper than that, it's about understanding the subject's teachers teach. As Hattie (2012) continues, he starts to agree with the process Nancy used in Shulman's (1987) study, as he suggests it is about introducing a subject to children and getting them to think through questioning, allowing them to explore their understanding and own personal knowledge. However, Butt (2003) argues against this stating that some teachers who are not confident about their own subject knowledge attach crib notes to their lesson plans, which can give them the temptation to read from a sheet. This shows their students

that they are not very confident and an implication of this is that it can affect student's learning as they see that their teacher is not confident with a subject so start to lack confidence in themselves learning the subject themselves. Tamir (1991) supports Shulman's theory as he states that it is vital for students to master subject knowledge, this is through the integration of personal, professional and general knowledge (Ben-Peretz, 2011). Similarly, this can also be seen in Connelly et al (1997), as Connelly et al suggests that subject knowledge is not applied by teachers, and instead they create their own personal knowledge (pedagogy) through their experience of teaching students (Ben-Peretz, 2011).

Rowland et al (2003) suggests that it is a combination of subject knowledge and pedagogical content knowledge which provides effective learning. The Knowledge Quartet focuses on subject knowledge and pedagogical knowledge of teachers in training and has found four dimensions; foundation, transformation, connection and contingency (Rowland, Huckstep, & Thwaites, 2003). Foundation is where the teachers in training develop their knowledge, understanding and beliefs of pedagogy ready for their role in the classroom (Rowland, Huckstep, & Thwaites, 2003). Transformation is where the teachers in training transfer what they know about teaching strategies and subject knowledge into their planning, this means they the teachers have to think about engaging ways to keep their learners interested and motivated (Rowland, Huckstep, & Thwaites, 2003). Connection involves choices and decisions; why a trainee has chosen to do certain exercises in an order, how the students will learn from the subject knowledge and pedagogy (Rowland, Huckstep, & Thwaites, 2003). Contingency is "the ability to think on one's feet" this can be seen when responding to children's ideas and questions (Rowland, Huckstep, & Thwaites, 2003, p. 98). Pupil involvement is important as it shows encouraging reflection from

pupils, it allows teachers to see what style of learning and opportunities the children want to experience in their learning (National Education Union, 2013).

Modiba (2011) suggests that subject knowledge does matter as during a study in Africa they found one teacher used pedagogical ideas within her classroom and this did have a positive effect on learners. Modiba (2011) states that the teacher used pedagogical ideas such as learning styles, flexibility and making sure that their learners were motivated and engaged. However, when one student came across a different way to figure out the answers to the nine times table, the teacher dismissed it as the teacher did not have enough subject knowledge to explain to the other children on how they could use the other method to find the correct answer (Modiba, 2011). The teacher was also more interested in finding the correct answer, rather than the process behind the answer (Modiba, 2011). This is an implication as the teacher did not have enough subject knowledge to bridge the gap between conceptual thinking and into thinking knowledge (Modiba, 2011). This goes against what Shulman (1987) found as the children were not allowed to experience the stages of interpretation, evaluation and analysis, they were not given the opportunity to. This concept also undermines the National Education Union (2013) as children have a right to pupil voice, and pupil involvement can also help other children to learn with their understanding. Saif et al (2017) also suggests that for effective teaching to occur both teachers and student teachers need to be willing to continuously improve their subject knowledge. Shulman (1987) supports this as a study found that one teacher who used different teaching strategies could not provide an effective learning experience as they did not have enough subject knowledge and because of this it caused the teacher to lack confidence. Butt (2003) supports this as he states "Teachers should have secure subject knowledge when planning for a lesson", this

includes knowledge on a particular subject and links to the scheme of work (Butt, 2003, p. 50). However, Coe et al (2014) suggests that Shulman (1987) does not consider:

“how we might assess the teacher’s role in selecting and orchestrating these ‘effective’ approaches, nor does it address the practical difficulties of turning an array of insufficient indicators into a meaningful whole” (Coe, Aloisi, Higgins, & Major, 2014, p. 10).

Nevertheless, Butt (2003) contradicts himself as he suggests that teachers need to reflect on their previously planned lessons in order to have successful lesson planning to ensure effective teaching. Tamir (1991) suggests for teachers to develop pedagogical knowledge they need to be provided concrete experiences during their training to ensure they understand useful teaching strategies such as modelling (Ben-Peretz, 2011). Coe et al (2014) supports this as they found that there is strong evidence of pedagogical content knowledge had an effective impact on student outcomes. The studies show that effective teachers have deep subject knowledge and understand how their students think, evaluate their students learning in order to help them progress (Coe, Aloisi, Higgins, & Major, 2014). This literature is both reliable and has an increasing amount of validity due to the amount of case studies which they have reviewed.

Teacher training is vital as Saif et al (2017) states “pupils suffer immensely if the teacher is untrained and has inadequate knowledge”, as it’s the teaching institutions responsibility to make sure teachers have the correct knowledge and understandings to become a part of the teaching profession (Saif, Reba, & Din, 2017, p. 281). Hattie (2012) suggests that within teacher training there is no

emphasis on how much personal effect teachers have on their students. As teachers need to be able “to react to the situation, the particular students, and the moment” as that is what truly matters (Hattie, 2012, p. 36). Ben-Perez (2011) supports this view as he suggests when looking at studies that teacher education needs to stop being limited to teachers’ competencies in subject matter. Teachers need to have more knowledge on global, controversial issues which surround them and which they will meet in the school environment (Ben-Peretz, 2011). Modiba (2011) shows a perfect example of this as the teacher in the study considered her pupils socio-economic background factors, by using resources which she knew they would have access to at home other than just in school. This gave children more of a real-life learning experience which the teacher knew the children would benefit from more. This is what the Donaldson Curriculum wants to incorporate: an inclusive, empowering and responsive curriculum to suit the needs of learners of today (Donaldson, 2015). This gives all children an equal opportunity in learning. Ben-Perez (2011) states that teacher knowledge is not only formed of subject matter knowledge and pedagogical content knowledge but also includes “themes of global issues and multiculturalism” (Ben-Peretz, 2011, p. 8).

Analysis and Evaluation

In this section I will be looking at my own personal subject knowledge whilst on my personal teaching experience. I will be doing this through using an analytical framework of the Knowledge Quartet by Rowland et al (2003).

Foundation

As I was in a Foundation Phase placement I went in with a child-initiated approach. For every lesson I taught I planned two different focus tasks; one for

myself and one for the teaching assistant and a variety of enhanced provisions which the children could choose from. The topic the children were learning about was Ancient Egypt. As I had never learned anything prior to this topic I had to go home and research thoroughly, learning as much as I could. When I first found out the topic, I felt anxious as I did not know anything about Ancient Egypt. Rowland et al (2003) supports this as he found research which suggests trainees who do not have enough subject knowledge can cause them to have anxiety about teaching the subject. Nevertheless, as I researched, and the topic progressed my subject knowledge grew, and I felt confident to teach the children about Ancient Egypt.

An asset of my teaching was the different strategies I implemented, I used questioning within my introduction, this allowed me to see what subject knowledge the children previously had. I also used questioning as a plenary on some of my lessons to see if their learning had been moved forward or could be moved forward during questioning. Whilst asking the children questions, I gave them opportunities to talk with their partners to discuss and gave them time for them to think. This allows the children to reflect and think about the question. This is also seen as an active style of learning, getting the pupils engaged and thinking for themselves. NSEAD (n.d.) states that there are lot of strengths of using different strategies during questioning in critical thinking, some include; giving them a chance to think reflectively; builds their confidence as they get to have an answer when talking to others; analyse information; pupils sort through reasons and this allows them to recognise different answers. An implication of critical thinking questions according to Nappi (2017) is that the questions need to be planned. As I was organised, I was able to plan questions further ahead which allowed me to purposefully think about what I wanted the children to learn and what I wanted them to think about. For

example, during a Personal Social and Emotional Development lesson on bullying I used questions such as what makes a good friend? Why may someone feel sad if they're being bullied?

Transformation

This lesson relates to the transformation stage, as I made sure I planned for this lesson using the correct documents for the children's age. I used the Foundation Phase Curriculum Documents to make sure I was planning for the different types of skills and range which the children could develop. Butt (2003) states that when teachers plan lessons, they should refer to the scheme of work and national curriculum documents, as they allow teachers to know exactly what skills and areas to focus on when helping children develop certain skills.

One aspect of teaching which went well was creating engaging hooks. I wanted the children to be engaged from the very beginning and the topic of bullying was quite a sensitive subject for their age. To get the children hooked I used an appropriate aged story see Appendix 1. Thomas and Brunsting (2010) suggests that advantages of using a hook are that it gets children engaged, it allows them to reflect on the topic, generates curiosity and changes their direction of thinking. The children were also becoming open to sharing their own experiences of feeling left out and their opinions on bullying. This supports the Successful Futures Review, as the curriculum wants children to be able to think critically, generate ideas, share their views, express opinions and experiences (Donaldson, 2015). Another hook which I used was having an object in a box. This was another example of my teaching which went well as I got the children to think critically. The children were only allowed to

ask me Yes or No questions, this got the children to think critically, listen to their peers, reflect on what their peers had said and think of a question.

Another way I got the children motivated and engaged in learning was asking them what they wanted to learn about, providing them with pupil voice. The children told me that for Christmas they would like to learn to make different items such as rice snowmen, Christmas cards, maths Christmas colouring and lots more. I took on board what the children had said and incorporated this into the next lesson. They were so excited and really loved making the snowmen. I also found when the children were motivated and engaged in a task the amount of negative behaviour reduced. Negative behaviour being shouting out, messing around, boredom. Moylett (2014) supports this as she suggests that children learn best when they are motivated, engaged and are thinking critically. Moylett (2014) also states “practitioners who can provide tasks that are intrinsically motivating, with just the right balance of success and challenge, avoid having to resort to one of the many reward systems which operates in our schools” (Moylett, 2014, p. 131). An asset of my teaching which made sure to keep my introductions to lessons to the point, brief and answered any questions children had. By doing this it allowed children to get straight on with learning, as my instructions were clear, and they understood what they were doing.

Connection

As choice is a big part of Foundation Phase, the children were able to choose what they wanted to learn during can't stop learning. However, within the classroom there were regular rotations. When it came to maths and literacy the lower ability groups would have a focus task first. This was to guarantee to get the best work out of them as I found their attention span decreased quicker compare to the

other ability groups. Whilst, doing focus tasks with the lower ability group I would continue to have to try and reign them back into the learning. During a maths lesson on time, I got the lower ability children to draw a clock on a whiteboard showing where each of the numbers go on the clock's face. As all the children were able to do this task it gave them a sense of confidence and were engaged. As the lesson proceeded the children started to lose interest because they were waiting for the other children to draw the time on the clock face. So, I changed the lesson as I could see they were starting to get disengaged. I got the children to come up and put the clock arms on a big clock I had drawn on the board. I used questions such as "who can show me where the big hand goes on 2 o'clock?" etc. This motivated the children to come up and draw on the board, we would then discuss if it was the correct answer or not and why. As the children had put in quality work for fifteen minutes, I allowed them to play some maths games on the table tops. This was to reward their behaviour but also because I did not want the good work that they had previously accomplished to be undone. Rovengo and Bandhauer (2013) support this as they state children need time to rest when activities are dynamic in order to be able to process new information. The lower ability children would have Can't Stop Learning (Free Play) in the middle of the focus tasks, this gave them an opportunity to rest before they are ready to process new information. Throughout the lesson I was assessing the children, I was using my own initiative to keep the children engaged.

Within this lesson, Can't Stop Learning had continuous and enhanced provisions laid out ready for them, giving the children choice on what they would like to learn. On the carpet area there were maths games related to the time, such as clock bingo, daily routine, clock matching games. Children could play clock games

on the computer and iPads and in the role play area children could play shop but had to close and reopen the shop at different times throughout the day. Children were also allowed to play with the playdough which was enhanced by having times already laid out which the children had to make on the clock face. These different activities represent the four purposes in Donaldson's curriculum as they develop skills such as problem solving, apply knowledge in different contexts, identify and grasp opportunities, have the skills and knowledge to independently manage life everyday (Donaldson, 2015). By giving children choice you are enabling and encouraging them to articulate their own ideas and views (Kearns, 2010).

Contingency

Whilst doing a group focused task see Appendix 2, one child was using a fact book to find out information on Ancient Egypt. The child wanted to find out more information on an obelisk, which is a stone pillar, Egyptians used to tell the time. The child asked me how tall an obelisk was. The child had used language from subject knowledge learnt from a previous lesson to ask me what he wanted to find out. As I didn't know I asked the child if he would like to find out. This was an asset in my teaching as I went with child-initiated learning. I asked the child how tall he thought an obelisk was, the child guessed the height of the school building. Using our resources around us the child went on an iPad and searched for the height of the obelisk. There he found out how tall an obelisk was. I explained that it was as tall as 3 of the school buildings on top of each other. This was off task, but the pupil was engaged, motivated to learn and was thinking and reflecting on the knowledge he had previously learnt. Through digital competency the child could "explore

information and develop skills such as transferability, understanding and deeper skill development” (Donaldson, 2015, p. 41).

However, whilst on my placement I came across some difficulties such as getting to know my learners needs. This was soon resolved after the first week in my teaching as I got to know the children, finding out which children had difficulty with reading, spelling and needed one to one help. This was shown in one of my first lessons where I misjudged the reading ability within the class. As the focus task was going on, I could see that it was not working so I self-evaluated the lesson and changed it to suit the learners needs. Instead of the children to think of their own sentence, I got the children to make a sentence out of words that they could see. This encouraged word play and it helped them with their own subject knowledge, as it was words which they were familiar with and had previously learnt in the first activity. Through self-evaluating the lesson as I was going on, I could see clearly what was working and what was not working. This allowed me to correct and improve the children’s learning experience. See Appendix 3 for the first lesson and Appendix 4 for the ARC. After altering the one change it made such a difference to the learner. They were able to work together and communicate to come up with a variety of sentences about the types of jobs Ancient Egyptians did.

Another difficulty which I faced whilst on placement was dealing with a situation which arose whilst I was teaching. However, I took initiative to sort the situation out. This supports Hattie (2012) as he suggested that teaching education does not prepare student teachers for real life situations which arise which they have to deal with. For the Arc example see Appendix 5. With the new curriculum being cross- curricular I thought my lack of subject knowledge in certain areas would influence my teaching. However, this was not the case as it was very easy to

incorporate other aspects of the curriculum into my lessons. This included Welsh, Digital Competency, Thinking and ESDGC through creative experiences I created. As Donaldson (2015) states the new curriculum will give teachers the opportunity to have more creative ideas on how they approach the cross-curriculum. I believe this will be an asset in primary teaching as it gives teachers a chance to provide children with enriching experiences which will make children engaged, motivated and excited to learn. Overall, on my teaching experience my subject knowledge was good and when I did not know something, I asked my mentor or researched. I believe pedagogical content knowledge, how to solve everyday issues from prior experience working with children and initiative played a major role in my teaching whilst on placement.

Conclusion

To conclude subject knowledge does play a role in effective teaching and learning in primary school. However, I do not believe that it has the most effect on the effectiveness on children's learning. From looking at literature and personal experience, pedagogical content knowledge, knowledge on global and controversial issues has more of a positive effect on children's learning. Without pedagogical content knowledge children would not be engaged, motivated or learn the skills which they need to possess for future learning. This is where the new curriculum will play a major role to help give children the skills today which employers are looking for. With the new curriculum recognising these contributing factors children will have the opportunity to excel in learning. Also, through progression steps it will take the pressure off children so, they can focus on developing vital skills. To continue to improve the quality of my teaching I will self-evaluate as the lesson goes on, reflect on subject knowledge which I am not certain about to prepare me for future teaching,

to familiarise myself with curriculum documents for Key Stage 2. I will also continue to keep asking the pupils what they would like to learn, or do as I feel this keeps their engagement levels high and allows me to see what they are interested in, so I can incorporate it into my future teaching.

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Appendix 1

Name of Trainee: Rhian Hawes Session ref: 14/118PSE(2) Date: 14/11/18 Class: Year 2						Cynllun Ffocws y Cyfnod Sylfaen 2d
Targed(au) Hyfforddi Personol An increasing awareness that learning objectives focus on what the children will <i>learn</i> rather than what they will <i>do</i> . Number of learners: 29 Age: 6-7 years						
Learning objectives/intentions:	To introduce children to Antibullying. To gain a knowledge and understanding of being kind or unkind to our friends and how it makes them feel. To introduce children to people who can help them if they are being bullied.	Success Criteria	To list qualities of being a good friend and to draw a self-portrait or a picture with them and their friends. Answering comprehension exercise and anti-bullying worksheets with understanding of the qualities of friendship, why we should be kind and who we can talk to about bullying.	Meeting learners' needs:	Differentiated activities- matching pairs game Levels of support during comprehension activity. WOW Words Hula Hoops: Malak H- help with writing and spelling.	
Introduction/plenary tasks	Main activities	Resources/ Key Vocabulary		Assessment for Learning (strategies and opportunities)		
Introduction Children will have a story on the carpet. As a class, we will then discuss what happened in the story. Discuss what bullying is and what makes a good friend.	Trainee focused task (purpose, outline of trainee's role and children's learning): Making a hand heart card. Children will write on one hand all the good qualities of what being a good friend is and on the other they will draw a self-portrait or a picture of them being a good friend.	Matching game Good Friend/ Bad Friend Game Kindness activity Story book Bullying Word Search Colouring in pictures Wow Words Who can help activity Playdough Card Pens Crayons Scissors		Open-ended questioning What makes a good friend? What is bullying? Why is it important to be kind to people? How do you think Ruby is feeling? Why is she feeling sad? Matching game can see their understanding of what makes a good friend. Comprehension task Observation.		
Plenary Discussion on carpet on what a good friend is and who we can tell if we are having problems related to bullying.	Additional adult tasks (purpose, outline of additional adults' role and children's learning): Comprehension activity on the story. Draw favourite part of the story and explain why they like it. Independent learning opportunities: Mark-making Playdough- can the children make the characters out of the story. Worksheets- kindness activity, friendship crossword Colouring- equality, friendship pictures					
Curriculum coverage (range and skills)						

Name of Trainee: <u>Khyan Hawes</u> Session ref: <u>08/11/23</u> Topic: <u></u> Date: <u>08/11/23</u> Class: <u>Year 2</u>		Cymanwrdd Cyfnod Sylfaen	
Targed(au) Hyfforddi Personol: <u>Ensure the children understand the activities by giving clear instructions.</u>		Number of learners: <u>28</u> Age: <u>6-7</u> ~~MS~~	
Learning objectives/intentions:	To gain a knowledge and understanding of Egyptian jobs. To gain a knowledge and understanding of the role of a scribe.	Success Criteria	Write sentences about jobs in Egypt and transfer them onto paper using a hieroglyphic code.
Introduction/planary tasks	Main activities	Resources/Key Vocabulary	Assessment for Learning (strategies and opportunities)
Introduction Teacher does intro on carpet Introduction to Trainee focused task: The children will match pictures of Egyptian jobs to the correct job description, working as a group.	Trainee focused task (purpose, outline of trainee's role and children's learning): Hieroglyphic Scrolls. Children will write a sentence about the different types of jobs in Egypt. - Match their sentence letters with the hieroglyphic code. - Transferring their sentence onto the tea stained paper using the hieroglyphic code. Additional adult tasks (purpose, outline of additional adults' role and children's learning): N/A Independent learning opportunities: N/A	Tea stained paper Ink Pads Hieroglyphic Stamps Coded Sheet Word Bank Topic Books Pens Egyptian Job matching cards iPad	Questioning Techniques Open ended questions during introduction e.g - What kind of jobs did Egyptians have? - What did the Egyptians use to use to write? Self Assess using Thumbs Up/Thumbs Down
Plenary	Recall of events and what they have learnt.		
Curriculum coverage (range and skills)			
Creative Development			
Be involved in activities that allow them to work as individuals and in groups			

Appendix 4

Date: Week 1, 08/11/18

Critical incident (focus): To gain a knowledge and understanding of Egyptian Jobs

<i>Experience</i>	
Feelings <i>"What are your feelings regarding the experience?"</i>	My initial feelings regarding this experience were quite positive. Overall, I was pleased to see that the children did have a good understanding and knowledge of Egyptian Jobs. The children also understood what they had to do because I gave them clear instructions.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	• An aspect of the learning experience that went well was how much information the children learnt about Egyptian jobs and what they could remember from previous knowledge. • The disappointing elements of my lesson was that we had to cut time short on the hieroglyphics as we ran out of time. The children struggled when it came to create a sentence. Although they were able to recite their knowledge of Egyptian jobs. As they were struggling, they seemed to become off task.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	• The cause of the most important disappointing element was it took longer than anticipated for the children to come up with sentences to describe the Egyptian jobs. This made them become off as they struggled with forming sentences and had to be helped. • As I was self-assessing the lesson as I went along, I found the children were struggling with the activity, I went and spoke to the classes Teaching Assistant which was acting as my mentor was not in. I asked if they thought I should make the task easier to the learners needs by doing a word game. • I have developed in my teaching skills as I have identified an issue which has occurred, and I am trying to think of possible solutions to help aid children's learning. I want to be able to challenge children, however to do so you need to know what ability they are at and I am still learning that.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	• A possible solution to make the task less reliant on a large amount of writing and focus it more on reading. As the LNF framework skills for this chosen lesson are mostly reading skills. • In order to make it easier for the children I will have premade sentences broken up. This way they can use their understanding and knowledge to put the sentences together. This will be in the form of a word game. Then they can use the sentence to allow them to create the sentences in hieroglyphics, using the coded letters.
<i>Transformed experience</i>	

Appendix 5

Date: Week 2, 12/11/18

Critical Incident (focus): Finding out why a child was upset.

Experience	
Feelings <i>"What are your feelings regarding the experience?"</i>	I could see one of the children was upset in class and didn't want to stand up to take part in the music lesson. So, I called them over away from the other children to speak to me.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- I asked the child an open ending question of "what's wrong?". As they wouldn't answer at first, so I asked, "Has something happened?" This was because the child was fine previously after coming in from playtime. The child then openly said about another child pushing him on the carpet when they were sat down and making him out of the circle. - I then went and spoke to the other child and asked him what had happened. I then got both children and explained to them why it wasn't nice to say unkind things about each other and why it wasn't kind to push.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	- I thought the way I handled the situation was important. I spoke to each of the children calmly, not shouting at them as I didn't know the full story of what happened. This way they built trust in telling me. - I also allowed them time to think so they could explain why they acted in a certain way. I did this by asking open-ended questions and allowing them to tell me the whole story instead of keeping on at them. They both told me exactly what had happened. - The child pushed the other child on purpose because they had said something which wasn't kind. I explained how the other child might feel. They both said sorry to each other. I believe that this was effective practice as both the children understood why it wasn't very kind to do the things that they had done. They understood how each other were feeling because of their actions. They both said sorry and joined in with the activity.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	- In the future I could use the classroom rules to explain why it isn't very kind to push and say nasty things to our friends. This would lead to a better understanding, especially if the children made the rules up themselves. They will relate to the rules even more. - I could also talk to the whole class about being kind to each other, this way it will promote kindness as a whole class approach. Hopefully, encouraging the class to promote kindness.